



Chapter 3 & 4

Distress and Resilience

Anxiety and Stressbusters

Suggested Duration: 1 to 2 50 min periods

Lesson Objectives

Define the terms distress, anxiety, resilience, and “Stress Busters” providing examples.
Determine Harry’s reactions (emotional, physical and thoughts) to the events of the chapters.
Identify Harry’s coping methods and encourage students to consider their own Stress Busters

Summary of Tasks/Actions

Suggested Actions:

Read Chapter 3 prior to discussion or activities

Collaboratively discuss the events that make Harry experience anxiety. Using your personal judgement, you may encourage students to share what makes them feel anxious (you may choose to discuss the things that makes you feel anxious to facilitate student comfort).

Read Chapter 4

Discuss resilience and Harry’s Stress Busters

Lesson Planning:

Have students

- complete “anxiety causing factors’ handout
- complete ‘How do Harry’s emotions affect him physically?’ handout
- complete ‘Character Snapshot (resilience)’ handout
- review ‘Coping Skills’ handout
- complete ‘Stress Busters’ handout

Students can brainstorm their own Stress Busters for homework

ANXIETY CAUSING FACTORS

What anxiety-causing factors does Harry experience in Chapter 3?



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ANXIETY-CAUSING FACTORS

Teacher Cheat Sheet

What are some anxiety-causing factors that Harry experiences in Chapter 3?

- Finds himself alone in a dark street “*a new emotion overtook him: panic*”
- Thoughts about using serious magic, and breaking the ‘Decree for the Restriction of Underage Wizardry’
- Realization that he has no ‘muggle money’
- Seeing the outline of something: “big, with wide, gleaming eyes... like a dog, but massive.”
- Harry reading the article about Sirius Black:

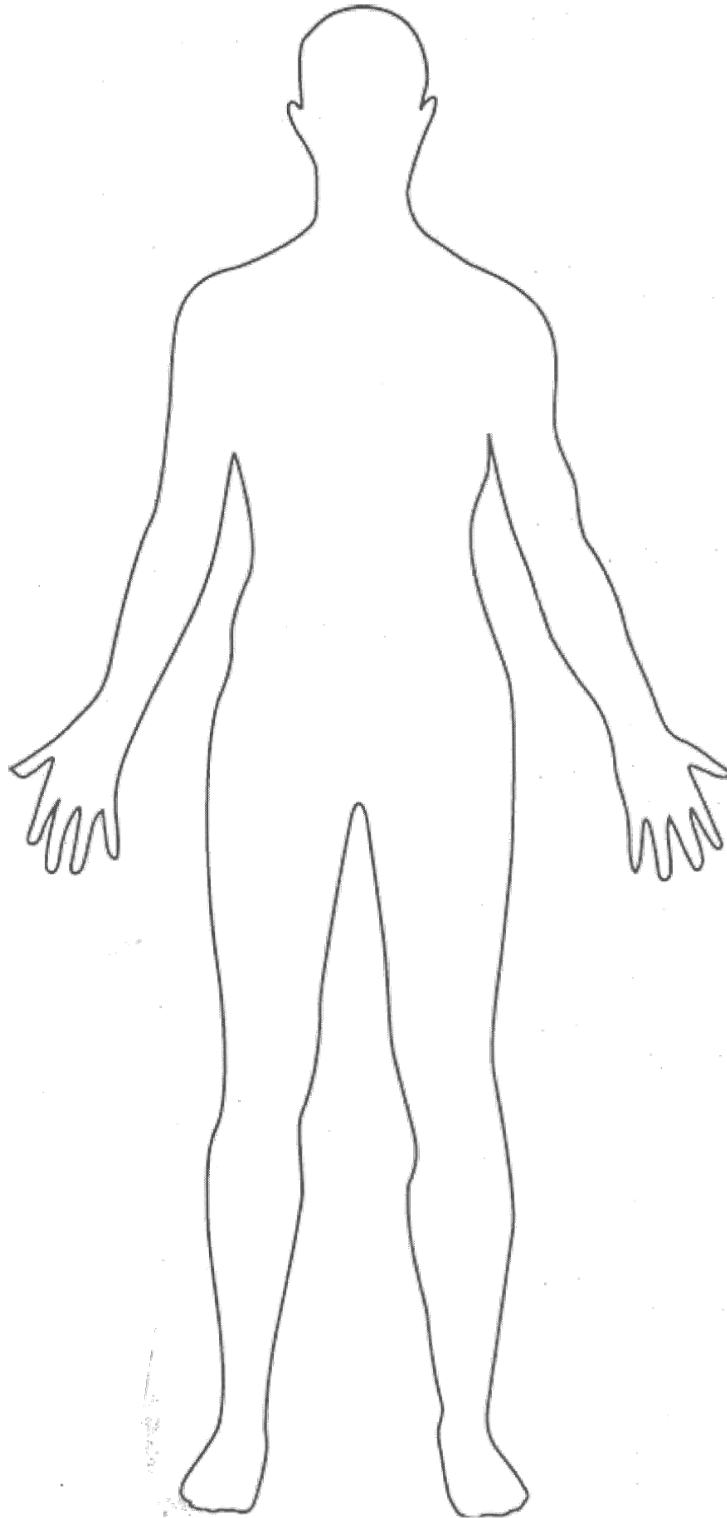
“most infamous prisoner ever... is still eluding capture... Black is mad...he’s a danger to anyone who crosses him... magical community lives in fear of a massacre like that of twelve years ago, when Black murdered 13 people with a single curse.”

