

Guided Imagery for Harry Potter and the Chamber of Secrets

Purpose:

This strategy will allow students to think, experience, feel and write about images that relate to Harry Potter and the Chamber of Secrets. The guided imagery experience will help students have a personal relationship with the text they are reading and hopefully become more involved with the story. This strategy will allow students to experience certain feelings and situations that relate to the novel. Through this experience they may be able to remember certain instances from their past or have new experiences that will enrich their reading, understanding and relationship with the novel.

Rationale:

This strategy will be given to the students before they read chapter 6. This is the first instance in the book where the Great Hall is described. Students will be able to use their imaginations to think of what the Great Hall looks and smells like. This will allow them to have a good visual picture of the Great Hall while they read the rest of the novel, so that they may understand how certain events play out there.

Directions:

Before beginning to read the prompt for “guided imagery” the teacher will begin by playing music in the background. The soundtrack to “Harry Potter and the Sorcerer’s Stone” could be played. (The new soundtrack to “Harry Potter and the Chamber of Secrets” could also be a good choice.) The music should help to set the mood for the “guided imagery” activity. While the music is playing the teacher will begin reading the prompts. Following the prompts the teacher will give time for the students to write down their experiences and then, if they choose, they can be shared with the class.

Steps —

1. The teacher instructs the students to relax, close their eyes, listen to the music and the prompts and pay attention to the images that come into their minds.
2. The teacher begins the CD and waits several measures before starting to read the prompts out loud to the students.
3. The teacher reads each prompt, waiting approximately 20 and 30 seconds between each.
4. The teacher asks the students to come slowly back into focus as the music ends.
5. The teacher gives the students time to write down their experiences. They should have up to about 10 minutes to write these down.
6. The teacher asks for volunteers to read and share with the class what they have written down.
7. The teacher relates the images to The Chamber of Secrets.
8. The students then get a few more minutes up to 5 to make predictions of other things that may occur in the Great Hall.

Guided Imagery Prompt :

Close your eyes and relax.

Breath in deeply, hold it and release.

Tell all your muscles to relax.

Continue to breath.

Imagine you are walking along a path toward a large castle.

It is sunset and you are watching the sunset behind the snow covered “turrets” of the castle.

The ground is covered in snow ankle deep.

Your shoes crunch the snow as you slowly walk toward the castle.

You can hear the echo of your steps in the forbidden forest.

The only other sound you hear is the soft hoot of an owl flying overhead.

You are now at the stone steps of castle.

You slowly and carefully walk up them so you do not fall.

You arrive at the huge doors to the castle.

As you come close to the doors they silently swing open.

You are standing in the Great Hall.

The ceiling is 100 feet above your head.

What do you see?

How is it decorated?

Is there any other being in the hall with you?

Do you know him/her?

What are you doing?

What is going on?

What does it smell like?

Have you been there before?

You slowly turn back around and head out the doors.

As you slowly walk down the front steps the doors close silently behind you.

You are walking down the path again.

The crunch of snow is all you hear.

Tell your muscles to move again.

Gather your thoughts.

Open your eyes.

Now take a few minutes to write your experience.

