

TEACHING RESOURCE PACK FOR KS3/KS4

A stylized illustration of a woman with dark skin wearing a black hijab and a white top. The text 'YOU THINK YOU KNOW ME' is written across her face and top in a bold, brush-stroke font. 'YOU' is yellow, 'THINK' is white, 'YOU' is yellow, 'KNOW' is blue, and 'ME' is yellow. The woman has a serene expression with closed eyes and a slight smile. A small crescent moon pendant is visible on a necklace around her neck. The background is a solid dark blue.

YOU
THINK
YOU
KNOW
ME

AYAAN MOHAMUD

YOU THINK YOU KNOW ME

AYAAN MOHAMUD

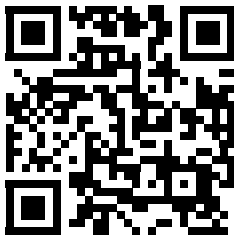
NOTES FOR TEACHERS

Explore themes of: Media influence / Intolerance / Friendship

Subject checklist: Literacy / PSHE

In this resource pack, you will find extracts from the book with discussion questions and activities suitable for learners KS3 / KS4 (age 14+).

PLEASE NOTE: The first extract contains explicit language. Reader discretion is advised.



Scan the QR code, or go to <https://qr.usborne.com/2xsyq> to watch an introduction to the book from author Ayaan Mohamud.

ABOUT THE BOOK

People like me are devils before we are angels.

Hanan has always been good and quiet. She accepts her role as her school's perfect Muslim poster girl. She ignores the racist bullies.

A closed mouth is gold - it helps you get home in one piece.

Then her friend is murdered and every Muslim is to blame.

The world is angry at us again.

How can she stay silent while her family is ripped apart? It's time for Hanan to stop being the quiet, good girl. It's time for her to stand up and shout.



YOU THINK YOU KNOW ME

AYAAN MOHAMUD

CONTENTS

SPOTLIGHT ONE: MEDIA INFLUENCE

Objectives: To differentiate fact from opinion. To practise structuring arguments and conveying opinions through writing.

Activity: Write an editorial article for a newspaper.

SPOTLIGHT TWO: INTOLERANCE AND RULES

Objectives: To explore themes of intolerance and injustice through a fictional extract.

Activity: Design an inclusive school uniform policy.

SPOTLIGHT THREE: FRIENDSHIP

Objectives: To read critically and explore the importance of strong friendships and positive relationships.

Activity: Make a friendship timeline.

YOU THINK YOU KNOW ME

AYAAN MOHAMUD

SPOTLIGHT ONE: MEDIA INFLUENCE

pp. 99-101

The whirlwind of gossip grows intense. I'm bombarded with texts from friends and cousins talking about girls who've decided to take off their hijabs, afraid of the violent repercussions that now come with being Muslim in London, but this steady stream of messages isn't unpredictable. It happens every time the cycle starts again. Personally, I've never been tempted to take my own hijab off even with it being the source of so much scrutiny. I know I could never bring myself to do it, because I wear my hijab for God. I refuse to take it off or anyone else.

The funny thing is that I never see any of these stories, this violence against people like me, make it onto the news. Stories of the murderer still dominate every newscast, always focused on his alleged radicalization. I'm starting to get the sense that these news reporters are clutching at straws, trying to force a reality that just doesn't exist. The simple fact is that a man killed my friend over a few notes of cash outside an ATM. A man who just happened to have a beard and a "foreign" sounding name and be Muslim. But this man also happened to do this right on our doorstep.

Nothing like this has ever happened so close to home before and, while I know how the cycle usually goes, I wonder just how different I should expect it to be this time. Nasra and Jessica's fight might be as far as this thing goes, or it could be the tip of the iceberg. Especially since the man on the other end of this was Mr Fleming. Not someone unconnected to us, but someone we all knew. Someone who meant something to me and meant something to Grafton too. My phone buzzes as I'm stepping out of my house. It's a message from Nasra on the group chat. I open it to find a link to a tabloid article and scan through it.

