



# HOLLY BOURNE

TEACHING  
RESOURCES

WITH EXTRACTS AND NOTES

FOR KS4  
TEACHERS





# TEACHING RESOURCES WITH EXTRACTS AND NOTES FOR KS4 TEACHERS

## INTRODUCTION

Suitable for: Ages 14+

Explore themes of: Finding your Voice • Familial Abuse • Falling in Love • Bullying

Subject Checklist: PSHE • Art, Design & Technology • Speaking and Listening • Literacy • Citizenship • Creative Writing

A note on the resources:

This pack works particularly well within a book club or PSHE-led setting. The questions and activities are especially relevant for groups of girls but can be adapted and delivered at the teacher's discretion to mixed groups.

## CONTENTS

### •EXPLORING KEY QUOTES

Objectives: Reflect on the significance of legacy and what you want yours to be; discuss and analyse key quotes and themes from the text.

### •LOOKING AT AN EXTRACT: (taken from Chapter 31)

Objectives: Discuss how marginalia enables Paige to express herself and find love; analyse an extract and share your marginalia with a partner.

### •FURTHER ACTIVITIES

Objectives: Create 5 Circles of Action to take a stand against bullying and intolerance; write your own positive version of your yearbook.



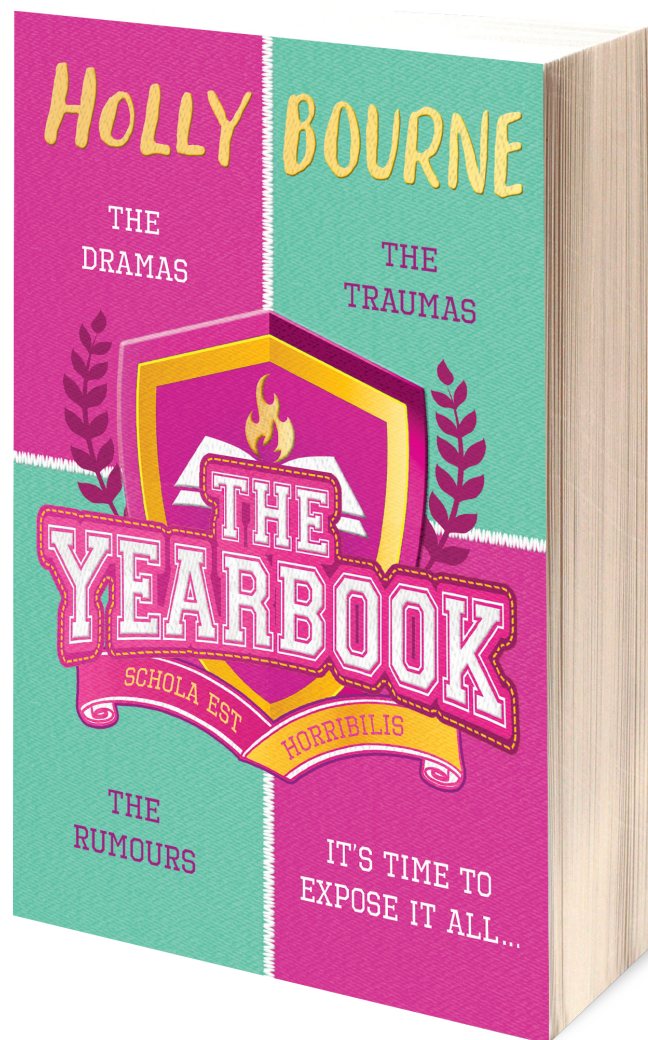
# ABOUT THE BOOK

Finding your voice. Speaking the truth. Falling in love. All the biggest drama happens in high school... Mean Girls meets To All The Boys I've Loved Before in this hugely relatable high-school takedown from the queen of UKYA.

Paige is used to staying quiet in the face of lies. Like how popular girl Grace is a such an amazing person (lie). How Laura steals people's boyfriends (lie). How her own family are so perfect (lie).

Now Grace and friends have picked their "best" high-school moments for Paige to put in the all-important Yearbook. And they're not just lies. They're poison.

