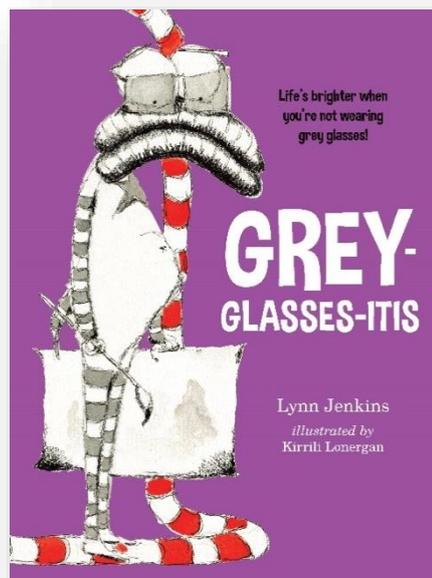


**Title:** Grey-glasses-itis  
**Subtitle:** Life's brighter when you're not wearing grey glasses!  
**Author:** Lynn Jenkins  
**Illustrator:** Kirrili Loneragan  
**Publisher:** EK Books  
**Price:** \$19.99  
**ISBN:** 9781925335958  
**Publication date:** January 2019  
**Audience age:** 4 to 9  
**Key Curriculum Areas:** English, The Arts, Health and Physical Education



### **SYNOPSIS:**

*Grey-glasses-itis* helps children to understand the link between how they see things and how they feel. Lopy notices that he feels differently when he looks at the world around him through different-coloured glasses. When he's using green glasses, he feels relaxed. When he's using yellow glasses, he feels cheerful. But when he's using grey glasses, he just feels sad. As his friend Curly explains, he has a case of 'grey-glasses-itis'! Curly shows Lopy that to feel better he can change the colour of the glasses he's seeing things through. This is a simple but effective way to explain to children how thoughts, perceptions and feelings influence each other. They will grow up knowing that when they are feeling sad, worried or angry, it might be because they have a case of 'grey-glasses-itis'. They'll also know that with a shift in perception they can have some influence over their feelings, thereby helping to build their emotional resilience.

**THEMES:** perception, mood, mental flexibility, anxiety, wellbeing, social and emotional well-being, understanding link between thoughts, feelings, mood; choice, emotional skill building, easy well-being strategy, early intervention.

## SELLING POINTS:

- This book is the fourth in a much-loved series that supports social-emotional well-being.
- This book is a must for children, both at home and at school, especially those ones who are prone to having a negative outlook and consequent low mood and anxiety. Early intervention is the KEY.
- Non-gender specific, appeals to both a national and international market.
- Anxiety and social emotional well-being are very big and topical always.
- The author is an experienced and practicing clinical psychologist and has a clear understanding of the type of issues affecting children.
- It is part of a series that is used to run anxiety management workshops in schools.
- Simple characters that externalise anxiety/mood related chatter (Loppy) and it's management (Curly) that are easy for children to relate to. The book contains a simple strategy to manage worries, cognitive flexibility and perception of the world around us.

**WRITING STYLE:** Conversational and educational in the realm of mental well-being.

**ILLUSTRATION STYLE:** Simplistic, eye-catching and there is continuity to it with the red and white striped tail that flows from page to page throughout the entire book. Packed with visual representations of several emotions and body language. Use of colour to visually depict the link between perception and mood.

**AUTHOR MOTIVATION:** Working for years in clinical practice Lynn has developed a passion for early intervention. With her knowledge of brain development, she believes it is very important that children receive information about how to manage typical emotional difficulties in an accessible way, so they can grow up with a skill set and the confidence to deal with such issues as they come up in life. Understanding that perception very much influences how we think and feel, is an absolute necessary tool to learn (ideally) early in life.

## **AUTHOR & ILLUSTRATOR BACKGROUND:**

### **Lynn Jenkins**

Lynn is an author as well as a practicing clinical psychologist and mum, Lynn is very passionate about assisting children with social and emotional issues via the platform of picture books and their coinciding school visits.

She wrote *Lessons of a LAC*, *Brave*, *Perfect Petunias* and *Grey Glasses-itis* – which are the first four books in a five-book series - to give children a way to think about and manage worry and anxiety. The last title, to be published in 2020, is *Tree* (for assisting with loss).

A further picture book by Lynn and Kirrili is *Ollie's Treasure*, which taps into another of Lynn's passions: mindfulness.

Aside from writing, Lynn teaches mindfulness (to children and adults), children's yoga, and counsels children and their parents from her psychology practice, Life Matters Psychologists in Merewether, NSW.

### **Kirrili Lonergan**

Kirrili is a picture book illustrator, art therapist, a former paediatric nurse and a mother of four. She has several picture book titles to her credit and is passionately involved in the children's book community. She has been an active committee member of the NSW CBCA Newcastle Sub-branch for many years and she volunteers for Books4Outback ensuring good quality literature reaches children in outback NSW.