SCHOOL CARETAKER MURDERER DECLARED "FULL-BLOWN JIHADI" BY CLOSE SOURCES

Nasra: Can you believe this shit!!! Legit nothing here except the most desperate lies I've ever seen in my life. my 2 year-old cousin could report better than this

Andrea: Why u even reading that trash u know the daily sun only hire middle-class racists anyway

Nasra: like to know what's out there so I can trash-talk on twitter go like my tweet please and thank you xx
Hanan: so these sources are apparently 1 random woman from his old school and 1 butthurt ex-neighbour? how does this stuff even get to print?

Andrea: u know they're just trying to justify why they killed him makes the police look better right, easier if he's a "jihadi" cos then no one bats an eyelid.

Hanan: true

Nasra: i'm lowkey just wondering if there was any bodycam footage and whether it's mysteriously disappeared...also guyssss wait I wanna tell u about my new dream quickly

Andrea: Lol go on

Hanan: Bet it's dumb

Nasra: Ur dumb but no my dream is to grow up and be a journalist and infiltrate the dirty institution that is the daily sun all the while hiding my true Muslim identity and then become the chief editor and then I'LL REVEAL MYSELF MWAHAHAHAHA and take those pigs down from the INSIDE

Andrea: Woaaaaaah all hail Queen Nasra. That's genius

Hanan: I take it back, that's super smart, not dumb at all

YOU THINK YOU KNOW ME

AYAAN MOHAMUD

Key words:

Define the following key words.

Repercussions Radicalization Stereotype Tabloid

Discussion questions:

Discuss the following questions as a class or in groups

- What do you think about Hanan’s choice to continue wearing her hijab? What does this tell us about her character?
- What does Hanan mean by ‘people like me’?
- Do you think it’s right that not all crimes get the same news coverage?
- What is the ‘reality’ that reporters are ‘trying to force’?
- It’s important to differentiate between fact and opinion and get our news from reliable sources. Re-read the comments in the texts and decide whether you think the headline is reliable based on the sources.

SCHOOL CARETAKER MURDERER DECLARED “FULL-BLOWN JIHADI” BY CLOSE SOURCES

- Nasra is a confident and outspoken character, she jokingly mentions her plans to become a journalist in the group chat. Do you think it’s important to have equal representation in media roles? Why?
- Nasra also mentions Twitter in the extract. Whilst we don’t condone trash-talking as it is important to be kind and respectful to other users, could you think of ways we could use social media to promote tolerance?

Challenge:

Imagine that you are on your school council and it’s your job to help promote a fairer and more tolerant atmosphere in your school and the wider community. Think of how you would communicate your ideas, get students and teachers involved, and plan the changes you would make.

ACTIVITY ONE: WRITE AN EDITORIAL ARTICLE

Editorials are opinion-based articles written in newspapers, often by well-known experts or celebrities.

Write an editorial of your own on one of the following topics:

- The importance of fair representation for all groups in the media
- The importance of having role models
- The problem of bullying and discrimination in schools

YOU THINK YOU KNOW ME

AYAAN MOHAMUD

SPOTLIGHT TWO: INTOLERANCE AND RULES

pp.128-129

My fingers drift to the photo album on my phone. Though I wanted to make it tomorrow's problem, I can't help looking at the notice now. I'd taken a picture of it, almost as if I knew I'd need the physical evidence to prove to myself later that I hadn't imagined it. I'm lucky that it was just Andrea and me left in the conference room otherwise I'd probably have got in trouble for taking a picture of something I'm sure I wasn't meant to see.

I zoom into it now. The three bullet points glow brightly on the page, bordered by a thick red box.

"Achieving Integration" Policy Proposal for
Grafton Grammar School

Urgent emphasis on:

- Monitoring by senior leadership of students deemed to be at risk of radicalization.
- Mandatory extracurricular involvement for students deemed to be at risk by senior leadership.
- School uniform regulation change to include banning headscarves and skirts greater than knee length.

Discussion evening on proposed policy with parents, teachers and governors to be organized in due course.

I read it again. The words begin to blur the more I read them, but I can't stop. I zoom in and out as I stare at the picture, doing it so many times that I lose count.