But Paige has finally had enough. And as she starts to find love through the pages of a book, she finds her voice too. Now she is going to rewrite her story - and the Yearbook is the perfect place to do it.



**THE  
YEARBOOK**  
HOLLY BOURNE

 **SHAPES**  
for schools





*'Forty thousand years ago, some navel-gazing cave person wanted to leave their mark on the world ... They were here and they wanted us to know it. They left their mark, their legacy, to ensure we did' ...*

# LEGACY

What does this mean to you?

What do you want your legacy to be?

**CREATE A MINDMAP ABOVE**

**THE  
YEARBOOK**  
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# EXPLORING KEY QUOTES

*'Half of the harm that is done in this world is due to people who want to feel important. They don't mean to do harm, but the harm does not interest them'*

*T.S.Eliot*

*'It's impossible to truly understand anyone else's point of view. We all have to learn to sit with the profound loneliness of knowing no one will ever understand us, and us them' ...*

*'No space of regret can make amends for one life's opportunity misused'*

*Charles Dickens*

*'If you're not scared, then it's not courage'*

THEMES

FALLING IN LOVE

BEING UNDERSTOOD

FRIENDSHIP

BULLYING

FINDING YOUR VOICE

POPULARITY

FAMILIAL ABUSE

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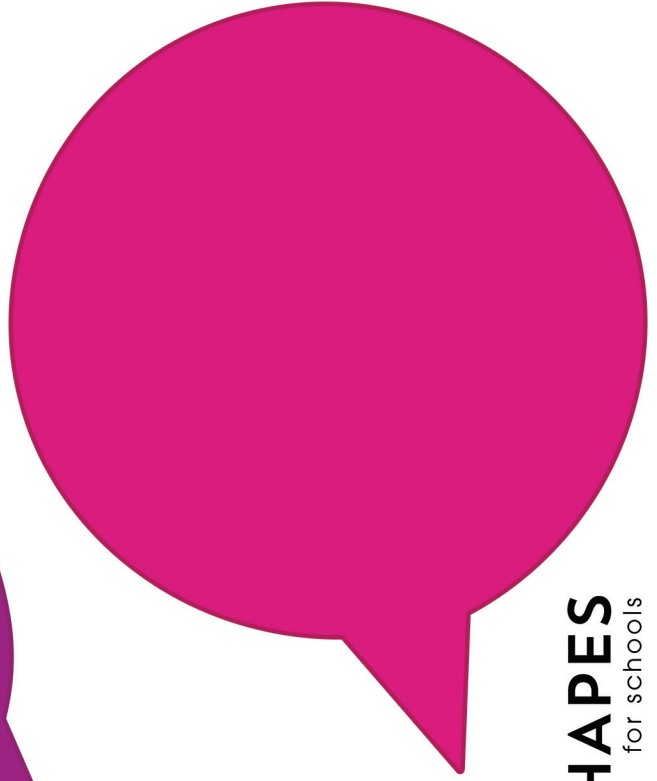
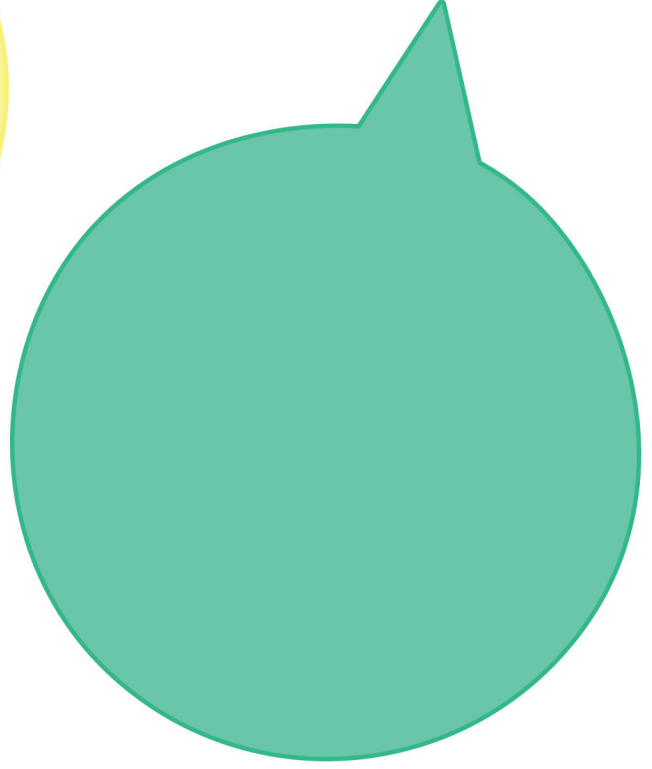
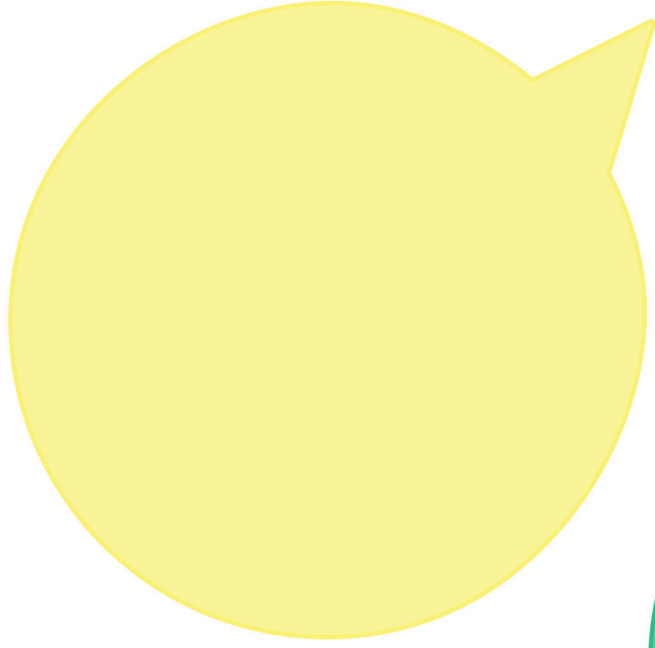


