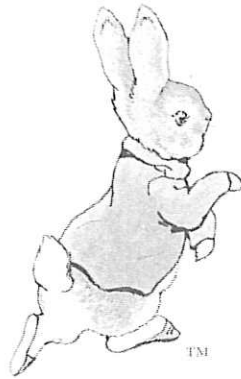


THE TALE OF  
PETER RABBIT



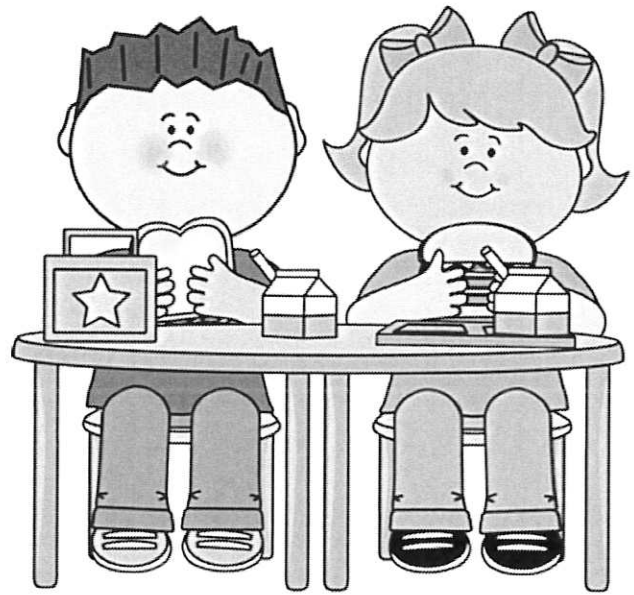
What did you learn about following rules  
from the video of Peter Rabbit?

A decorative rectangular frame with ornate scrollwork on the left and right sides, intended for writing an answer. The frame consists of two horizontal lines and two vertical lines, with the vertical lines featuring large, elegant scrolls at the top and bottom.

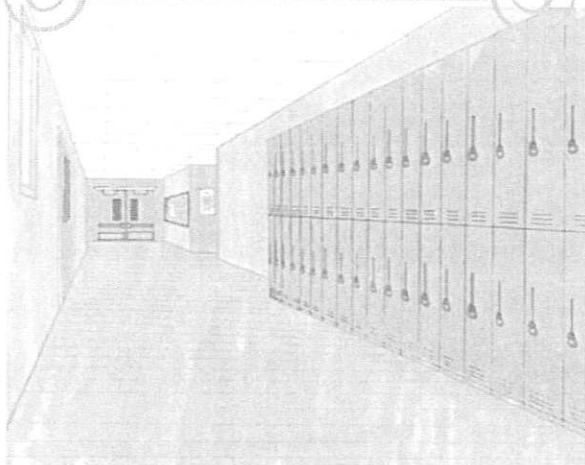
NAME THAT SCHOOL RULE ABOUT EACH OF THESE PICTURES:



BATHROOM



LUNCHROOM



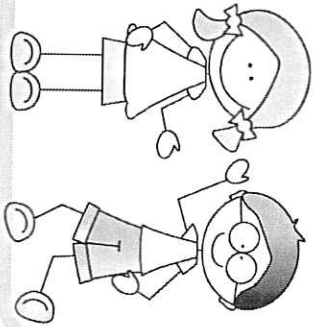
HALLWAYS



PLAYGROUND

# Friendship

Why do you think it is important to have friends?

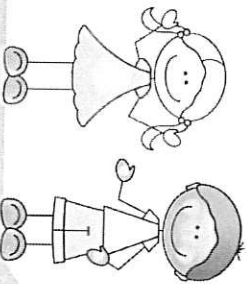


1

# Friendship

One way to make friends is to make the other person feel important.

Think about someone you are friends with or would like to be friends with. How is that person important to you? What can you do to make that person feel important?

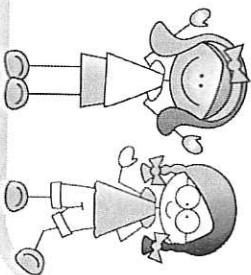


3

# Friendship

One way to make friends is to make the other person feel special.

Think about someone you are friends with or would like to be friends with. How is that person special? What can you do to make that person feel special?

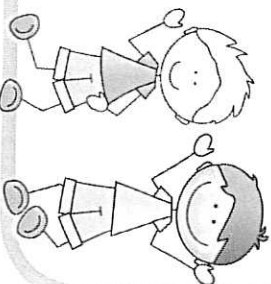


2

# Friendship

Friends are interested in each other.

Think about someone you are friends with or would like to be friends with. What is that person interested in? Make a list of things about this person that you think are interesting.



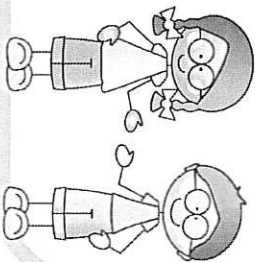
4

# Friendship

Friends are interested in each other.

5

Think about someone you are friends with or would like to be friends with. What could you say to show that you find him or her interesting? What are some things you could do?

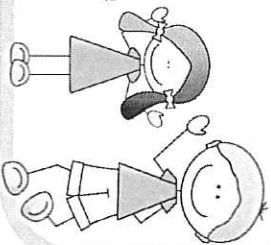


# Friendship

Friends listen to each other.

7

One way to be a good listener is to encourage the other person to talk about things he or she is interested in. Think about someone you are friends with or would like to be friends with. Make a list of things that person would be interested in talking about.

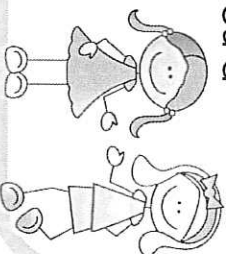


# Friendship

Friends listen to each other.

6

How well do you listen? Think about a conversation you had with a friend. What were you talking about? How much do you remember? Who did most of the talking? Were you a good listener? Why or why not?

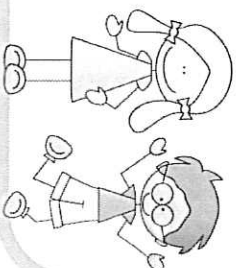


# Friendship

Friends listen to each other.

8

One way to be a good listener is to encourage the other person to talk about him or herself. Think about someone you are friends with or would like to be friends with. What questions could you ask this person?

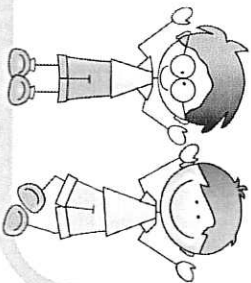




# Friendship

*Friends appreciate each other.*

Think about someone you are friends with or would like to be friends with. Make a list of things you appreciate about that person.

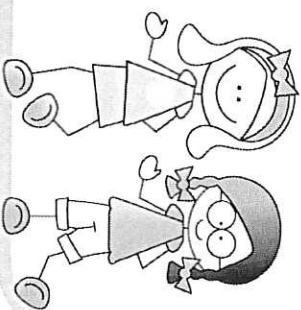


9

# Friendship

*Friends help each other.*

Think of a time when a friend helped you. How did your friend help? How did it make you feel?

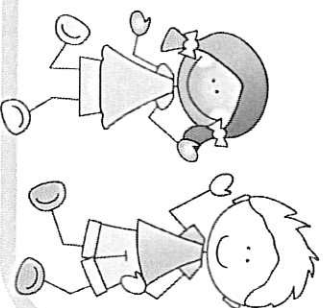


11

# Friendship

*Friends encourage each other.*

Think about a time that you encouraged a friend. What did you say? What did you do? How do you think that made your friend feel?

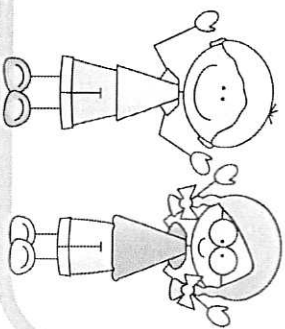


10

# Friendship

*Friends help each other.*

Think about someone you are friends with or would like to be friends with. What are some ways that you could help that person?.

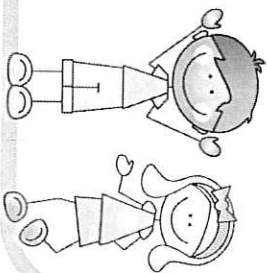


12

# Friendship

**Friends try to work out their problems.**

Think of a time you had an argument with a friend. What happened? How did it end? If it did not go well, what could you have done differently?

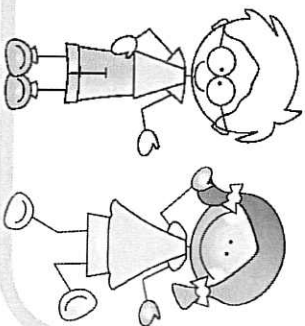


13

# Friendship

**Friends play fair. They take turns and share.**

Think about a time when you were playing with a friend and your friend was not playing fair. What happened? How did it make you feel?

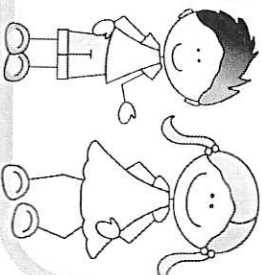


15

# Friendship

**Friends try to work out their problems.**

If you are having a problem with a friend, it can help to try to understand how your friend is feeling. What can you do to show a friend that you understand and respect his or her feelings

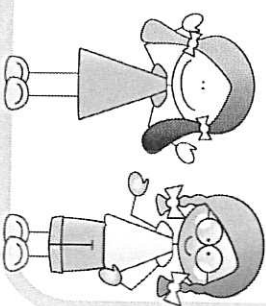


14

# Friendship

**Friends do not nag, pester each other.**

Have you ever had someone try to get you to do something by nagging you? How did it make you feel? How did it make you feel about the person who was nagging?



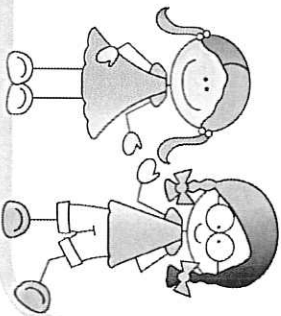
16

# Friendship

Friends do not tease each other in a mean way.

17

What does it feel like to be teased in a mean way? Have you ever teased a friend that way?  
Why did you do it?  
How do you think it made your friend feel?

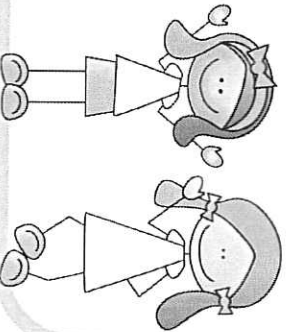


# Friendship

Friends apologize when they have done something wrong that affects the other person.

19

Why do you think it is a good idea to apologize when you have done something wrong?

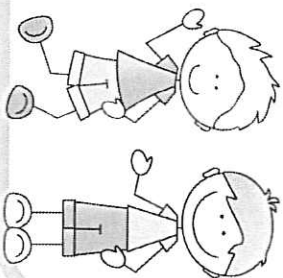


# Friendship

Friends trust each other

18

Have you ever had a friend lie to you or break a promise? How did that feel? Have you ever lied to a friend or broken a promise? How did it make you feel?

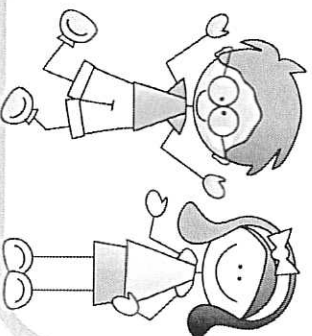


# Friendship

Friends try to forgive each other.

20

Everyone makes mistakes. Why is it important to forgive your friend if he or she makes a mistake that affects you?

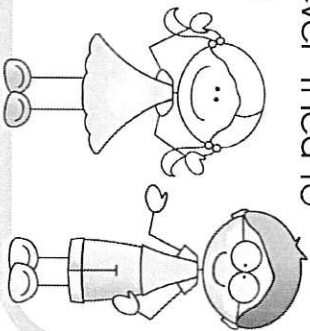


# Friendship

Friends try to make each other feel better.

21

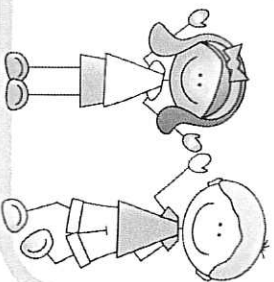
Everyone feels sad or upset sometimes. Have you ever tried to help a friend who was sad or upset? What did you do?



# Friendship

Your friend has lost his or her homework. What are three different things you could do to help?

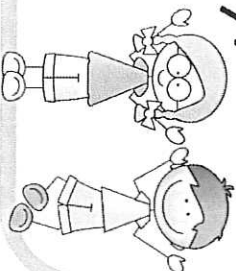
23



# Friendship

You and your friend each want to play a different game. What are three different ways you could solve this problem fairly?

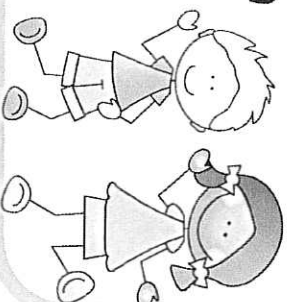
22

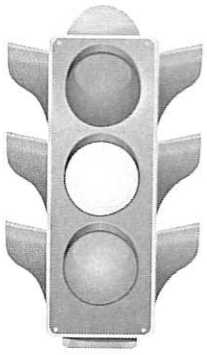


# Friendship

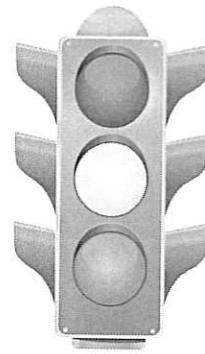
A new student has come to your class. Make a list of things you could do to start a friendship with this person.

