



with Timon and Pumbaa: **SAFETY SMART** At Home!

Safety Smart® is an initiative aimed at improving the awareness and understanding of children ages 4-14 in safety and in managing themselves and their surroundings as safely as possible—by conscious action, not chance. Toward that end, UL produces multimedia public service announcements; arranges for Safety Smart Ambassador visits for children to learn from professional safety experts; hosts field trips to its laboratories, where students see safety engineers at work and participate in their own hands-on safety experiments; regularly advocates on emerging safety issues, especially regarding products that may pose a risk to consumers; and supports the development of its youth safety education programs. Through its efforts, Safety Smart cultivates awareness, provides opportunities for children to learn and practice safe, healthy, and environmentally friendly behaviors, and helps children learn to make more informed choices today and in the future.

Do your part! Be **Safety Smart**®!



OVERVIEW

Students ages 4 through 8 join Timon and Pumbaa as the two characters learn the importance of safety at home, including a variety of ways they can help themselves and others avoid injuries. Practicing safe behaviors, focusing on surroundings, and thinking about safety hazards before they happen are just a few ways to stay Safety Smart® At Home!

The classroom activities and worksheets in this Educator's Guide are based on lessons from the program. There are games, activities, worksheets, and even take-home pages for students to do with their families.

Many of these activities have been translated into the additional languages included on the DVD. To access these translated activities:

1. Insert the DVD into your computer's DVD-ROM drive.
2. Macintosh users, double-click the DVD icon on your desktop.
3. PC users, right-click on the DVD icon and select **Open**.
4. Open the **ROM** folder.
5. Click on the **Index.HTML** file.

Activities are translated into:

Arabic	Hungarian	Russian
Bulgarian	Italian	Spanish (Castilian)
Czech	Japanese	Spanish (Latin American)
Danish	Kannada	Swedish
Dutch	Korean	Tamil
English	Mandarin	Telugu
Finnish	Marathi	Turkish
French	Norwegian	Ukrainian
German	Polish	Vietnamese
Greek	Portuguese (Brazil)	
Hebrew	Portuguese (Portugal)	
Hindi	Romanian	

OBJECTIVES

Students will be introduced to the following information about how to be safe at home on the **DVD**:

- Being safe means knowing what is around us, where things are located, and why.
- We can avoid electrical shock and fires by making sure that electrical cords don't run underneath rugs; electrical outlets aren't overloaded; heaters are kept away from flammable items; and lamps aren't covered.
- Cooking in the kitchen can be fun, but it can also be dangerous. We can stay safe in the kitchen by cooking with a trusted adult.
- To be energy smart and Safety Smart®, we can turn off lights when they aren't being used.
- When we smell smoke or hear a smoke alarm, we should get out of the building immediately and dial 9-1-1.
- We can avoid accidents by keeping stairways and pathways free of clutter.
- We should create and practice an escape plan in case of an emergency.

The activities in this **Educator's Guide** will help students:

- Identify various ways in which they can stay Safety Smart® at home.
- Make and explain decisions about whether situations at home are Safety Smart®.
- Learn and use vocabulary words associated with the safety concepts from the DVD.
- Plan and write about why safety is important and how others can be Safety Smart®, too.
- Predict whether items in their homes are Safety Smart®.
- Fill out a checklist to indicate ways in which they will be Safety Smart® at home.
- Use creative means to review and practice safe behaviors, including writing, illustration, song, and role-playing.

***ONLY HAVE ONE CLASS PERIOD AVAILABLE? OR LOOKING TO INTEGRATE THE HOME SAFETY BEHAVIORS INTO OTHER SUBJECT AREAS? TURN TO PAGE 10 OF THIS GUIDE FOR A SUGGESTED QUICK-START GUIDE.**



FUN ACTIVITY PAGES

10 activity pages are available, including the lyrics for the sing-along song from the video.

Research suggests that music improves learning because it serves as a mnemonic device, a tool that helps students remember information. Thus, a song's rhythm and melody provide the structural support for taking in, storing, and then retrieving new information. In one study, elementary students' test scores and participation improved when they were presented factual information set to familiar melodies. In another study, researchers found that if music is accompanied by visuals, recall is improved further.

Because familiar songs, such as the alphabet song, can be used as memory tools for young children, you might have students sing the song from the program several times, perhaps revisiting it each week so that the melody and lyrics become familiar. And because visuals enhance learning, you might use repeated viewings of the final song and dance scene to enhance students' learning of the importance of home safety from the program.