## ACTIVITY: THOUGHT BUBBLES

Spend a few minutes reading over the key quotes from The Yearbook and consider how they connect with each of the themes running on the bar above. Discuss together:

- What are the key messages behind each quote?
- Which characters and events from the text are most prevalent in relation to these quotes and themes?
- Which of the quotes speak to you most and why?
- Are there any other key quotes or themes that you could add from the text?
- Note down your ideas in the thought bubbles below and use them as a springboard for further discussion.







# LOOKING AT AN EXTRACT

(TAKEN FROM CHAPTER 31)

## DISCUSSION QUESTIONS:

- What different forms can abuse take? Why isn't abuse always easy to spot?
- How does Paige's father affect her self-esteem and her ability to form meaningful relationships?
- Who else are victims to Glynn's abuse? Who else is an abuser in the text?
- Who supports Paige and helps her to find her voice?
- What is 'marginalia'? How does this enable Paige and Elijah to express themselves and connect?

## ACTIVITY: MARGINALIA

- In the margins of her schoolbooks, Paige is able to explore and express her deepest thoughts that she otherwise keeps hidden from the world.
- Take a few moments to look through your schoolwork and texts. Reflect on your own examples of marginalia. What kinds of annotations have you made? Why are you encouraged to do this from an early age in school? In what other ways are you able to reveal your truths?
- Next, read over the extract below. Without discussing it as a group, write your own notes and annotations on the text and in the margins. Swap your extract and notes over with a partner and think about the intimacy of reading and sharing your ideas in this way. In what ways does your partner's marginalia speak to you, or encourage you to think of the text and the world in a different way?
- Repeat this process with a different partner by swapping books from a book club or reading list that include marginalia. Consider how this changes your experience of reading.



