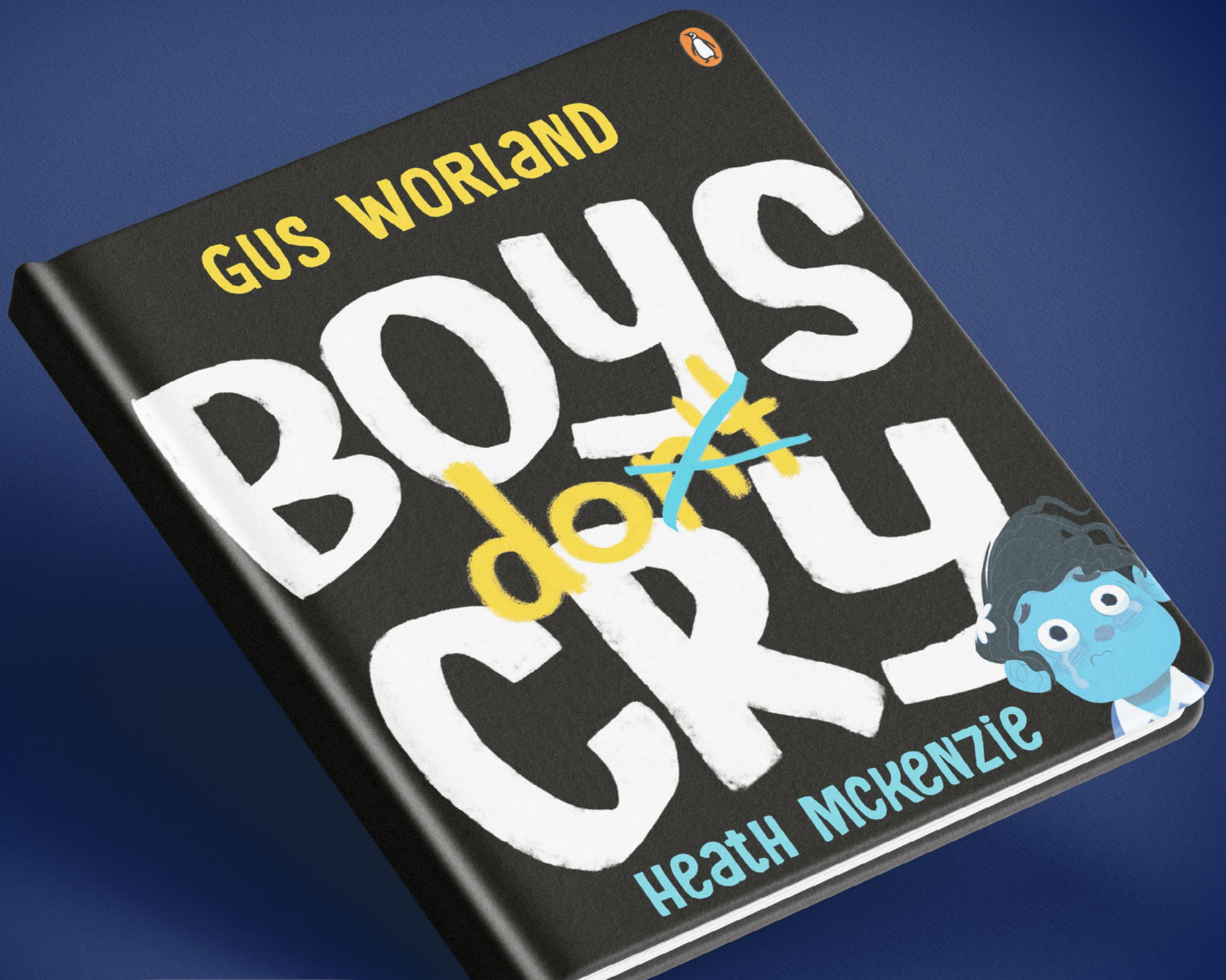




Gotcha4Life Foundation Mentally Fit Primary Schools



Boys ~~Don't~~ Cry

School Resource Pack

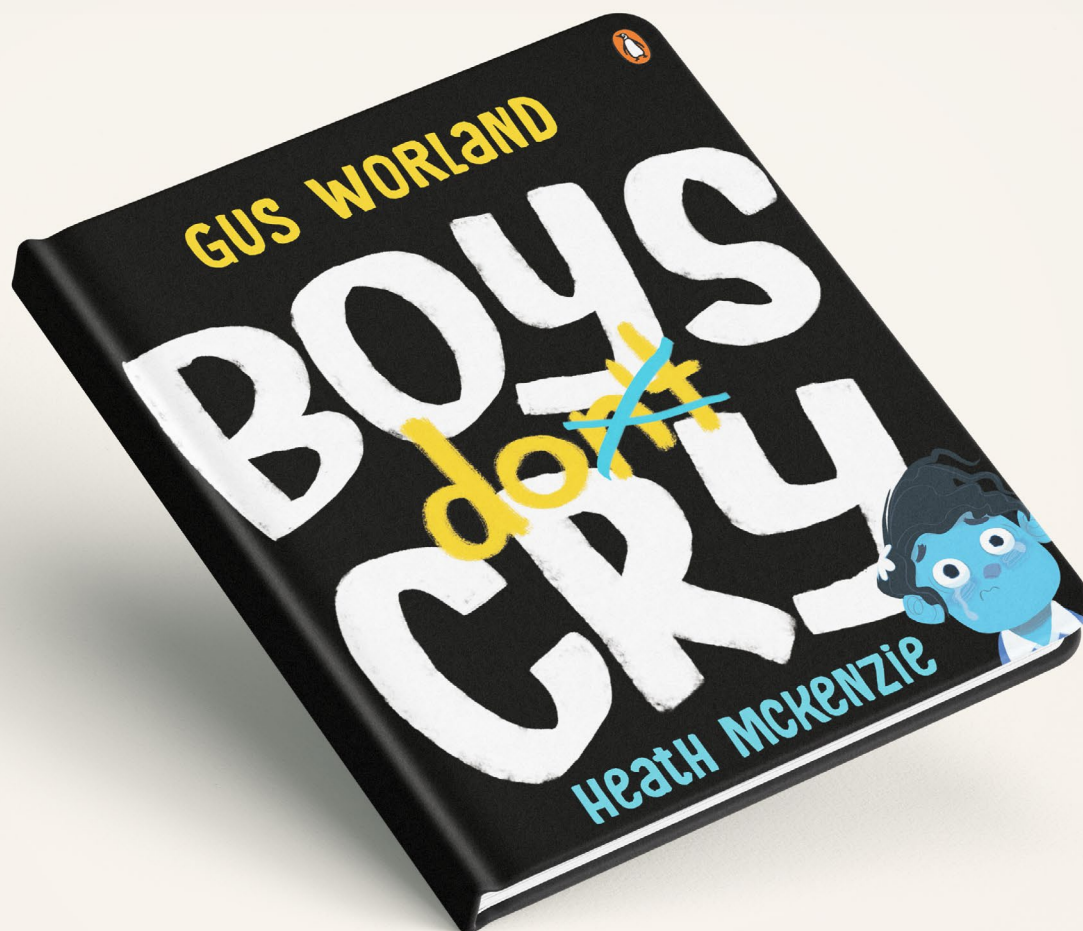
For K-3 Teachers & Librarians

Boys Do Cry

Boys Do Cry by Gus Worland and illustrated by Heath McKenzie tells the story of a young boy who faces a series of frustrating events throughout his day, each one building on the last and making him feel increasingly upset. From the rain ruining his morning plans to his dog eating his homework, a dragon causing trouble in his desk, and even a platypus biting him, the boy's day seems to go from bad to worse. Despite of all these challenges, he tries not to cry. However, when his Dad gives him a comforting cuddle, the boy finally allows himself to release his pent-up emotions and let the tears flow. In the end, he realises that expressing his feelings makes everything feel much better and that it's okay to cry when he feels overwhelmed. The story highlights the importance of emotional expression and the relief that comes from sharing one's feelings.

This School Resource Pack contains the following:

- One shared reading and literature lesson for each grade (K-3)
- A series of Creative Library Tasks for K-6
- A promotional poster of the book



Boys Do Cry Shared Reading Literature Lesson: Kindergarten



Grade level: Kindergarten/Foundation Year

Duration: 45 minutes

Text themes: Emotional adaptability, social connection, help seeking, understanding emotions, problem-solving, empathy and understanding and cultural and social norms.

