

# Harry Potter and the Half Blood Prince

Written by  
J.K. Rowling

*Note: This lesson focuses on the extract from the chapter Birthday Surprises [page 365 'Happy birthday, Ron.' to page 371 'Ron collapsed into a nearby armchair, looking devastated.']*

*Ron has accidentally ingested a chocolate spiked with a Love Potion that were meant for Harry. This provides a great starting point to have conversations around consent, legal and illegal substances.*



## 5 Objectives

This document contains lesson plans for the following 5 objectives.:

### Lesson 1:

I can tell you why consent and permission seeking are important in a relationship.

### Lesson 2:

I can tell you the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### Lesson 3:

I can explain why drugs/alcohol affect everyone differently.

### Lesson 4:

I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol

### Lesson 5:

I can tell you how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol.

### Lesson 6:

Reflection and Evaluation.

## Tags:

Drugs, alcohol, tobacco, peer pressure

## Sensitive Content in This Story

Firstly, this unit covers the topic of drugs, tobacco and alcohol both in the legal and illegal settings. This may lead to disclosures from pupils including examples of peer pressure. Be sure to talk with the designated safeguarding leads at your school if any pupil has had experience with safeguarding issues concerning drugs or alcohol. Although the Harry Potter series will most likely be known to the children in class, some might know about the criticism the author J.K. Rowling has faced in the recent years in regards to the transgender community. This might lead to some difficult questions or conversations from the pupils. Furthermore, this extract describes Ron's experience of being drugged with a love potion and clearly shows the impacts of the potion such as change of personality, heightened aggression and physical impact.

# Wellbeing skill links

Through this unit children will explore the following RSHE statutory (s) and PSHE non-statutory (n) wellbeing objectives.

Families and People Who Care for Me(N)	Being Safe (S)
How to recognise and report feelings of being unsafe or feeling bad about any adult. (Lesson 4, 5)	How to ask for advice or help for themselves or others, and to keep trying until they are heard. (Lesson 4, 5) Where to get advice e.g. family, school and or other sources. (Lesson 1, 4, 5)
Healthy Eating (S)	Drugs, Alcohol and Tobacco (S, N)
The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (Lesson 2, 3, 4)	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. (Lesson 2, 3, 4)  About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (Lesson 5)
Health and Prevention	Respectful Relationships
The facts and science relating to allergies, immunisation and vaccination. (Lesson 2, )	The importance of permission seeking and giving in relationships with friends peers and adults. (Lesson 1, 4)
Physical Health	
how and when to seek support including which adults to speak to in school if they are worried about their health. (Lesson 5)	
<p><b>Further Skill Coverage:</b></p> <p>All <b>Settle</b> activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>All <b>Training</b> activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	

# Literacy Links

Vocabulary:	Retrieval:	Inference:
<ul style="list-style-type: none"> <li>Check the book makes sense, discussing and exploring the meaning of words in context</li> <li>Use dictionaries to check the meaning of words read.</li> <li>Ask questions to improve understanding of vocabulary.</li> <li>Discuss how words and phrases have been used to build a picture for the reader.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Answer basic retrieval questions using evidence in the text</li> <li>Explain and discuss what has been read</li> <li>Ask questions to improve understanding of a text</li> <li>Retrieve, record and present information from non-fiction</li> <li>Distinguish between fact and opinion</li> <li>Know and discuss setting, character and event changes across a text</li> <li>Identify how text structure/presentation contributes to meaning and understanding</li> <li>Discuss and explain how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</li> <li>Provide reasoned justifications for views expressed</li> </ul>






# SMSC and British Values

Through this unit, children will explore themes within the following Social, Moral, Spiritual and Cultural and British Values areas:



## Lesson Content

All five of the lesson plans related to this book follow our STORY structure

-  **S** **Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.
-  **T** **Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.
-  **O** **Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story
-  **R** **Read:** Read the story and discuss the following guided reading questions as a class.
-  **Y** **You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

## Further Resources

Some other stories we would recommend that are related to this story are:

- A Sickness You Can't See  
Written by Laura Washington, illustrated by Nicla Marino
- Moon Pie  
Written by Simon Mason
- Zeeko: The Bunny Who Lost His Way  
Written by Nina Brady, illustrated by Ruth McKinsey



This guide for parents could be helpful if you have any children in your class who need more support with peer pressure and substance abuse:

- <https://www.familylives.org.uk/advice/teenagers/health-wellbeing/peer-pressure>
- <https://www.nspcc.org.uk/keeping-children-safe/talking-drugs-alcohol/children-and-drugs/>
- <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/drugs-and-alcohol/>
- <https://childmind.org/article/talk-teenager-substance-use-abuse/>