



## Chapter 7

# Strategies for Dealing with Boggarts (greatest fears)

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### Battling Boggarts

Suggested Duration: 1 to 2 50 min periods plus follow-up

#### Lesson Objectives

Introduce the concept of avoidance.

Discuss successful approaches to facing fears.

Review the concept of cognitive distortions through Harry's thoughts at the end of the chapter.

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#### Summary of Tasks/Actions

#### Suggested Actions/Lesson Planning:

##### Activity:

Create your boggart (various options)

- Visual – Create a picture either via drawing, collage, or digitally of your boggart
- Written – Create a list, mind map, descriptive paragraph, or write a letter describing your boggart
- Oral – As a class, brainstorm a list of what scares 'people' (so it isn't as personal, if that would be uncomfortable for your students) and then branch out with why that would scare them, and how to make it silly

##### Follow Up Activity:

How to battle a boggart

##### Discussion topics:

- Boggarts aren't real, so they can't hurt you

- Exposing boggarts makes them disappear
- Talking with friends can make boggarts less scary

**Possible discussion prompts:**

- Why do boggarts like dark, enclosed spaces? (Think about why we have dark spaces/thoughts)
- Can a boggart change? (Does what truly scare us change?)
- How can we confuse a boggart? (Being with friends, talking about what scares us)
- Why do you think Snape specifically is Neville's boggart? His grandmother? (They are people who make him feel small or like a disappointment)

**Activity:**

Using your boggart creation as inspiration, create a list of ways you could battle that specific boggart. As a group activity, you could have the students place their ideas for battling the boggart into a world or an anchor chart, which could be displayed in the classroom. Revisit the list as you go through the rest of the novel and see if any of their ideas worked, have changed, or if they have come up with new coping strategies.

**Optional:**

Watch the boggart scene from the film (approx. 3 minutes). While it differs from the text in some ways, the overall impression is there for the students to visualize a boggart.

# HOW I DEAL WITH...

1. When I am faced with a situation that causes me stress or anxiety, my physical responses are:

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2. When I am faced with a situation that causes me stress or anxiety, my emotional responses are:

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3. Some of the coping strategies I use to deal with stress/anxiety are:

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4. Overall, I think I handle stress/anxiety:

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5. What are some of the strategies that Harry uses in this chapter that help him manage his worries? Be specific.

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# “GRIM” (FEAR) AND “BOGGART” (EXPOSURE)

Think back to your own “Grim(s)” (fears). Is there a Boggart (exposure) you could use for practice before facing it? When faced with a fear, it is important to face it head-on and to work to think about it differently, so it is not as scary as it seems at first. Let’s imagine the example of presenting in front of the class:

Presenting in front of the class (a Grim) can be very anxiety-provoking for young people (and grownups too!). Some may even want to avoid doing it. One option that may help is practicing the presentation in front of friends and family (a Boggart). This can help you get used to the situation and make it a bit less scary.

In the table below, make a list of each of your feared situations (the Grims) and write down a practice exercise/”exposure” (Boggart) that might help you build up the courage to doing the real thing.

GRIM	BOGGART

# UNIT 5 (CH.7):

## GUIDING QUESTIONS & KEY LEARNING POINTS

### Guiding Questions

1. Is it true that anyone, even someone as scatterbrained and anxious as Neville can learn to manage his or her worries?
2. Think back to your own “boggart(s)” – if you were Harry Potter, how would you face it?
3. Can you find something funny about your own “Grim”?
4. Is Harry right that Lupin thinks he can’t manage? If not, what mistake could Harry be making?

### Key Learning Points/Did I Cover?

- The concept of “avoidance” and why people do it when they feel anxious or sad
- CBT Core Principle #4 – Avoidance seems like it helps, but it actually makes the problem worse (you can’t overcome your fears if you don’t face them)**
- Strategies that help when facing fears including getting help, practicing, and using humour
- Asking students whether Harry’s worries at the end of the chapter are realistic or a cognitive distortion (don’t spoil the answer – let them find out in the next chapter)