*“Something strange shifted in my head in that moment – watching him, watching how he delivered his sentences. It occurred to me so strongly that I almost fell off the chair... ..it was like Dad was reciting a dramatic monologue. I’d never realized it till then. But, as he sighed and looked further out the window, I knew so truly that, in his head right then, he was imagining himself in the play of his life or something. That a camera was focused close to his face and was live-beaming his speech to everyone’s TVs across the world. He was performing the leading role in the film of his life and believed it was a blockbuster smash hit.*

*So many people do this, I realized. So many people behave like they think a cinema orchestra is following them around to give them backing music, that they’re the superstar of the universe...and the people who behave this way, they’re the people who tend to hurt others the most. They think they’re the hero of their own story, but, actually, in the pursuit of being so important, they’re often the villain of everyone else’s. “*

# FURTHER ACTIVITIES

*'That's school in a nutshell. Everyone feeling scared and irrelevant and terrified they're going to be found out, or even worse, not noticed at all'*

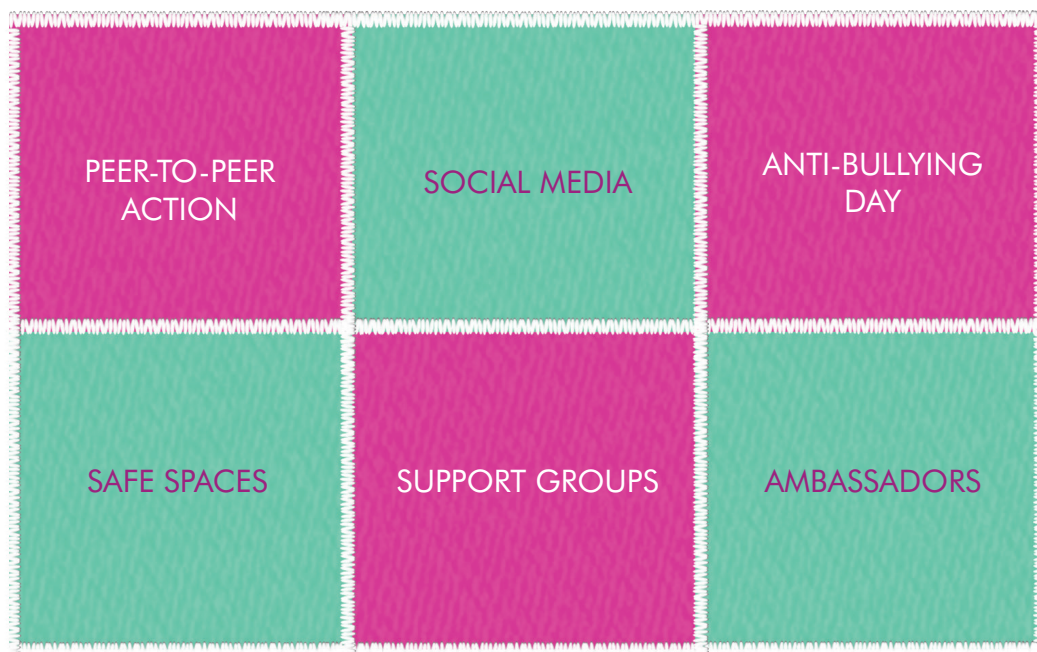
**CONSIDER:** To what extent do you agree with this quote from the text?

**TAKE A MOMENT:** Think about how The Yearbook relates to your experience of school. Consider what you and others could do to make school a more inclusive space for all students and staff.

## ACTIVITY 1: CIRCLES OF ACTION

- It is only right at the end of the text that Paige finds the courage to speak out against the bullying taking place. On the timeline on the next page, track 3 significant moments or developments in Paige's personal relationships that enable her to finally take action.
- Next, consider the ripple effect that these actions have. For instance, imagine if Paige had not intervened in the printing of the yearbook; how might different characters be impacted long-term? How might the culture and accepted behaviours of Paige's school be changed for years to come?
- Use these ideas to annotate the Circles of Action below, noting down action that can be taken on an individual level, right up to action that can be taken to address bullying and intolerance on a global scale.

