



Chapter 13-16

Putting Learned Skills into Action

What is your Quidditch?

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

Lesson Objectives

Further explore positive coping strategies and CBT skills already introduced that students may employ when they are struggling.

Continue to normalize mental health concerns (we all occasionally struggle with our mental health, just like we all sometimes struggle with our physical health like when we catch a cold) and the fact that we can all find paths to resilience just as Harry does.

Allow students the opportunity to share and learn coping strategies with and from their peers.

Emphasize the importance of realistic and achievable goals when implementing the strategies learned.

Summary of Tasks/Actions

Suggested Actions/Lesson Planning:

Suggested Actions:

- Read chapters 13-16 prior to engaging in this lesson (some teachers may also want to include film clips)
- Explain to students that Harry Potter's love of Quidditch helps him when he is struggling. This is another example of a healthy coping strategy: sports.
- Ask the students to raise their hands if they would consider themselves "sporty people" (i.e., they enjoy playing sports like softball, swimming, basketball, etc.)
- Once these students have had a chance to raise their hands, say, "On the count of 3, I want you all to shout out your favorite sport: 1, 2, 3".
- Next, ask the group: "Who plays an instrument?" Phrase questions in ways that allow you to engage quieter students and draw their examples out. "Who are our artists? People who like to draw or paint?" "Who are our writers?" "Who enjoys hiking,

camping, and outdoor activities?”

- Continue calling out a range of healthy activities and getting responses. The wider the range of activities, the more included students will feel: i.e., time alone, sleeping, reading, video games, animals, etc.
- Ask the students: “What is it that we love so much about these activities or what do you think it is about these activities that help us cope with stress, anxiety, sadness, etc.?”
- Call on people who raise their hand so that they can share why these activities help them to be resilient. Students may offer that the activities lead them to forget about everything else and just focus on being in the moment (e.g. playing a game), or they might say they benefit from team spirit and doing something together, or it could be that they’re just talented at something and that feels good.

Lesson Planning:

- Instruct the students to break into small groups of four to seven (depending on the size of the class).
- Give each group a sheet of chart paper and a handful of markers.
- Introduce the activity like this: “In just a minute I’m going to hand out poster paper and markers and we’re going to break up into groups of 4 to 7. When I do, I want you to think about all of your personal strengths (that is, things that help you to be resilient) as well as your healthy coping strategies. Put as many strengths and healthy coping strategies down as possible in the next five to six minutes. I’m not looking for a neat list, so everyone can write or draw at the same time. Just grab a corner of the poster paper and start writing and drawing. Think about what strengths and coping strategies help you get through tough situations and make you feel good about yourself”.
- Allow the group ample time to fill in their posters with their strengths and coping strategies (i.e. if the group needs more than 5 to 6 minutes, then allow them more time).
- Give the group a warning when there is one-minute left and that they need to start wrapping it up. When time is up, have them sit back in the circle and describe, as a group, their posters for their peers.
- To further engage students, it can be fun to ask them to find creative ways to present their posters to the class. They can come up with a cheer, a skit, a mime, an interpretive dance, a rap or song, charades, etc. that communicate the activities on their poster to the rest of the group in a fun and energetic way.
- Obviously, gauge the group beforehand to see if your class would be more engaged presenting in this way. If a large portion of the group is quiet and shy, this might not

be the best option.

- Allow the students an additional 10 minutes to prepare their creative method of communicating the activities that they came up with.
- Have them display their poster on the wall and move on to another group, going through all of the groups in the room.
- Following this activity, engage students in a discussion of how Harry has used all of the skills he has learned to achieve resilience.