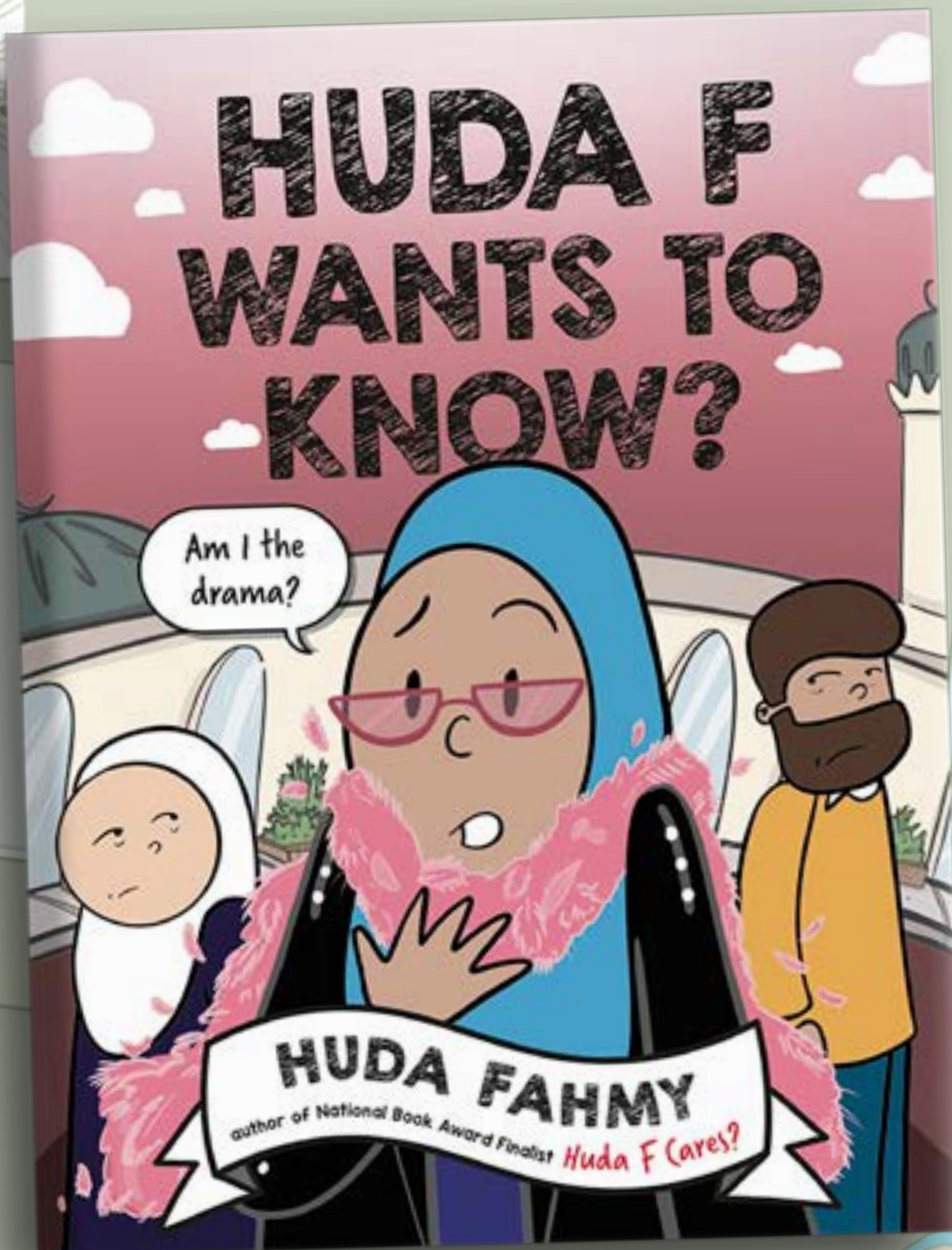


# An Educator Guide to *Huda F* Wants to Know?





## ABOUT THE BOOK

IN THE **HILARIOUS AND POIGNANT** follow-up to National Book Award Finalist *Huda F Cares?*, Huda's life and worldview is turned upside down when her parents announce they're divorcing.

