



## Chapter 8

# Working Through Fear and Worry

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### Thoughts, Moods, Behaviours, and Physical Responses

Suggested Duration: 1 to 2 50 min. periods

#### Lesson Objectives

Students will learn to recognize that our thoughts, moods, behaviours and physical responses are all interrelated.

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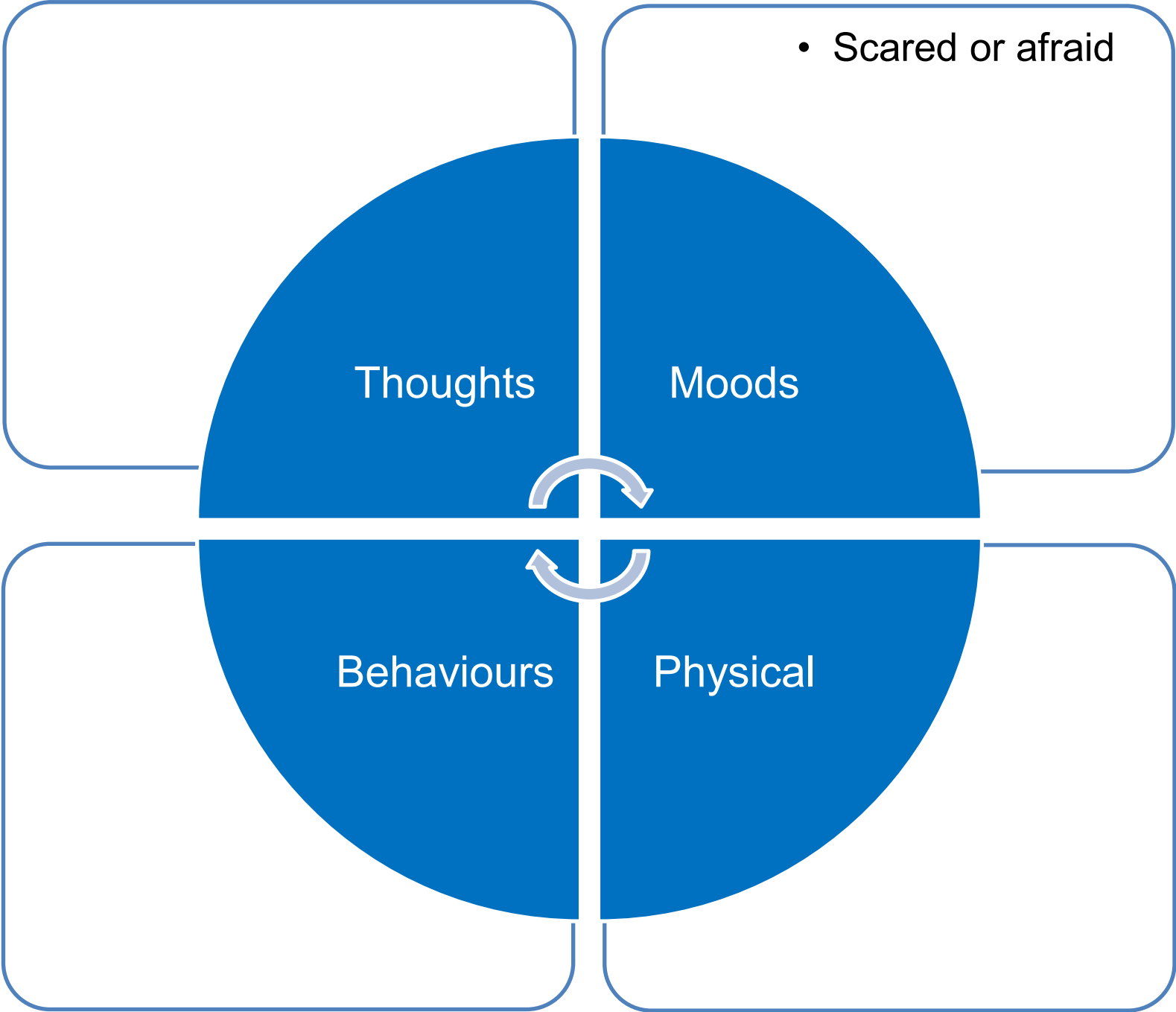
#### Summary of Tasks/Actions