24

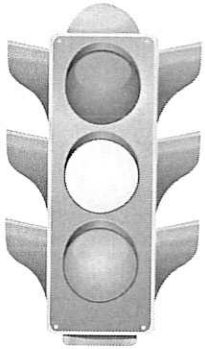




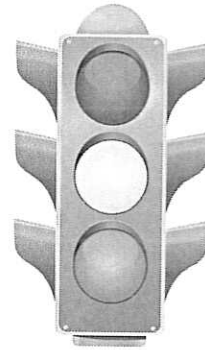
Your friend threatens to hurt you



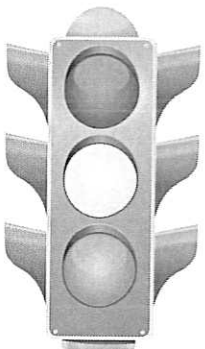
You are nervous that your friend won't keep a secret



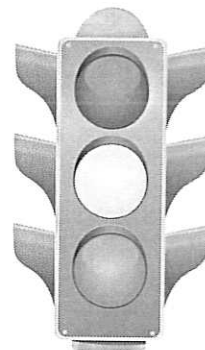
Your friend sometimes makes fun of you



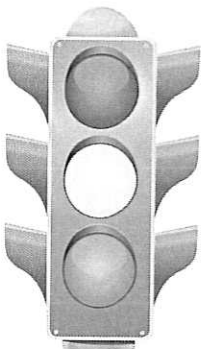
Your friend helps you when you are sad



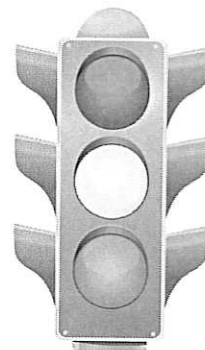
Your friend pressures you to do things you don't think are right.



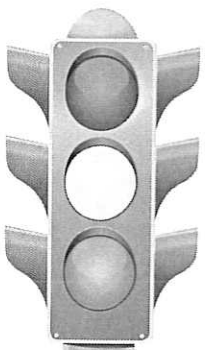
Your friend won't let you choose the game to play.



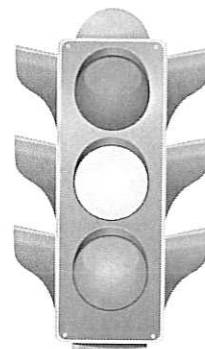
Your friend invites you to their birthday party



Your friend tells you not to hang out with certain people.



Your friend is sometimes mean to others at school.

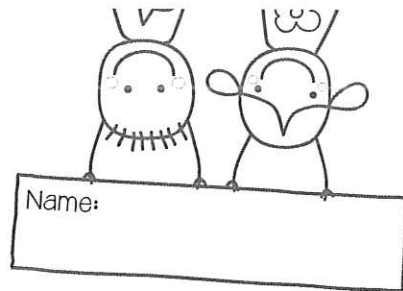


Your friend asks you to sit with them at lunch.





# Kindness CHECKLIST



Your challenge is to perform 3 or more acts of kindness from each list below. Colour the hearts so you can keep track of what you do & have fun creating smiles!

Please ask a parent or teacher if you're allowed to email a photo of you holding your list to [lisa@ripplekindness.org](mailto:lisa@ripplekindness.org) so we can see how you did.

## Kindness at School

- ♡ Give someone a compliment
- ♡ Give a friend a hug
- ♡ Include people when you play
- ♡ Put a nice note on someone's desk
- ♡ Help an adult with something
- ♡ Give someone a turn
- ♡ Use your manners
- ♡ Help tidy your classroom
- ♡ Make someone a thank you card
- ♡ Talk to someone who looks lonely
- ♡ Listen to someone and really pay attention
- ♡ Tell someone about another person's kindness
- ♡ Put flowers or kind notes on cars in the carpark

## Kindness at Home

- ♡ Do a job without being asked
- ♡ Put your stuff away
- ♡ Help a neighbour or friend with something
- ♡ Clean your parent's car
- ♡ Share your stuff or a treat with someone
- ♡ Make your parents breakfast or lunch
- ♡ Take out the rubbish/trash
- ♡ Make your bed and tidy your room
- ♡ Help your parents cook dinner
- ♡ Hang the laundry or take it in and fold it
- ♡ Ask before you use someone's stuff
- ♡ Run a bath for your mum/mom or dad
- ♡ Play with your brother, sister or pet

## Kindness in the Community

- ♡ Pick up rubbish/litter when you see it
- ♡ Compliment three people
- ♡ Smile at three people
- ♡ Hold a door open for someone
- ♡ Say hello to your neighbours
- ♡ Leave positive messages in public places
- ♡ Write letters to people in nursing homes
- ♡ Donate your old books to a hospital or doctor
- ♡ Take cookies to a police or fire station
- ♡ Set up a free car wash
- ♡ Say hello to an elderly person at the shops
- ♡ Leave bubbles in a park for kids to find
- ♡ Take in a neighbour's rubbish/garbage bin

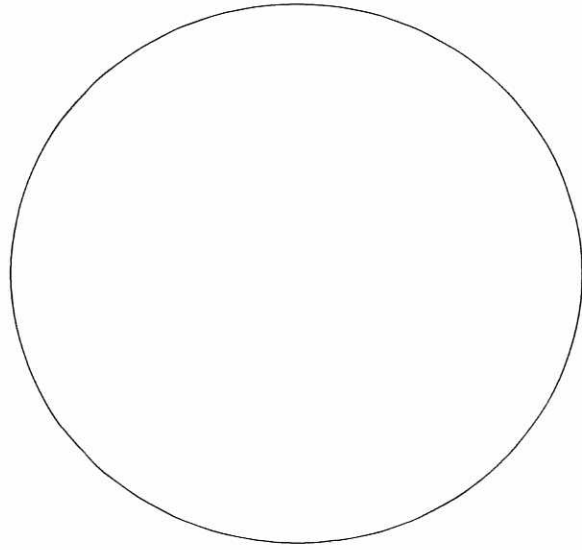
## Kindness with Adults

- ♡ Donate stuff you no longer want or need
- ♡ Bake a cake for someone and take it over
- ♡ Hand out flowers or leave on windscreens
- ♡ Walk the dog with or for your parents
- ♡ Pick up rubbish/litter in a park
- ♡ Help at a community event
- ♡ Do things to help without complaining
- ♡ Write positive chalk messages in public places
- ♡ Take a meal to a homeless person
- ♡ Buy an extra ice-cream for a stranger
- ♡ Paint stones with positive messages to give away
- ♡ Take blankets or toys to an animal refuge
- ♡ Wash someone's car together

# My "Inside

# Out" Book

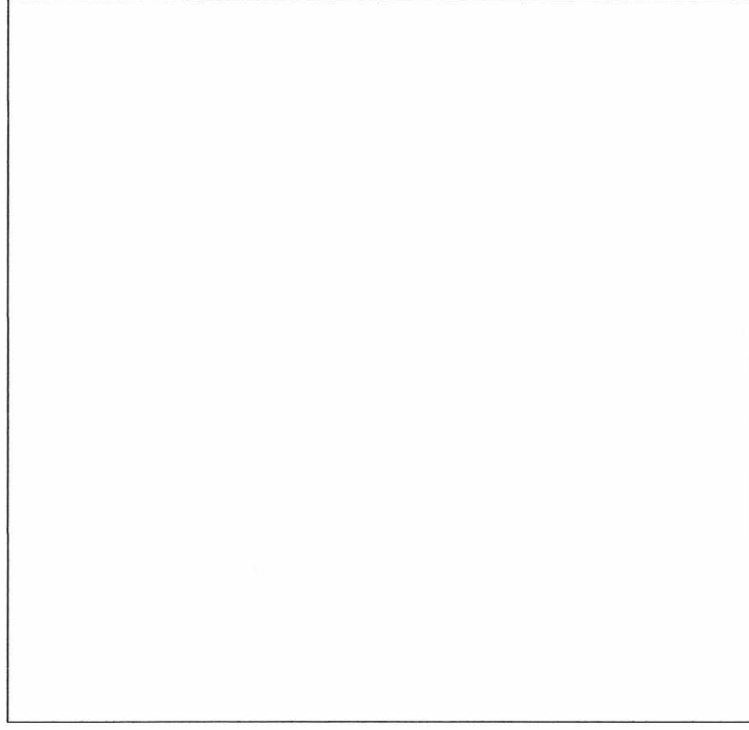
Created by: \_\_\_\_\_



Sometimes, I feel JOY.

Here is a memory that

causes me to feel JOY.



**Sometimes, I feel Fear.**

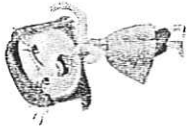
**This is a memory that  
causes me to feel Fear.**



**Sometimes, I feel Disgust.**

**Here is a memory that  
causes me to feel**

**Disgust.**

A large, empty rectangular box with a thin black border, intended for the user to write a memory that causes them to feel disgust.A large, empty rectangular box with a thin black border, intended for the user to write a memory that causes them to feel fear.