Curriculum outcomes: From the Australian Curriculum Version 9

ENGLISH

- Literature

Literature & context

AC9EFLE02: respond to stories and share feelings and thoughts about their events and characters

Engaging with and responding to literature

AC9EFLE02: respond to stories and share feelings and thoughts about their events and characters

HEALTH & PHYSICAL EDUCATION (HPE)

- Personal, Social and Community Health

Interacting with others

AC9HPFP03: express and describe emotions they experience.

Learning Intentions:

- I can identify different emotions.
- I can identify the characters in a text.
- I can connect emotions from the story to my own feelings.
- I can share my ideas and feelings with my classmates.

Success Criteria:

- I can name at least two emotions the character felt in the story.
- I can explain how the character shows these emotions through their actions or words.
- I can name the characters in the story.
- I can describe what each character does in the story or how they feel.
- I can share a time when I felt one of the emotions from the story.
- I can explain how I felt during that time and why I felt that way.
- I can choose one emotion I have felt before and draw a picture to show it.
- I can explain my drawing to the class or a small group.
- I can listen to my classmates' ideas and share thoughts about their drawings.
- I can talk about my emotions and explain when I felt this way.



Lesson Plan: Kindergarten

Introduce the Text

- Hold up the book and show the front cover.
Read the cover and the blurb on the back.
- Ask a few engaging questions to spark interest and make predictions about the text, such as:
 - *What do you think this book might be about?*
 - *Who do you think this story is written for?*
 - *What kind of story do you think this is—a funny one, a serious one, or maybe both? Why?*

Model Reading the Text

- Read the text aloud with expression and appropriate pacing, focusing on enjoyment and understanding.
- Pause occasionally to:
 - Point out illustrations and ask questions like, *"What do you notice in this picture?"*
 - Clarify any challenging vocabulary in context. Eg *"sigh"* *"jerk"* *"glum"*

Discuss the text

- After reading, guide a discussion using the questions below:
 - *What did you enjoy most about this story?*
 - *Who are the characters in the story?*
 - *How do you think the boy feels at different points in the story?*
 - *What happened to make them feel that way?*
 - *Have you ever felt like this before?*
 - *What was your favourite part of the story?*

Response

- Create a class emotions chart: On chart paper, list emotions mentioned in the story (e.g., happy, sad, scared, frustrated, lonely, angry).
- Add illustrations or simple symbols next to each word to help students recognise them.
- Ask students to pick one emotion from the list that they have felt before.
Give examples: *"Maybe you felt sad when you lost your favourite toy."*
- Students draw a picture of themselves during a time they felt this emotion. Encourage details like facial expressions and setting. Include the written emotion on the page.

Reflection

- Invite students to share their drawings with the class or in small groups.
- Summarise the lesson with students: *"Today, we talked about different feelings. Everyone feels lots of emotions, and that's what makes us human!"*
- Reflect *"What can we do if we're feeling sad or angry like the boy?"* (e.g., talk to someone, take a deep breath).

Ext: Record suggestions on chart paper for students to add to their picture



Boys Do Cry Shared Reading Literature Lesson: Year 1



Grade level: Year One

Duration: 45 minutes

Text themes: Emotional adaptability, social connection, help seeking, understanding emotions, problem-solving, empathy and understanding and cultural and social norms.

Curriculum outcomes: From the Australian Curriculum Version 9

ENGLISH

- Literature

Literature & context

AC9E1LE01: discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators.

Engaging with and responding to literature

AC9E1LE02: discuss literary texts and share responses by making connections with students' own experiences.

HEALTH & PHYSICAL EDUCATION (HPE)

- Personal, Social and Community Health

Interacting with others

AC9HP2P03: identify how different situations influence emotional responses

Making Healthy and Safe Choices

AC9HP2P04: identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe

Learning Intentions:

- I can identify different emotions and describe how they are expressed.
- I can identify and describe the characters in a text.
- I can connect emotions from the story to my own experiences.
- I can share my ideas and feelings in detail with my classmates.

Success Criteria:

- I can name and describe at least three emotions the character felt in the story.
- I can explain how the character's actions or words reflect their emotions.
- I can identify the characters and describe their roles in the story.
- I can relate one of the emotions from the story to a personal experience.
- I can create a picture of myself showing an emotion.
- I can share and explain my drawing to the class or in small groups.
- I can listen to my classmates and ask or answer questions about their ideas.
- I can suggest helpful strategies for managing emotions, like those discussed in the story.