When I'd first read it, I couldn't believe the governors had actually met to discuss how they could best deal with us, the Muslim students at the school. There are so few of us anyway, and even fewer that wear modest dress. It's only me, Nasra, and another girl for whom the last rule would apply. A rule designed to take away part of our identity. An identity we've chosen for ourselves, as much as the school might like to believe otherwise.

YOU THINK YOU KNOW ME

AYAAN MOHAMUD

Key words:

Define the following key words.

Integration Mandatory Monitoring

Discussion questions:

Discuss the following questions as a class or in groups

- What type of document do you think Hanan has seen? Do you think she's supposed to have seen it?
- Do the suggested new rules seem fair to you?
- What is meant by "mandatory extracurricular involvement"?
- Why is the plan to ban headscarves serious? Who would it affect the most?
- Can you think of any real-life examples of schools introducing controversial uniform policies?

ACTIVITY TWO: DESIGN YOUR OWN SCHOOL UNIFORM POLICY

Design a school uniform policy that you feel best represents the needs of everybody in your school community. Create a poster for it to display in your school.



YOU THINK YOU KNOW ME

AYAAN MOHAMUD

SPOTLIGHT THREE: FRIENDSHIP

pp. 40 -41

Andrea rolls her eyes as she reaches over to ring the bell, signalling the bus driver to stop. Then, she begins the arduous task of removing all but two of her earrings. Grafton has a strict policy when it comes to jewellery, and the only thing you can wear past the school gates are two stud earrings or nothing at all. I don't know how she has the dedication to do this every day, but the one time I asked she'd simply said: "Beauty is pain and effort, Hanan. Remember that."

It's in these moments, when I'm not overshadowed by Northwell and Grafton Grammar, where I feel lighter. Untangled. I love the ease with which I can talk to Andrea, the comfort I find in her, the familiarity of our friendship. It's uncomplicated. Simple. Although uncomplicated and simple isn't what I imagined when Andrea tapped me on the shoulder all those years ago to ask if my name really was Hamam. I'd snorted because it sounded so ridiculous, though Andrea hadn't understood why it was so funny and stood there looking stung.

"No," I'd finally managed. "My name is Hanan Hamam is a bath. A Turkish one. And I don't think I look like a bath."

A smile slowly grew on her face and then she also descended into laughter, side by side with me, the girl who stuck out like a sore thumb in that elegant school.

"My name's Andrea," she'd said, sticking her skinny arm out to shake my hand.

I learned later that her thick accent was Romanian and I don't know if she gravitated towards me because she could sense that I was also different, because I had an accent and came from somewhere completely unlike this place, or if she was just being nice and searching for a new friend. Either way, there had been something about this girl with inky black hair, pulled into a high bun, that I felt I could trust.

"Okay, Andrea," I had said. "Let's be friends."

And, today, I'm really glad we are. Although, sometimes, I do wish that our friendship was a little more friend-friend than friend-bodyguard.

Discussion questions:

Discuss the following questions as a class or in groups:

- What does the word 'arduous' mean? Why do you think removing her jewellery is an arduous task for Andrea?
- Hanan mentions that she feels 'untangled' by her friendship with Andrea, what do you think she means by this?
- Did Hanan and Andrea initially get along? What possible reasons does Hanan suggest for their friendship?
- What do you think Hanan means by their friendship being 'friend-bodyguard'?
- Do you think friendship is important? Why?

Challenge: There is a lot of imagery used to describe Andrea in the text. Can you go back through and highlight this and then write a descriptive piece of writing about a friend of yours?