**Sometimes, I feel Sadness.**

**This is a memory that**

**causes me to feel Sadness.**



**Sometimes, I feel Anger.**

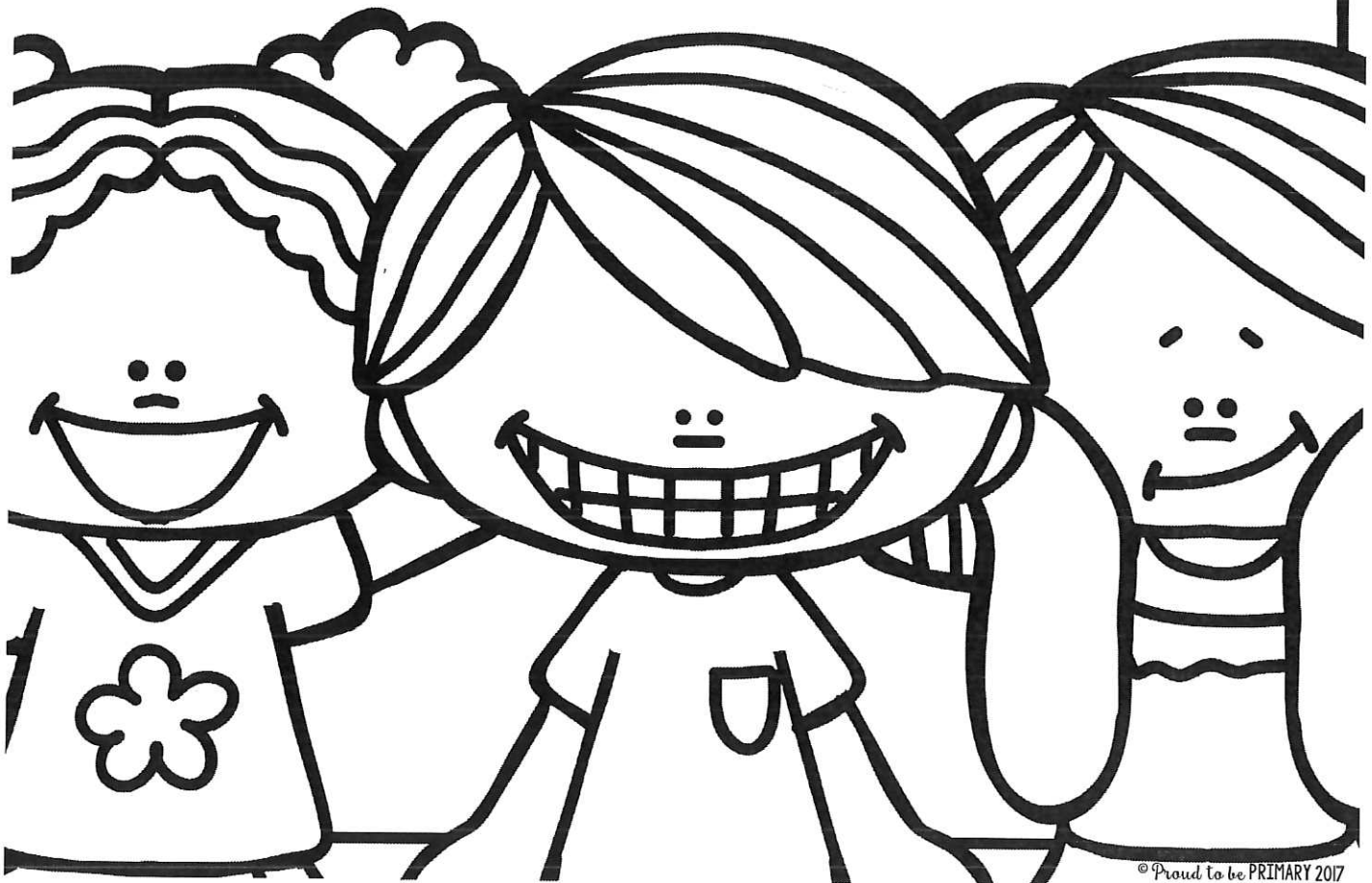
**This is a memory that**

**causes me to feel Anger.**



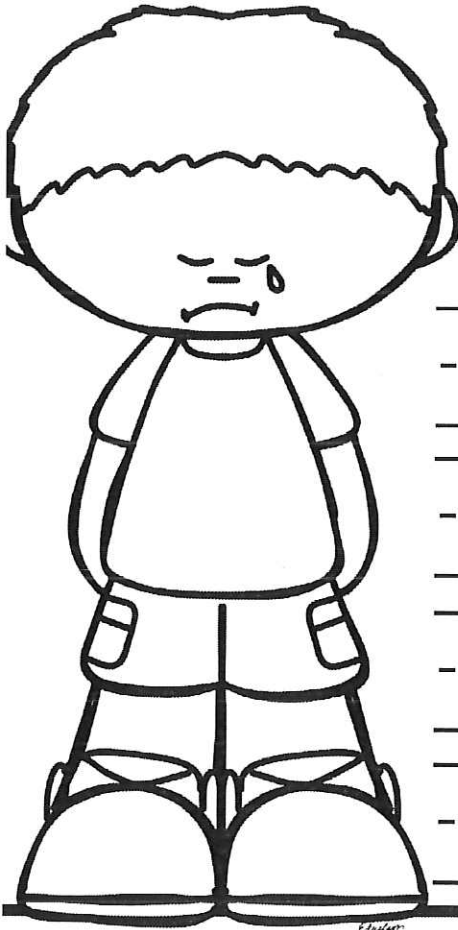
# My Feelings & Me

# JOURNAL





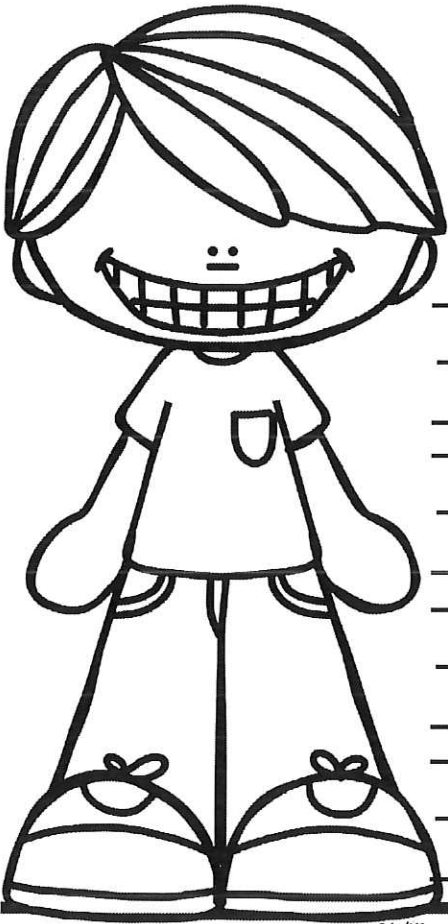
# I feel sad when...



Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

*Edwige*

# I feel happy when...

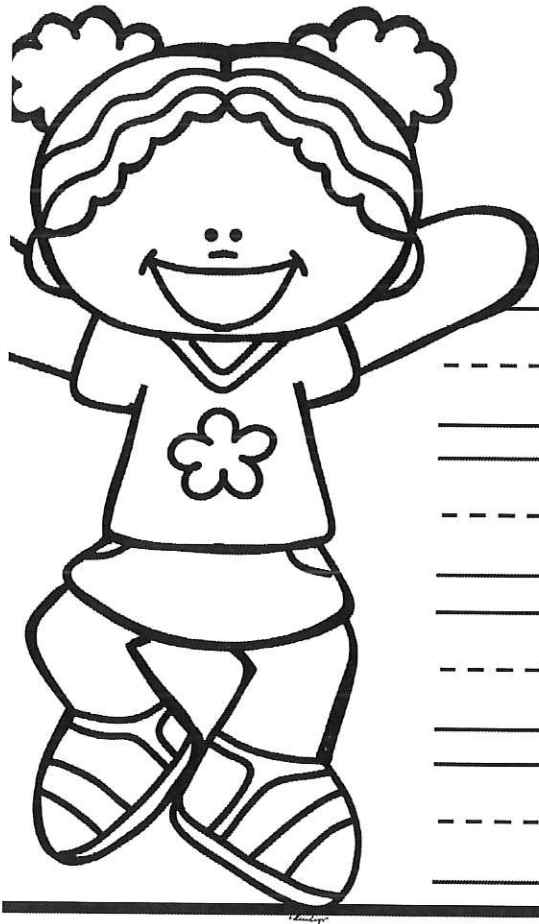


*Edwige*

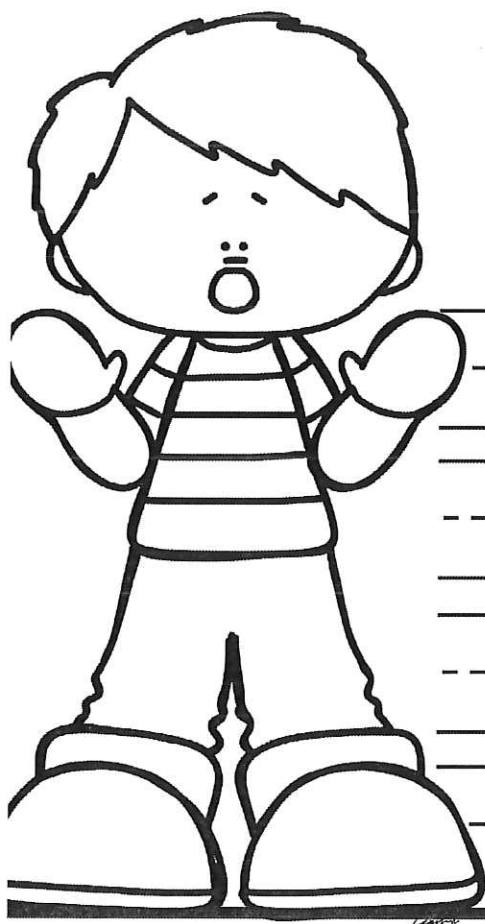
# I feel mad when...



# I feel excited when...



# I feel surprised when...



Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

*Learning*



# I feel scared when...



Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed middle line.

# I feel confused when...



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines, providing space for writing a response to the prompt above.

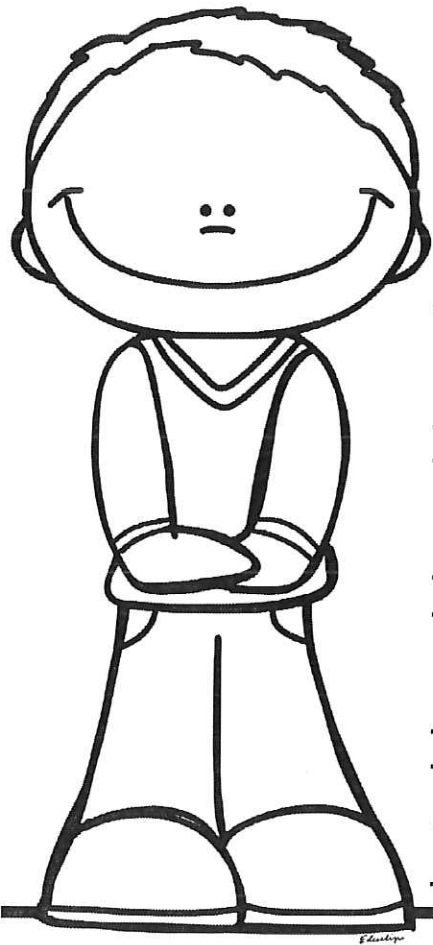
# I feel embarrassed when...



A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

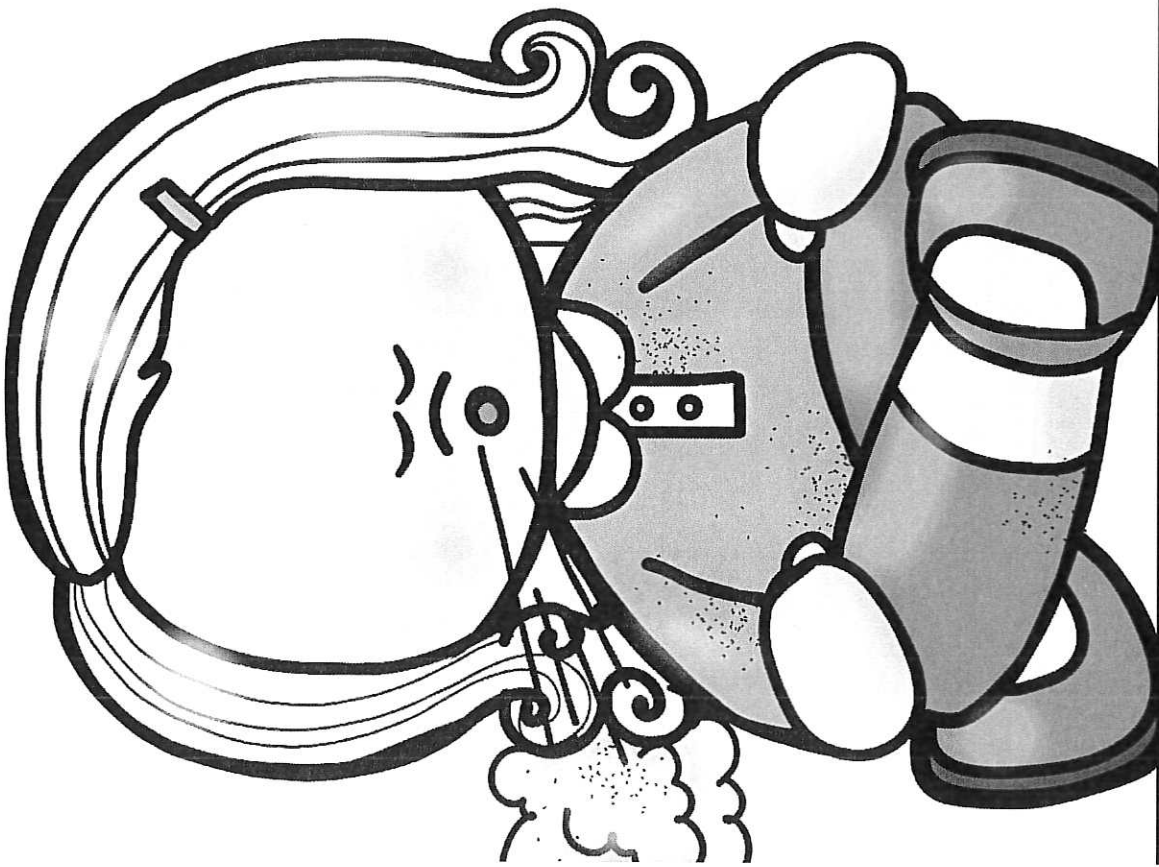
*Edwards*

# I feel proud when...



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated for several rows.

# BALLOON breathing



1. Think of your belly as a balloon.
2. Put your hand on your belly to feel it rise and fall.
3. Take a deep breath in through your nose to fill your balloon.
4. Hold your breath for 2 seconds.
5. Breathe out through your mouth slowly to deflate your balloon.
6. Repeat balloon breathing 5 times.

\*Follow your own breathing rhythm.



# What makes you awesome?

1.

---

---

2.

---

---

3.

---

---

\_\_\_\_\_ is awesome!

# What makes you awesome?

Draw 3 things that make  
you awesome!

Are you good at  
something? Have a  
hobby? Enjoy  
something fun? Put it in  
the box!

1.

2.

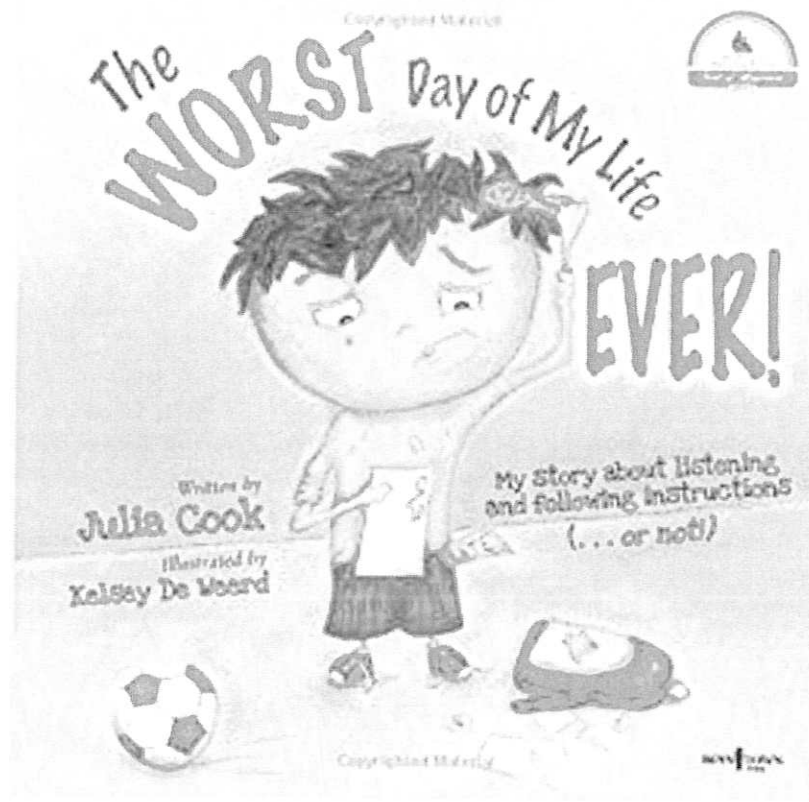
3.

