



Chapter 9-11

Exploring Setbacks

Self-Talk

Suggested Duration: 50 min.

Lesson Objectives

Students will learn to recognize their negative self-talk and think of ways to change their thinking to be more positive.

Summary of Tasks/Actions

Lesson Planning/Suggested Actions:

- 1) Explain the concept of “Self-Talk” to the students. “Self-Talk” is that little voice we all have within us that tells us when we’re doing something well/feeling positively about ourselves (i.e., “I can totally do this!”), or not doing something so well/feeling negatively about ourselves (i.e., “I am so stupid!”). Sometimes, our critical and negative self-talk is more prominent than our positive self-talk, especially during adolescence. Fortunately, we can practice eliminating negative self-talk by replacing it with more positive thoughts and messages. For example, instead of thinking “I am so stupid!”, a student can identify their negative self-talk and replace it with “I bet if I try harder, next time I’ll do better”) [see also, chapter 6 regarding cognitive distortions – the original thought is an example of labelling and possibly fortune telling].
- 2) As a class, have the students brainstorm negative self-talk that the characters may be experiencing up to this point in the novel. For example, what negative thoughts might Harry have been experiencing when he left his Aunt’s and Uncle’s house? Or when Hermione is in Professor Trelawney’s class, what negative thoughts could she be having?
- 3) Have the students separate into groups and provide each group with a stack of Post-It notes. Ask the students to brainstorm negative self-talk messages that either a) the characters in the novel could be saying to themselves or b) that kids their age often say to themselves. Have them write each one of these on a Post-It note.
- 4) After about 10 minutes, collect all of the Post-It notes and put them in a hat. One by one, pull out the Post-It notes and read the message to the entire class. Invite the class to brainstorm how they would talk themselves or their peers out of this negative self-talk and make the message more realistic.

Materials/Equipment:

- Post-It notes
- Hat or bag



Chapter 9-11

Exploring Setbacks

My CBT Plan

Suggested Duration: 30 min.

Lesson Objectives

Students will learn to recognize “high-risk” situations (from a mental health standpoint) and devise a plan to ensure that these high-risk situations do not lead to crises.

Summary of Tasks/Actions

Lesson Planning:

- 1) This is a journal activity that can be done by either focusing on a character from the novel (this option may be less intimidating), or by having the students focus on themselves if you think your class (or some students in your class) are ready for this.
- 2) Provide the students with the following worksheet to complete.

Materials/Equipment:

- Worksheet attached

CREATE A PLAN OF ACTION

Many of the characters in *Harry Potter and the Prisoner of Azkaban* have learned that there are some situations that will be challenging for them. Put yourself in the shoes of a character of your choice and describe your challenging situation, your early warning signs, and your plan of action to help you face this challenge. An example, using Professor Lupin's character, is done for you.

If you'd like and feel comfortable, instead of choosing a character from the story, you can try describing your own real challenging situation, early warning signs, and plan of action.

My challenging situation:

*For Lupin, a high-risk situation is being out during the full moon and forgetting to drink his Wolfsbane potion.

My early warning signs:

*For Lupin, his early warning signs are that he becomes irritable and distracted.

My plan of action:

*For Lupin, his plan of action is to monitor the moon phases and set a reminder, so he always remembers to take his Wolfsbane potion.



Chapter 9-11

Exploring Setbacks

Mood Check-In

Suggested Duration: 15 min.

Lesson Objectives

Students will learn to recognize their thoughts and emotions regarding the MyOwl curriculum.

Summary of Tasks/Actions

Lesson Planning:

**Note that this activity can be done at any point throughout this curriculum. It is recommended, however, to complete this activity in the later stages (this unit or after).

1) Every student is invited to take a sheet of paper and write down how they feel about the MyOwl curriculum so far. Ask the students to reflect, not only on the content of this curriculum, but also on their own thoughts and feelings throughout this curriculum. At this point, students have learned many CBT skills. Ask them to reflect on the impact these skills might have had on their thoughts and moods. Have they noticed a difference since starting this curriculum? Ensure that the students are aware that you are the only person who will be reading their responses. This activity can also be done privately without the teacher reading their responses.

2) You may also want to invite students to provide input on different class or individual activities that they hope will be offered during the remainder of this curriculum. What do they most like about the curriculum? What would they like to change? Enabling the students to provide constructive feedback can be very empowering for them – especially when their suggestions are implemented! [Note that feedback to treatment providers is a standard component of CBT so this exercise also fits with that model.]

Materials/Equipment:

- Sheet of paper

DEMENTORS AND DEPRESSION

Why does Harry think the dementors have such a strong effect on him (more than they do on others)? Is Harry's thought process rational/logical?

According to Lupin, why do the dementors have such a strong effect on Harry?

A large rectangular box with a blue border, containing 20 horizontal lines for writing.

CHAPTERS 9 - 11

1. What happened to the Fat Lady? How do the characters respond? Consider their actions, thoughts, and feelings.

2. What happens to Harry during the Quidditch match? How do these events and the loss of the match leave Harry feeling? Why is losing at Quidditch so tough for Harry?

3. What conclusions does Harry draw about Sirius Black during these chapters?

4. What conclusions does he draw about Professor Snape during these chapters?

5. Why are Harry and Ron so furious at Hermonie? Do you think they are justified in their anger?

CHAPTER 9-11

1. Harry is exposed to his 'dementor' (depression) again but keeps the experience to himself. Give specific examples from the readings that show that Harry may be feeling depressed again. Include the page number.
2. In Chapter 9, Harry falls off his broom and his team loses an important Quidditch match. In Chapter 10, Malfoy takes the opportunity to tease Harry about Gryffindor's defeat. How does Harry react? Was this a helpful reaction? Why or why not?
3. What does Harry find out about his past in Chapter 11? How does he react? Is this an effective way to react to disturbing personal news?
4. Please complete the following vocabulary chart. Please write down definitions that you clearly understand.

Vocabulary Word	Page #	Dictionary Definition
Pompous		
Tirade		
Pelting		
Minuscule		
Brood		
Stifled		

THINK ABOUT

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

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

UNIT 7 (CHAPTERS 9–11): 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...