



Chapter 1 & 2

Risk and Protective Factors

Introduction to Cognitive Behavioural Therapy

Suggested Duration: 1 to 2 50 min periods

Lesson Objectives

To define risk and protective factors using both student thoughts and technical terms.

Risk factors – discussion of factors that may make people more likely to become sad, worried or afraid, which include peer and family conflict, mistreatment, lack of support system, school difficulties, homelessness, legal problems.

Protective factors – discussion of factors that help people overcome life’s difficulties, which include supportive and loving social connections, education, stable housing, character strengths, hopes and goals for the future.

Summary of Tasks/Actions

Suggested Actions:

Prior to teaching this lesson, read the introductory chapter on CBT and Harry Potter and the Prisoner of Azkaban and ensure that you feel comfortable with the principles of CBT and how they relate to the book (if not, seek help from colleagues and/or mental health professionals at your school board)

Introduce the curriculum and why it is being offered.

Ensure, briefly, that students are “up to speed” with the general content of the first two books (see attached synopsis for your reference which you may share).

Read Chapter 1 and 2 of Harry Potter and the Prisoner of Azkaban either during class or as a homework assignment in preparation.

Students to complete core exercise (*Harry’s Risk Factors / Protective Factors*) in class (may also be assigned as homework)

Student homework (*My Risk Factors / Protective Factors*; note this exercise is intended as a personal reflection not to be shared with the teacher or peers. Some students may opt to complete it relating to someone they know rather than themselves.)

Lesson Planning:

Discuss risk factors that may relate to your students (brainstorm, questions on board, be as creative as you can)

Generate a list of risk and protective factors for Harry, using pen and paper format, digitally, and/or group brainstorm utilizing vertical spaces

SYNOPSIS OF PREVIOUS BOOKS

Introduction: Read a synopsis of Harry Potter and the Philosopher's Stone and Harry Potter and the Chamber of Secrets.

Harry Potter and the Philosopher's Stone

Harry Potter and the Philosopher's Stone begins with Harry Potter, a shy and self-doubting boy wizard being brought up by his awful aunt Petunia and uncle Vernon along with his mean cousin Dudley. Dudley has lived the life of an ordinary kid, whereas Harry is treated like a servant. Harry has a lightning-shaped scar on his forehead which, according to his aunt and uncle, he got in a car crash when he was a baby in which his parents died. But the truth is that he received the scar after an attack by the evil and powerful wizard Voldemort known as "You-Know-Who" who killed Harry's parents. Harry is also a wizard but he does not know it yet. The Headmaster and Deputy Headmistress of Hogwarts school of Witchcraft & Wizardry left Harry with his uncle and aunt after this awful incident and have been waiting until he is of age to attend the Hogwarts school. Harry receives a letter inviting him to enroll at the school on his 11th birthday.

After a struggle with his uncle and aunt, he enters the school with the help of the school's half-giant gamekeeper Rubeus Hagrid. In the book, Harry learns the benefits and perils of being a wizard along with his new friends Hermione Granger and Ron Weasley. Harry begins to explore the magical world and embarks on a quest to find the Philosopher's Stone which can be used to brew an elixir that makes the drinker immortal. Lord Voldemort seeks the Stone as he is weakened and hopes to use it to return to full strength. At the end of the book, Harry defeats Lord Voldemort and the Philosopher's Stone is destroyed.

Harry Potter and the Chamber of Secrets

The series continues with Harry Potter and the Chamber of Secrets, a sequel which describes Harry's second year at Hogwarts. The plot arc is similar following Harry over a school year at Hogwarts. Ron's younger sister Ginny finds a diary that belonged to Lord Voldemort during his school days. She reads about a "Chamber of Secrets" which is a hidden room deep within a castle from which an ancient monster emerges. The monster attacks children at Hogwarts school. The novel delves into the history of Hogwarts and the tale of the Chamber. Harry comes to know more about his world, his ability to speak the language of the snakes (a rare dark art) and he learns secrets about Lord Voldemort. The book ends with Harry fighting the monster, saving Ginny and destroying the diary.

HARRY'S RISK FACTORS / PROTECTIVE FACTORS

Instructions: Referring to Chapters 1 & 2, identify some of Harry's risk factors and protective factors

Risk Factors	Protective Factors

HARRY'S RISK FACTORS / PROTECTIVE FACTORS

(Sample Answers)

Referring to Chapters 1 & 2, identify some of Harry's risk factors and protective factors

Risk Factors	Protective Factors
<p>Chapter 1:</p> <ul style="list-style-type: none"> • Isolation from peers - "So Harry had no word from any of his wizarding friends for five long weeks." • Neglect – never received a card or present, or any acknowledgement of birthday • Physical injury (scar) – feels different: "Of all the unusual things about Harry, this scar was the most unusual of all." • Feeling different from peers because he cannot get his aunt and uncle to sign a permission form to visit village of Hogsmeade: "How on earth was he going to persuade Uncle Vernon or Aunt Petunia to sign the form?" 	<p>Chapter 1:</p> <ul style="list-style-type: none"> • Social connection - card and present from Ron; card, letter and present from Hermione; card and present from Hagrid "Potter felt just like everyone else: glad, for the first time in his life that it was his birthday." • Activities that give Harry pleasure – Quidditch – Harry is good at it, youngest person in a century to be picked for a Hogwarts house team. Nimbus Two Thousand racing broom one of his prize possessions. • Loving pet – Hedwig – "Only living creature in the house who didn't flinch at the sight of him."
<p>Chapter 2:</p> <ul style="list-style-type: none"> • Threats from aunt and uncle, including threat of physical abuse: "you'll be sticking to that story, boy, or there'll be trouble." • Verbal insults, abuse from aunt and uncle: "as Marge doesn't know anything about your abnormality, I don't want any funny stuff while she's here." • Aunt & Uncle telling unpleasant lies about Harry: "We've told Marge that you attend St. Brutus's Secure Centre for Incurably Criminal Boys." • Bereavement – Reminder of parents' deaths • Homelessness - Harry leaves 'home' • School difficulties – faces expulsion • Legal difficulties – broken wizard law 	<p>Chapter 2:</p> <ul style="list-style-type: none"> • Activities that give Harry pleasure – initial excitement when he thinks he has found a way to get his uncle to sign the form allowing him to attend Hogsmeade

MY RISK FACTORS / PROTECTIVE FACTORS

Identify some risk and protective factors that you have (or if you prefer not to write about yourself, write about someone you know). Think about experiences, events, feelings about home/your family, friends, and school, for example. This is a reflection exercise that you do not need to share with anyone.

Risk Factors	Protective Factors

UNIT 1:

GUIDING QUESTIONS & KEY LEARNING POINTS

Guiding Questions

1. Harry has many more risk factors than protective factors in these two chapters. Ask students what the “opposite” would look like? What would be a possible protective factor that could mitigate each risk outlined in the table above? (Spoiler: In subsequent chapters students will be asked to develop a “toolbox” of “Stress Busters”. This question can help them start thinking about their toolbox).
2. Luckily, almost no one has all of Harry’s problems, but no one gets through life without experiencing some of them. Which ones do you feel comfortable sharing have happened to you or people you know?

Key Learning Points/Did I Cover?

- Why we are learning this curriculum? (to improve mental health literacy)
- An introduction to Harry Potter/summary of what came before book 3
- The definitions of risk factors and protective factors
- A list of risk and protective factors for Harry
- Encourage students to reflect on their own risk and protective factors
- Begin to encourage students to think about their own “Stress Busters” (more to come in Chapters 3-4)