For further reading:

Ashcraft, M. H. (2006). Learning and Remembering. In J. Mosher, & M. Richardson (Eds.), *Cognition* (pp.211-257). New Jersey: Pearson Prentice Hall.

Calvert, S. L. (2001). Impact of televised songs on children's and young adults' memory of educational content. *Media Psychology*, 3, 325-342.

Campabello, N., De Carlo, M. J., O'Neil, J., & Vacek, M. J. (2002). Music enhances learning. Retrieved September 29, 2010 from ERIC database.

Rainey, D. W., & Larsen, D. (2002). The effects of familiar melodies on initial learning and long-term memory for unconnected text. *Music Perception*, 20(2), 173-186.

Wallace, W. T. (1994). Memory for music: Effect of melody on recall of text. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 20, 1471-1485.

Wolfe, D. E. & Hom, C. (1993). Use of melodies as structural prompts for learning and retention of sequential verbal information by preschool students. *Journal of Music Therapy*, 30(2), 100-118.

TAKE-HOME ACTIVITIES

Inspire your students to be ambassadors of safety at home and encourage them to share what they've learned at home! Make copies of **Timon and Pumbaa's Safety Smart® Checklist** worksheet and the **Safety Smart® Predictions** worksheet, and have students do these activities with their families.



ACADEMIC STANDARDS ADDRESSED

DVD or Activity	Subject	Standards Addressed
DVD	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety
1. Safety Greetings	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4) [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)
2. Extra! Extra!	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4)
3. Timon and Pumbaa's At Home Safety Tips	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4) [Common Core] Reading: Foundational Skills, Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words (Grades K-4)
4. Is It Safety Smart®?	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety
5. Safety Smart® Words and Rules	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)
6. Helping Others Stay Safe and Sound	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Speaking and Listening: Comprehension and Collaboration 1. Participate in collaborative conversations (Grades K-4) [Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4)
7. Karaoke	Music	[McRel] Sings, alone and with others, a varied repertoire of music
8. At Home Coloring Page	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety
9. Safety Smart® At Home Checklist	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)

(continued)

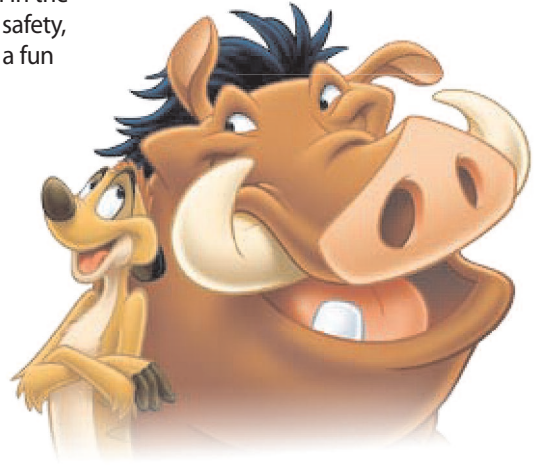
ACADEMIC STANDARDS ADDRESSED *(continued)*

DVD or Activity	Subject	Standards Addressed
10. Safety Smart® Predictions	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4) [Common Core] Speaking and Listening: Comprehension and Collaboration 2. Confirm understanding, ask and answer questions, or recount or describe ideas about key details in a text read aloud or information presented orally or through other media (K-4)
11. Safety Theatre	Health Theatre	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning (Grades K-4)
12. Working Together: The Making of Safety Smart® At Home	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety
13. Describe a Picture	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4) [Common Core] Speaking and Listening: Comprehension and Collaboration 2. Confirm understanding, ask and answer questions, or recount or describe ideas about key details in a text read aloud or information presented orally or through other media (K-4) [Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4)
14. Maze Craze	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety



STORY SYNOPSIS

Timon and Pumbaa are searching for a new home. During their search, Pumbaa tries to remind Timon about the importance of looking for a home that is safe. Timon pretends to agree, but he is really more interested in finding a home with stunning views and modern conveniences! So Pumbaa patiently walks Timon around the house, and they find a number of safety hazards: an electrical cord running under a rug; frayed wires; an overloaded electrical outlet; an electric heater that is too close to the furniture; clothing covering a lamp; and a very cluttered stairway. Pumbaa uses his Safety Smart® checklist to help Timon find solutions to all of the home's safety issues, as well as how to create a home escape plan in the event of a fire. And of course Pumbaa finds time to share a few great lessons about kitchen safety, energy conservation, and the importance of smoke alarms! The friends then conclude with a fun song about home safety.



PRE-VIEWING QUESTIONS:

1. What does safety have to do with your home or school environment?
2. What can you do, or not do, to stay safe?
3. How can you help others to stay safe?

