

# 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)