##### **Lesson Planning:**

- 1) Draw the chart attached on a large Flip Chart Paper and post it at the front of the class.
- 2) Explain to the students that when we feel sad, our thoughts, behaviours and physical responses are also affected.
- 3) Provide each student with 3 Post-It Notes. On separate Post-It notes, have each student write:
  - One thought that we might have when we're feeling worries (i.e., "I'm never going to be able to do this!")
  - One behaviour we might exhibit when we're feeling worried (i.e., avoiding activities)
  - One physical reaction we might have if we're feeling worried (i.e., hyperventilating, sweating, upset stomach)
- 4) Invite the students to place their Post-It notes on the chart at the front of the class.
- 5) Once all of the Post-It notes have been affixed to the chart, review the completed chart together as a class to reinforce the concept that our thoughts, moods, behaviours and physical responses are, indeed, all connected.

##### **Materials/Equipment:**

- Worksheet Attached
- Flip Chart Paper
- Post-It notes





# WELCOME TO HOGSMEADE!

Your task is to create an advertisement for a shop in the village of Hogsmeade. Your advertisement should be visually appealing to attract customers to your shop and should also include the following key pieces of information:

- The name of your shop
- What you can buy/do there
- What makes your shop unique
- Some examples of items and their prices
- A catchy slogan

## **Time to Brainstorm!**

What are some examples of shops that you might find in a wizarding village?

Brainstorm some ideas here:

Your advertisement must stand out from the others around it to entice the public to choose *your* shop. How will you accomplish this?

Which group of wizards and witches does your shop cater to? How will your advertisement reflect this **target audience/demographic**?

*Once the advertisements are complete, they will be displayed around the classroom. You will be given a fixed budget and will only be able to spend money at a restricted number of shops. Which ones will you choose? The advertisement that attracts the most buyers will win 50 points for their house!*

# HOGSMEADE ADVERTISEMENT RUBRIC

	1	2	3	4
<b>Knowledge &amp; Understanding</b>	Advertisement displays a limited number of the elements as specified in the assignment.	Advertisement displays most of the elements as specified in the assignment.	Advertisement does a good job of displaying all the elements of an advertisement as specified in the assignment.	Advertisement does an excellent job of displaying all the elements of an advertisement as specified in the assignment
<b>Thinking</b>	Advertisement does little to attract people to the shop.	Advertisement attracts people to the shop in some way.	Advertisement creatively attracts people to the shop.	Advertisement creatively and effectively attracts people to the shop.
<b>Communication</b>	Advertisement is crumpled or messy. It is lacking in visual appeal. It contains many errors in spelling/grammar.	Advertisement is neatly and clearly presented. It is somewhat eye-catching but contains some errors in spelling/grammar.	Advertisement is neatly and clearly presented. It is eye-catching and contains minor errors in spelling/grammar.	Advertisement is creatively and clearly presented. It is eye-catching and contains no errors in spelling/grammar.
<b>Application</b>	Advertisement suits target audience in a limited way.	Advertisement suits target audience in some way.	Advertisement suits target audience.	Advertisement caters effectively to target audience.

# HOGSMEADE SHOPPING DAY: REFLECTION QUESTIONS

1. What part of your advertisement were you most proud of? Why?
2. What elements did you include in your advertisement to entice customers to spend money in your shop?
3. What were some of the factors that you considered when determining where you would spend your money?
4. Advertisers sometimes try to trigger our Core Beliefs in order to make us believe that we “need” their product to be happier in some way. Can you think of any real-life examples of this?
5. How should we respond to the implied messaging in advertising?

