

# Movie Discussion Guide

## Harry Potter And The Order Of The Phoenix

*“Evil must be confronted.”*

In the fifth installment of the Harry Potter series, Harry returns to Hogwarts for another year of studies and faces many new challenges. He is being shunned by everyone for his message that Voldemort is still alive and preparing his army for war. To keep an eye on him and the other Hogwarts students calm, the Ministry of Magic sends over a new professor. In addition to setting many new rules, she decides not to teach what will help prepare the students for a defense against the Dark Arts. When they finally realize they could be in danger, Harry and his friends take it upon themselves to form an army of their own which will prepare them for what lies ahead.



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HARRY POTTER

### Programming Suggestions

This discussion guide is designed to facilitate educational programs after viewing the film HARRY POTTER AND THE ORDER OF THE PHOENIX. Its purpose is to generate discussion based on social issues found within the movie and for program participants to reflect on themes that may be pertinent to them. Therefore, there are no “right” or “wrong” answers to questions in this guide.

The discussion facilitator may choose to utilize one of the following activities as a means of developing discussion:

- Invite a professor in from the Psychology Department and ask them to talk about dream interpretation. Encourage students to keep a dream journal for the week before the program so they can work to interpret their own dreams. Students who volunteer to have their dream interpreted can win a prize...perhaps something Harry Potter.
- Play Policy Review Jeopardy. Design a jeopardy game board with Harry Potter characters. Make all questions pertain to residence hall and university policies as well as the university judicial/discipline process and campus resources.
- Organize a game of Harry Potter Charades. Divide your group into teams and put the names of all Harry Potter characters in a hat. Each team will choose someone to act out the character and earn points if they guess correctly.
- Start up a book discussion about any of the Harry Potter books. Ask students which book they would like to commit to reading. With homework and other competing priorities, ask students how much time they need to complete the reading. Ask each participant to bring a discussion question or topic with them to the program.
- Create a bulletin board titled “What Does It Take To Be A Good Friend?”. Have students help you come up with qualities they look for in friends and turn this information into a bulletin board. Also have them contribute pictures of themselves and their friends having fun to bring more attention to the board!

An important consideration in choosing any facilitation option is that all students have an opportunity to participate. Be aware that many of the topics addressed in the film are not often talked about in public settings. Students who attend the program may have varying degrees of comfort level with the discussion.

ISSUES

RELATIONSHIPS/DECISION  
MAKING/ACADEMIC/LEADERSHIP

# Discussion Questions:

- Do you prefer the Harry Potter books or films? Why?
- What were the themes and messages that were present throughout this movie?
- If you had the gift of wizardry, what would you do first and why?
- Why did everyone feel the need to protect Harry? Did he appreciate this extra protection (such as keeping secrets from him)? Do you have people in your life who try to protect you? Do you appreciate that they do this? Why or why not?
- What was special about the friendship between Harry, Hermione, and Ron? Do you have friends like them? What qualities do you look for in friends?
- Do you think it is better to have a lot of friends or a few close friends? Please share the rationale behind your answer.
- Hermione and Ron supported Harry through some very challenging times. Have you been this kind of friend to others? What would your friends say are the qualities you possess that make you a good friend?
- Harry sacrificed a great deal to stand up for his belief that Voldemort was alive. What do you think was his motivation? Are there causes in our world today that you are willing to go to great lengths to defend? Have you ever had to stand up for something you know is true when others were against you? Please share your experiences.
- Harry was put through a difficult hearing to defend himself against expulsion from Hogwarts. What is the judicial/discipline process at your university? Can you name a policy that when violated students would have to go through this process?
- Was Harry's hearing fair? Why or why not?
- Describe the relationship between Harry and Sirius. Is there someone in your life that you look up to like Harry looks up to Sirius? Please share who and why?
- Do you see similarities between Hogwarts and your university? What are they?
- In one of the scenes, Harry questions the teacher in front of the class. Is that acceptable behavior in your classes? How can you challenge something you hear in your classes in an appropriate manner, especially when it is something with which your professor might disagree?
- How did Sirius's death affect Harry? What can you do to help a friend who has lost someone? Have you lost someone close to you? What did someone do that was helpful to you during that difficult time in your life?
- Harry indicated that at many times he felt very alone. Are there times when you feel this way? What do you do to combat these feelings? What do you think might be the cause? Do you know other people who might feel this way? How can you reach out to them?
- Harry went to Hagrid's house to escape when he was sad and overwhelmed. Where do you go or what do you do when you get stressed? How can those around you know when you are stressed? What can anyone do to help you get through a stressful time?
- Who do you go to when you have a problem? What do they do to help you when you go to them?
- What was the relationship between Harry and Luna? What made them friends?
- Do you think Harry and the others should have been upset with Cho when she betrayed their trust and told Mrs. Umbridge about the secret classroom? Why did she admit everything? Could she have done anything differently? What would you have done if you were her?
- What do you think would happen if a professor on campus was fired? What would you do if this was a very popular professor? What might be the benefits and consequences of these decisions?
- How do you think Harry felt about Dumbledore not talking to him? What could Dumbledore have done to help Harry understand?
- Harry and his friends felt that what they were learning in class was not preparing them for "the real world". Do you think what you are learning in your classes is helping prepare you for "the real world"? What things can you be doing to supplement what you are learning in the classroom?
- What made Harry a good leader, motivator, and teacher to his peers? What made others want to follow his lead? What qualities do you possess that make others want to look to you to lead them? What qualities can you continue to work on?
- Discuss and reflect on the following quote from the movie: "We all have both light and dark inside us. What matters is what part we choose to act on and that is who we really are" (Sirius to Harry).
- Professor Snape worked very hard with Harry to be the best at beating Voldemort. Who has been there in your life to help you be the best that you can be?
- Dumbledore told Harry that he had something that is worth fighting for that Voldemort did not possess. What is that something and what did Dumbledore mean by that?
- Everyday, life is a quest to determine right from wrong. What helps you make your personal choices such as whether or not to attend class, violate a policy, or study for an exam? Do you feel like your decisions give you positive results? If not, what can you do to change the way you make decisions?

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