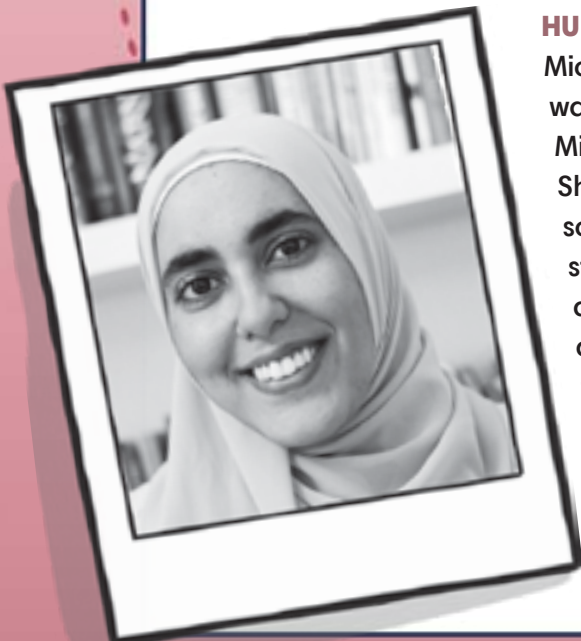
Huda Fahmy is ready for her junior year of high school. She's got a plan to join all the clubs, volunteer for all the things, ace the ACTs, and write the most awe-inspiring essay for her scholarship applications. Easy.

But then Mama and Baba announce the most unthinkable news: They're getting a divorce. And screeeeech. Huda's whole world stops. She's absolutely devastated. She worries about what this will mean for her family, their place in the Muslim community, and her own future. Her grades start tanking, she has a big fight with her best friend, and everything feels out of control. Will her life ever feel normal again?

**HUDA F WANTS TO KNOW.**

## ABOUT THE AUTHOR

**HUDA FAHMY** grew up in Dearborn, Michigan, and has loved comics since she was a kid. She attended the University of Michigan where she majored in English. She taught English to middle and high schoolers for eight years before she started writing about her experiences as a visibly Muslim woman in America and was encouraged by her older sister to turn these stories into comics. Huda, her husband, Gehad, and their children reside in Houston, Texas.



**This guide was written by Abeer Ramadan-Shinnawi.**

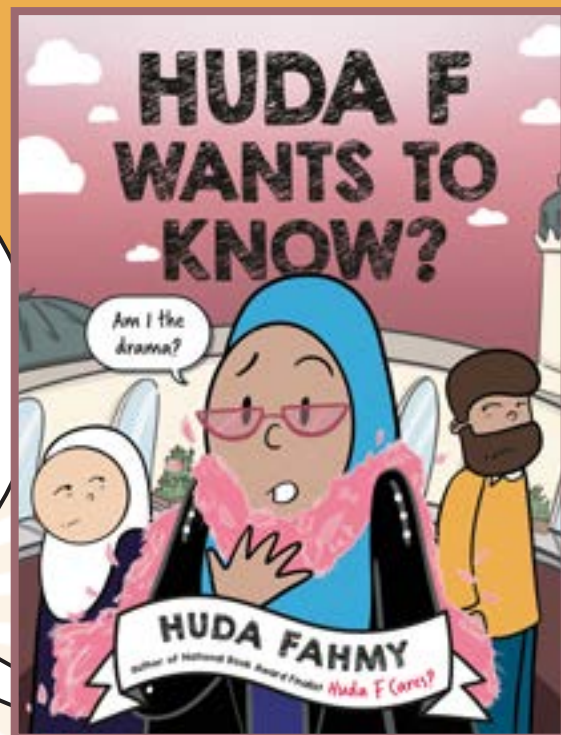


**PRAISE FOR**

# HUDA F WANTS TO KNOW?

“An uplifting, insightful model for positive change.”

