

## **The Man With Small Hair**

By Jane Jolly & Illustrated by Andrew Joyner

Publisher: Little Hare Books/Hardie Grant Egmont

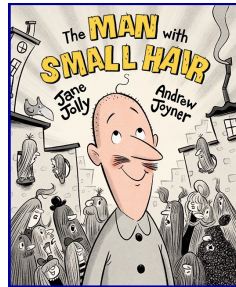
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**Picture Book of  
the Month**

The man with small hair loves his small hair. He also loves his short pants, zing-a-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.



Teacher Notes have been based on those supplied by the publisher. A full version is available on our website.

### **Themes:**

- Belonging
- Being Yourself
- Friendship
- Problem Solving

### **Discussion Questions & Activities:**

- Ask students to think about why the Man likes having small hair. Can they see the funny shadow in the picture?
- Why does the Man need a 'just in case hat'? Ask students to predict what the hat might be just in case of, before turning the page. Suggestions might include – weather, birds, sun protection, disguise.
- Looking at the illustrations in this spread, 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? If the Man liked having small hair at the beginning, why would he let his hair grow long?
- Ask students if they have a favourite pair of shoes to wear. Why do they love them? Do they have a special name? How do they feel when they wear them? Why might the Man have called them his 'zing a ding ding boots'?
- Why might the Man want to hide his boots? Is it because they might get ruined? Or stolen? Have students begun to establish the pattern of the story yet?
- 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 the Man to feel better. What can he do?
- 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 and pointing and whispering at the Man, but he 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 the Man is himself and happy again. Will he move somewhere else? Will the other townspeople follow his example?
- 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 follow up show and tell where students bring their item to share with the class.
- Ask students to design a newspaper headline and front page 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 and reflect on how they affected the character and why.