Lesson Plan: Year 1

Introduce the Text

- Hold up the book and show the front cover. Read the cover and the blurb on the back.
- Ask a few engaging questions to spark interest and make predictions about the text, such as:
 - *What do you think this book might be about?*
 - *Why are there words crossed out on the front cover?*
 - *What might the author be trying to tell you?*
 - *Who do you think this story is written for?*
 - *What kind of story do you think this is—a funny one, a serious one, or maybe both? Why?*

Model Reading the Text

- Read the text aloud with expression and appropriate pacing, focusing on enjoyment and understanding.
- Pause occasionally to:
 - Point out illustrations, use of colour and size and ask questions like, *"What do you notice in this picture?"*
 - Clarify any challenging vocabulary in context. Eg *"sigh" "jerk" "glum" "surprise" "low" "cheeky"*

Discuss the text

- After reading, guide a discussion using the questions below:
 - *What did you enjoy most about this story?*
 - *Who are the characters in the story?" "What roles do they play?*
 - *How do you think the boy feels at different points in the story?*
 - *What happened to make him feel that way?*
 - *Have you ever felt like this before? What happened?*
 - *Who helped you feel better?*
 - *What lesson could we learn from this book?*

Response

- Create a class emotions chart: On chart paper, list emotions the boy experiences in the story (e.g., sad, scared, frustrated, lonely, angry).
- Ask students to pick one emotion from the list that they've felt before.
- Give examples: *"Maybe you felt nervous when you started something new, like a sport or club."*
- Students draw themselves showing that emotion, including details like facial expressions and a background to set the scene.
- Students record a sentence or two about why they felt that way (e.g., *"I felt nervous on my first day of school because I didn't know anyone yet."*).

Reflection

- Invite students to share their drawings and sentences with the class or in small groups.
- Ask questions to encourage discussion: *"Why did you choose this emotion? What helped you feel better?"*
- Discuss strategies for managing emotions: *"What can we do if we feel sad, nervous, or frustrated?"*
- Record strategies on chart paper (e.g., *"Talk to someone," "Let the emotion out with a cry," "Take a deep breath," "Go for a walk"*).

Ext: Students write a short story or journal entry about a time they felt the chosen emotion.



Boys Do Cry Shared Reading Literature Lesson: Year 2



Grade level: Year Two

Duration: 45 minutes

Text themes: Emotional adaptability, social connection, help seeking, understanding emotions, problem-solving, empathy and understanding and cultural and social norms.

Curriculum outcomes: From the Australian Curriculum Version 9

ENGLISH

- Literature

Literature & context

AC9E2LE01: discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature

AC9E2LE02: identify features of literary texts, such as characters and settings, and give reasons for personal preference

HEALTH & PHYSICAL EDUCATION (HPE)

- Personal, Social and Community Health

Interacting with others

AC9HP2P03: identify how different situations influence emotional responses

Making Healthy and Safe Choices

AC9HP2P04: identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe

Learning Intentions:

- I can identify and describe different emotions and how they are expressed.
- I can identify and describe the characters and their roles in the story.
- I can connect emotions from the story to my own experiences.
- I can share my ideas and feelings in detail with my classmates.

Success Criteria:

- I can name and describe at least three emotions the character felt in the story.
- I can explain how the character's actions or words reflect their emotions.
- I can identify the characters and describe their roles in the story.
- I can relate one of the emotions from the story to a personal experience.
- I can create and label a drawing showing myself experiencing an emotion, with a background and context.
- I can write a short paragraph explaining why I felt that way and what helped me.
- I can listen to classmates, ask or answer questions about my ideas, and suggest strategies for managing emotions.