Together, Lynn and Kirrili visit schools to present the **Lessons of a LAC Workshops**. These workshops extend the lessons in the picture books and leave children with a clear understanding of what anxiety and related moods are, and leave children with a tool-belt of skills to manage them. They believe that **EARLY INTERVENTION** is the key. They also provide **professional development for teachers**. Teachers' understanding about anxiety and related moods will increase. They will be taught simple techniques on how to manage big feelings in themselves as well as in children. For example, a variety of ways to calmly breathe and relax; mindfulness; self-talk. They will learn to draw emotions and how to teach children how to draw emotions as a way to express themselves. Teachers will generally be made more aware of anxiety and big feelings in children and in themselves and be armed with a variety of tools they can use straight away!

## **INTERVIEW:**

### **AUTHOR**

#### **What is the inspiration for this story?**

Working with children in clinical practice who have a tendency toward negative thinking styles and the restrictions their thinking styles put on the range of emotions they feel. If not 'shaped' early in their lives, these thinking styles can become automatic and continue to cause them distress throughout their lives. To give children characters they can relate to and learn from.

#### **What was the most rewarding part of this project?**

Depicting a common struggle for kids. Actually seeing the kids relate to it and identify with Lippy's struggle and hearing them say 'My Lippy said ...' and '... so my Curly told him to ...'

#### **What was the most challenging part of this project?**

Probably coming up with the idea to represent the struggle and strategy accurately and in a way that children can easily understand.

### **ILLUSTRATOR**

#### **What media do you use to create your illustrations? Briefly describe your process.**

The illustrations are a mix of mediums. They were firstly done in ink, followed by gouache, chalk pastels and charcoal to finish them off.

#### **What was the most rewarding part of this project?**

Continuing to illustrate the series in a way that aims to engage children and reinforces the message in the story. But! The big reward comes from seeing children respond and use the strategies in everyday life.

#### **What was the most challenging part of this project?**

For me the most challenging part is not the illustrating but trying to ensure that every child is given the opportunity to benefit from this series.

## TEACHER ACTIVITIES/NOTES:

Fits into Mental Health and Well-Being (MH) and Relationships (RS).

1. Before reading the book discuss the front cover. What do you think this book is about? Go on to show the children a grey double spread and a coloured double spread and question them further about what the book might be about. Read the blurb and discuss again what it is about.
2. Divide the class into small groups and NOTICE that things look different when looking through different colours. This could be done through the use of coloured lens's or coloured cellophane.
3. Use the book as a tool to explore the SUBJECTIVENESS of colour – use the children's perceptions of different colours to describe their own feelings. You might like to write different emotions such as happy, sad, cheerful etc on a sheet of paper as a prompt and children can paint the colour beside the word that best fits the emotion for them personally. Use this as an activity to guide a conversation about being OK with feeling different emotions but choosing to take off the grey glasses when needed.
4. Create their own Lippy and Curly. Explore how each of them interpret life through different-coloured glasses. Ask the children to come up with their own choice of what feels better, e.g., wearing grey vs purple, etc.
5. Ask children to explore both characters and talk about how it is OK to relate to both and to feel a range of emotions. Explain further that it's ok to feel 'low' but you have the choice to remove the Grey Glasses and choose the 'Curly' approach.
6. Discuss worry, frustration, calm and happy as feelings in the book.. Encourage children to show these emotions and reinforce that their perceptions (aka different-coloured glasses) influence their emotions. Extension: Discuss how different emotions influence behaviour/actions.
7. Discuss a 'grey' world. The type of thoughts they might have, how it might look, what it might feel like and the types of behaviours associated. For example, lifeless, not colourful, dull, not motivated. Ask children to use a grey medium to draw what a 'grey' world would look like to them. Extension: Draw how it would feel to them and draw what behaviour they would be likely to engage in when in that 'grey ' world. Discuss how choosing to take off the grey glasses or step out of the 'grey world' would feel.
8. Explore in greater depth a coloured world 'what colour means to them.' How does being colourful make you feel? Brainstorm some words or sayings that come from this discussion. Go on further to discuss situations in the real world that they see as 'colourful'. This can be extended to DRAW what being colourful looks like to you or draw how colour makes you feel.
9. Discuss the outcome of a grey world versus a coloured world and how it changes what we THINK like. Then talk about how what we think changes how we FEEL. Then follow on to discuss how what we feel changes how we BEHAVE.
10. Identify four common emotions and discuss how the strategy of grey glasses versus coloured glasses helps in each situation.
11. Discuss how the pictures display feelings related to the language. Talk about the changes in use of colour in both text and illustrations. Discuss the use of facial expression and body language to depict the emotion. Foster a conversation about why the illustrator might have decided to do this and the effects of doing so..
12. Note the punctuation and particularly the exclamation marks and how they are used to convey an emotion in conversational text. E.g., 'What?! Oh no!' Use this to talk about how words and punctuation can convey emotion in a text.

## EK BOOKS TEACHER NOTES



13. Read the book and use dramatic play to display Lopsy's emotion in relation to colour and mood, concentrating on body language and facial expression, e.g., 'feeling grey'.
14. Talk to children about CHOICE and how the power to choose to shift their thinking affects how they feel. This can be related to 'a fork in the road'. They have the ability to choose which direction they take. E.g., they can choose to wear grey glasses or coloured.
15. Follow-up later with why the author/illustrator have created this book. If you have the other books in the series you might like to discuss why all the books have been created.

**More information for teachers and specific activities can be found on the website  
[www.lessonsofalac.com](http://www.lessonsofalac.com)**