



Chapter 1 - 2

Risk and Protective Factors

So... How Do You Feel About That?

Suggested Duration: 30 min.

Lesson Objectives

Students will learn to recognize emotions during and after a specific situation and that their peers also feel an array of emotions just like they do. Additionally, students will be able to understand the conceptual difference between a situation and a mood.

Grade 7 and 8 are critical - and often challenging - years. Youth at this age are wired to begin the transition from a strong reliance on their parents to greater autonomy in general and within peer groups. It is not uncommon for youth in these grades to feel “different” than their peers – to feel like they don’t “fit in”. This can be a lonely time for many youth as they (mistakenly) believe that they are feeling and experiencing things that their peers are not. This is, unfortunately, a common cognitive distortion for this age-group. This activity is intended to help students not only recognize their emotional responses to various situations, but also to help them notice that their peers also experience similar emotional responses. Through this lesson, we hope that students will understand that they are not alone and that, along with their classmates, they really are “all in this together”.

Summary of Tasks/Actions

Suggested Actions/Lesson Planning:

**Note that this activity can be used and/or repeated throughout the entire novel study.

1) As a class, brainstorm various emotions that Harry Potter is experiencing throughout these chapters. Examples may include: frustrated, lonely, happy, excited, anxious, scared, disappointed, proud, eager, guilty, sad, etc. Invite students to call out various emotions Harry may be experiencing and write these on a Flip Chart paper at the front of the class.

2) To add to this brainstorm, provide each student with 5 Post-It notes. Invite the students to write down 5 emotions (i.e., one on each of the Post-It notes) that they, themselves, have experienced within the last week. These may or may not be emotions from the list generated through the initial brainstorming activity.

3) Go around the classroom and collect all of the Post-It notes. Before collecting, explain to the students that you will mix them up as you are collecting them. This will help alleviate fears any preserve anonymity.

4) Once you've collected all of the Post-It notes (and they have all been thoroughly mixed up), quickly read off each of the emotions. If any emotions have not already been noted on the Flip Chart paper, write down this additional emotion on the Flip Chart paper. Do not simply stick the Post-It note on the Flip Chart paper as students may be fearful that others will recognize their handwriting.

5) A thorough list of emotions should now be on the Flip Chart paper at the front of the classroom. With this list visible, invite students to complete the attached worksheet.

Materials/Equipment

- Worksheet (attached)

SOO... HOW DO YOU FEEL ABOUT THAT?

Being able to understand how different situations that we're facing affect our moods is a skill that we continue to learn throughout our whole lives. Harry Potter finds himself in lots of very pleasant and very unpleasant situations throughout this novel.

To complete the following chart, identify and describe 3 situations in which Harry experiences a strong mood. Don't forget to also identify the page number of each situation. Next, list the mood(s) that Harry experiences in each situation.

Situation	Page #	Mood(s)
1)		
2)		
3)		