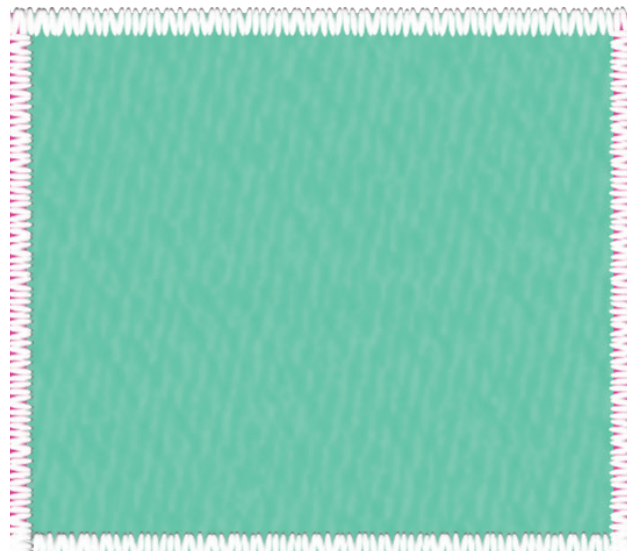
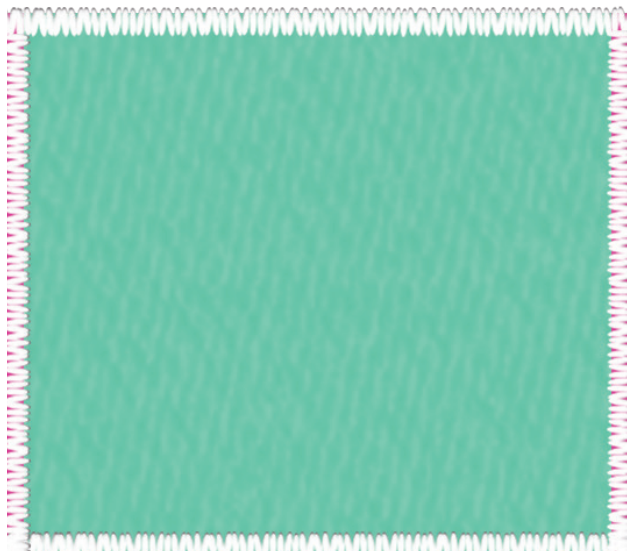
HERE ARE SOME IDEAS TO GET YOU STARTED ...