- Catastrophizing dialogue from Stan Shunpike:

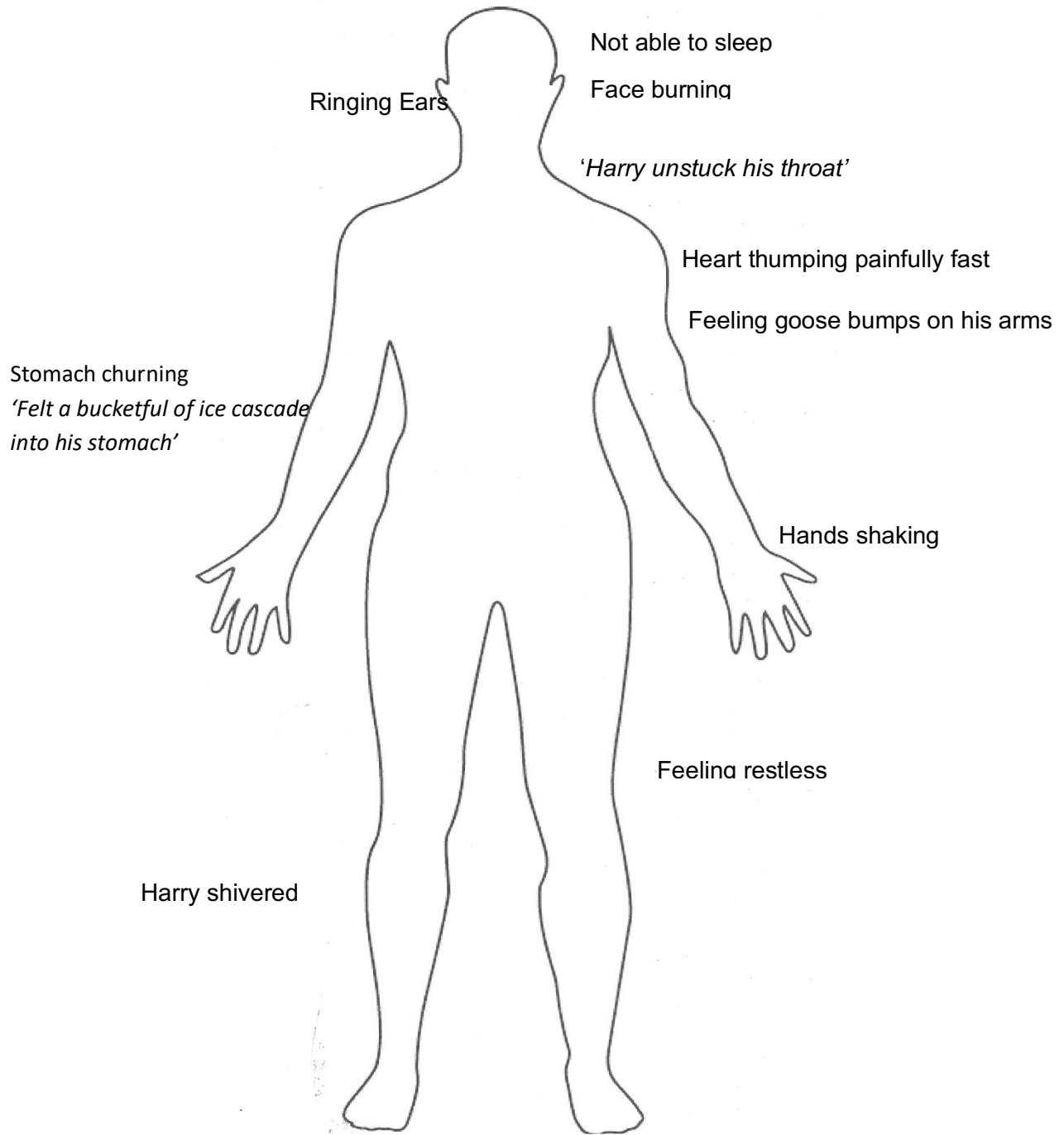
“scary-lookin fing, inee?... Black woz a big supporter of You-Know-Oo... blaster ‘alf the street apart, an’ a wizard go it, an’ so did a dozen Muggles what got in the way... you know what Black did then?... laughed. ‘Cos ‘e’s mad, inee... an’ now ‘e’s out... Never been a breakout from Azkaban before”

