



Teachers', Carers' & Grown-Ups' Guide

Thank you for being the kind of grown-up who chooses to support children in a way that honours who they truly are. This guide equips you to create classrooms and homes where every child — including those who experience the world more quietly, more intensely, or simply differently — feels safe, understood, and able to belong without needing to change who they are.

About This Guide

This guide is here to support you as you share Cobie's story with the children in your care. It offers gentle, practical ways to help children understand difference, recognise emotions, and feel safe to be fully themselves — without needing to become louder, tougher, or more like everyone else.

You do not need any formal teaching background to use it. Each section is designed to be simple to follow, meaningful in impact, and easily adaptable for classrooms, homes, small groups or one-to-one conversations.

How to Use This Guide

You can use this guide before, during, or after reading the story. There is no fixed order — adapt it to the needs, attention levels, and comfort of the child or group.

Each section is flexible. Pause during the story to ask a question, return later in the day, or revisit over multiple sessions. Small, gentle moments often have the deepest impact.

There is no expectation to complete everything at once. Even a single question or activity can open meaningful understanding.

Discussion Prompts

- **What moments in the story felt calm** — and what moments felt a little difficult?
- **What did you notice** about Cobie's feelings when the garden was noisy or busy?
- **How did the other flowers** show care or kindness toward Cobie?
- **Have you ever seen someone** who likes quiet or needs space — like Cobie does sometimes?
- **What could we do** in our class or home to help everyone feel safe and comfortable, just like Cobie?

Activities

- **Cobie's Feelings Drawing** — Draw Cobie in a calm moment and a busy/noisy moment. Label feelings with simple words or emoji. Extension: speech bubble "I feel... when...".
- **Story Re-tell With Props** — Use simple props (green paper, cups for flowers). Act one scene. Encourage first-person lines: "I am Cobie... I like it when...".

- **Quiet Corner Plan** — Co-design a mini “Cobie Corner” (soft light, one cushion, one tactile object). Choose rule cards: “One person at a time,” “Whisper voices,” “3-minute timer.”
- **Garden of Strengths** — Each child creates a paper cactus/flower and adds one strength (“I’m careful,” “I’m kind,” “I notice small things”). Build a wall display.
- **Kindness Chain** — Each link names one kind action done today. Connect links daily for a week. Reflect: “Which actions helped someone feel safe like Cobie?”

Curriculum Links (EYFS/KS1)

- **PSED:** recognising feelings, respecting difference, understanding comfort and boundaries.
 - **Communication & Language:** empathy, expressive language, emotional vocabulary.
 - **Literacy:** respond to themes, recall key moments, express ideas and perspectives.
 - **PSHE & Wellbeing:** celebrate individuality, build inclusive communities, understand safety.
 - **Art & Design:** express through drawing, role-play or sensory exploration.
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