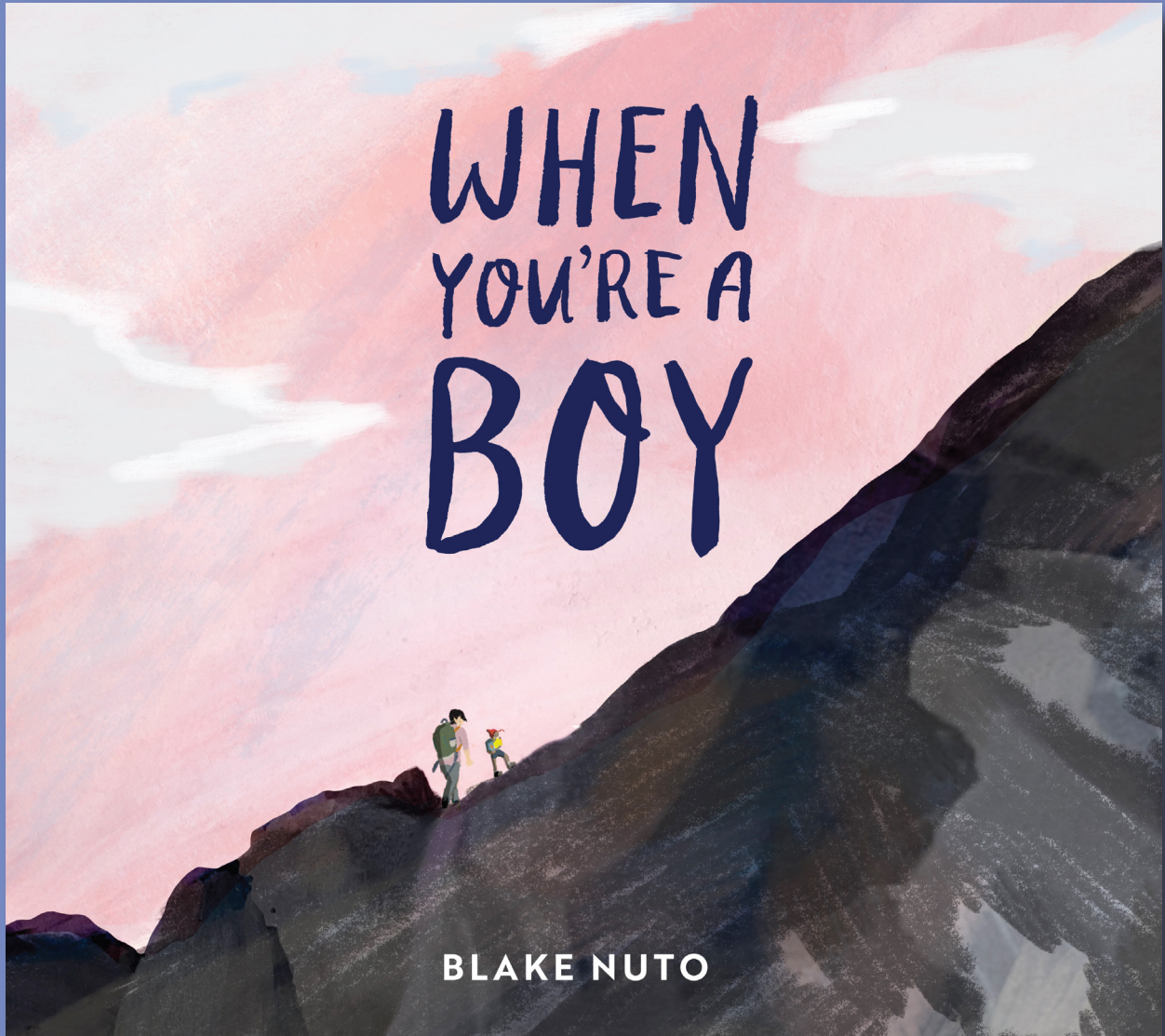


Classroom Resources



Written and illustrated by

Blake Nuto

Suitable for ages

3 to 7

General capabilities

Literacy

Creative and Critical Thinking
Personal and Social Capability

Contents of this pack

- Book details for *When You're A Boy*
- Questions for before we begin reading
- Discussion points and activities in key curriculum areas: Literacy; Creative and Critical Thinking; Personal and Social Capability

Description

*When you're a boy
you are told how to be
like the white-roaring oceans.
But I've learned
the fierceness of flowers
the glory of colour
and the beauty of dreaming.*

Wander through forests, cross rivers and climb mountains in this powerful and moving exploration of what it means to be a boy.

About the author-illustrator

Blake Nuto is a writer and illustrator living in lutruwita Tasmania. He currently shares his time between creating, teaching and growing-up alongside his three uncontainable children. His first two books have received international publication, translation and nomination. This is his first self-illustrated work. He is still learning many things.

Find this book at our website: <https://affirmpress.com.au/books/>



Before we begin reading

- Describe what you see on the front cover. What do you think this book will be about?
- There are two people shown on the cover. What might their relationship be to each other?
- Do you like to go walking or hiking with your family? Where do you like to go?
- Are there other outdoor places you like to go to with your family? How does being outside make you feel compared to being inside?
- Have you ever seen a big mountain? What did you think about it? How might you feel when you reach the top of a big mountain? What would you see from the top?
- This book is called *When You're A Boy*. Do you think this is a book just for boys, or can anyone enjoy this book? Why?
- There are only a few colours used on the cover. What are these colours? Do you like them?
- Were you excited to read this book? Why/why not? What makes you excited to read a book?