PHYSICAL PRESENTATION OF EMOTIONS

Indicate how Harry's emotions affect him physically (Chapter 3).
Use examples from our readings.



PHYSICAL PRESENTATION OF EMOTIONS



CHARACTER SNAPSHOT

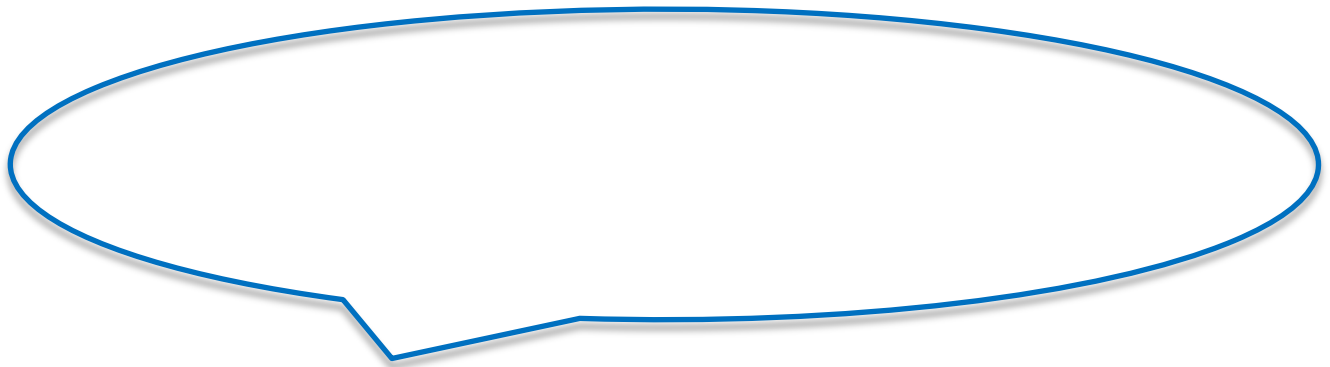
An exercise reflecting on **resilience** when students have read Chapters 3-4.

