

Harry Potter Cheat Sheet for Muggles

Hogwarts School of Witchcraft and Wizardry- the wizarding school where Harry learns magic

Students are sorted into Hogwarts houses based on their personality and abilities

- Gryffindor- founded by Godric Gryffindor, values bravery and chivalry
- Ravenclaw- founded by Rowena Ravenclaw, values intelligence and learning
- Hufflepuff- founded by Helga Hufflepuff, values loyalty and hard work
- Slytherin- founded by Salazar Slytherin, values ambition and cunning

Harry Potter- The Boy Who Lived, The Chosen One

- Boy wizard who survived the killing curse
- Saved the wizarding world from Voldemort and the Death Eaters



Ron Weasley- Harry's best friend

- Sixth child and youngest boy in his family
- Met Harry on the first day of school

Hermione Granger- Harry and Ron's best friend

- Born to parents who have no magical abilities
- Brightest witch of her age

Lord Voldemort- He Who Must Not Be Named, You Know Who

- Most evil wizard in history
- Leader of the Death Eaters, a movement to rid the wizarding community of wizards who are not pure blood magic



Order of the Phoenix- underground group working to fight Voldemort and the Death Eaters

Auror- evil wizard catchers; like the CIA or FBI

Horcruxes- magical objects that can hold a piece of a person's soul

- Make a person immortal as long as the Horcrux is safe
- To create a Horcrux, a person must commit a murder and transplant a piece of their soul into an object, usually one with personal importance

Marauder's Map- a magical map of Hogwarts which shows the location of every person in the castle

Deathly Hallows- comprised of the Elder Wand, the Resurrection Stone, and the Invisibility Cloak, said to make the owner the master of death
Ministry of Magic- the government of the wizarding community in Britain

Diagon Alley- located in London, main shopping district for wizards

- Bookstore, bank, wand shop, pet store, ice cream, etc.

Gringotts Bank- located in Diagon Alley, run by goblins, said to be theft-proof

- Harry, Ron, Hermione broke in and stole a Horcrux from a vault and escaped on a dragon when they were 17

Hogsmeade- located near Hogwarts, is considered the only community with no Muggles

Quibbler- independent magazine run by a very odd wizard

Daily Prophet- daily newspaper owned by the Ministry of Magic

Weasley's Wizard Wheezes- magic joke shop run by Ron Weasley's twin brothers Fred and George

Squib- person born to magic parents who has no magical abilities

Muggle- non-wizard, someone with no magical power





Elements for High Quality Service-Learning

Meaningful Service

Service learning actively engages participants in meaningful and personally relevant service activities through direct, indirect, and advocacy projects.

- Addresses issues that are personally relevant to the participants
- Provides participants with interesting and engaging service activities
- Encourages participants to understand their service experiences in the context of the underlying societal issues being addressed

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

- Clearly articulated learning goals
- Aligned with the academic and/or programmatic curriculum
- Helps participants learn how to transfer knowledge and skills from one setting to another

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

- Includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes
- Prompts participants to think deeply about complex community problems and alternative solutions
- Encourages participants to examine their preconceptions and assumption in order to explore and understand their roles and responsibilities as citizens

Youth Voice

Service-learning engages youth in generating ideas during the planning, implementing, and evaluating of service-learning experiences with guidance from adults.

- Involves youth and adults in creating an environment that supports trust and open expression of ideas
- Promotes acquisition of knowledge and skills to enhance youth leadership and decision-making
- Involves youth in evaluating the quality and effectiveness of the service-learning experience

Partnership and Collaboration

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

- Involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses
- Characterized by frequent and regular communication to keep all partners well-informed
- Establish a shared vision and set common goals to address community needs



Comment [O1]: May change this to talk more about differing viewpoints



Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

- Helps participants identify and analyze different points of view to understand different perspectives
- Helps participants develop interpersonal skills
- Helps participants to actively seek to understand and value the diverse backgrounds and perspectives of all participants

Comment [02]: What does the refer to?
Participants of the service-learning experience?