POST-VIEWING QUESTIONS

1. What are some ways to avoid accidents at home?
2. What's an easy rule to remember about heaters in the home?
3. What should you do if you smell smoke or hear the smoke alarm?
4. What three things are important to know in case of an emergency?

SUGGESTED CLASSROOM ACTIVITIES

Safety Greetings

Make Safety Smart® greeting cards to give to friends or family. Distribute pieces of paper to the students, and instruct them to fold their pieces of paper in half. Then have students illustrate a safety lesson on the cover and write a safety message on the inside panel. Have students color the illustrations on their new **Safety Smart® Greeting Cards**, and then encourage them to give the cards to friends or family members.

Extra! Extra!

Create a "Safety Tips" bulletin board (or poster) for your school. Write and post safety tips on the bulletin board and hang it in a place that is visible to the entire school (or to the entire class). Designate a spot on the board for the Safety Tip of the Week. Post a new tip each week and identify who submitted the tip.

Timon and Pumbaa's At Home Safety Tips (pg. 11)

For students reading at Grade 3 and above, this multiple-choice test provides a simple review of the most important points of the DVD. Copy **Timon and Pumbaa's At Home Safety Tips** to use for classwork or homework. For students who are not up to the Grade 3 reading level, you can read the sheet aloud and solicit answers in class.

The **answers** to this review are located on page 22.

Is It Safety Smart®? (pg. 12)

This is a quick activity to find out how much students remember from the DVD. On this activity sheet, some of the pictures show good choices; others do not. Give out the sheets and ask students to identify whether the pictures show safe behaviors or unsafe

behaviors by circling “Yes” or “No.” There are spaces for older students to write an explanation about what is happening in each picture, and the colorful illustrations can serve as jumping off points to encourage more in-depth discussions. Invite students to give specific examples of times they have witnessed the behaviors (or similar behaviors) shown in each picture.

The **answers** to this review are located on page **23**.

Safety Smart® Words and Rules (pg. 13)

Use the simple word search to have your students recognize—and learn how to write about—safety at home! Start by locating all of the words in the word box, and then have students use the lines to fill in the sentences using each word. If you want to adapt this activity for use with your younger students, just have them dictate sentences to you, and then you can write them directly on the worksheet or onto a whiteboard or chalkboard.

The **answers** to this review are located on page **24**.

Planning Sheet: Helping Others Stay Safe and Sound (pg. 14)

Divide students into small groups (or pairs). Have students use copies of the worksheet provided to plan how they can show other people why safety is important, and how they can be Safety Smart® At Home, too. Once students have finished answering the questions, invite the groups to share their responses with the class.

Character Karaoke! (pg. 15)

Listen to Timon and Pumbaa’s Safety Smart® At Home song on the DVD and hand out the lyric sheet. Have students sing along with Timon and Pumbaa. As they get more comfortable with the words, try out the karaoke track. You may wish to divide students into groups and encourage dance steps or miming along with the lyrics. You may even have a class “conga line” as everyone joins in!

Safety Smart® At Home Coloring Page (pg. 16)

Make copies of the worksheet and share them with your students. After the students finish their coloring pages, encourage them to flip the worksheets over and draw their own illustrations of someone being Safety Smart® at home!

Safety Smart® At Home Take-Home Checklist (pg. 17)

The **Safety Smart® At Home Checklist** allows students to share what they have learned with their families—and to continue to practice safety at home and outside of the school environment. Students can check the rules they follow at home. Consider rewarding the **Safety Smart® Certificate** located on page 21 when students return the Checklist.

Safety Smart® Predictions: At Home with Timon and Pumbaa (pg. 18)

Explain to students that they are to look around their home and see what items they can find and where these items are located (for example, a stove in a kitchen; a heater in a living room; a cluttered stairway in the garage, etc.). After they have checked, students should predict whether they think the items’ locations and uses are Safety Smart®. Tell them that for now these are just predictions—their best guesses—and that they will have a chance to change those predictions the next day after they study Timon and Pumbaa’s new house more closely. Give each student a copy of **Safety Smart® Predictions: At Home with Timon and Pumbaa**, and ask them to complete it at home with a parent or trusted adult. Ask them to bring it back completed the next day.

Safety Theatre

Encourage students to create and perform short “skits” that present an idea they learned from the program. Here are two scenarios to help get students started:

- Timon is cooking by himself in the kitchen, and he is not being Safety Smart®. Pumbaa enters and helps Timon remember how to stay safe in the kitchen.
- Timon is re-decorating the living room. He has two new lamps, a new rug, and a heater for the cold jungle nights. Pumbaa helps Timon make sure all of the items in the living room are set-up correctly so he and Timon can keep the living room safe.