Name: _____

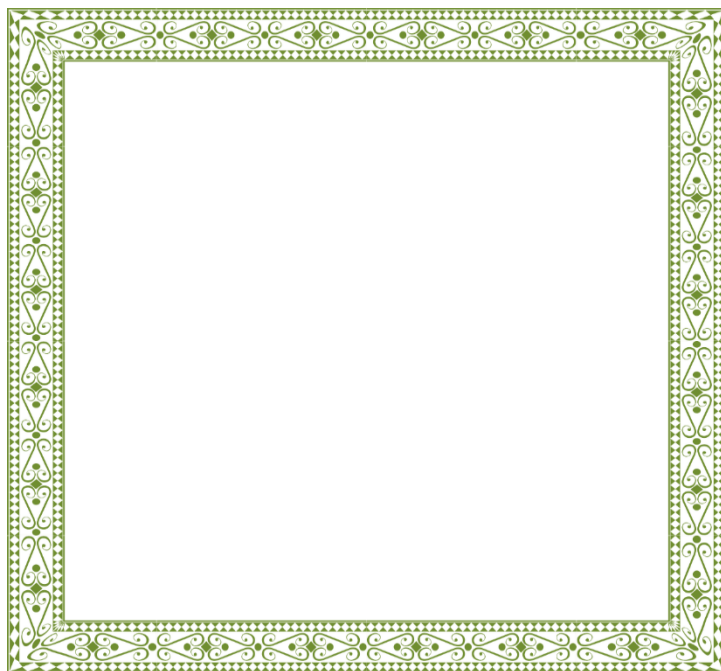
Think about a character from the story. Write his or her name below.

My Character's name is: _____

In the speech bubble, write a quote from the story that you think represents him or her.



In the picture frame, draw a detailed picture of him or her. On the lines, write about his or her greatest struggle and the strengths/coping strategies that help him or her to be resilient.



My Character's Greatest Struggle (and examples of resilience)

COPING SKILLS



Have Fun

Listening to music, watch TV, play a game, spend time on your hobbies, do a puzzle, talk to a friend. Do something fun as a distraction.



Use your Senses

Smell something nice, notice the colours around you, walk barefoot in grass or sand, play with clay or slime, meditate or do some exercise.



Express Emotions

Laugh 'til it hurts, scream and yell, have a good cry, put on music you love and dance wildly. Let go of those emotions.



Love Yourself

Have a long bath or shower, organize your room, do your nails, enjoy your favorite meal, buy a nice treat for yourself.



Challenge Your Thinking

Write down negative thoughts and then list all the reasons they may not be true. Imagine someone you love had these thoughts – what advice would you give them?