Lesson Plan: Year 2

Introduce the Text

- Hold up the book and show the front cover. Read the cover and the blurb on the back.
- Ask a few engaging questions to spark interest and make predictions about the text, such as:
 - *What do you think this book might be about?*
 - *Why are the words 'don't' crossed out on the cover? What could this mean?*
 - *Do you think the story will be funny, serious, or a mix of both? Why?*
 - *Who do you think the author wants to read this book?*
 - *What might the author be trying to tell you?*
 - *Who might be a character in this book?*

Model Reading the Text

- Read the story aloud with expression, pausing occasionally to engage students.
- Point out illustrations and their use of colour and size.
Ask, *"What does this picture make you feel? Why?"*
- Explain vocabulary in context (e.g., *"jerk," "glum," "surprise," "awful," "enormous"*)
- Ask reflective questions like, *"How do you think the boy is feeling here? What makes you think that?"*

Discuss the text

- After reading, guide a discussion using the questions below:
 - *Who are the characters in the story? What roles do they play?*
 - *How do the boy's feelings change during the story? Why do they change?*
 - *Are the events in the text that happened to the boy real? Explain.*
 - *Have you ever felt any of the emotions the boy felt? When? What happened?*
 - *What did the dad do that helped the boy feel better?*
 - *What does this story teach us about emotions?*

Response

- Create a class emotion chart: On chart paper, list emotions the boy experiences in the story.
- Students select one of these emotions they have experienced before.
- Students create a comic strip;
Students create a three-panel comic strip showing:
 - *Panel 1: The situation where they felt the emotion (background and characters).*
 - *Panel 2: How they expressed the emotion (facial expression, body language, dialogue).*
 - *Panel 3: What helped them feel better or resolve the situation.*

Ext: Students write a short paragraph explaining the story behind their comic strip: *"What happened? How did you feel? What helped you feel better?"*

Reflection

- Invite students to share their comic strips and paragraphs with the class or in small groups.
- Facilitate a discussion: *"What strategies did you use to manage your emotion?"*
"What can we learn from each other about handling emotions?"
- Record strategies on chart paper (e.g., *Talk to someone, take deep breaths, write about it, ask for a hug.*)



Boys Do Cry Shared Reading Literature Lesson: Year 3



Grade level: Year Three

Duration: 45 minutes

Text themes: Emotional adaptability, social connection, help seeking, understanding emotions, problem-solving, empathy and understanding and cultural and social norms.

Curriculum outcomes: From the Australian Curriculum Version 9

ENGLISH

- Literature

Literature & context

AC9E3LE01: discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature

AC9E3LE02: discuss connections between personal experiences and character experiences in literary texts and share personal preferences

HEALTH & PHYSICAL EDUCATION (HPE)

- Personal, Social and Community Health

Interacting with others

AC9HP4P06: explain how and why emotional responses can vary and practise strategies to manage their emotions

Making Healthy and Safe Choices

AC9HP4P08: describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations

Learning Intentions:

- I can explore and explain how emotions are expressed in text and illustrations.
- I can identify and describe the characters and their development in the story.
- I can connect the emotions and themes from the story to real-life experiences.
- I can collaborate with my classmates to create and share meaningful responses.

Success Criteria:

- I can name and explain at least three emotions the character experienced in the story.
- I can describe how the illustrations and text work together to show emotions.
- I can identify how the characters' actions reflect their feelings.
- I can connect an emotion from the story to my own life and share how I managed it.
- I can create a creative response that uses drawing, writing, or performance to explore emotions.
- I can actively listen to others, ask thoughtful questions, and contribute ideas.



Lesson Plan: Year 3

Introduce the Text

- Hold up the book and show the front cover. Read the cover and the blurb on the back.
- Ask a few engaging questions to spark interest and make predictions about the text, such as:
 - *What do you think this book might be about?*
 - *Why do you think the title has a word crossed out? What could this mean?"*
 - *What feelings does the cover artwork make you think about?*
 - *What type of story do you think this will be (funny, serious, or both)? Why?*
 - *Do you think the story will be funny, serious, or a mix of both? Why?*
 - *Who do you think the author wants to read this book?*
 - *What might the author be trying to tell you?*

Model Reading the Text

- Read the story aloud with expression, pausing occasionally to engage students.
- Highlight how illustrations and text convey emotions (e.g., colours, shapes, facial expressions).
- Discuss pivotal moments: *"How does the boy's mood change here? What made him feel this way?"*
- Explain vocabulary in context (e.g., "jerk," "glum," "surprise," "awful," "enormous")

Discuss the text

- After reading, guide a discussion using the questions below:
 - *How do you think the boy was feeling at the start of the story?*
 - *What actions or events caused his emotions to change?*
 - *Why do you think the boy didn't cry right away?*
 - *Which event in the story do you think was the hardest for the boy to handle? Why?*
 - *Were there any funny or surprising parts in the story? Which ones?*
 - *How do the words and pictures in the story help us understand how the boy is feeling?*
 - *Why do you think the author included imaginary events like the dragon and the spaceship?*