\_\_\_\_\_ is awesome!

©Practically Speaking

*This is what is*  
**AWESOME** *about YOU!*





Why is it important to follow directions?



# SPRING LISTEN UP! FOLLOWING DIRECTIONS COLORING ACTIVITY

## Contents:

- Page 3: One step directions level one (no color specification).
- Page 4: One step directions level two (specifies color).
- Page 5: Two step directions level one (no color specification).
- Page 6: Two step directions level two (specifies color)
- Page 7: Open ended or make your own directions.

Please take a moment to leave feedback on TPT for this product! Your feedback is important and it helps me create more FREEBIES for you!

The therapist/teacher will read prompts listed on the right side of the paper to the student(s). The student will color the picture according to the directions. No-prep and low ink!

Variations: Use the open-ended page and have the students give each other directions.

This is just a sample from my Spring NO PREP Language Packet! Check it out in my store! There are 90+ content pages and 28 different activities! Let me do the planning for you this spring!

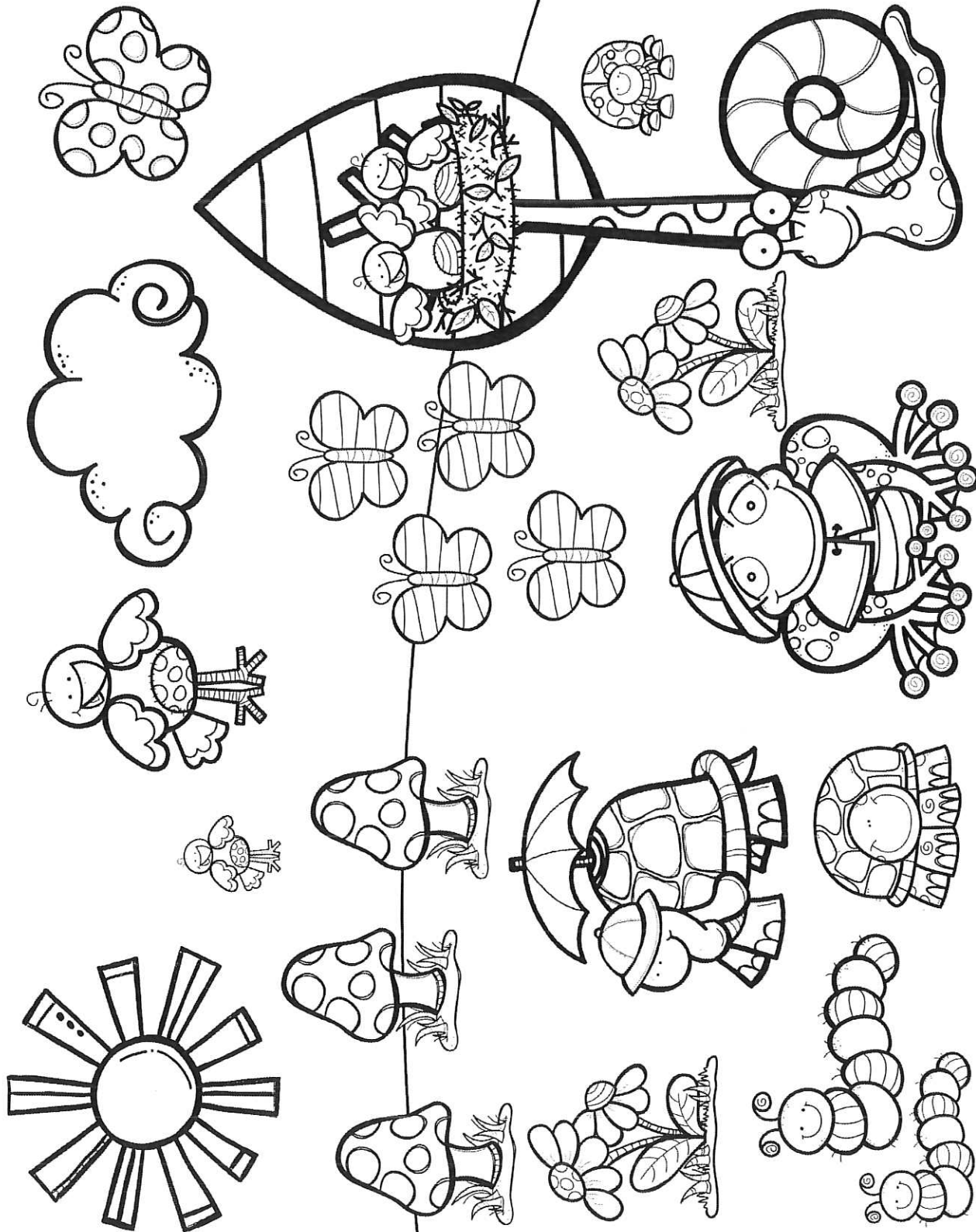
## THANKS FOR DOWNLOADING!

# Spring Listen Up!

Name: \_\_\_\_\_

## One-Step

- Color one mushroom.
- Color the turtle with a hat.
- Circle one bird in the nest.
- Color the big butterfly.
- Draw an X on a snail's shell.
- Color the sun.
- Color the frog's hat.
- Color the small caterpillar.
- Color the turtle's umbrella.
- Color all of the butterflies.



Level One

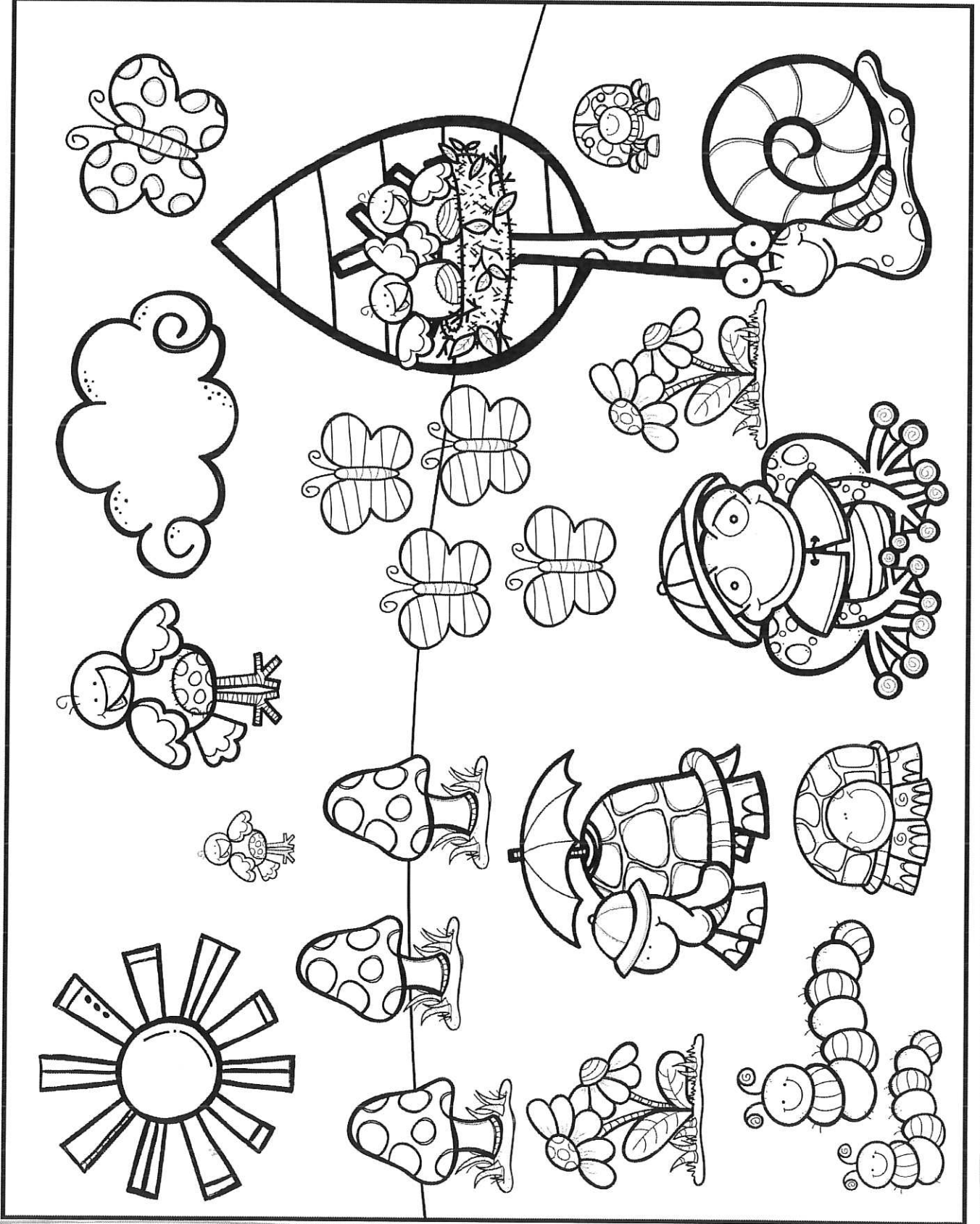


# Spring Listen Up!

Name: \_\_\_\_\_

## One-Step

- Color one mushroom red.
- Color the turtle with a hat green.
- Circle one bird in the nest.
- Color the big butterfly pink.
- Draw an X on a snail's shell.
- Color the sun orange.
- Color the frog's hat yellow.
- Color the small caterpillar purple.
- Color the turtle's umbrella yellow.
- Color all of the butterflies.



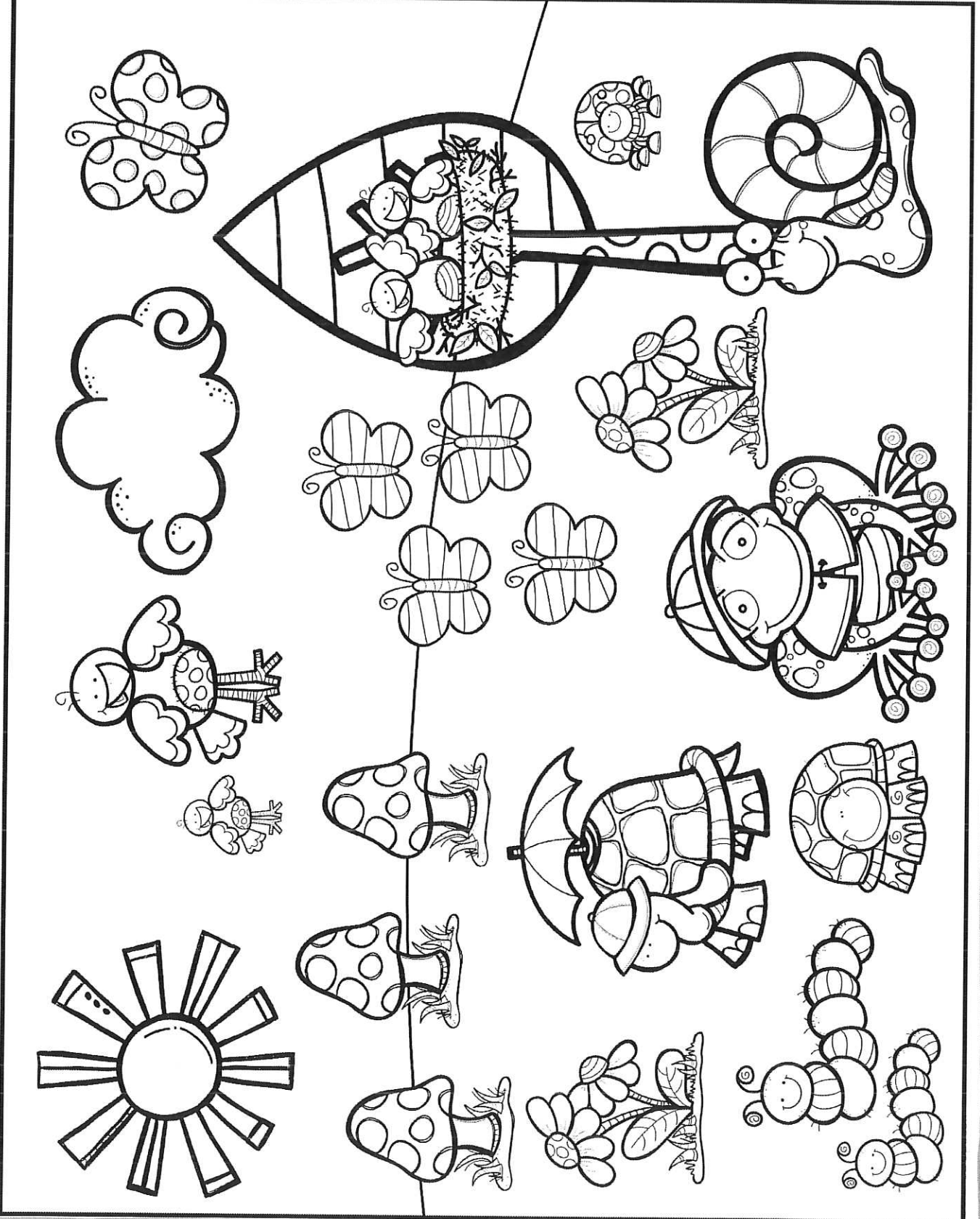
## Level Two

# Spring Listen Up!

Name: \_\_\_\_\_

## Two-Steps

- Draw an X on the snail's shell and circle one butterfly.
- Color the middle mushroom red, then color the turtle's umbrella yellow.
- Color one of the birds in the nest blue, then color the big caterpillar green.
- Color the flowers that are next to the tree pink, then color the frog green.
- Draw an X on the biggest butterfly, then color the smallest bird red.
- Color the small caterpillar orange, then circle the first mushroom.
- Color the sun yellow, then color the small turtle green.
- Circle the big bird, then color one butterfly purple.
- Color the last mushroom orange, then circle the lady bug.
- Draw an X on the cloud, then color the snail's body yellow.