Working Together: The Making of Safety Smart® At Home!

From the DVD menu, access the **Educational Features and More** option. Then open **Working Together: The Making of Safety Smart® At Home** to learn about the process of bringing Timon and Pumbaa to life on the screen, and the importance of working together.

Describe a Picture Take-Home Activity (pg. 19)

Make copies of the worksheet and share them with your students. Encourage them to complete the worksheets at home.

Maze Craze (pg. 20)

Make copies of the worksheet and share them with your students. *Optional:* Group the class into pairs and have students work together to complete the maze. Have one student use directional language (e.g., "go left," "go right," "go up," "go down," etc.) while the other student uses a pen or pencil to work through the maze.

The **answers** to this review are located on page **25**

Answer Pages (pgs. 22-25)

RESOURCES

Books

Bial, Raymond. **A Handful of Dirt**. Walker, 2000.

Grades 3-5. An introduction to the nature and importance of soil and the organisms it supports.

Burnie, David. **Endangered Planet (Kingfisher Knowledge)**. Kingfisher/Houghton Mifflin, 2007.

Grades 4-8. An exploration of natural cycles and habitats, emphasizing the impact of humans on the environment.

Cherry, Lynn. **The Great Kapok Tree**. San Diego: Harcourt Brace Jovanovich, 1990.

Grades K-5. A man begins to chop down a kapok tree, but soon must rest. When he falls asleep, the rainforest animals whisper in his ear about the dangers of destroying the rainforest.

Glaser, **Linda. Compost!** Millbrook Press, 1993.

Grades K-3. This nonfiction picture book describes the process of composting—turning food scraps and yard waste into soil.

McDonald, Megan. **Judy Moody Saves the World**. Candlewick, 2002.

Grades 2-5. After learning about the destruction of the rainforest and endangered species, Judy sets out to help protect the environment.

Internet

UL Safety Smart®

<http://www.ulsafetysmart.com>

UL developed the Safety Smart® educational program to raise children's awareness and understanding of safety. The website provides free K-8 classroom and take-home activities to download or print, as well as links to global safety information, games, online activities, and safety news.

Composting for Kids

<https://aggie-horticulture.tamu.edu/kindergarden/kidscompost/compostingforkids.pdf>

A fun composting activity to show kids how to recycle leaves and other plant materials at home.



Energy Information Administration: Solar Energy

<http://www.eia.doe.gov/kids/energyfacts/sources/renewable/solar.html>

Provides a comprehensive overview of renewable energies, including solar energy.

Environmental Education for Kids: Global Warming Is Hot Stuff!

<http://www.dnr.state.wi.us/org/caer/ce/eeek/earth/air/global.htm>

Offers easy-to-understand information about global warming and greenhouse gasses.

EPA: Climate Change Kids Site

<http://epa.gov/climatechange/kids/index.html>

Includes videos and a Climate Change Expedition game to help students understand the basics of climate change.

EPA: Fifteen Things You Can Do to Make a Difference in Your Watershed

<http://www.epa.gov/owow/adopt/earthday/index.html>

Provides maps, facts, and regional watershed information.

The Green Squad

<http://www.nrdc.org/greensquad/>

An online game that helps kids “take action for greener, healthier schools.”

Natural Resources Defense Council

<http://www.nrdc.org/>

The NDRC’s mission is to “safeguard the earth—its people, its plants and animals, and the natural systems on which all life depends.”

PBS Nova: Saved by the Sun

<http://www.pbs.org/wgbh/nova/solar/>

A short video about how and why people are “going solar” to power homes, businesses, and communities.

Recycle City

<http://www.epa.gov/recyclecity/>

Explore Recycle City to see how its people reduce waste, use less energy, and save money by doing simple things at home, at work, and in their neighborhoods.

U.S. Department of Energy: Energy Education

<http://energy.gov/eere/education/k-12-lesson-plans-activities>

Find additional creative lesson plans, labs, projects, and other activities for grades K-4 on energy-related topics.

The website links are included for reference or informational purposes only. The content, views, and opinions set forth on those sites are those of the website providers, and do not represent the views and opinions of Disney Educational Productions, Inc., The Walt Disney Company, or any of their respective affiliates and employees.



SUGGESTED QUICK-START GUIDE

The classroom activities in this Educator's Guide are designed to reinforce and extend the learning found in the program. Beyond the importance of practicing safe behaviors, focusing on surroundings, and thinking about safety hazards before they happen, many activities incorporate other curriculum areas. The list of activities on pages 4-5 provides a directory of all the activities in the guide, the subject areas addressed, and the correlated academic standards. Depending on how much time you are able to devote, you may wish to do all—or only a few—of the activities.