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

- Participants collect evidence of progress toward meeting specific service goals and learning outcomes
- Participants collect evidence of the quality of service-learning implementation
- Use evidence to improve service-learning experiences

Comment [03]: How is this going to be defined

Duration and Intensity

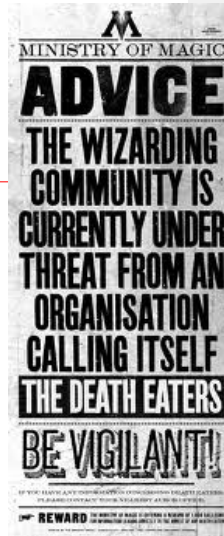
Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

- IPARD/C model
- Conducted during concentrated blocks of time across a period of several weeks or months
- Provide enough time to address identified community needs and achieve learning outcomes

Civic Responsibility

Defined as the responsibility of a citizen and represents an additional component of Meaningful Service.

- Link to character education
- Understand the system and work within the system
- Comprised of actions and attitudes associated with democratic governance and social participation
- Goal is to produce responsible citizens and active participants in community and government



Key Values of Community Development

Equality and Antidiscrimination

To challenge the oppression and exclusion of individuals and groups

- Acknowledges where there is inequality and discrimination, and rejects and challenges any form of it
- Supports and develops anti-oppressive policies and practices
- Respects, values, supports and promotes the value of difference and diversity
- Acknowledges the diverse nature of society and seeks to understand and support others to understand the nature of social diversity and oppression with respect to marginalized communities and minorities.

Social Justice

Achieve change and the long-term goal of a more equal, non-sectarian society

- Recognizes that social justice incorporates environmental, political, cultural and economic justice
- Promotes human and civil rights and responsibilities
- Challenges the underlying causes, and effects, of structural power imbalances
- Makes the link between local, societal and global contexts

Collective Action

Work with communities to organize, influence and take action

- Promotes the active participation of people within communities
- Supports the rights of communities to organize, access support and take action
- Empowers communities to recognize and acknowledge their existing skills, knowledge and expertise
- Uses the power of the collective voice and of collective action

Community Empowerment

Work with communities and organizations to work together

- Promotes the rights of communities to define themselves, their priorities and agendas for action
- Encourages an understanding and commitment to the long term nature of community development practice
- Promotes the rights of communities to be consulted, involved in, and influence decision making that affects their lives
- Promotes accountability and transparency
- Promotes co-operation as a means of connecting and strengthening communities
- Uses research to support communities

Working and Learning Together

Support individuals and communities working and learning together

- Promotes empowerment through building on existing knowledge and skills
- Creates opportunities for collective learning through shared reflection on action
- Encourages reflection on own practice, values and beliefs
- Uses analysis and evaluation to inform future action
- Promotes learning from the experiences of communities locally, nationally and globally

Marauder's Resource Map

The resource mapping activity is a way to visualize the people and organizations who are involved in the community and their type of involvement.

Objectives

- To identify the primary sectors in which the people and groups in the community are part
- To examine the level of involvement of people and groups in our work
- To inform direction of building relations and involvement

Step 1. Define your focus and objectives.

Step 2. Brainstorm organizations and groups that are active in the community. Discuss the different sectors of involvement and the strengths and challenges that they offer.

Sectors of Involvement

- Private sector: groups and organizations that are supported by private citizens, usually for profit
 - Businesses, newspapers, media
- Public sector: groups and organizations supported by the public (local, state, federal government)
 - Schools, libraries, social service agencies
- Voluntary sector: groups and organizations run on a voluntary basis
 - Boys and Girls Clubs, religious groups, non-profits
- Informal Sector: groups not affiliated with an organization or government
 - Athletic groups, ethnic groups, community groups

Think about how the groups and organizations that are listed fit into this framework.

Step 3. Have each member of the group write down ideas for organizations and individuals that fit into each sector. Write the ideas on sticky notes so that they can be moved around the map. Introduce the different types of involvement. Organize the groups and individuals based on the anticipated type of involvement.

Types of involvement

- Core team members: people and organizations that participate and regularly attend meetings
- Team's direct supporters: people and organizations that don't come to meetings but will support special events or influence community members
- Informed of team's work: people and organizations who haven't supported the team in any way but know what the team is working on and could be brought in as supporters

Roles and Relations

- Lever: if this person is involved, we will get access to other people or resources
- Symbol: if this person is involved, it will send a message to others
- Doer: this person will jump right in and get work done

Step 4. Ask discussion questions

- Which sectors are most full? In which sectors are there gaps?
- Where are youth most/least represented?
- How could some of the people who are only informed be made into direct supporters?
- What could you do to get better representation in the various sectors?

Step 5. Make a plan for contacting the people who were identified. Assign teams based on sectors or to individuals and groups. Document the plan.

THE RESOURCE MAP