Level Two

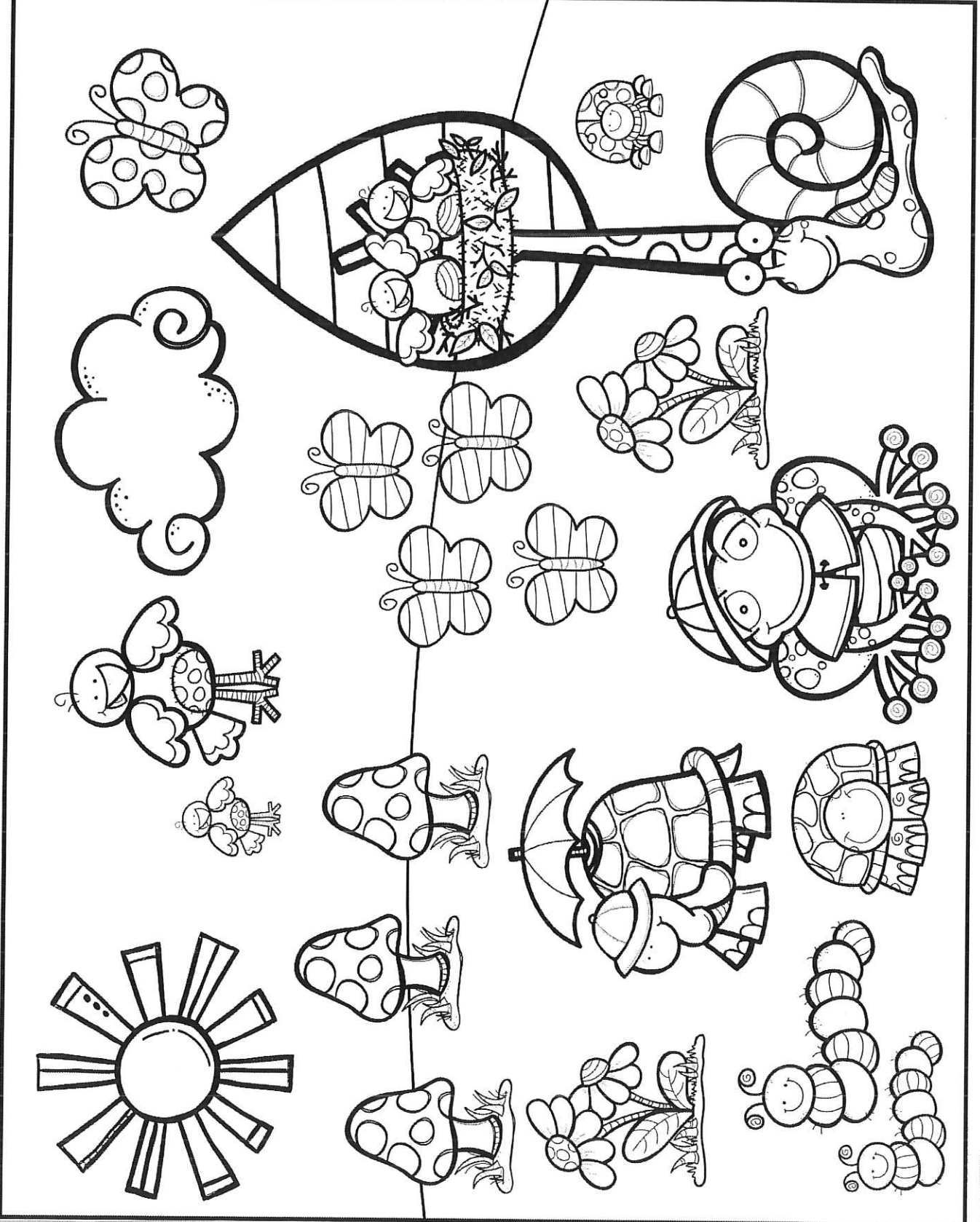


# Spring Listen Up!

Name: \_\_\_\_\_

## Two-Steps

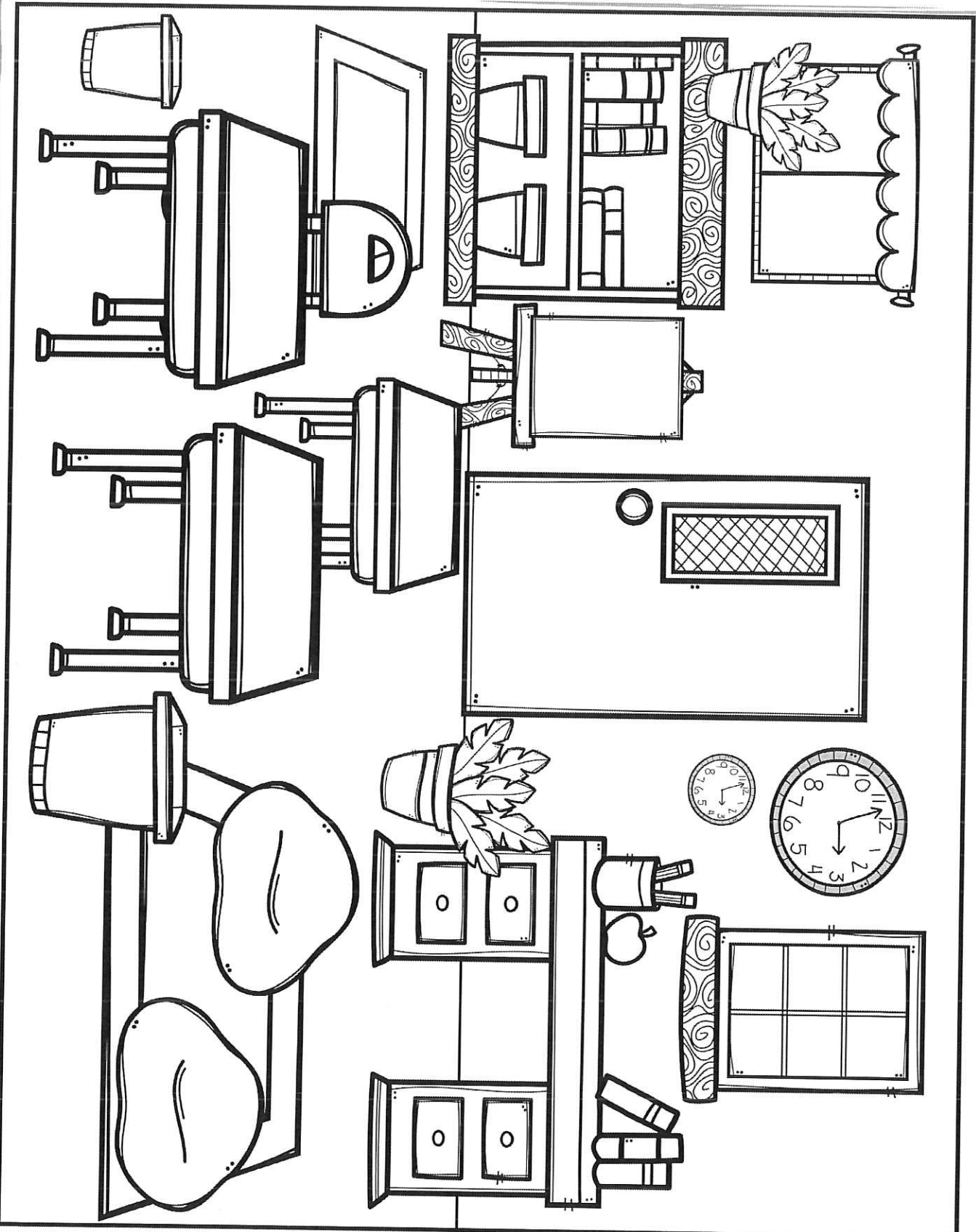
- Draw an X on the snail's shell and circle one butterfly.
- Color the middle mushroom, then color the turtle's umbrella.
- Color one of the birds in the nest, then color the big caterpillar.
- Color the flowers that are next to the tree, then color the frog.
- Draw an X on the biggest butterfly, then color the smallest bird.
- Color the small caterpillar, then circle the first mushroom.
- Color the sun, then color the small turtle.
- Circle the big bird, then color one butterfly.
- Color the last mushroom, then circle the lady bug.
- Draw an X on the cloud, then color the snail's body.



## Level One

# Classroom Listen Up!

Name: \_\_\_\_\_



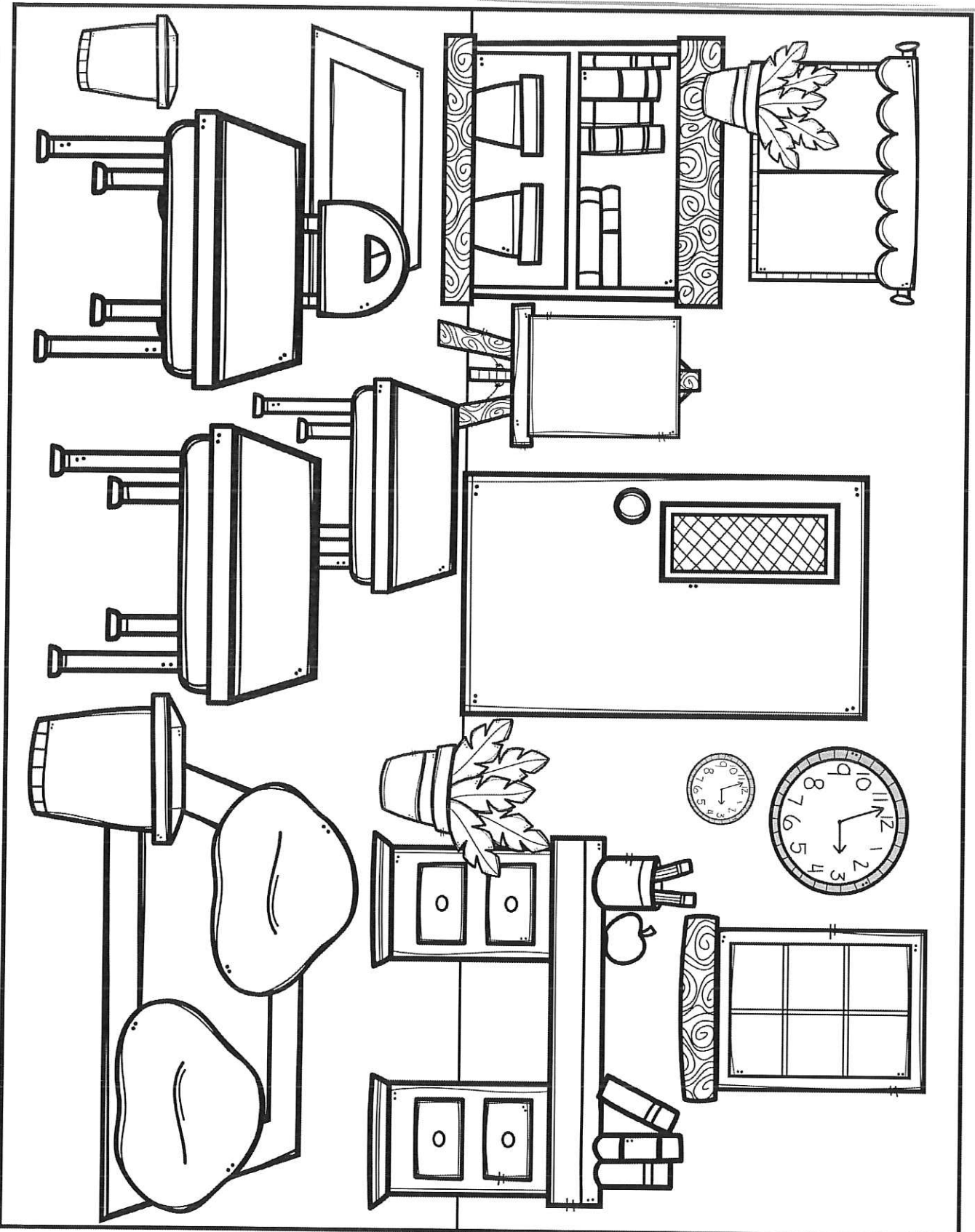
## One-Step

- Color the big clock.
- Color one bean bag.
- Color the desk with a chair
- Circle the small trash can.
- Color the window over the desk.
- Color the books on the shelf.
- Color the rug under the bean bags.
- Draw an X on the small clock.
- Color the curtain.
- Circle the plant by the teacher's desk.