Discussion and activities

General Capability: Literacy

Class or group activity on adjectives

There are lots of adjectives and descriptive statements in this book! As a class, discuss the following descriptions and what they might mean.

- 'white-roaring oceans'
- 'fierceness of flowers'
- 'sky-shifting thunders'
- 'softness of music'
- 'cruel-clawing wilds'
- 'falsehood of fighting'
- 'sharp sword of sorry'
- 'sure-standing mountains'
- 'lightness of kindness'
- 'brightness of happy'

Class or group activity on vocabulary development

Some words in this book may be unfamiliar to students, such as the words listed below. Use this list or make a new list of unfamiliar words and discuss their meaning as a class.

- roaring
- glory
- swift
- sweeping
- strength
- contentment
- clawing
- falsehood
- shield
- brilliance

General Capability: Personal and Social Capability

Class, group or independent activity on gender stereotypes

Prepare the class for this activity by spending time introducing, discussing and reflecting on the idea of stereotypes. Resources such as those at [Educators 4SC](#) are a fantastic starting point! Once students are familiar with the concept of stereotypes, use the statements below to ignite class discussion on gender stereotypes. You could write these statements on the board and discuss them as a class, asking students to call out 'yes' or 'no' for whether or not they agree with these statements. Ask the students how they feel about these statements and if they've heard of any others that are similar.

Identify the gender stereotypes

- Boys are stronger than girls.
- Some children like the colour pink.
- All girls like to play with dolls.
- Anyone can be a teacher.
- Boys shouldn't cry.
- Girls are better than boys at being quiet in class.
- Some children like playing outdoors, while others prefer playing indoors.
- Only boys like to play video games and computer games.
- Anyone can be a police officer.

General Capability: Literacy

Class activity: further reading

To continue the gender stereotype exercise, structure an activity around identifying gender stereotypes in picture books. You could bring a handful of old picture books to class and see if students can spot gender stereotypes depicted in the artwork or described in the text. Alternatively, or additionally, you could show picture books that challenge gender stereotypes.

A short reading list of picture books that challenge gender stereotypes:

- *Be Exactly Who You Are*, by Laura Gehl and Joshua Heinsz
- *My Shadow is Pink*, by Scott Stuart
- *I Want To Be A Superhero*, by Breanna Humes and Ambelin Kwaymullina
- *Tough Guys Have Feelings Too*, by Keith Negley
- *Princess Smartypants*, by Babette Cole
- *Julian is a Mermaid*, by Jessica Love
- *Pink is for Boys*, by Robb Pearlman and Eda Kaban

General Capability: Creative and Critical Thinking

Class activity on comparison statements

Throughout this book, the author has used comparisons. He tells us how boys are expected to feel and behave, followed by his own experiences of being a boy, which don't always match up to the expectations set out for him. For each 'when you're a boy you are told how to be' statement, there is a comparison. Teachers, as a class, pick a comparison statement or two and discuss. An example of the discussion you could have is shown below.

Comparison statement

When you're a boy you are told how to be like the swift-sweeping rivers.

But I've learned the wisdom of waiting, the courage of patience and the strength of contentment.

Discussion points

- As a class, discuss what 'swift-sweeping rivers' might mean.
- Can you close your eyes and picture a swift-sweeping river? How might a swift-sweeping river sound? Is that different to a slow, drifting river?
- What do you think the author means by the 'wisdom of waiting'?
- Why is patience a good thing to have? What are some ways we can be patient?
- Have you ever rushed to do something or to say something when you really should have waited your turn? Tell the class about this experience.
- When is it a good thing to be fast and to think quickly? When might it be a good thing to be slower and patient?
- The author also describes the 'strength of contentment'. Do you know what 'contentment' means? What other words can describe this feeling?
- When you hear the word 'strong', what do you think of? Can we be strong in other ways too?
- Do you think boys are told to be fast and loud rather than slow and quiet? What do you think about that?
- Are you a slower, quieter person or are you someone who is loud and rushes about?

General Capability: Creative and Critical Thinking

Class or group activity on writing comparison statements

As a class, write your own comparison statement, drawing on the expectations of what it means to be a boy, girl or a child. Together, you could brainstorm expectations and then ask students to describe how they feel about these expectations. To be in keeping with the book, use descriptive statements inspired by nature. To simplify this activity, do not worry about creating descriptive statements like the ones used in this book. For example, you could use the words 'proud' or 'strong' or 'quiet' instead of 'sure-standing mountains'.

- *'When you're a boy, you are told to be ...'*
- *'When you're a girl, you are told to be ...'*
- *'When you're a child, you are told to be ...'*

General Capability: Literacy & Creative and Critical Thinking

Independent activity: write similes about yourself

Teachers, introduce (or remind students of) the concept of a simile. Their task for this activity is to write a series of simile statements about themselves and/or to write similes about a friend or family member. Use the example below to introduce the activity. Students can repeat 'I am as ... as ...' for their simile statements, or they could use another formula of your choice.

I am as FAST as a CHEETAH.

Or, to be more creative:

I am as FAST as the FASTEST CHEETAH on Earth!

I am ...

I am as _____ as a _____.

I am as _____ as a _____.

I am as _____ as a _____.

I am as _____ as a _____.

I am as _____ as a _____.

Extension activity

Once this activity is complete, ask students to read their favourite simile aloud to the class. Have a discussion about the types of things students discovered about themselves and each other. Ask them how they felt about themselves after writing these statements.