

# CRAZY HAIR DAY

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Grades K-3; Ages: 5-8

Themes: Friendship, Risk Taking, Teamwork, Compassion, School

Running Time: 10 minutes

## SUMMARY

Stanley and his mother get up super early to get ready for Crazy Hair Day at school. Stanley comes out with a spiked 'do' that he can't wait to show off at school. Stanley's excitement quickly turns to horror, however, when he walks into his classroom and discovers that Crazy Hair Day is... next week! Even worse, Stanley discovers, today is picture day. While Stanley hides out in the bathroom, his best friend Larry lends him support and encourages him to come back to class. But how can Stanley return with his crazy hair and join the class for their picture? Students will empathize with Stanley's plight as well as applaud his class for their creative solution.

## OBJECTIVES

- Students will make text-to-self connections.
- Students will identify ways to be good classmates and compassionate friends.
- Students will participate in team-building activities.

## BEFORE VIEWING ACTIVITIES

Discuss friendship with the students. Ask students if they have ever had a friend who has really helped and supported them in a tough time. Have students share their experiences with a partner. After sharing, have each partner share the story told to him/her by the other student. Tell students that they are going to see a film about someone who supports his friend who is having a bad day.

Discuss embarrassment with students. Guiding questions:

- What does it mean to be embarrassed?
- What are some situations that might make a person embarrassed?
- How do people act when they're embarrassed?
- What are kind ways to treat people who are embarrassed?

Tell students that one of the characters in the movie gets embarrassed. Encourage them to watch and listen for how he acts and how others act towards him. Ask them to think about how they might act if they were in Stanley's situation.

## AFTER VIEWING ACTIVITIES

Introduce text-to-self connections. Tell students that a text-to-self connection is when you can relate to one of the characters or events in a book or movie. Give students some examples of a way that you can relate to one of the characters in *Crazy Hair Day*, perhaps the teacher. Show students hand motions to go along with making a text-to-self connection. Have them hold their hands up like a book, then point to themselves, then clasp their hands together to show a connection. Then, ask students to make their own text-to-self connections with the movie. Invite students to share their connections with each other. Close by having students draw a picture of their connection and complete the sentence: "I connect to \_\_\_\_\_ because..."

Extend the text-to-self connections lesson by comparing Stanley's class to the students' class. Use one side of a T-chart to review the ways that Stanley's friend Larry, his teacher, and the rest of his class helped him to overcome his embarrassment. Ask students to brainstorm ways that they would have helped Stanley if he had been in their class. Connect this with the Before Viewing discussions about friendship and embarrassment.

Discuss ways in which Stanley's class worked as a team to help Stanley. Then, play some team-building games with the class.

Suggestions are:

- "Pulse" – Students stand in a circle and join hands. The teacher acts as the timekeeper. One person starts the "pulse" by squeezing the hand of the person next to him/her. As soon as the next person feels the pulse, he/she passes it on. The aim is to see how fast the pulse can travel around the circle, back to its origin. Play several rounds. After each round, have students discuss what they did that caused the time to be faster (or slower).

- "Silent Ball" – The aim of this game is to see how long students can toss a ball around to each other without dropping the ball or making a sound. The teacher acts as the timekeeper. Students stand behind their seats and pass the ball randomly around the to each other. When the ball drops or a student makes a sound, the game is over.
- "Memory Maze" – Use carpet squares or pieces of construction paper to make a 4x4 grid on the floor. Draw a secret map that shows a path through the grid. Students gather around the grid and one at a time take turns trying to guess which square to step on next. Whenever they step on the correct square, they are able to keep going. As soon as they land on the wrong square, their turn is over and the next student is up. Students should help each other remember the path that the previous students went on in order to discover the secret path through the maze.

Celebrate spirit days with the class. Just like Stanley's class, pick a special day each month for students to dress up. Use some of the ideas that Stanley's class did, but also ask students for their own creative ideas. Other suggestions are: favorite sport day, wacky socks day, dress-as-a-teacher day, and backwards day.

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