Level One

# Classroom Listen Up!

Name: \_\_\_\_\_



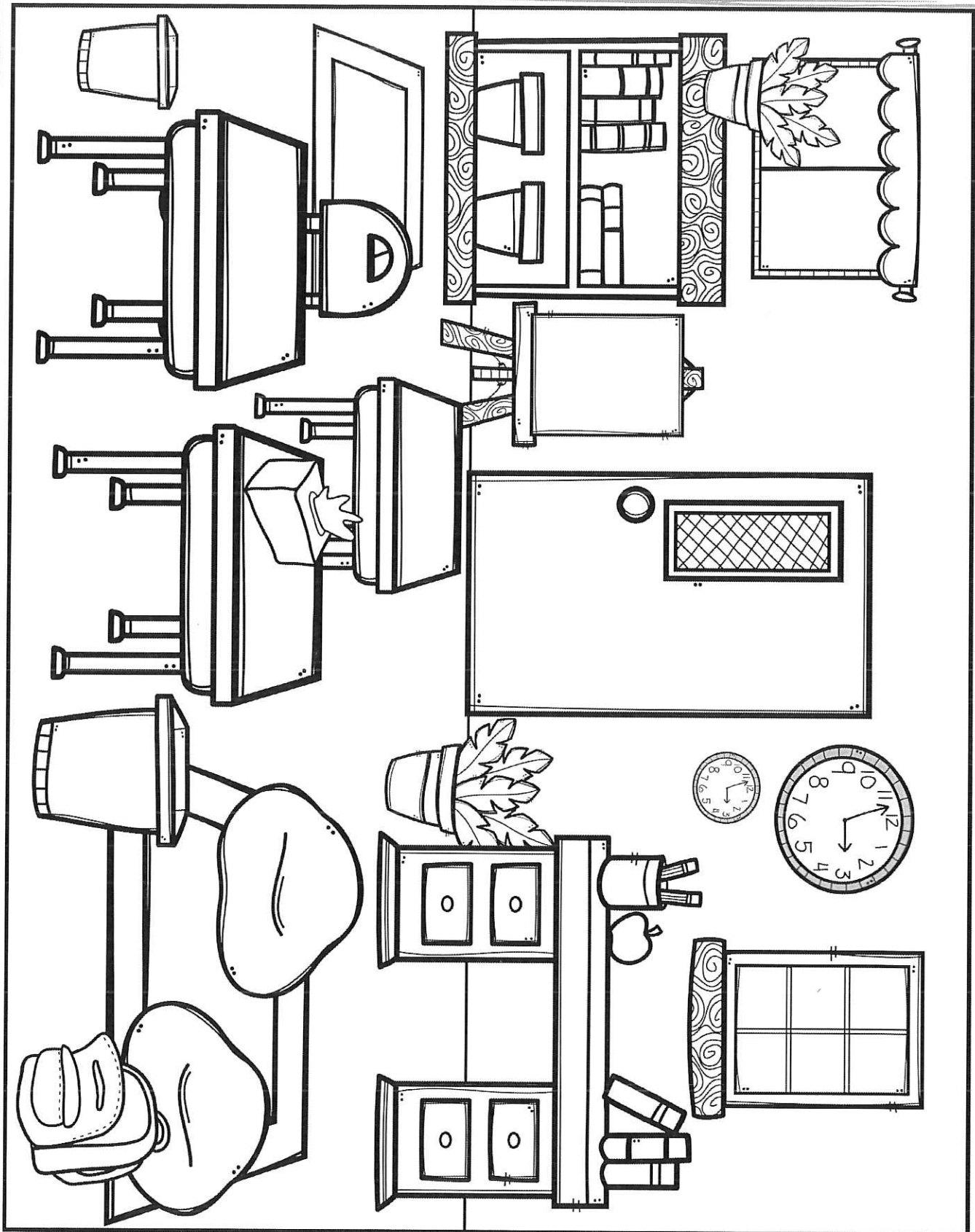
## One-Step

- Color the big clock blue.
- Color one bean bag red.
- Color the desk with a chair brown.
- Circle the small trash can orange.
- Color the window over the desk yellow.
- Color the books on the shelf green.
- Color the rug under the bean bags blue.
- Draw an X on the small clock.
- Color the curtain yellow.
- Circle the plant by the teacher's desk green.

## Level Two

# Classroom Listen Up!

Name: \_\_\_\_\_



## Two-Step

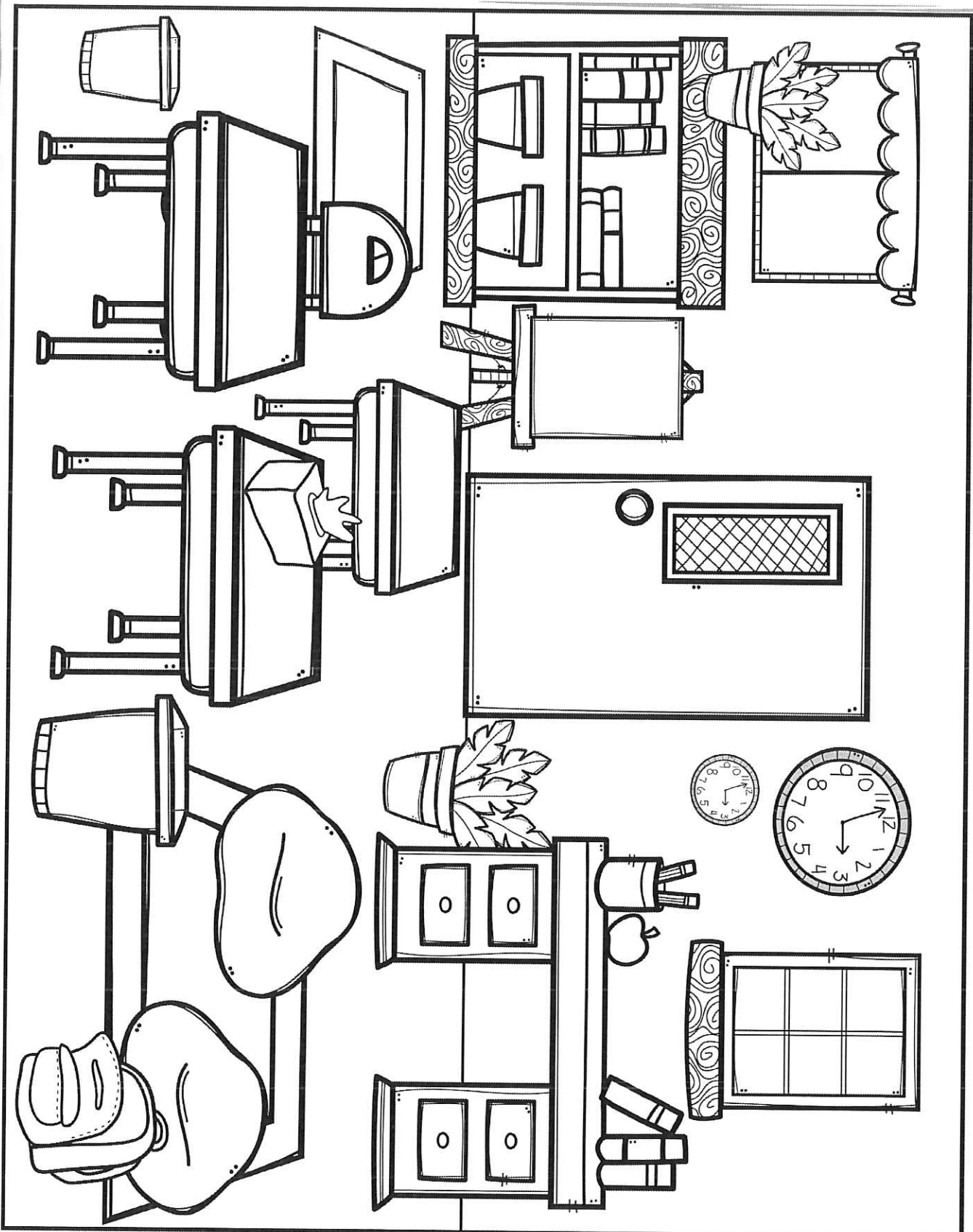
- Color one bean bag, then draw an X on the small clock.
- Circle the small trash can, then color the window over the desk.
- Draw an X on the plant on the bookshelf, then color the desk with a chair.
- Circle the tissues, then color the easel.
- Color the books on the shelf, then circle the backpack.
- Draw an X on the big clock, then color one desk.
- Color the small rug, then color the door.
- Circle the plant by the teacher's desk, then color both bean bags.

## Level One



# Classroom Listen Up!

Name: \_\_\_\_\_



## Two-Step

- Color one bean bag red, then draw an X on the small clock.
- Circle the small trash can, then color the window over the desk yellow.
- Draw an X on the plant on the bookshelf, then color the desk with a chair brown.
- Circle the tissues, then color the easel orange.
- Color the books on the shelf red, then circle the backpack.
- Draw an X on the big clock, then color one desk blue.
- Color the small rug green, then color the door orange.
- Circle the plant by the teacher's desk, then color both bean bags purple.

Level Two

# My Gratitude Jar

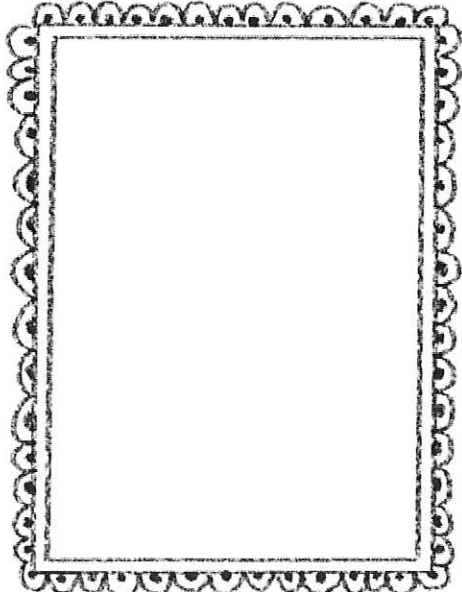
Date: \_\_\_\_\_

Today I am thankful for...

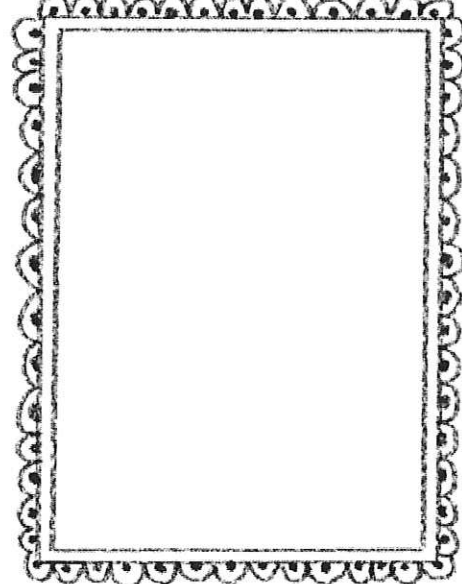




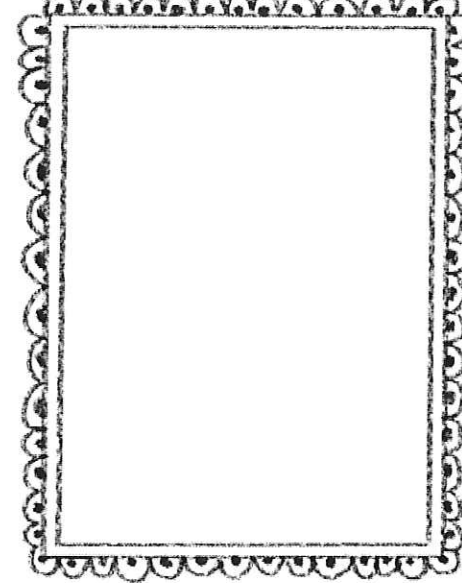
I am GRATEFUL for ...



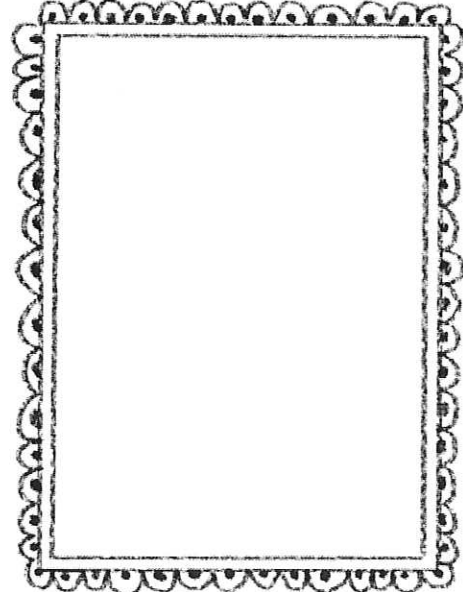
I am GRATEFUL for ...



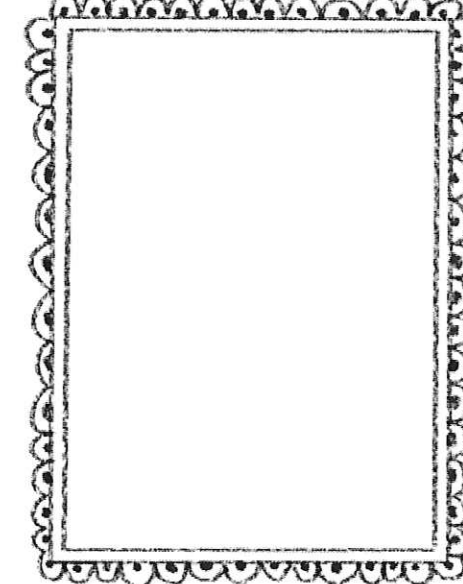
I am GRATEFUL for ...