—Kirkus Reviews, starred review



“A captivating graphic novel that shows readers from all communities that it’s possible to recognize and address mental health concerns while still respecting cultural values.”

—School Library Journal, starred review

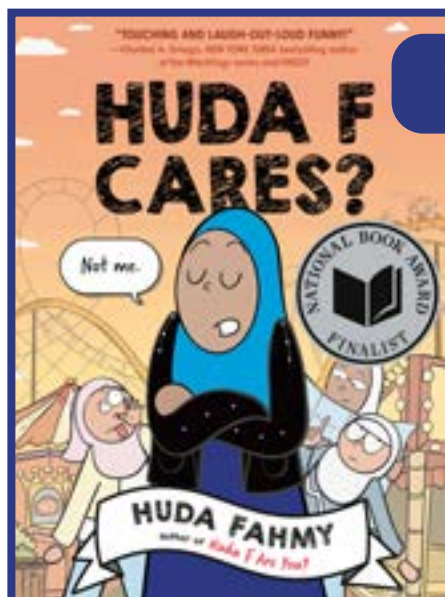
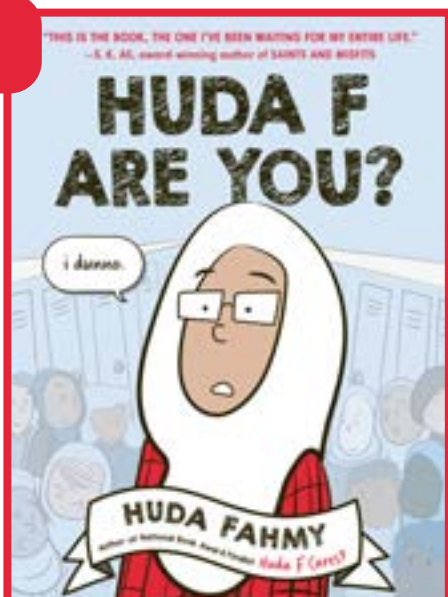
**CLICK TO DOWNLOAD THE GUIDE!**

“[A] FUNNY, THOUGHTFUL story of negotiating school dynamics, cultural identity, and individual agency.”  
—BCCB

A NCSS Notable Social Studies Trade Books List Selection

An ALA Rise: A Feminist Book Project Pick

13 State Award Reading Lists and Counting



**CLICK TO DOWNLOAD THE GUIDE!**

“COMEDIC AND POIGNANT. . . Delightfully heartwarming.”  
—Kirkus Reviews

A National Book Award Finalist

A YALSA 2025 Great Graphic Novels for Teens Pick

An ALA Rise: A Feminist Book Project Pick



# PRE-READING ACTIVITIES

**THIS BOOK INTRODUCES STUDENTS** to a coming-of-age journey with humor and depth. The topics are a sliding door for all students, who will be able to relate through their own personal experiences. Huda gives Muslim students a mirror and non-Muslim students a window into the lived experiences of Muslim girls in the United States. Huda's relatable struggles and self-reflection can spark important conversations about mental health, familial relationships, and community belonging.

Huda is thrown into a family situation that adds even more pressure to her already overwhelming junior year of high school. Between applying for college, taking exams, college applications, maintaining her grades, and navigating everyday teen struggles, she starts to feel like her future is slipping out of her hands. As she begins to question a major decision made by her parents, the ripple effects start to impact her closest friendship.

The book examines various aspects of Muslim life that are not common to those who do not practice the religion or are not familiar with Islam, including family norms, male/ female relationships, and how Muslim parents try to provide the best to their children while raising them in an environment that is not always reflective of their core cultural/religious values. Using the following resources, have students take notes on a graphic organizer to understand the topics highlighted throughout the book as they come up in readings.

## 1. QUICK WRITE: "WHAT DO I CARE ABOUT?"

Prompt students to write a short response to: "What is something you care deeply about? Why? Have you ever spoken out about it or taken action?"