YOU THINK YOU KNOW ME

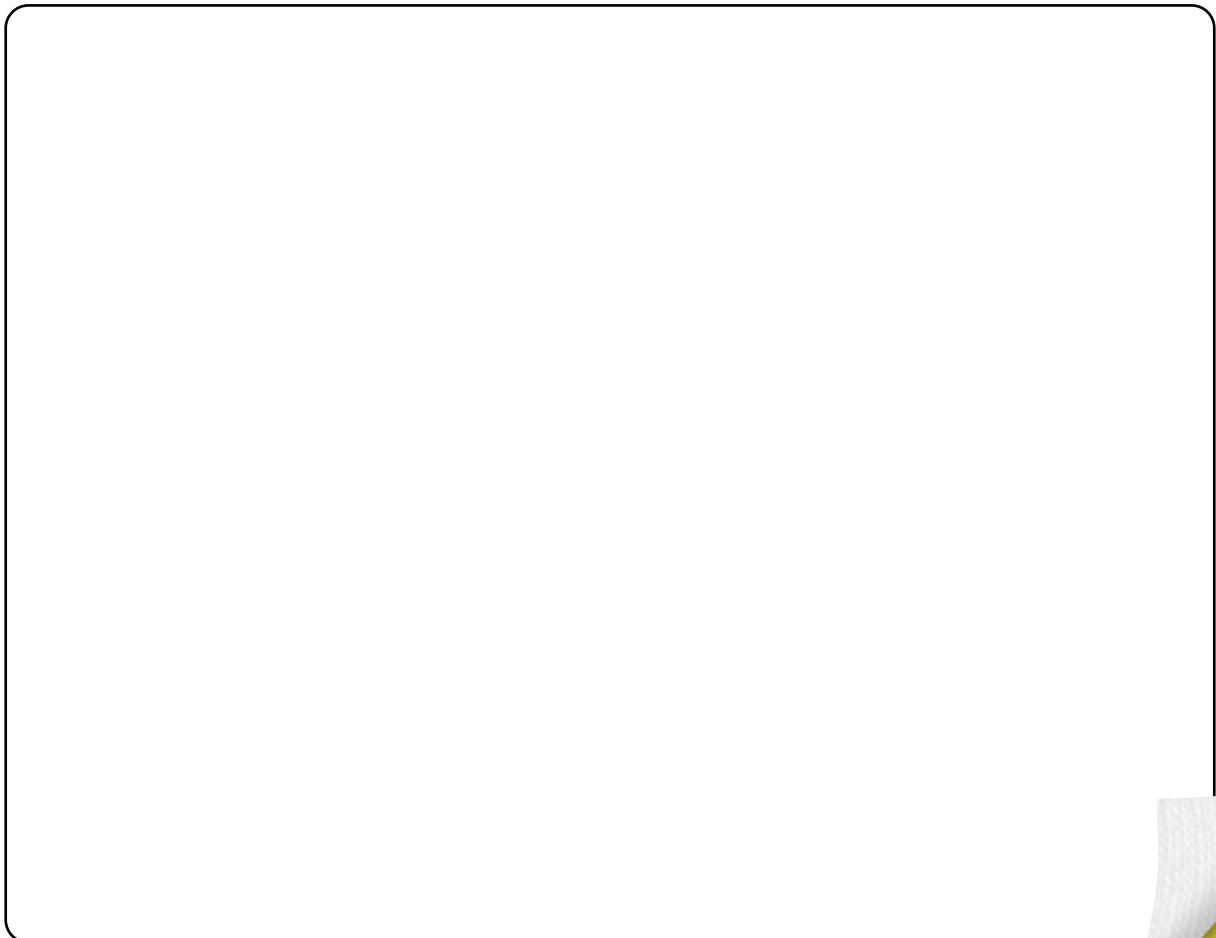
AYAAN MOHAMUD

ACTIVITY THREE: MAKE A FRIENDSHIP TIMELINE

A friendship timeline is a way to map out the key positive moments in a friendship. It can include the moment two friends met, positive experiences, key memories, and things that remind you of a friend. For example, for Hanan and Andrea some of these things might include – the Twilight movies, getting ready for the bake sale, and how they met at Grafton grammar.

Make your own friendship timeline below. You can base it on characters from You Think You Know Me or you and a friend of yours.

Top tip: Including drawings, quotes, favourite songs and books is a fantastic way to populate your friendship timeline.



YOU THINK YOU KNOW ME

AYAAN MOHAMUD

THANK YOU FOR USING THESE RESOURCES!

We would love to see any work you have created. Please share with us on Twitter @Usborne using #YouThinkYouKnowMe