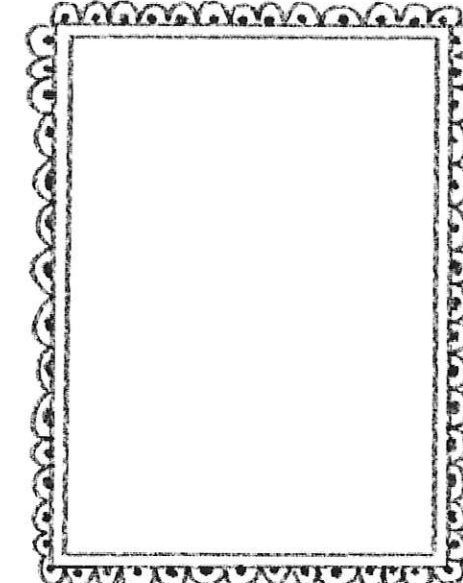
I am GRATEFUL for ...



I am GRATEFUL for ...



I am GRATEFUL for ...



I AM GRATEFUL FOR ...

I AM GRATEFUL FOR ...

I AM GRATEFUL FOR ...

I AM GRATEFUL FOR ...

I AM GRATEFUL FOR ...

I AM GRATEFUL FOR ...

Ou Grati ude Ja



Ou Grati ude Ja



Ou Grati ude Ja



Name \_\_\_\_\_ Date \_\_\_\_\_

From this list, circle three values that are very important to you. You may add your own on the lines at the bottom of the list, but still choose three.

- |   |                              |  |                |
|---|------------------------------|--|----------------|
|    | Having good grades           |    | Being creative |
|    | Having fun                   |    | Being famous   |
|    | Spending time with my family |    | Freedom        |
|    | Having good friends          |    | Helping others |
|   | Honesty                      |   | Being rich     |
|  | Being a good athlete         |  | Being popular  |

\_\_\_\_\_

\_\_\_\_\_

Which value is most important to you? \_\_\_\_\_

\_\_\_\_\_

Why is this value so important to you? \_\_\_\_\_

\_\_\_\_\_

What value do you think your parents would choose as most important?

\_\_\_\_\_

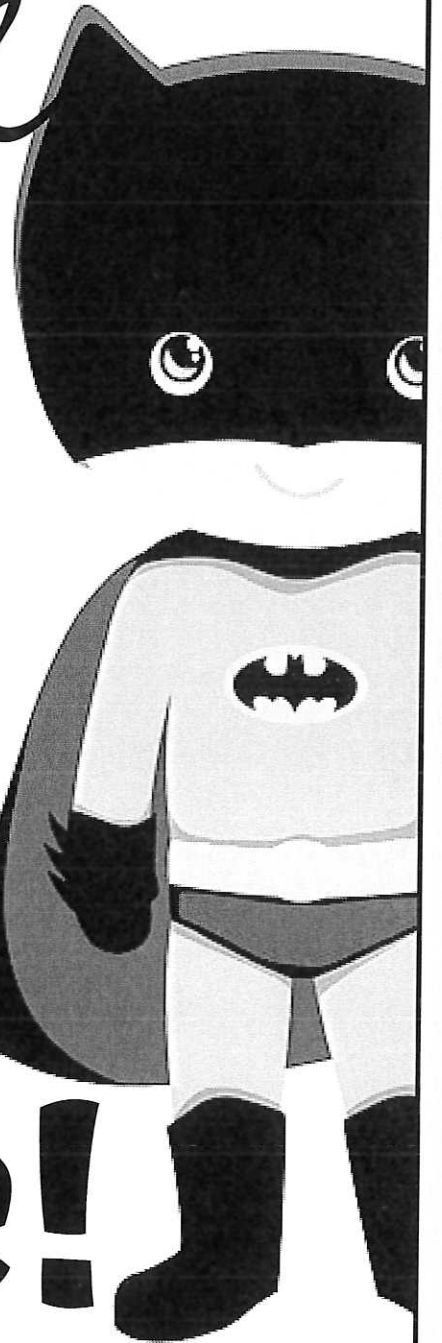
What value do you think your closest friend would choose as most important?

\_\_\_\_\_

you ARE  
amazing

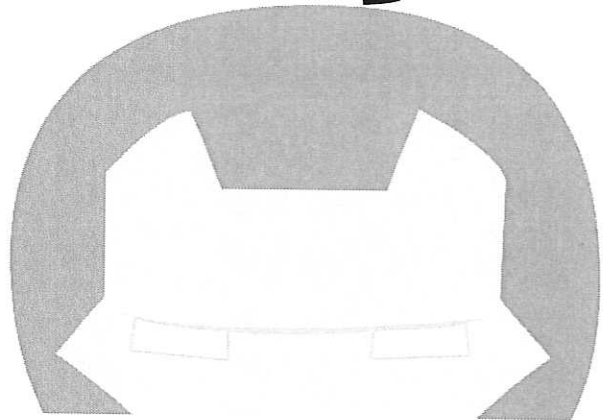
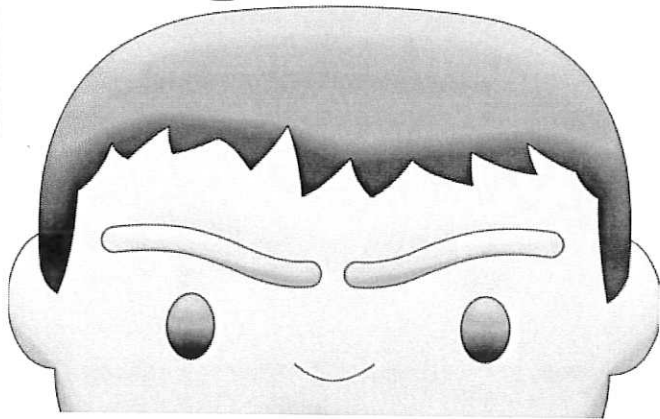
just  
the way

**you are!**



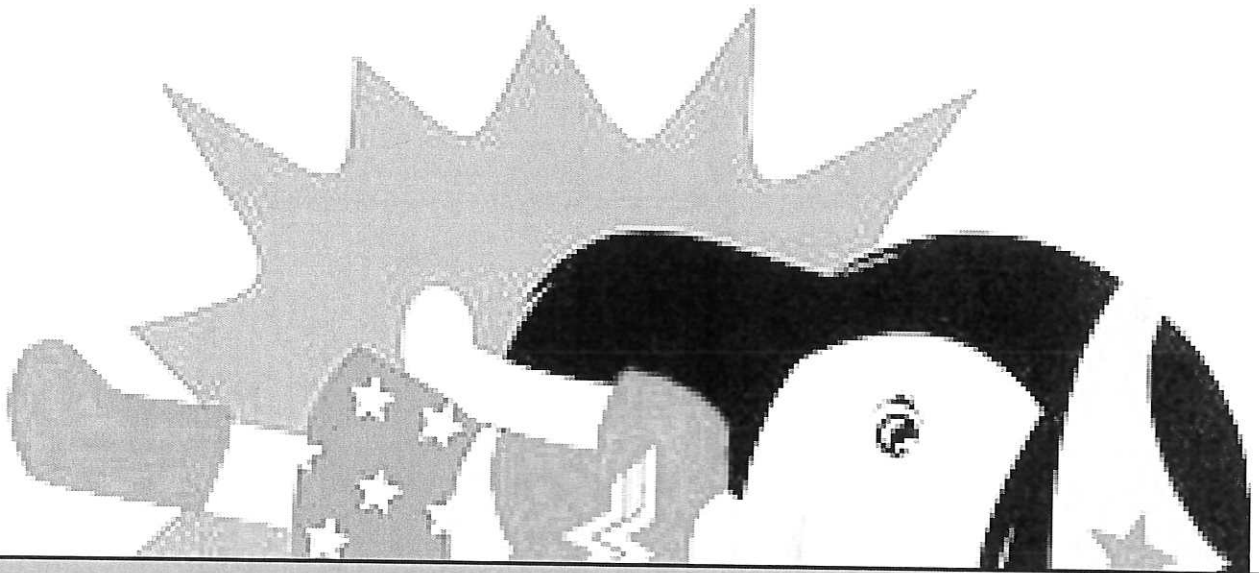
WHAT MAKES  
you different  
is what makes  
**YOU**

**beautiful!**





you were  
made  
to be  
**awesome!**







NO ONE IS

**perfect**

that's

why

**pencils**

**have**

**erasers**

# How Big is My Problem?

## Emergency

5

Need serious help right away from adult

Tornado, Earthquake, Car accident, Immediate danger

## Massive Problem

4

Need a lot of help from an adult

Someone is hurt, Things are being destroyed

## Big Problem

3

Need some help from an adult

Argument with a friend, Someone saying something mean to you

## Medium Problem

2

Need a little help from an adult

Feeling sick, Having to work with someone you don't get along with

## Little Problem

1

Need a small amount of help or a reminder from an adult or friend

Don't understand assignment, Lost your favorite pencil

## Glitch

0

Don't really need help - can fix on your own

Dropping your pen, Not being the first in line, Changes in schedule

With Friends 1

Your friend has a cool new toy that you really like. You ask to see it and they say no.

How big is the problem? Why?

© 2015 Pathway 2 Success

At Home 1

Your dad asks you to put the laundry away. You don't want to do it now.

How big is the problem? Why?

© 2015 Pathway 2 Success

With Friends 2

You are playing a game with a friend. You thought you would win but they do.

How big is the problem? Why?

© 2015 Pathway 2 Success

At Home 2

Your parents tell you to get ready to go out for dinner. You have a lot of homework to do, though.

How big is the problem? Why?

© 2015 Pathway 2 Success

In the Classroom 1

Your pencil breaks during a test.

How big is the problem? Why?

© 2015 Pathway 2 Success

Recess & Lunch 1

You forgot to bring in lunch money today and didn't bring a lunch either.

How big is the problem? Why?

© 2015 Pathway 2 Success

In the Classroom 2

A friend asks if they can borrow your homework to copy.

How big is the problem? Why?

© 2015 Pathway 2 Success

Recess & Lunch 2

Darrell is upset when he sees his mom didn't pack him a dessert to go with his lunch.

How big is the problem? Why?

© 2015 Pathway 2 Success

Hallways & Specials 1

Someone bumps into you in the hallway and you drop your books.

How big is the problem? Why?

Hallways & Specials 2

Erika sees someone pushing someone else into a locker.

How big is the problem? Why?

# How Big is the Problem?

**Big**

I need adult help  
right away.

**Medium**

I need  
some help.

**Small**

I can fix it  
myself.

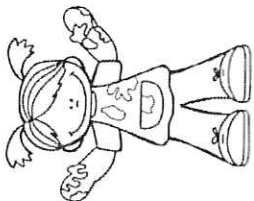
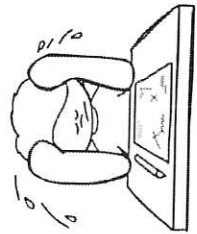
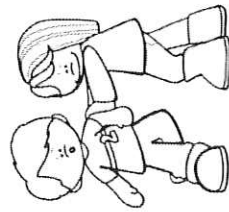



# what are appropriate reactions?

- Get a teacher
- Yell for an adult
  - Call 911
  - Run away

- Ask a friend to help
- Ask an adult to help

- walk away
  - Ignore
  - Fix it

Problem	How big is the problem?	How should I react?
 <p>I am a mess from art class.</p>		
 <p>The work is way too hard.</p>		
 <p>Someone pushes me and I get hurt.</p>		
 <p>My ice cream falls to the ground.</p>		

problem	How big is the problem?	How should I react?

**BIG**

**Problem**

Made with love by: Boyer Bees



*Little*  
**Problems**

Made with love by: Boyer Bees

**I did not get  
the toy I  
wanted**

**I forgot my  
favorite  
pencil at  
home**

**I used  
unsafe  
hands**

**I was not  
respectful  
to a teacher**



**A friend  
stepped on  
my toe by  
accident**

**I hurt a  
friend's  
feelings**

**I fell down  
at recess  
and hurt  
myself**

**My friend  
did not  
want to play  
with me at  
recess**

# Social Superstar!

**Start!**



What does it mean to **Focus?**



You forgot to raise your hand before speaking...

**Go back 1 space.**



If you can remember one **Rule of Listening**



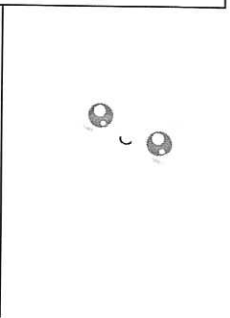
You saw a classmate alone and invited them to play with you at recess...  
**Move forward 1 Space!**

Show the action for the listening rule...  
**Eyes Watching**

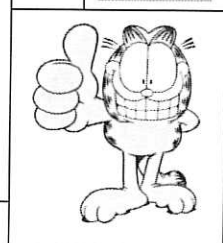
Take the **shortCut.**

You did not have **safe hands and feet...**  
**Go back 2 spaces.**

What is an...  
**"Attenta-scope"**



You introduced yourself to a new classmate!



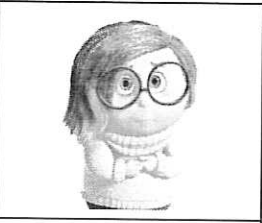
Show what a **surprised face** looks like!

Say 1 thing you can do if you get: **Distracted.**

You **complimented a friend!**  
**Move Forward 3 Spaces!**

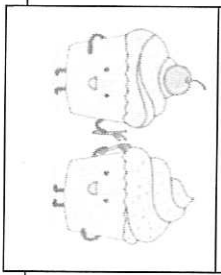
Share a tool you can use to...  
**Make your body calm**

You didn't follow the teacher's directions...  
**Move Back 1**



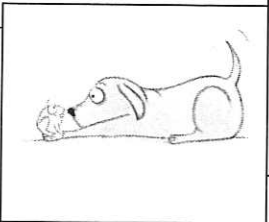
Show what a **disgusted face** looks like...

