



## Chapter 17-20

# Looks can be Deceiving

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### Core Beliefs

Suggested Duration: 1 50 min period

### Lesson Objectives

Review the concept of automatic thoughts, the importance of looking at all the evidence and the notion that “thoughts are just ideas” and may not be correct.

Define core beliefs and understand how they relate to automatic thoughts with a focus on how this works for Harry. **Core beliefs** – deeply held ideas, philosophies, assumptions; organizing ideas about self, others and the future; central to our belief system; developed in childhood.

Note that we will not go into student’s own developing core beliefs as part of this curriculum but that part of the goal of learning CBT skills has been to help students have tools to address their own thinking errors so that they may avoid developing negative core beliefs.

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### Summary of Tasks/Actions

#### **Suggested Actions/Lesson Planning:**

Students will have read up to Chapter 20 of the novel (some teachers may opt to supplement with film clips)

Mini-Lesson: Core Beliefs (\*focus on Harry and how his core beliefs have evolved over the book)

- \*Deeply held ideas, philosophies and assumptions
- \*Beliefs may be about ourselves, others, and the future
- \*Central to our belief system
- \*Developed in childhood or early adulthood
- \*Underpin and help to produce automatic thoughts
- \*Remain dormant until activated by stress and/or difficult life events

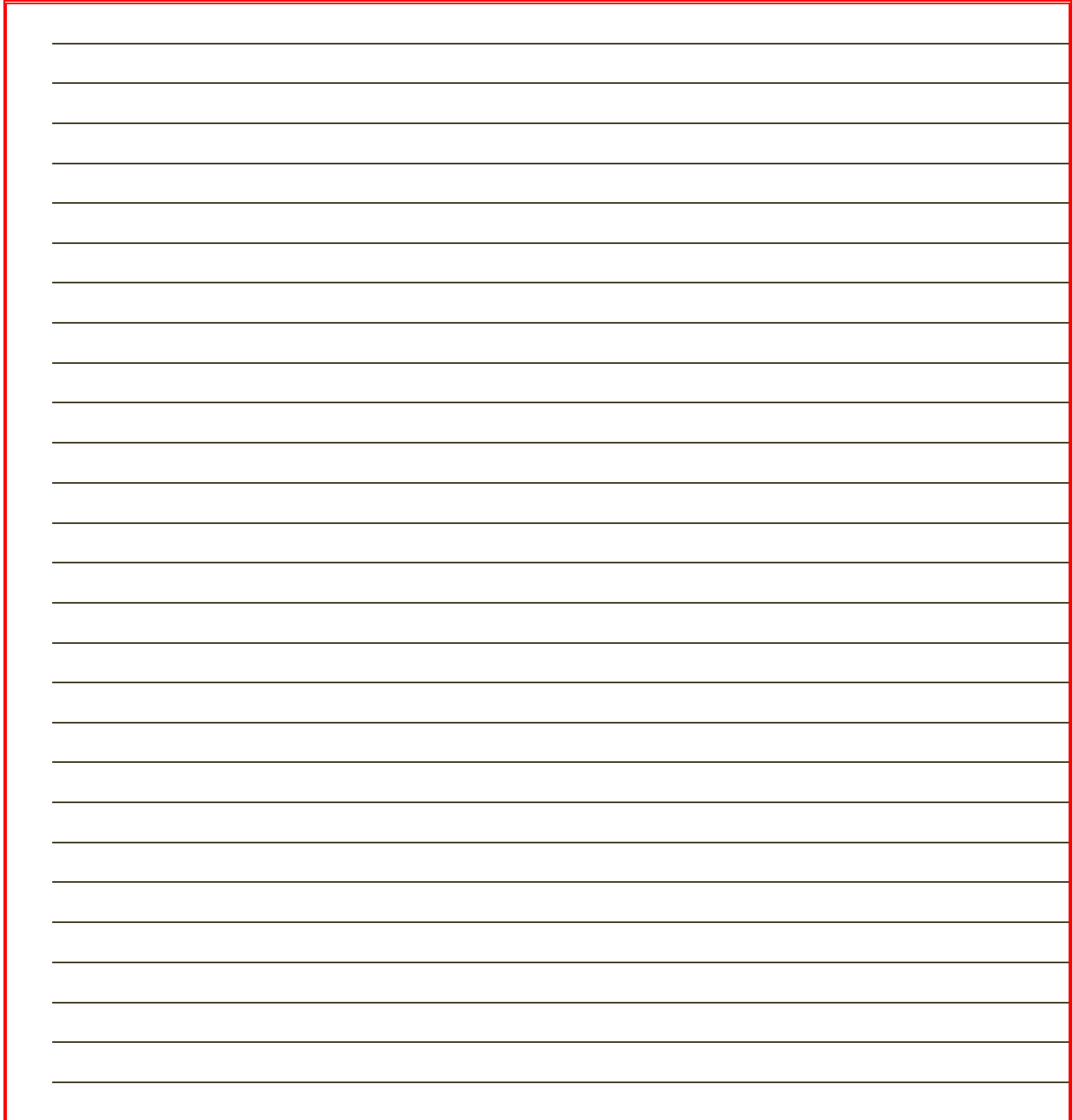
**Activity:** In groups of 4, discuss what you see as Harry Potter's Core Beliefs. Think about how he thinks of himself. What does he absolutely believe to be true about himself? Note that Harry may also have positive core beliefs that contribute to his resilience ("I am good at sports/Quidditch", "I am safe at Hogwarts").

Students are given chart paper and markers to jot down notes about Harry's Core Beliefs about himself. Instruct students to give specific examples/page numbers from the text. At the end of the activity, students will share their results.

Post Activity: Students can consolidate and independently complete the worksheet related to the group discussion.

# WHAT ARE HARRY'S CORE BELIEFS?

What does he absolutely believe about himself? Provide examples from the book to support the core beliefs you have identified.



A large rectangular area with a red border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box, providing a space for the student to write their answer to the question above.

# WHAT ARE HARRY'S CORE BELIEFS?

What does he absolutely believe about himself? Provide examples from the book to support the core beliefs you have identified.

## Teacher Cheat Sheet

He believes he is alone

He believes he is unloved and unwanted by his surviving family

He believes that there is something wrong with him / that he is different / inadequate

# UNIT 10 (CH.17-20):

## GUIDING QUESTIONS & KEY LEARNING POINTS

### Guiding Questions

1. What would have been lost if Harry had killed Sirius (and Lupin) before hearing them out?
2. Why do Harry and his friends eventually choose to listen but Professor Snape refuses?
3. Can you think of a situation where you've seen people "jump the gun"? How does it turn out?
4. If you had met Harry at the beginning of the book and he told you that he thought he was alone, what might you point out to him?

### Key Learning Points/Did I Cover?

- Review automatic thoughts
- Review the importance of evidence
- Review **CBT Core Principle #2 – Thoughts are just ideas. Just because you think something, doesn't necessarily mean it's true**
- Introduce the concept of Core Beliefs
- Identify Harry's negative Core Beliefs (that he is inadequate and that he is alone) and discuss how he has managed to change them
- Note that students may consider their own Core Beliefs privately (both positive and negative) but also that Core Beliefs are still evolving in adolescence