









# Different glasses, different views?

 Paint or colour the 4 glasses with emotions assigned to them. Cut them out and let the children put the glasses on their head. Look at different school objects, tasks, or children. What do they see and experience and how would they react? You can act these out as well. You can also come up with situations together, such as: a messy corridor, a child who falls in the school, not knowing the answer to something, or losing a game. **Use the PDF: Emotional glasses**

  Paint or colour the glasses without emotional states assigned to them. Let the children come up with emotional states or things that can colour your perception. Let them write these on the glasses. Make them design and colour them accordingly. Cut them out. Look at different school objects, tasks, or children. What do they see and experience and how would they react? You can act these out as well. You can also come up with situations together, such as: a messy corridor, a child who falls in the school, not knowing the answer to something, or losing a game. **Use the PDF: Undefined glasses**

   Paint or colour the glasses without emotional states assigned to them. Ask the children to come up with emotional states or things that can colour perception. Let them write these on the glasses. Make them design and colour them accordingly. Cut them out. Let the children work in groups. Ask them to come up with 5 situations at school or at home, they can write them down on paper. Let them pick situations and act out their reactions with various glasses. At the end discuss: Are situations inherently coloured as pleasant or not pleasant? **Use the PDF: Undefined glasses**