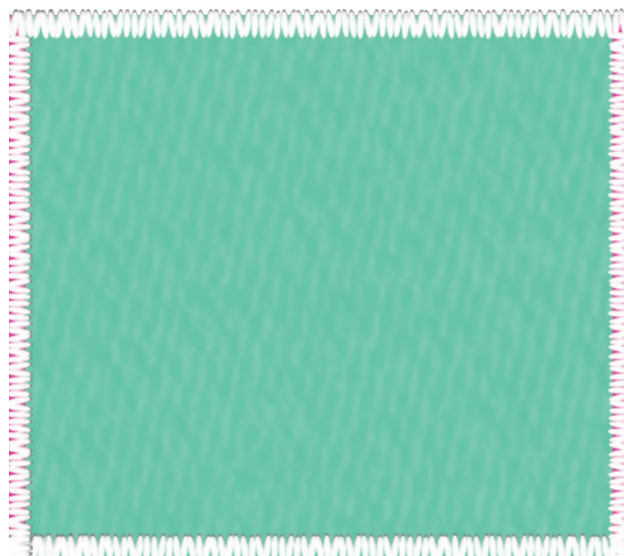


MOMENT ONE

MOMENT TWO

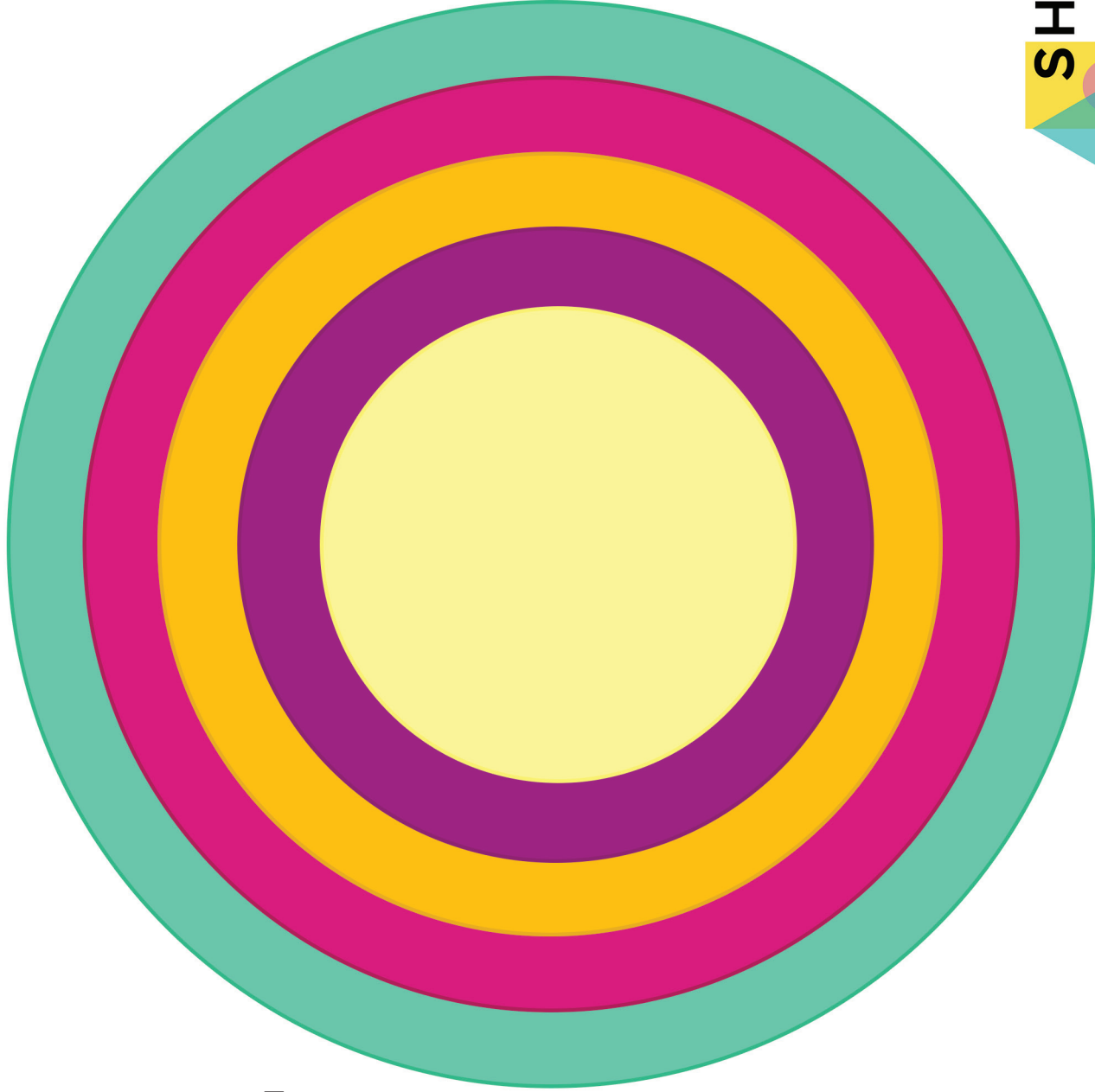


MOMENT THREE



# KEY

-  The whole world
-  As a school
-  As a year group
-  As a class
-  On an individual level





## ACTIVITY 2: WRITING YOUR OWN YEARBOOK

- Look back over the mindmap you created for the word 'legacy'. Discuss together why Paige believes it is so important to re-write the yearbook. How does this change the legacy she and others leave behind?
- Now it's time to write your own positive version of your yearbook. Think carefully about what you will include to ensure the social and emotional health of all involved. You might like to include:
  - Sketches or photographs
  - Special memories or events
  - Achievements and awards
  - Kind descriptions of yourself and others close to you
  - Dreams and ambitions for the future
- Share your yearbooks together and discuss the legacy that they and you will leave. Keep these safe and look back on them in years to come!

# CLASS OF

.....



*Memories*

*Achievements*



# Dreams and Ambitions

# Photos and sketches