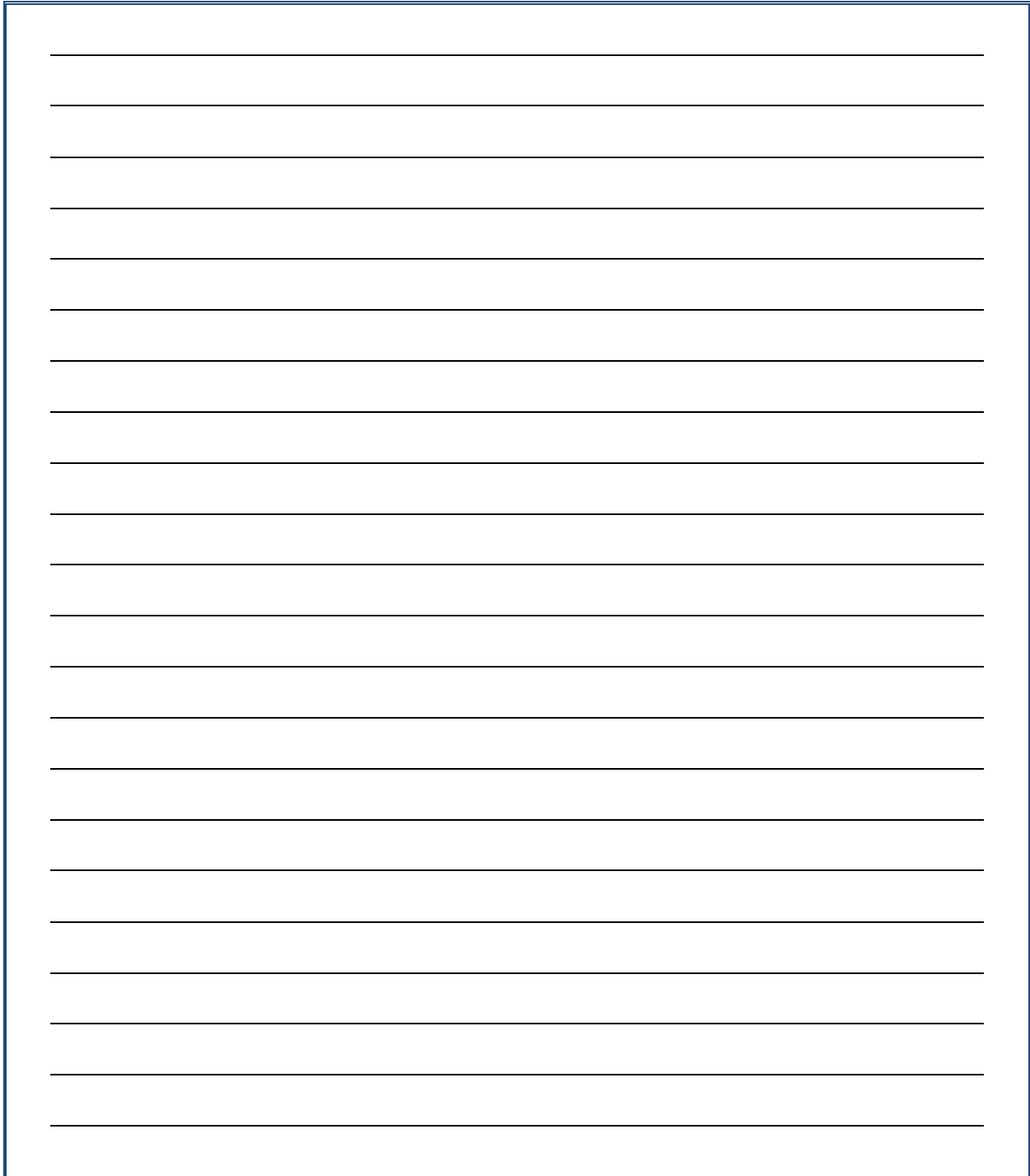


Give of Yourself

Help someone, smile at people on the street, become a volunteer, do random acts of kindness.

STRESS BUSTERS

What 'Stress Busters' does Harry start to employ in chapter 4?



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STRESS BUSTERS

Teacher Answer Key

What 'Stress Busters' does Harry start to employ in Chapter 4?

- Ate breakfast at Leaky Cauldron – makes a point of enjoying watching the other guests “*funny little witches from the country... wild looking warlocks, raucous dwarfs...*”
- Spent time in Diagon Alley – “Harry spent long sunny days exploring the shops and eating under the brightly coloured umbrellas outside cafes”
- Did homework in the bright sunshine outside the ice cream parlour (rather than under a blanket by torchlight)
- Accessed additional homework support from Floean Fortescue (ice cream parlour owner, who was knowledgeable, and gave him free ice cream!)
- Explored the wizarding shops, enjoyed checking out ‘The Firebolt’ broomstick and bought books on his school booklist
- Spent time with friends and the Weasley family

UNIT 2:

GUIDING QUESTIONS & KEY LEARNING POINTS

Guiding Questions

1. What do you think “distress” means? What kind of distress have you or your friends experienced?
2. What anxiety-causing factors does Harry experience in Chapter 3?
3. How do Harry’s emotions affect him physically in Chapter 3?
4. Are Harry’s worries realistic?
5. Can you remember a time when you were anxious or had unrealistic worries?
6. What are some destructive ways that Harry might cope with his feelings (acting out, yelling, physical violence/bullying, drugs, being upset with himself)?
7. What do you think “resilience” means? What helps Harry become more resilient?
8. When Harry is feeling anxious, what are some “Stress Busters” that he can use?
9. The next time you’re feeling anxious, what “Stress Busters” can you use?

Key Learning Points/Did I Cover?

- The definitions of distress and anxiety
- The notion that everyone experiences distress and that distress and anxiety can influence thoughts, emotions and physical sensations
- The definitions of resilience and “Stress Busters”
- The idea that everyone needs a plan for managing distress and that, through this curriculum, students will compile a list of their own “Stress Busters” and practice using them so that they have an action plan they can use when they are in distress.