



Chapter 13 - 16

Putting Learned Skills into Practice

Exploring Problems

Suggested Duration: 1 to 2 50 min. periods, plus follow up throughout the unit

Lesson Objectives

Students will learn that problems can influence many facets of our lives and that a careful understanding of their impact can help us to manage the situation.

Summary of Tasks/Actions

Lesson Planning/Suggested Actions:

- 1) Provide students with the attached handout.
- 2) Explain to students that our problems can influence many facets of our lives. Understanding how our problems affect our lives can help us to select coping strategies to manage and overcome our difficulties.
- 3) As an example, complete the attached handout with the class about Harry and his life problems.
- 4) After going through the example, ask students to complete the handout on their own about a problem faced by one of the following characters: Ron, Hermione or Hagrid.
- 5) As a supplementary activity, students can also complete the handout about a problem that they face/have faced in their own lives.

Materials/Equipment:

- Worksheet attached

EXPLORING PROBLEMS

Throughout the novel, all of the characters face problems that they need to learn to overcome. Choose one character from the book and write about how their problems affect each of the following five areas of their life.

Environment/Life Changes:

Physical Reactions:

Moods:

Behaviours:

Thoughts:

What can the character do to improve one or more of these five aspects of their lives? How would this change affect the other areas?



Chapters 13-16

Putting Learned Skills into Practice

Perception is Everything

Suggested Duration: 1 to 2 50 min. periods, plus follow up throughout the unit

Lesson Objectives

Students will continue to learn that their thoughts (or how they perceive reality) directly affect their behaviour. This is the case regardless of the degree to which thoughts are true.

Summary of Tasks/Actions

Lesson Planning/Suggested Actions:

- 1) Disseminate the attached worksheet for students to complete.
- 2) Note that there are two blank boxes at end of the worksheet. Students are invited to think of their own potentially distorted thoughts and corresponding behaviour.

Materials/Equipment:

- Attached worksheet

PERCEPTION IS EVERYTHING

After reading what each character is thinking, identify how they may behave based on this perception. At the end, identify some distorted thoughts you may have and how these thoughts may affect your behaviour.

Thought	Behaviour
Harry thinks the Grim is following him around	
Ron believes that Hermione does not respect him because she fails to stop Crookshanks from attacking Scabbers	
Harry believes that he saw a dementor and that he was able to defeat it since he was successful at conjuring a Patronus	
Harry is convinced that he will be in trouble for using magic outside of Hogwarts	
Ron believes that Hermione is a kind person	
Snape thinks that he has finally gotten Harry expelled	
I'm never going to do well on this test	

Thought	Behaviour
My friend must be angry with me because she didn't say 'hi' to me today	



Chapters 13-16

Putting Learned Skills into Practice

Automatic Thoughts

Suggested Duration: 15 min.

Lesson Objectives

Students will continue to learn that their thoughts (or how they perceive reality) directly affect their behaviour. This is the case regardless of the degree to which thoughts are true.

Automatic thoughts, although engrained, can be challenged and modified but only once you've become conscious of them.

Summary of Tasks/Actions

Lesson Planning/Suggested Actions:

1) Write the following names on a slip of paper:

- Hagrid
- Malfoy
- Snape
- Harry
- Ron
- Hermione
- Lupin

2) In groups, let the students select one name and answer the following question together:

Based on what you know about _____, what negative automatic thoughts do you think he/she experiences?

Students should discuss what thoughts they would encourage the character to adopt to replace their negative automatic thoughts.

FEELINGS IMPACT BEHAVIOUR

Why is it difficult for Harry to sleep the night before the final Quidditch match?
How do his feelings impact the quality of his sleep? How might your feelings
impact the quality of your sleep?

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

CHAPTER 13: GRYFFINDOR VS. RAVENCLAW

1. Why do you think Harry was successful at conjuring a Patronus in this chapter?

2. Why is it so important for Harry to engage in pleasurable activities, like Quidditch? How do you feel when you do pleasurable activities?

3. How important was it for Harry to practice the Patronus charm to successfully conjure a Patronus? Can you think of a time when practicing something made a difference in your own success?

4. Why does chapter 13 feel like such a positive and triumphant chapter?

CHAPTER 14: SNAPE'S GRUDGE

1. How do Harry's interactions with both Hagrid and Lupin in this chapter prompt him to reflect on his own actions?

2. Was this self-reflection important? Why?

3. What did Neville receive from his grandmother?

CHAPTER 15: THE QUIDDITCH FINAL

1. How did Hermione respond when Professor Trelawney saw another Grim in Harry's crystal ball? Is Hermione's perspective helpful?

2. Hermione appears to lose her self-control when she slaps Malfoy across the face and is overtly rude and critical of Professor Trelawny during their Divination lesson. Why do you think Hermione behaves in such a surprising and uncharacteristic way?

3. After winning the Quidditch final, why does Harry feel like he could have defeated a dementor in that moment?

4. Compare and contrast the Slytherin and Gryffindor Quidditch teams. Do you think that the way the students play Quidditch reflects their characters?

CHAPTER 16: PROFESSOR TRELAWNEY'S PREDICTION

1. What form did Hermione's boggart take during her Defense Against the Dark Arts exam? Why do you think this was her greatest fear at the time?

2. Why do you think Ron found Hermione's boggart funny?

3. Where do you think Scabbers has been and why? Why do you think Scabbers is behaving so strangely?

4. What are OWLs and NEWTs?

CHAPTERS 12-16 QUESTIONS

1. What strategies does Harry use to help reduce his stress? Be specific and include a page number.
2. What important (positive) event happened in chapter 13? Why was it important?
3. At the end of chapter 13, we learn that Sirius Black was in the Gryffindor's dormitory. Ron was the student who saw him. How did he react?
4. In chapter 14, Harry uses his invisibility cloak to 'get back' at Malfoy. What did he do and what happens as a result? There is a life lesson in the details. What is it?
5. Please complete the following vocabulary chart. Please write down definitions that you clearly understand.

Vocabulary Word	Page #	Dictionary Definition
Conjures		
Fathom		
Yeoman		
Maliciously		
Hallucinations		
Arrogant		
Plummeted		

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 9 (CHAPTERS 13-16): 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...