



## Chapter 12

# Keep Calm and “Expecto Patronum”

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### Finding your “Quidditch”

Suggested Duration: 1 50 min period

#### Lesson Objectives

Identify positive activities / influences

Share and reflect upon these as a class

Introduce crisis planning

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#### Summary of Tasks/Actions

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

Put the following quote on the board/white board:

“The Patronus is a kind of positive force, a projection of the very things that the Dementors feed upon – hope, happiness, the desire to survive – but it cannot feel despair, as real humans can, so the dementors cannot hurt it”

Open up a discussion of what this quote means, guiding them towards what might fuel their Patronus.

Provide handout “What is your Patronus”

- See assignment sheets below for more detailed information
- Student identify a positive activity/influence in their lives and create a small poster with that activity represented in an eye-catching and symbolic way
- They surround the activity with words that try to capture why that activity is so positive for them
- They write an explanation of why they chose particular colours and symbols to represent the activity
- Once the posters are completed, students complete a Gallery Walk to learn more about their peers’ interests. They then answer a few reflective questions (see below) that guide

them to see what these activities have in common (a chance to be ourselves, freedom, relaxing, etc.)

- At the completion of the activity, a collage or poster can be made to serve as an anchor chart of a variety of positive activities

Following this activity, as a homework exercise, ask students to review their list of Stress Busters and consider how they would use them in sequence if they were experiencing distress/in a crisis. Encourage them to practice using these strategies even before a crisis happens.

References:

Linked to Expecto Patronum and conjuring a positive memory. A way of guiding students to brainstorm positive ways to reduce stress.

# POSTER ASSIGNMENT

## KEEP CALM AND “EXPECTO PATRONUM”

Despite all the hardships Harry faces, Quidditch is an activity that fills him with happiness and positive memories.

**What is your Quidditch? That is, what is the activity that makes you the happiest?**

**In this assignment, you’ll be creating a visual representation of your favorite activity.**

- ✓ The activity itself should be represented in a way that takes up most of the page.
- ✓ Now, surrounding your image, fill the rest of the page with words that represent why this activity is your favorite. For example, Harry may have included words like *belonging*, *friends*, *wanted*, and *free* around the word *Quidditch*.
- ✓ Think carefully about how you will write the words. What colours will you choose? What size of script will work best? Why?
- ✓ On a piece of lined paper, write a short description of why you chose the activity you did. Explain your colour and style choices, and how they help to symbolize your feelings about your chosen activity.

**At the end of the assignment:**

- Your posters will be displayed around the classroom for a “Gallery Walk”. You’ll answer some reflection questions based on your observations.
- All your chosen activities will be added to a vision board within the classroom as a reminder of the many ways to combat anxiety, stress – and the occasional Dementor.

**Rubric**  
**Keep Calm and “Expecto Patronum”**

	1	2	3	4
<b>Thinking</b>	Explanation shows little thought and reasoning went into the creation of the visual representation.	Explanation shows that some thought and reasoning went into the creation of the visual representation.	Explanation shows that thought and reasoning went into the creation of the visual representation.	Explanation clearly shows that much thought and reasoning went into the creation of the visual representation.
<b>Communication</b>	Explanation is missing detail or is hard to understand.  Work has not been properly edited, so there are still many errors in spelling and grammar.	Explanation is somewhat organized and detailed.  Work has been edited, there are still some errors in spelling and grammar.	Explanation is organized and detailed.  Work has been edited so that there are very few errors in spelling and grammar.	Explanation is organized, detailed, and descriptive.  Work has been edited so that there are no errors in spelling and grammar.
<b>Application</b>	Poster represents the chosen activity in a limited way.	Poster represents the chosen activity in some way.	Poster accurately and clearly represents the chosen activity.	Poster accurately and clearly represents the chosen activity with effectiveness.

# GALLERY WALK QUESTIONS

1. In your opinion, what was the most surprising or unique activity?

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2. Were there certain descriptive words that appeared on many of the posters? What were they? Why do you think these words came up frequently?

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3. What activities would you like to try, either for the first time, or more often?

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# DISTRESS QUESTIONS

1. How did Professor Lupin train Harry to defeat the Dementor?

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2. What were the specific instructions Professor Lupin gave Harry? What advice did he give him? Please include specific quotes from the novel with page numbers.

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3. How could someone dealing with distress apply Professor Lupin's advice to their own lives?

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4. Should Harry have expected his distress to disappear immedicably?

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5. Is Harry's experience dealing with his distress realistic (i.e., for someone facing their real-life fears)? What can we learn from this in terms of dealing with distress in our own lives?

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# UNIT 8 (CH.12):

## GUIDING QUESTIONS & KEY LEARNING POINTS

### Guiding Questions

1. What is your “Patronus”?
2. Think about a struggle that you are experiencing, or have experienced, where a Patronus would have come in handy.
3. The next time you’re faced with a challenge, how can you use your Patronus to help you through it?

### Key Learning Points/Did I Cover?

- The idea of a Patronus/ultimate Stress Buster
- The need to:
  - have many Stress Busters
  - have a strategy for using them in a sequence if some of them fail
  - to practice using them in advance of a crisis
- CBT Core Principle #6 – It is often important to do things even if they don’t immediately result in benefits**