## 2. IDENTITY WEB ACTIVITY

Create a web with the student's name in the center and branches labeled: culture, faith, friends, family, passions, personality. This mirrors how Huda explores different aspects of her identity. Students should include personal details under each branch to expand the web. Use the web as a springboard for writing a poem or personal narrative, or to facilitate discussion in the classroom.

## 3. DISCUSSION STARTER:

"How do we address sensitive or taboo topics within our communities?" Use this to prompt a small group or whole class discussion to explore preconceived ideas about taboo topics and how we can create space to break taboos.



## Glossary For Arabic Words:

- **Halaqa:** a gathering to learn about Islamic teachings
- **InshAllah:** "God Willing"
- **Peace be upon him (PBUH):** what is said after anyone mentions the name of the prophet Muhammad
- **Allah:** God; even Christian Arabs use *Allah* when referring to God
- **Mu'tamar:** a convention
- **Halal:** something that is permissible under Islamic guidelines

Huda F Wants to Know





# DISCUSSION QUESTIONS

Character Tracker—As students read, they fill out a tracker that includes:

- Character Name
- Relationships
- Key Conflicts
- Changes/Growth—Use this to chart Huda and her family members.

1. What internal conflict is Huda facing?
2. Why were the girls sad and shocked about their parent's divorce? How did Huda deal with the situation? How did she try to rationalize the situation?
3. How do the sisters show their emotions about the divorce?
4. How does humor help Huda process difficult experiences?
5. Explain how Huda's parents deal with the issue of "being sad." Does your family react differently to depression? Explain.
6. The page after the front cover has a quote: "To breaking generational curses." What is a "generational curse"? Do you believe in them? If so, how can they be broken?
7. How does Huda think everything will be fine and "she'll be in control"?

8. Huda has a crush on Hassan Ahmed.

- a How does her mother react when she assumes Huda is "having a relationship" with Ahmed?
- b Huda responds to her mom with the rules for relationships in Islam. Use this [link](#) to understand more about relationships in Islam. How do the rules for dating or building a relationship in Islam differ from your own rules? Can you find similarities?
- c What is halal love?

9. Which of the topics at the halaqa do you think are most important?

The topics are:

- a Identity and belonging
- b Modesty and dress code
- c Societal pressures
- d Gender bias in education and career
- e Family expectations
- f Religious understanding



# DISCUSSION QUESTIONS CONTINUED

10. How does Dr. Haifa provide a different perspective on mental health? How crucial is her role in the story?
11. What would you do if you were mentally and emotionally struggling with a major life change?
12. What responsibilities do we have as friends when a friend is going through a difficult situation? How would you respond if your friend rejected your help?
13. What was the intent of having the family travel to Chicago for Muslim Con? Did the plan work?
14. Huda's mom is central to the story. How did Huda's relationship with her mother evolve?
15. What are some things we learn about Huda's mother as she navigates the divorce?
16. In two to three sentences, explain what you learned about Huda and her lived experiences as a Muslim girl trying to navigate her family's divorce.
  - a Discuss what you learned.
  - b Discuss what more you would like to learn.
  - c Discuss similarities you had with Huda's experience.

17. Huda Fahmy wrote this book to enlighten readers about the importance of understanding the experiences of a Muslim American teen. Using information from your notes, discussions, and your own ideas, complete the **Think, Feel, Care routine** by Harvard's Project Zero:

- a **Think:** How does this person understand this system and their role within it?
- b **Feel:** What is this person's emotional response to the system and to their position within it?
- c **Care:** What are this person's values, priorities, or motivations with regard to the system? What is important to this person?

18. Read the acknowledgements section. How was writing this book therapeutic for Huda? Are there pieces from that section that resonated with you?

19. Huda explains that her life as a child of immigrants felt like "lather, rinse, repeat." Why does she use this analogy? Are there moments in your life where you felt like you were or are still on this cycle?

20. What does intersectionality mean to you? How does your intersectionality affect your lived experiences? How does Huda's intersectionality affect her lived experiences in this story?





