

THE MAN WITH SMALL HAIR

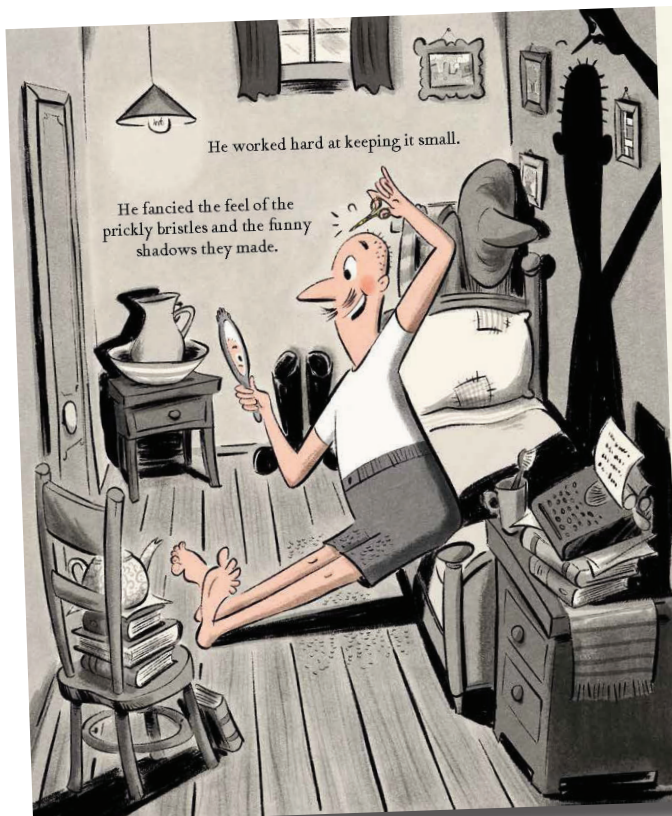
TEACHERS NOTES

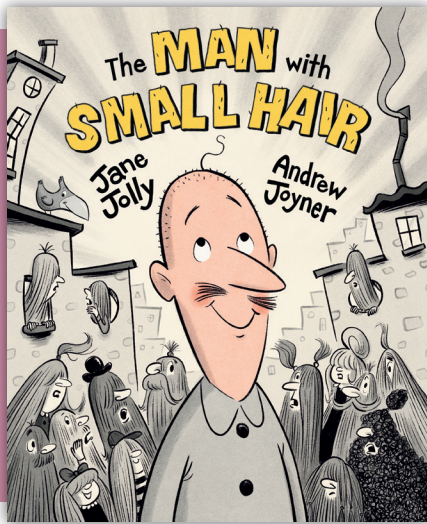
Written by Jane Jolly and Andrew Joyner
Published by Hardie Grant Egmont in October 2018

SYNOPSIS

The man with small hair loves his small hair. He also loves his short pants, zing-a-ding-ding boots and clickety-clackety beads. He cartwheels with joy and bursts into song when he wears them. But the man with small hair is the only person who wears his hair small, and no one else has colourful boots or musical beads either. He decides to hide the things that make him happy in order to blend in with the crowd. Until one day he looks in the mirror and doesn't recognise the man staring back at him.

The Man with Small Hair is an uplifting story about self-confidence, bravery and dancing to the beat of your own drum.





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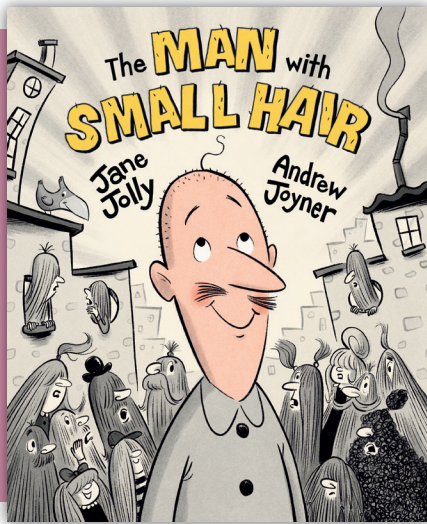
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ABOUT THE AUTHOR

Jane Jolly is an Australian children's author, and has also worked as a teacher. Her books include *One Step at a Time* and *Tea and Sugar Christmas* – both CBCA honour books. Inspiration for a story can strike Jane at any time, and she has notebooks full of potential story ideas. She lives in South Australia with her family and lots of pet chickens.

Andrew Joyner is an Australian illustrator and cartoonist. In 2009, when Andrew was 40 years old, his first picture book was published – *The Terrible Plop*, written by Ursula Dubosarsky. In 2011, Andrew released his own series of books, *All About Boris*, a loveable and adventurous warthog. He has also continued to illustrate books for authors such as Jan Ormerod and Jane Godwin, and his books are now published in more than 25 different countries. He lives in South Australia with his family.





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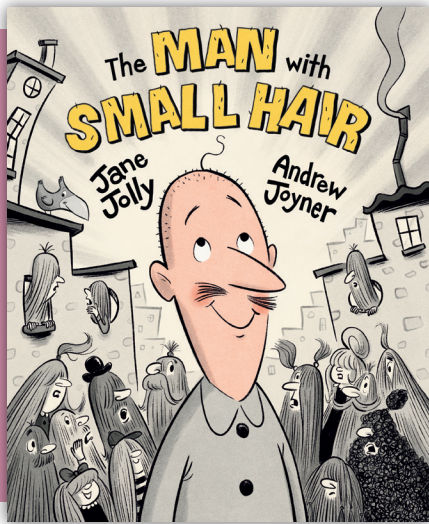
THEMES

- Belonging
- Being Yourself
- Friendship
- Problem Solving

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the role of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to developing a sense of belonging. Belonging is central to being and becoming, in that it shapes who children are and who they can become.