You made great **Eye Contact!**  
**Move forward 2 spaces!**



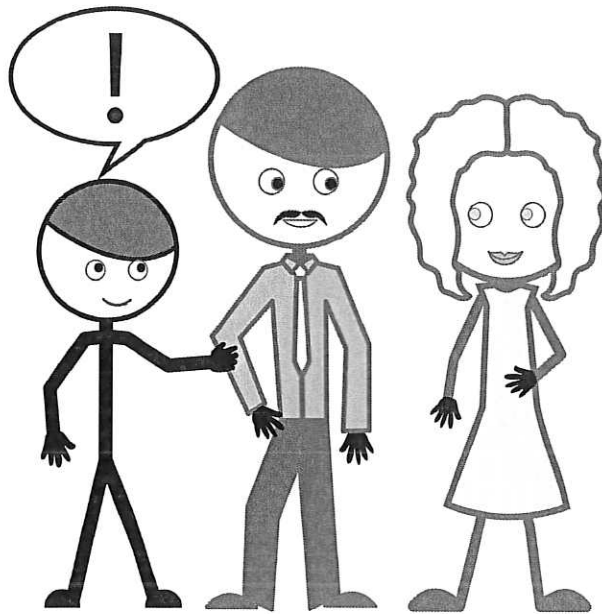
Show the action for the listening rule...  
**Voice Quiet**

What can **Self-Talk** Help you do?

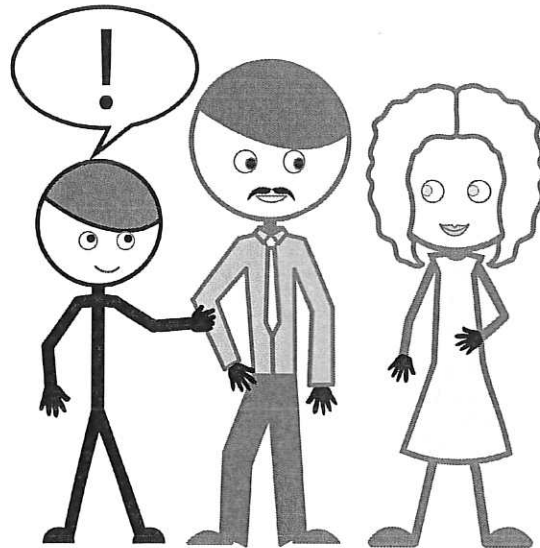


You get to lead a turn of...  
**My Turn, Your Turn!**

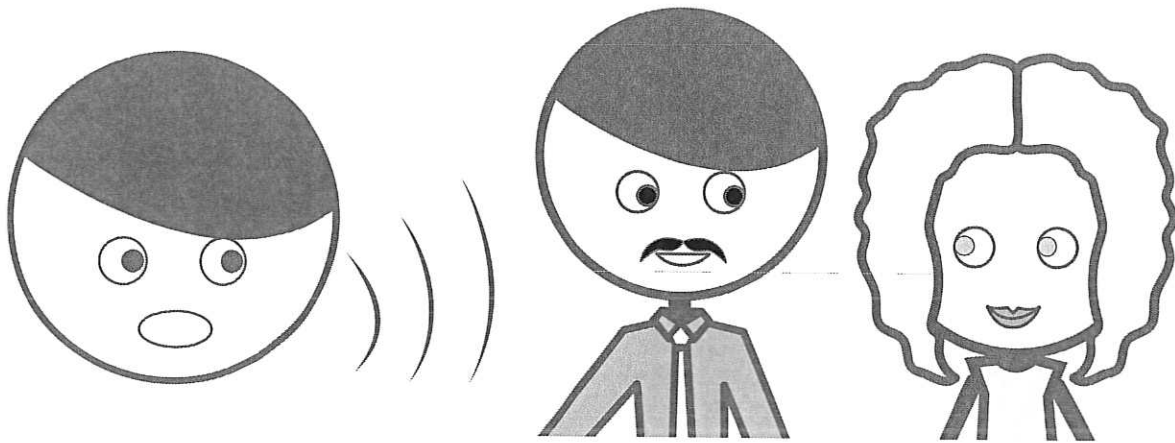




## I Don't Interrupt

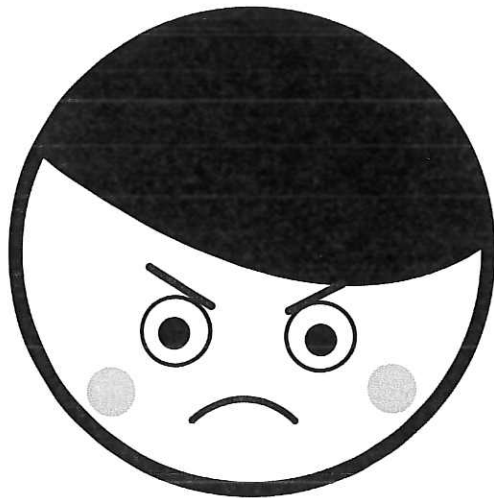


Sometimes, I want to talk to someone  
who is already talking to someone  
else.



Talking while someone is busy is called interrupting.

2



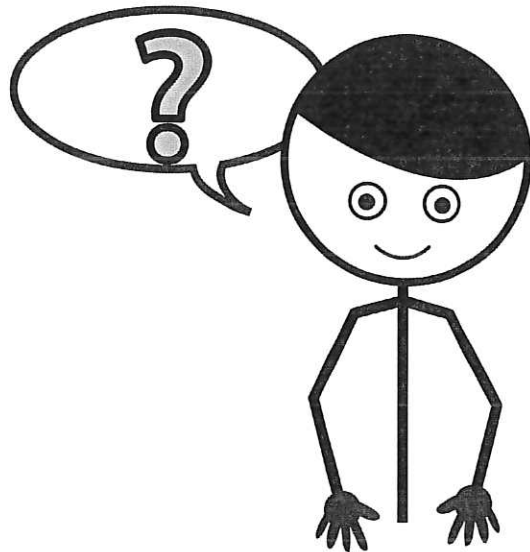
Interrupting can make people feel angry.

3



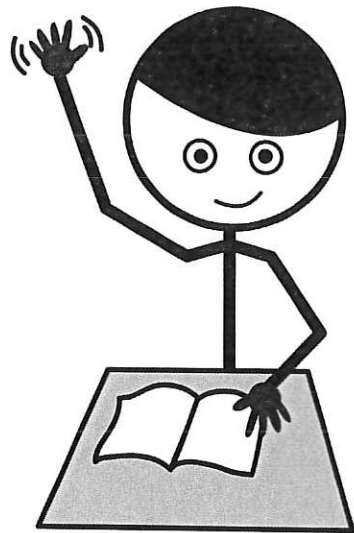
Instead, I can wait nearby until they have finished.

4



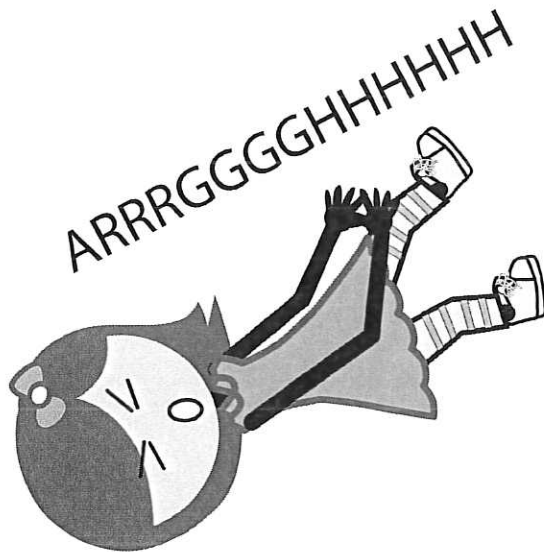
When they have finished talking, I can say "excuse me" and say what I need to say.

5



If I need to interrupt my teacher while they are teaching the class, I can raise my hand.

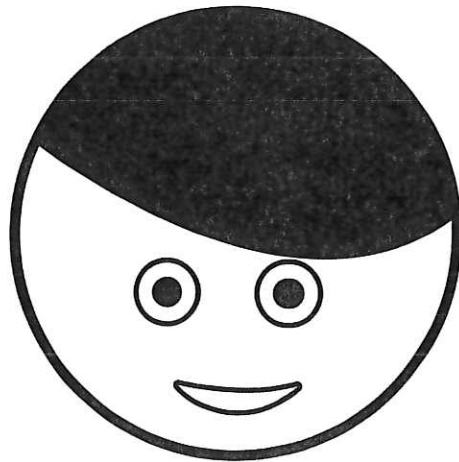
6



If someone is hurt, I can interrupt. It is okay to interrupt if there is an emergency.

7





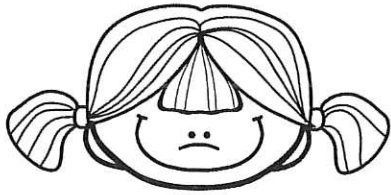
Waiting and not interrupting makes  
everyone feel happy.

Name: \_\_\_\_\_

# INTERRUPTING

Circle the correct response.

Interrupting can make people feel...



Instead of interrupting I can...

wait



A time it is okay to interrupt is in an...

emergency



Name: \_\_\_\_\_

# INTERRUPTING



Interrupting can make people feel...

\_\_\_\_\_

Instead of interrupting I can...

\_\_\_\_\_

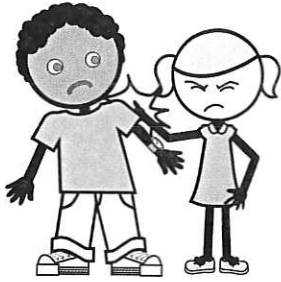
\_\_\_\_\_

A time it is okay to interrupt is...

\_\_\_\_\_

\_\_\_\_\_

# Sorting okay/ not okay to interrupt (with color coding)



Someone hits you.



People are fighting.



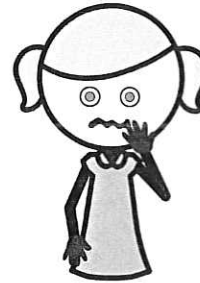
You see fire.



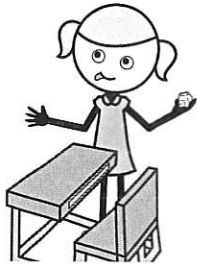
Someone is hurt.



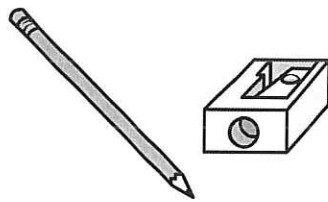
Someone is lost.



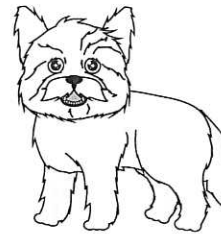
You feel unsafe.



Someone is being silly.



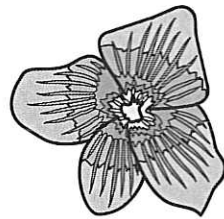
Your pencil is blunt.



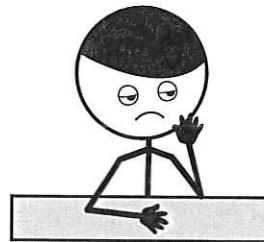
You see a cute dog outside.



Someone's desk is messy.

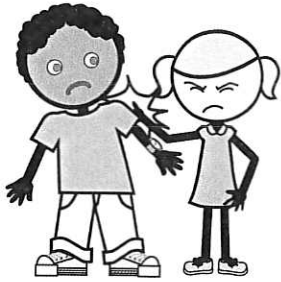


You found a flower.



You feel bored.

# Sorting okay/ not okay to interrupt



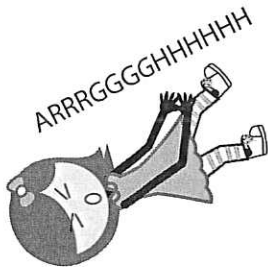
Someone hits you.



People are fighting.



You see fire.



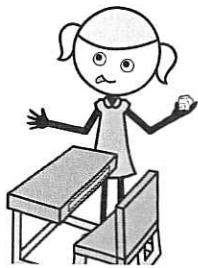
Someone is hurt.



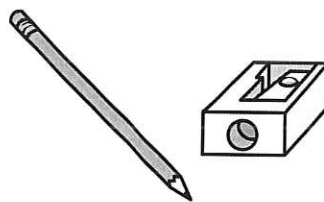
Someone is lost.



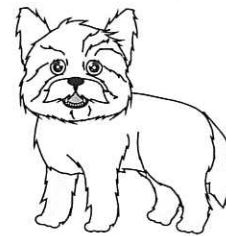
You feel unsafe.



Someone is being silly.



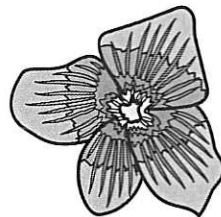
Your pencil is blunt.



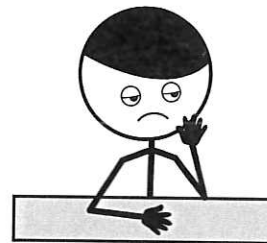
You see a cute dog outside.



Someone's desk is messy.



You found a flower.



You feel bored.