If you have one class period...

- Do activity #3, **Timon and Pumbaa's At Home Safety Tips**
- Assign #7, **Timon and Pumbaa's Safety Smart® Checklist**, as homework

If you have two class periods...

- Add #2, **Is It Safety Smart®?**, and/or #6, **Planning Sheet: Helping Others Stay Safe and Sound**
- Do #5, the **Safety Smart® Words and Rules**

If you would like to integrate the home safety messages into other subject areas...

- Use #7, **Sing-Along with Timon and Pumbaa**, and #8, the **Coloring Page**, to bring safety and the arts together





Name: _____

TIMON AND PUMBAA'S AT HOME SAFETY TIPS

Timon and Pumbaa know what it means to be safe at home. Circle the best answers.

1. The most important thing about a home is that it should be _____.
 - a. comfortable
 - b. fun
 - c. safe
 - d. warm

2. What does it mean to be "safe" at home?
 - a. Practicing being Safety Smart®
 - b. Paying attention to our surroundings
 - c. Keeping the stairs free of clutter
 - d. All of the above

3. What should you do to prepare in case of an emergency?
 - a. Create an escape plan
 - b. Know your name, address, and phone number
 - c. Know to dial 9-1-1 (or the emergency number in your country)
 - d. All of the above

4. Finish the sentence: Only one ____ per outlet.
 - a. cook
 - b. dial
 - c. lamp
 - d. plug

5. Finish the sentence: Three ____ from the heat!
 - a. centimeters
 - b. feet
 - c. inches
 - d. millimeters



Name: _____

IS IT SAFETY SMART®?

Do you practice being safe at home? What is happening in each picture? Circle "Yes" if the picture is Safety Smart®, and circle "No" if the picture is not Safety Smart®. Then use the lines to write a sentence about what is happening in each picture.



Safety Smart®? YES ☒ NO



Safety Smart®? YES NO



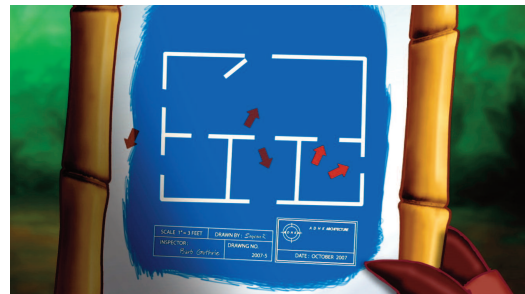
Safety Smart®? YES NO



Safety Smart®? YES NO



Safety Smart®? YES NO



Safety Smart®? YES NO



Name: _____

SAFETY SMART® WORDS AND RULES

Find and circle all of the home safety words. Use the words under the puzzle to complete each rule.

l e m p t f r a y e d
c f r a y e b l a m a
o l o p g e n e r g l
o a c l u t t e r p a
k m r u s g e n a l r
y p u p c f e e y u m
a s c s o o h r u g s
i g n p o b o g d t p
d i a l l t a y i t m
e d m f r a m n a m a
c l e s c a p e t t c

Safety Words

rugs alarms feet frayed clutter plug name cook energy dial escape lamps

Safety Rules

1. Be _____ smart.
2. Install smoke _____.
3. Never _____ without adults.
4. Only one _____ per outlet.
5. Never use _____ cords.
6. Know your _____, address, and phone number.
7. Don't put cords under _____.
8. Make a(n) _____ plan.
9. Clean up _____.
10. _____ 9-1-1 in emergencies.
11. Three _____ from the heat!
12. Don't cover _____ or other appliances with anything.



Name: _____

PLANNING SHEET: HELPING OTHERS STAY SAFE AND SOUND

Being Safety Smart® means helping other people learn how to be safe, too! Answer each question in the boxes provided.

Who will we help be safe?

How will we show them?

What type(s) of events can we have?

What type(s) of materials can we use?



