

THE ELF WHO DIDN'T BELIEVE IN CHILDREN

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READER ACTIVITY GUIDE

Curiosity, questions, and the courage to change your mind
Read together. Wonder together. Talk about what matters.

FOR GROWN-UPS – *Why This Story?*

Flossy Coddwomple is a very unusual elf.

She questions everything. She wants evidence. And despite what everyone at the North Pole tells her, Flossy simply does *not* believe children exist. Why should she believe something just because everyone else does?

Then a letter arrives from Cardon—a boy who doesn't believe in elves.

Suddenly, Flossy has a mystery worth investigating.

Her search for evidence takes her aboard Santa's sleigh and eventually to Cardon's hospital room, where each discovers that the impossible person on the other side of the question is very real.

But Flossy discovers something more important than proof. Her friendship with Cardon turns curiosity into compassion, and years later, Cardon asks Flossy to use what she can do to help other children in the hospital.

The Elf Who Didn't Believe in Children celebrates children who ask questions while reminding them that discovering we were wrong isn't failure.

It's learning.

Talk About It Together

Before reading

- What does it mean to believe something?
- How do you decide whether something is true?
- Is it okay to ask questions when everyone else seems certain?
- Have you ever believed something and later changed your mind?

After reading

- Why doesn't Flossy believe in children?
- Why doesn't Cardon believe in elves?
- What does Flossy do instead of simply accepting what she's told?
- How does Flossy feel when she realizes Cardon is real?
- Does changing her mind make Flossy less curious?
- What does Cardon eventually ask Flossy to do for other children?
- How can learning something new change what we do next?

A NOTE FOR GROWN-UPS

Curious children can ask exhausting questions.

Why? How do you know? Who said? What if that's wrong?

Those questions are worth protecting. Flossy's skepticism isn't something the story needs to cure. What changes is her willingness to follow evidence, listen, and revise what she believes.

We can help children understand: *Being a good thinker doesn't mean always being right. It means being willing to learn.*

In the Classroom

Create a Wonder Wall. Students contribute questions—not answers.

Why do stars twinkle?

Do animals dream?

Why do we have fingerprints?

Choose questions throughout the year to investigate together.

FLOSSY'S EVIDENCE FILE

TOP SECRET! FLOSSY CODDIWOMPLE'S EVIDENCE FILE

Investigator: _____ **Case Number:** _____

THE MYSTERY (Something I wonder about):

WHAT I THINK (Right now, I think...):

WHY I THINK IT (I think this because...):

THE EVIDENCE/What could I:

- ☐ Observe
- ☐ Read
- ☐ Measure
- ☐ Ask someone
- ☐ Test
- ☐ Research

Something I discovered:

CASE UPDATE!

After investigating...

- ☐ I still think the same thing.
- ☐ I changed my mind.
- ☐ I'm not sure yet.
- ☐ I have MORE questions!

Changing your mind when you learn something new is what good investigators do.

I WONDER...

Flossy Has Questions. What Are Yours?

1. Something I wonder about PEOPLE...
2. Something I wonder about ANIMALS...
3. Something I wonder about SPACE...
4. Something I wonder about HISTORY...
5. Something I wonder about MYSELF...
6. Something completely ridiculous I wonder about...

My Question Worth Investigating

Where could I begin looking for an answer?

Never be afraid of a good question.