



# Harry Potter And The Prisoner of Azkaban Guided Imagery

**Purpose of Strategy:** This activity is used as a prewriting technique that helps students develop listening, recalling, relating, and sensory description writing skills. Students will do this by relaxing and listening to a passage in a book and then recalling as vividly as possible what they can remember.

## **Directions:**

### **Step One: Building the Dream**

To begin this activity have the students relax. Ask them to stretch, take deep breaths and concentrate on loosening their muscles. Suggest that they close their eyes, lean back in their chairs, lay their heads on their desks, or even curl up on the ground. (This will differ depending on the space and facilities available in your classroom and what you deem is appropriate.) Create a mood in the classroom for relaxation by dimming the lights, perhaps lighting a candle or bringing in scented potpourri, and have music softly playing in the background. For this particular activity I would suggest using 3 songs from the *Sense & Sensibility* Soundtrack: 12, 13, and 14, namely, Steam Engine, Willoughby, and Miss Grey. Together these songs total 5min and 19 sec. They all sound similar so you can start with track 12 and let it play as long as you need for the 5min. The following songs are also instrumental, but a little softer; they could also be used if you want to let the CD simply run.

### **Step Two: Reading**

For this particular activity, the prompts relate specifically to a passage in chapter ten: The Marauder's Map, from *Harry Potter and the Prisoner of Azkaban*, so you will need to complete it before reading chapter ten. As you read the prompts to your class be sure to give students enough time to visualize each image. Try counting to 6 or 8 between each statement so you aren't rushing. The students should be listening quietly with their eyes closed, but if they feel uncomfortable with this they can quietly draw or simply keep their eyes open as they listen. It should take about 3-4 minutes to read through the entire prompt if you pause at least 6 seconds.

### **Step Three: Writing**

Once you have finished reading the selection, have students open their eyes and return back to their desks. Ask them to write down as many descriptive images as they can remember from their "dream." Invite them to put down as much detail as possible. Give them at least 5-7 minutes to do this. Then have them close their eyes once more and replay the same 3 selection of music. Invite them to relive the experience and see what other details come to mind. What more can they see, smell, hear, etc. Remind them to use all their senses. Then, give them time to write about their experience at length and have any who would like to share read theirs to the class.

- What were the colors in the shop?
- What time of day was it?
- Was there someone you wish you could share the candy with?
- What did the shop smell like?
- What made the candy in this shop different from the candy you'd tasted before?

- How do the people in the shop react to you? Do they even notice you're there?

**Assessment:**

There are no required assessments for this activity; it is simply a pre-reading technique for helping students connect with what they will read and to focus on detail and feelings. In chapter 10, Harry sneaks out of Hogwarts and into the town of Hogsmead to meet up with Ron and Hermione. As you read through chapter ten remind your students of this activity—how they felt, what they imagined and why it made a difference.

- Why is setting important—day, night, town, other people around, etc.
- Does this activity help you understand the feelings of the protagonist as he experiences different things?
- Are you more aware of your senses—sound, smells, touch, etc.
- Do you feel more connected with the book or the characters? Does this change the book for you? Why?

**Prompts for reading to the class:**

Close your eyes and relax. . . . You find yourself in a place that's very dark and unfamiliar to you . . . As you look around and your eyes adjust to the darkness, you notice stacks of crates and boxes against the walls. . . What are you feeling? Fright? Excitement? . . . You see an old rickety wooden staircase leading out of this dark room and decide to see where it leads . . . As you start toward the staircase you hear a variety of voices, young and old, you also hear a door opening and closing from up above. . . you wonder what could be up there. . . is it a store of some kind, a house perhaps . . . are the people's voices friendly? loud? Or dark and scary? . . . . You decide to proceed and find out what could be up there . . . As you make your way up to the top of the stairs, your heart is pounding at the thought of what could be on the other side. . . You push open the door a creak as silently as possible and peer through the small crack . . . To your amazement you discover that you can be in the basement of a candy shop!! Not just any candy shop, mind you, but an amazingly bright and huge shop of the most delicious candy you have ever seen! . . . You open the door wide and join the crowd of adults and wide-eyed, lip-licking children who are delving into the abundance of various sweets. . . . What are you feeling now? . . . What does it smell like? . . . Do you wish there was someone there with you? . . . What types of candy do you see? . . . What color are they . . . What do you imagine they taste like? . . . You reach into your jacket pocket and find one dollar bill. You see that this is just enough to buy one piece of candy. . . . You pick out your favorite, purchase it, and eat it right there in the store. . . As you pop the piece of candy into your mouth you find it is the most succulent thing you have ever tasted. . . open your eyes.