Response

- Conduct a drama circle
 - *Step 1: Divide the class into small groups.*
 - *Step 2: Assign each group a moment from the story. Groups work together to act out the scene, showing the boy's emotions through expression, dialogue, and movement*
 - *Step 3: Each group performs for the class.*

- Ask the audience: *What emotion do you think they were showing? How do you know?*

Ext: Students write a short paragraph responding to ONE of the following questions:

- *If you could change one event in the boy's day to make it better, what would it be?*
- *Imagine the boy's next day. What do you think it will be like?*

Reflection

- Facilitate a discussion: *"What was your favourite part of the story or activity? Why?"*
"What did you learn about how to handle big emotions?"
"Can you think of a time when letting your feelings out helped you feel better?"
- Record strategies on chart paper (e.g., *Talk to someone, take deep breaths, write about it, cuddle a pet*).



Boys Do Cry

Creative Library Tasks

These creative tasks have been designed to follow the reading of Boys Do Cry by Gus Worland, with each lesson lasting 30 minutes ideally implemented as a library lesson.



Kindergarten/ Foundation “Feelings Flow” Movement Activity

Goal:

Help young students recognise and express emotions through movement.

Activity:

After reading the text, have students stand up and participate in a movement activity where they act out different emotions described in the story without talking.

For example, they can pretend to be sad, angry, surprised, or happy based on the boy’s feelings.

Instructions:

“When the boy is feeling really low, can you slump your shoulders and walk slowly? When he starts to feel better, can you jump or twirl around to show how happy he is?”

Reflection:

After the activity, discuss how moving in different ways helped them show the feelings from the story.

Year One

Feelings Wheel Art

Goal:

Connect specific events in the story to emotions and express understanding visually.

Activity:

After reading the text, students draw a “Feelings Wheel” divided into sections (e.g., happy, sad, surprised, frustrated).

Using the story, students draw a small picture in each section showing one emotion the boy felt (e.g., “sad” for the sandwich running away).

Students can colour their wheel and label the emotions.

Year Two

Emoji Feelings Storyboard

Goal:

Develop comprehension and communication skills by linking events to emotions.

Activity:

After reading the text, students create a four-box storyboard. In each box, they draw an event from the story and match it with an emoji that shows how the boy felt (e.g., 😞 for falling off the bike, 😬 for the platypus bite).

Students write a sentence explaining why the boy felt that way.



Year Three

“Feelings Poem” Writing

Goal:

Enhance creative writing skills while reflecting on personal emotional experiences.

Activity:

After reading the text, students write a short poem inspired by Boys Don't Cry, starting with the line, “*Today I felt...*”.

Inform students that they do not have to make their poem rhyme.

This is called a free-verse poem.

Encourage them to use descriptive language to express an emotion and how they managed it.

Example: “*Today I felt nervous when I forgot my lines in the play. I took a big deep breath and my worries went away.*”

Year Four

Feelings Letter to the Boy

Goal:

Foster empathy and develop reflective writing skills.

Activity:

After reading the text, students write a letter to the boy in the story, offering advice or encouragement.

They reflect on a time they felt overwhelmed and share what helped them feel better.

Example starter: “*Dear Boy, I know how it feels to have a tough day. One time, I...*”

Year Five

Emotions Timeline

Goal:

Analyse character development and understand the link between events and emotion.

Activity:

After reading the text, students create a timeline of the boy's day, illustrating and labeling key moments (e.g., “*Falling off my bike*” or “*Dad giving a cuddle*”).

Next to each event, they write a description of how the boy's emotions changed and why.

Year Six

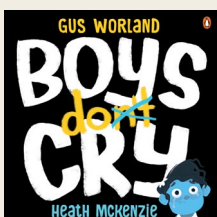
Group Debate – “Should Boys Cry?”

Goal:

Develop critical thinking, debate, and public speaking skills while engaging with the story's themes.

Activity:

After reading the text, divide the class into small groups. Half argue that boys should cry and express their emotions openly; the other half argue why it might be challenging for boys to do so. Students present their arguments, using evidence from the story and their own ideas.



For more creative way to explore the text “Boys Do Cry”
go to www.penguin.com.au/schools





Let's build our mental fitness together

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