# EXTENSION ACTIVITIES

These questions and activities focus on mental health challenges children may face during a family divorce. These are not in place of therapy.

1. What are some ways Huda's mental health is affected by the changes in her family? How does she cope, and what seems to help or hurt her well-being?

## Activity: Journal Prompt: "Dear Me"

Students write a reflective journal entry as if they are Huda or themselves, describing a difficult family situation and how it made them feel. Encourage students to explore their emotions and healthy coping strategies.

2. How might divorce impact teens differently depending on their family dynamics, culture, or faith?

## Activity: Create a Culture & Support Map

Students draw a "support map" of who or what helps them during hard times (e.g., friends, prayer, journaling, hobbies, trusted adults). Then, compare how these support systems may differ depending on family or cultural values.

3. How can we recognize signs of emotional stress or depression in ourselves or others? What are safe ways to seek support?

## Activity: Mental Health PSA Design

Students create a poster, digital flyer, or short TikTok-style video PSA for teens about recognizing mental health struggles and knowing where/how to ask for help. Include hotline numbers, school counselor info, and/or culturally relevant support networks.

4. In the story, Huda feels pressure to stay strong for others. Why is it important to allow ourselves to feel and express emotions?

## Activity: "Masks We Wear" Art Activity

Students create a two-sided mask or drawing: One side shows the face they show the world, and the other side reflects how they truly feel inside. Follow with a group reflection on the importance of emotional honesty.

**Students will create a mini awareness campaign that tackles one of the following themes:**

Coping with depression; Navigating parental divorce; Being a Muslim teen and feeling misunderstood

## INSTRUCTIONS:

1. **Choose a Theme:** Select one of the above topics that resonates with you.
2. **Research & Reflect:** Explore how this issue affects teens—look for personal stories, facts, or articles. Reflect on how it shows up in *Huda F Wants to Know*?
3. **Create Your Campaign:** Choose one format to express your campaign message:
  - Poster with a slogan and 3 supportive facts or affirmations
  - Short social media post series (3 slides or posts)
  - Spoken word or video PSA (1–2 minutes)
  - Zine or mini booklet with resources and encouragement

## REQUIREMENTS:

- Include a clear message of hope, healing, or understanding
- Offer at least one supportive resource (hotline, website, book, or faith-based tool)
- Be respectful and inclusive in tone and visuals

## Optional Share:

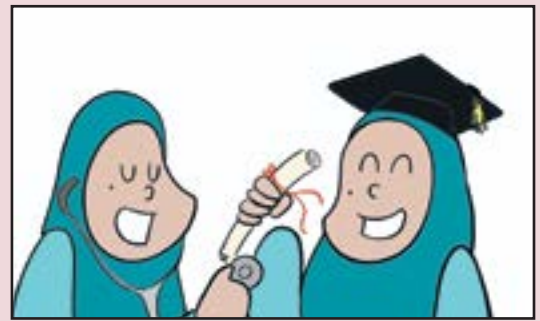
Host a gallery walk or digital showcase to allow students to display and discuss their campaigns.







# RESOURCES



**The Family & Youth Institute:**  
[Stigma and Misconceptions](#)

**The Institute for Social Policy and Understanding:**  
[Meeting the Needs of Muslim Youth](#)

**NASEEHA:**  
[Providing Immediate, Anonymous Support](#)

**YAQeen Institute for Islamic Research:**  
[Mental Health and Wellness in Islam](#)



## STANDARDS IN THIS GUIDE

### CRAFT AND STRUCTURE:

**CCSS.ELA-LITERACY.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

### INTEGRATION OF KNOWLEDGE AND IDEAS:

**CCSS.ELA-LITERACY.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCSS.ELA-LITERACY.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.



**CCSS.ELA-LITERACY.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:

**CCSS.ELA-LITERACY.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

Due to the social-emotional nature of the topic of this book, the Collaborative for Academic, Social, Emotions Learning, [CASEL](#), provides a framework for self-awareness and how to cope based on the developmental stages of children.