SING-ALONG WITH TIMON AND PUMBAA

SAFETY SMART®! THAT'S ME AND YOU NOW!
SAFETY SMART! SO MUCH TO DO NOW!
WE'LL PUT OUR HEADS TOGETHER
AND HAVE A QUICK REVIEW NOW,
AND THEN WE'LL BE SAFETY SMART.
CORDS UNDERNEATH THE RUG ARE WHAT YOU'VE GOT?
YOU BETTER GET THEM OUT OF THERE BEFORE THEY
GET TOO "HOT"...
AND IF A CORD IS FRAYED ON A LAMP OR CLOCK?
HAVE A GROWN-UP THROW IT OUT 'CAUSE IT CAN
SPARK AND SHOCK!
IF YOU'RE WILD ABOUT SAFETY LIKE TIMON AND ME,
NO MORE THAN TWO PLUGS IS YOUR PHILOSOPHY,
AND A SAFETY SMART FAMILY WOULD UNDERSTAND
AN ESCAPE PLAN IS A THING YOU GOTTA HAVE ON-
HAND.
A HEATER BY THE BEDSIDE? NO, NO, NO!
THINK ABOUT OUR FAVORITE SONG,
RIGHTY OH-OH-OH!
THREE FEET FROM THE HEAT, HEY! THREE FEET FROM
THE HEAT, HO!
HEY, HO, HEY, HO !
HOW ABOUT ANOTHER CHORUS BEFORE WE GO?
SAFETY SMART! THAT'S WHAT WE'LL BE NOW!
SAFETY SMART! YES, YESSIREE NOW!
ANOTHER THING TO THINK ABOUT...
OR TWO OR THREE...

GET A SMOKE ALARM AND KEEP YOUR STAIRWAYS
CLUTTER-FREE!
KNOW YOUR NAME, ADDRESS, AND PHONE!
AND LIKE TIMON AND ME, YOU'RE GONNA GET SAFETY
SMART! OH YEAH!
YOU GOTTA GET SAFETY SMART! REAL SMART!
YOU GOTTA GET SAFETY, GOTTA GET SAFETY, GOTTA GET
SAFETY SMART!
OH YEAH!





with Timon and Pumbaa:
SAFETY SMART
At Home!

Name: _____

COLORING PAGE





Name: _____

TAKE-HOME ACTIVITY

TIMON AND PUMBAA'S SAFETY SMART® CHECKLIST

What have you learned about being Safety Smart® at home?
Place a check next to the Safety Smart® rules that you follow at home.
Complete this checklist to get your Safety Smart® Certificate!

Do I make sure that I...?	YES
Do not use frayed electrical cords?	
Do not plug too many electrical cords into one outlet?	
Cook only with adult supervision?	
Keep electric heaters at least three feet from objects?	
Never cover lamps or other appliances?	
Have an escape plan?	
Know my name, address, and phone number?	
Know how to call 9-1-1 in an emergency?	



Name: _____

SAFETY SMART® PREDICTIONS: AT HOME WITH TIMON AND PUMBAA

Make your Safety Smart® predictions!

Instructions: Write the names of the items that you listed in class today. You may also list extra items. With an adult, try to locate these items in your home. Put a check by those items that are in your home. Then decide if the items' locations and uses are Safety Smart®!

List of Items	Is It In My Home? (✓)	Do I Think Its Location or Use Is Safety Smart®? (✓)



Name: _____

TAKE-HOME ACTIVITY: DESCRIBE A PICTURE

Directions

1. Ask your child to tell you about this picture.
2. Together, write your child's description on the lines below the picture.
3. Read your child's description together.