# DISCUSSION QUESTIONS:

## CHAPTER 8

1. How does Professor Lupin introduce the students to various creatures in his class?
2. Can you think of a problem that you solved by gradually working on it? Describe the steps you took to eventually reach your goals?
3. What activity gives Harry pleasure and a sense of accomplishment?
4. Do you have an activity that makes you happy and cheers you up when you are feeling low? Describe the activity and why it makes you feel better.
5. How was the Water Demon defeated? What does this teach us about dealing with times where we feel low or anxious?
6. Harry was very upset when he thought Professor Lupin perceived Harry as weak. How did speaking to Professor Lupin help?
7. What core belief did Harry have that led to his distorted thinking about how Professor Lupin perceived him?

# LITERATURE CIRCLE:

## CHAPTER 8

Do you believe that Harry has a more positive or negative view of the world around him? Be specific with your response and use direct proof from chapter 8 of the novel.

<b>Stance</b> <i>Positive or negative</i>	<b>Evidence</b> <i>Quote from the novel to reinforce your idea.</i>	<b>Explanation</b> <i>How does this quote support your stance on Harry's views? Why did you choose this detail as evidence for your viewpoint?</i>



# CHAPTER 8: FLIGHT OF THE FAT LADY

1. Harry asks Professor Lupin why he wasn't given a chance to defeat the boggart. What does Professor Lupin's response to Harry tell you about his character?

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2. Why did Harry feel happier after speaking with Professor Lupin?

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3. How does Professor Snape's behaviour make Harry feel? Are there any other characters in the book whose behaviour makes Harry feel similarly?

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4. Why is Quidditch so important for Harry? Consider the physical and emotional benefits.

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# CHAPTER 8 QUESTIONS

1. In chapter 8, we are introduced to things that make Harry happy and give him pleasure. What are they and why do they give Harry pleasure?
2. What is your “Quidditch” (the thing that gives you the most pleasure)? Why?
3. If you had to choose between Professor McGonagall, Professor Lupin or Professor Trelawney as your homeroom teacher, who would you choose? Describe their teaching style, the strategies they use, and why they appeal to you.
4. Please complete the following vocabulary chart. Write down definitions that you clearly understand.

<b>Vocabulary Word</b>	<b>Page #</b>	<b>Dictionary Definition</b>
Bludgeon		
Dejectedly		
Ferociously		
Vigorous		
Goblet		
Poltergeist		

# THINK ABOUT

Please complete the following “Think About”. Each section should have around 5–6 sentences.

<b>I Read...</b>	<b>This reminds me of...</b>
Identify key information from the novel:	Make connections between the novel and the characters from Harry Potter to your own experience:
<b>Draw conclusions about how the characters’ thoughts and feelings affected their behaviour and actions:</b>	

# UNIT 6 (CHAPTER 8): JOURNAL ENTRY QUESTIONS

## Pre-Discussion/ Post-Reading Journal Entry

After you've finished the assigned reading, please complete the following questions independently:

1. Describe the main characters and how they've developed since your last assigned reading. What have you learned about them? Have they changed at all? If they have changed, what's changed? Give examples from the novel to support your ideas.
2. Do any of the character from the assigned reading relate to you? Can you relate to their thoughts, feelings or experiences? Have you had similar thoughts, feelings, or experiences in the past?
3. Pick one character and describe how this character's thoughts or feelings impacted their behaviour. For example, before they acted and did something, what were they thinking or feeling? Do you think that if this character had thought differently about a situation or event, this might have changed how they felt about it and, ultimately, how they acted or behaved?

## Post-Discussion Journal Entry

After discussing the answers above with classmates/members from your house, please complete the following questions:

1. Who made excellent points and observations?
2. What did you learn that you hadn't thought of before?
3. Did you change your mind about anything?
4. Whose opinions about the story did you really like?
5. Who liked your opinions?
6. Who disagreed with you?
7. What did you do to help others learn?
8. What was the best part of the discussion today?
9. Next time, to make the discussion even better, I am going to...