The Man With Small Hair is a wonderful picture book for facilitating class discussion around themes of belonging and differences, and why we might feel the need to 'fit in'.





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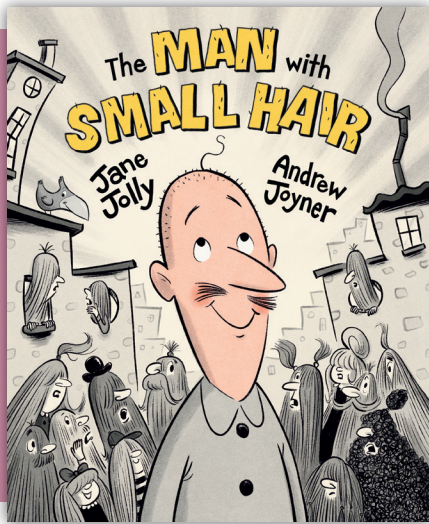
STUDY NOTES AND ACTIVITIES

Tuning In:

Ask students to look carefully at the front and back cover of *The Man with Small Hair*. Can they make predictions about what they think the story is about? Who do they think the Man with Small Hair might be? Where might he live? What do they think his name might be?

Questions while reading:

- Ask students to think about why the Man likes having small hair. Can they see the funny shadow in the picture on page 2?
- Why does the Man need a 'just-in-case hat'? Ask students to predict what the hat might be needed for before turning the page. Suggestions might include keeping the rain off, protecting him from the sun or as a disguise.
- Looking at the illustrations on spread 3, can students see why the Man needed a 'just-in-case hat'? What do they notice about all of the other people in the illustration?
- Why is the Man embarrassed at losing his hat? Ask students to speculate on why they think the other people are whispering and pointing on spread 4. If the Man liked having small hair at the beginning of the story, why would he grow his hair long?
- Ask students if they have heard of 'almost pants'. Can they think of another name that could be used for them? Why might the Man need to wear a 'just-in-case coat'?
- How do students think the Man felt when his buttons went 'pop, pop, pop'? Why would other people point and stare at the Man's 'almost pants'? Why would the Man buy long pants if he loved his 'almost pants' so much?
- Ask students if they have a favourite pair of shoes to wear. What do they look like? Why do they love them? How do they feel when they wear them? Why might the Man have called his favourite shoes his 'zing-a-ding-ding boots'?
- Why might the Man want to hide his boots? Is it because they might get ruined? Or stolen? See if the students have begun to establish the pattern of the story yet.



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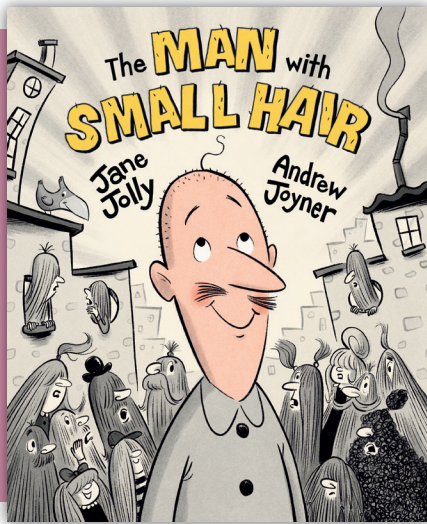
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- Why would the Man choose sensible shoes after people whispered and stared? Do students think the Man is happy with sensible shoes, long pants and big hair?
- Ask students what they think it means that the clickety-clackety beads put words into the Man's head and make him laugh and sing out loud. Ask students if there are noises they love and that make them feel happy. Why might the Man want to hide his clickety-clackety beads under a 'just-in-case scarf'?
- Ask students if they notice anything unusual about the colour palette in this book. Why is the Bangle-Bangle bird colourful when no one else is? What other things in the book are in colour? Had they noticed the Bangle-Bangle bird on other pages before now?
- Ask students to speculate on why the Man feels he doesn't know himself. What has changed? Why has the Man changed these things? Ask students to suggest ideas for things that could make the Man feel better.
- The Man with Small Hair becomes himself again! Ask students what they notice about the picture of him stepping out of his house as himself. Can they spot the Bangle-Bangle bird?
- People are staring, pointing and whispering, but the Man doesn't seem to be embarrassed this time. How do students think he might be feeling? How does this picture make students feel? Are they happy for the Man? Why?
- Ask students to predict what might happen now that the Man is himself and happy again. Will he move somewhere else? Will the other townspeople follow his example?

FOLLOW ON ACTIVITIES:

- Students might like to write their own sequel to The Man With Small Hair. What might he do for a job? How might he help others be themselves?
- Ask students to think about an item of clothing or an object that makes them happy. Why does it make them feel happy? Can they draw it? Perhaps you could have a show and tell where students bring in their item to share with the class.
- Students might like to rewrite the story from the point of view of the Bangle-Bangle bird. How might she tell the story?
- Ask students to think about what it might be like to be friends with the Man. What would they do or



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talk about together?

- Do students think the other townspeople are happy? What secret things might they love that they could be hiding?
- Ask students to design a newspaper headline and front page story telling the community about the Man With Small Hair.
- Ask students to keep a diary as if they were a character in the story. Write down events that happen during the story from their character's perspective and reflect on how they affected the character and why.

FURTHER RESOURCES FOR EXPLORING:

From Northern Ireland Curriculum - This unit continues to build a sense of belonging and security by exploring the ways in which a child belongs to the class, home and local community. http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf

Kids Matter - <https://www.kidsmatter.edu.au/mental-health-matters/belonging>

World Vision: Who Are You? Lesson plans - <https://yourmovement.ca/wp-content/uploads/2014/03/Lesson-1-Who-Are-You.pdf>