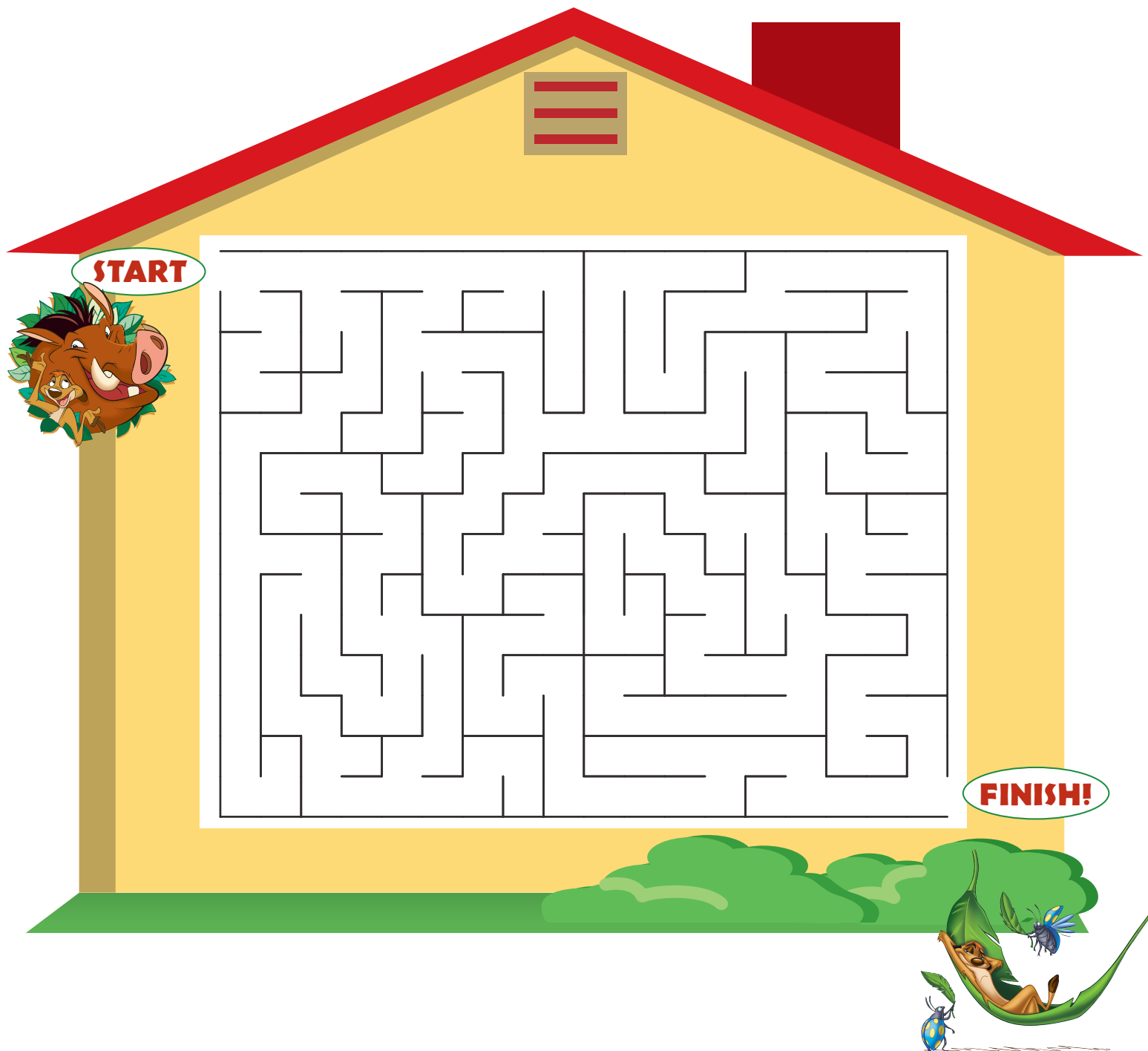




Name: _____

MAZE CRAZE

Help Timon and Pumbaa be safe at home!



Disney's
WILD ABOUT SAFETY

TIMON AND PUMBAA



SAFETY SMART

CERTIFICATE OF COMPLETION

Awarded To:

Safety Smart® At Home!

DATE: _____



TIMON AND PUMBAA'S AT HOME SAFETY TIPS ANSWER KEY

Timon and Pumbaa know what it means to be safe at home. Circle the best answers.

1. The most important thing about a home is that it should be _____.

c. safe

2. What does it mean to be "safe" at home?

d. All of the above

3. What should you do to prepare in case of an emergency?

d. All of the above

4. Finish the sentence: Only one _____ per outlet.

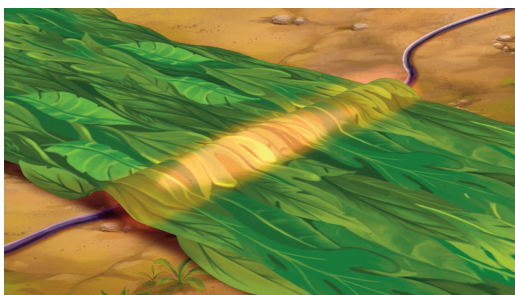
d. plug

5. Finish the sentence: Three _____ from the heat!

b. feet



IS IT SAFETY SMART®? ANSWER KEY



Safety Smart®?

YES

☒ NO

The cord is under the rug.

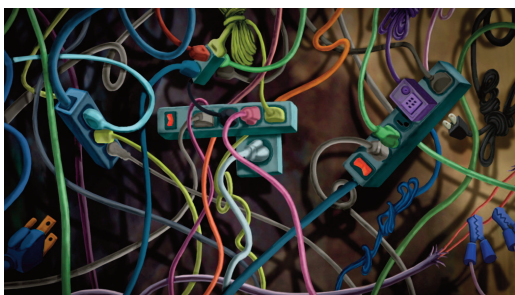


Safety Smart®?

YES

☒ NO

The stairway is cluttered.



Safety Smart®?

YES

☒ NO

There are too many plugs in the outlets.



Safety Smart®?

