

The Magic Me

Objective: To get students to reflect on their inner self by going through some inspirational aspects of the character of Harry Potter.

1. RATIONALE: students will work on the character of Harry Potter to finally reach to reflect on their own character and personal traits through a much directed learning activity which will gradually take them into thinking about themselves.

2. PROCEDURE: we will go through a series of activities (**Worksheets 1 – 5**) which will be dedicated first to Harry Potter's world and then they will move on to personalizing and reflecting about their personal character traits and their lives. Finally, the activities will lead into a final product and eventually, the display of their work.

❖ Worksheet 1

The secret message

You can use this activity as a warmer to start this series of activities.

The students will have to use their Secret Reveal Glasses to decode and read the message beneath. You can make colour copies of the worksheet (**Worksheet 1**) or they can see it in their PC, tablet or mobile phone but they think it is more curious over the paper, no technology involved. Decoder glasses give an air of mischief and mystery.

Key: The secret message is Dumbledore's words:

"It does not do to dwell on dreams and forget to live"

Context: Upon finding Harry gazing longingly into the Mirror of Erised — which shows their deepest desire to anyone who looks into it (It doesn't show your face but your inner desire)— Dumbledore tells Harry that he is going to move the mirror before warning him not to go searching for it again.



Explanation: The headmaster's words are a reminder that dwelling on what might have been in the past or what could be in the future distracts from living in the present moment.

Secret Reveal Glasses: Students can create their own glasses in the class or at home (you can ask them to make them the day before and bring them into the class) or the teacher can just provide them with a piece of red acetate.

- Give them a copy of the outline of the glasses or get them to create an original version. Materials: red acetate, cardboard, glasses template (or draw your own), cutting tool / scissors, glue. This part is a simple, fun, and decorative process.



Another less exciting possibility is to use the filter supplied on the web page and do it online.

Then they will work on the worksheet and decode the message.

- As a final step they can produce their own messages:

- They can do it in the website: <https://eduescaperoom.com/codificador-de-colores/>
- They can make it themselves: The key to this trick all lies in these three writing implements: a blue crayon, a red ball-point pen, and a yellow highlighter. Start with a sharpened blue crayon, and write the secret message. Then take the red ball-point pen, and make some crosshatches (not too dense) over the top. Use the yellow highlighter to add some noise to make the code harder to see beneath.

❖ Worksheet 2

Spells in Harry Potter's world

"What if you lived in Harry Potter's universe?"

❖ It would make our life a million times easier to just cast a spell❖

This is basically a reading comprehension exercise which will derive into a speaking activity and even a listening comprehension activity.

Students will read through several of the spells from Harry Potter's *Hogwarts* School of Witchcraft and Wizardry. They have been described and they have also been given a present day use for a teenager. After dividing the students in the class in pairs, they will enumerate and comment on the spells each of them remembers from the text. Then, they will choose three of their favourite spells (they could add any other they may remember from the story) and think of which practical uses they would give them in their day-to-day. They should think of different scenarios where it would make their lives really easier to cast a spell on someone or something and get whatever they want to happen. The teacher could also show them a video from *Youtube* to refresh their memories or give them clues if they are not very familiar with Harry Potter's magic world. <https://mashable.com/video/harry-potter-book-of-spells/?europe=true>

Then the pairs will get together with other pairs and talk about their tricks.

❖ Worksheet 3

Harry Potter's body mapping information matching

This activity will serve as a kind of character analysis. They will work in groups of three. Students will get a list of the issues that will be dealt with (1-12) and the corresponding information for them to match. This will allow students who are not so familiarized with the world of Harry Potter to have the same chances to do the exercise. Those who know more about this topic can supply some extra information.

Here is the answer key for teachers:

HARRY POTTER'S BODY MAPPING INFORMATION - matching key

1. **MEMORIES:** His past, his biography

His parents' death by Valdemort . His first day at Hogwarts.

2. **HIS VOICE:** What does he stand / fight for?

His friends, His beliefs and values

3. **FEELINGS AND EMOTIONS:** What does he love? What worries him?

*He feels compassion, rage, anger, frustration, love, he doesn't give in to despair.
He worries about the future of the Ministry of Magic*

4. **SKILLS:** He can / can't

*He can conceal and disguise, Fly on a broomstick, Cast the advanced Patronus Charm, speak and understand "Parseltongue".
He can't stop aging, he can't get unlimited knowledge.*

5. **FAVOURITE FOOD**

Treacle tart

6. **HIS STRENGTHS**

His main character traits are his bravery, his loyalty and his modesty.

7. **HIS FUTURE:** How does he imagine his future?

Working at the Ministry of Magic with his friends Ron and Hermione, becoming an Auror

8. **HIS WEAKNESSES**

His scar, he is impulsive, his need to help others

9. **HIS SUPPORTS:** Who / what holds him?

His parents' memory, Dobby, Ron, Hermione, Ginny, Luna, Albus Dumbledore

10. **PREFERENCES:** His favourite things, hobbies

His main possession: his stag Patronus. He loves his broomstick "Fivebolt", his owl Hedwig. He loves and is very good at playing Quidditch.

11. **HIS EARS:** What does he want to hear?

That good has defeated evil

12. **SITES:** His important places and landscapes

Platform Nine and Three quarters, Hogwarts School of Witchcraft and Wizardry, the Forbidden Forest, Privet Drive, Diagon Alley.

❖ **Worksheet 4**

Harry Potter's body mapping

Harry Potter's body map will be used as a starting point for the next activity which will personalize the character traits. Each group will get a printed copy of the worksheet. They will just place their findings from the previous activity in the right place in the template. The teacher could organize a class discussion about it. The students could be asked to vote which of the issues they find more interesting and discuss only about a certain number of them so that the activity doesn't go on for too long.

❖ **Worksheet 5**

My body mapping

Before doing this activity, the teacher may wish to reflect on how they feel they are perceived by others and how that may differ from how they see themselves. They may use other sessions to work on this area of personality. Now individually they will fill in their own body map according to their personal information. They will use the Harry Potter's body map as a model. The teacher will monitor the activity and move around helping the students with structures and vocabulary.

3. FINAL PRODUCT

Large pieces of Kraft paper will be laid on the floor for students to trace an outline of themselves by lying on top of it on their backs. Another possibility could be to offer them the possibility of choosing to lie in a posture that is most characteristic of who they are. This could be more fun for them but it may mean some difficulties to place the information we are to show. They will work in pairs drawing each other's shape with crayons or markers.

Then they will copy the information they wrote in the previous exercise. They can now complete the life-size human body images with some drawings or they can be encouraged to find pictures in magazines or print them out and paste them on their body map. These drawings or pictures should all tell something about the student's life or personality. They should also be invited to use their creativity.

A display of the body map posters is really exciting for students to see around the classroom even if for a short period of time.

This activity can grant into individual reinforcement and also to team building. They all have a contribution to offer.