☒ YES

NO

The heater is three feet away from the bed.

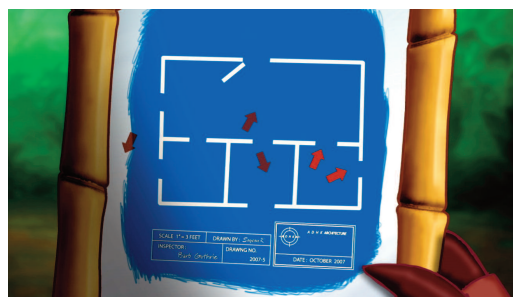


Safety Smart®?

YES

☒ NO

Never put anything on top of a lamp or something hot.



Safety Smart®?

☒ YES

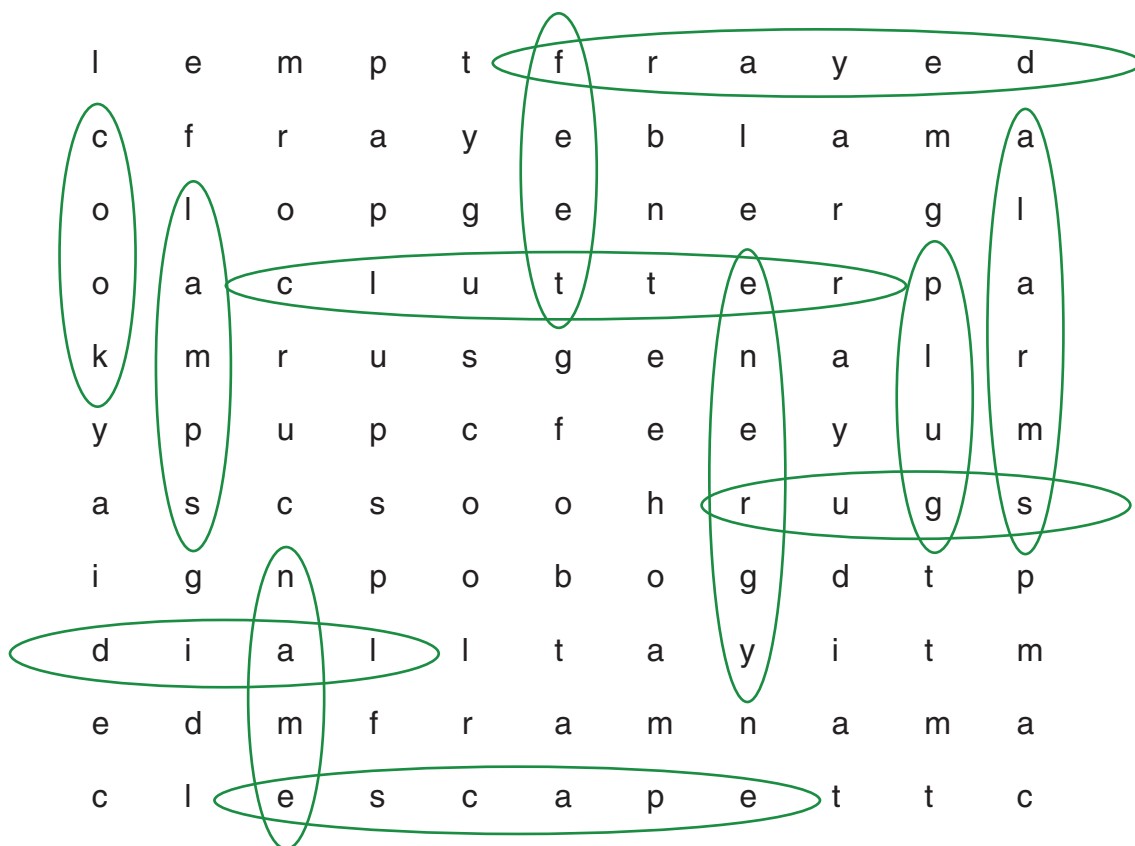
NO

Always have an escape plan.



SAFETY SMART WORDS AND RULES

ANSWER KEY



Safety Words

rugs alarms feet frayed clutter plug name cook energy dial escape lamps

Safety Rules

1. Be energy smart.
2. Install smoke alarms.
3. Never cook without adults.
4. Only one plug per outlet.
5. Never use frayed cords.
6. Know your name, address, and phone number.
7. Don't put cords under rugs.
8. Make a(n) escape plan.
9. Clean up clutter.
10. Dial 9-1-1 in emergencies.
11. Three feet from the heat!
12. Don't cover lamps or other appliances with anything.



MAZE CRAZE ANSWER KEY

