



with Timon and Pumbaa: **SAFETY SMART** Goes Green!

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 that being green means helping the environment, and that there are several things they can do – including knowing the “Three R’s” – to help make sure the land, water, and air around them is clean and safe.

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

OBJECTIVES

Students will be introduced to the following environmental awareness information on the **DVD**:

- Being green means helping the environment—the air, water, and land.
- Everything we throw away has to go somewhere; for example, dumping waste down a storm drain pollutes water because drains lead to rivers, lakes, and oceans.
- Many things can be “recycled,” which means turning them into other useful items.
- Water is a natural resource we can’t live without; we need to conserve water and keep it clean. Ways to reduce our use of water include taking short showers, and turning off the faucet while brushing teeth.
- Fuel is a natural resource we need to conserve; conserving fuel and energy reduces pollution. Ways to conserve fuel include walking, biking, carpooling, and taking public transportation; ways to conserve energy include turning off lights when leaving a room and replacing regular bulbs with compact florescent lights (CFLs).
- If we hurt the environment, we hurt things that depend on the environment.
- We can reuse things instead of throwing them out.
- We can do things every day to show we’re being green, such as using a cloth shopping bag and a refillable water bottle.

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

- Choose the appropriate “R” word that completes a sentence.
- Make a sign that communicates the dangers of throwing trash down a storm drain.
- Make and explain decisions about whether environmental situations are Safety Smart®.
- Draw pictures that illustrate ways to conserve energy.
- Describe what they can do to help others be Safety Smart® about the environment.
- Work as a team to describe ways to reuse items, instead of throwing them out.
- Sort items to indicate whether they can be recycled, donated, or composted.
- Fill out a checklist to indicate ways in which they will be Safety Smart® about the environment.

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



FUN ACTIVITY PAGES

12 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 environmental awareness 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 going green and encourage them to share what they've learned at home! Make copies of the **Take-Home** worksheets and have students do these activities with their families.



ACADEMIC STANDARDS ADDRESSED

DVD or Activity	Subject	Standards Addressed
DVD	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution
1. Karaoke	Music	[McRel] Sings, alone and with others, a varied repertoire of music
2. Timon and Pumbaa's "R" Words	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4) [Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4)
3. Storm Drain Signs	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution [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)
4. Is It Safety Smart®	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution
5. Let's Pumbaa-pool!	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution [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)
6. Helping Others Be Safety Smart®	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4) [Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4) [Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4)
7. Reuse It!	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution [Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4) [Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4)
8. Sort It!	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution
9. Safety Smart® Checklist	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [McRel] Knows sources and causes of pollution [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. Helping the Environment	Health Language Arts	<p>[McRel] Knows essential concepts and practices concerning injury prevention and safety</p> <p>[McRel] Knows sources and causes of pollution</p> <p>[Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4)</p> <p>[Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4)</p> <p>[Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)</p> <p>[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)</p>
11. Starts with "RE"	Health Language Arts	<p>[McRel] Knows essential concepts and practices concerning injury prevention and safety</p> <p>[McRel] Knows sources and causes of pollution</p> <p>[Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4)</p> <p>[Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4)</p>
12. Describe a Picture	Health Language Arts	<p>[McRel] Knows essential concepts and practices concerning injury prevention and safety</p> <p>[McRel] Knows sources and causes of pollution</p> <p>[Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)</p> <p>[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)</p> <p>[Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4)</p>
13. Color It	Health	<p>[McRel] Knows essential concepts and practices concerning injury prevention and safety</p> <p>[McRel] Knows sources and causes of pollution</p>
14. Maze Craze	Health	<p>[McRel] Knows essential concepts and practices concerning injury prevention and safety</p>

STORY SYNOPSIS

Timon and Pumbaa are walking to their favorite vacation spot when Timon throws his empty water bottle on the ground. Pumbaa is shocked, and begins to explain the concept of littering to Timon. The two friends then start to explore the pollution problems in the jungle as Pumbaa reminds Timon about the importance of keeping the land, air, and water around them safe and clean; how to recycle old products in order to make new products; how to reduce their use of natural resources such as water, fuel, and energy; and how to reuse products, including refillable bottles and grocery bags. Pumbaa also shows Timon how hurting one part of the environment can actually cause problems for other parts of the environment. By the end of the journey, Timon is cleaning up trash and practicing the three R's: Reduce, Reuse, & Recycle! Once the jungle is clean again, the two friends conclude with a fun song about helping the environment.

PRE-VIEWING QUESTIONS:

1. What is the environment?
2. What is a natural resource?
3. What is pollution?
4. Why is it important to protect the environment and the Earth's natural resources?

POST-VIEWING QUESTIONS

1. What happened to Timon and Pumbaa's favorite vacation spot?
2. What can Timon and Pumbaa do to protect their favorite vacation spot?
3. What are some ways to reduce waste?
4. What does the word "conserve" mean? Why is it important to conserve water and energy?

SUGGESTED CLASSROOM ACTIVITIES

Character Karaoke! (pg. 11)

Listen to Timon and Pumbaa's Safety Smart® Goes Green 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!

Timon and Pumbaa's "R" Words (pg. 12)

Have students use copies of the worksheet provided to complete each sentence with an "R" word they learned in the program.

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

Storm Drain Signs

Some storm drains are marked with signs like the following:

**Dump No Waste
Drains to River**

Write this sign on the board and explain that signs like this are on some storm drains. Ask students what they think the sign means. Make sure students understand that dumping



trash down a storm drain pollutes the rivers, lakes, streams, and oceans. As Timon and Pumbaa said in the program, “Everything we throw away has to go somewhere.”

Have students make their own signs to post at school, warning about the dangers of storm drain pollution. Ask them to include a short message and a drawing that illustrates what the message means.

Encourage students to come up with clever rhymes for their poster, such as:

- Clean up the muck to save a duck.
- The things you pour will go to the shore.
- Clean up your trash so it doesn’t go splash.
- Trash down a drain makes the turtles complain.

Is It Safety Smart®? (pg. 13)

This is a quick activity to find out how much students remember from the DVD. On this activity sheet, some people are making good choices; others are not. Give out the sheets and ask students to identify who is demonstrating safe behavior and who is not 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 discussion. 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 25

Let’s Pumbaa-pool!

Ask students why it’s important to conserve energy. Have them create a poster showing three ways to conserve energy. For example, students might draw a picture of people carpooling (also known as “Pumbaa-pooling”). Present the posters on a wall in your classroom or hallway.

Helping Others Be Safety Smart® (pg. 14)

Have students use copies of the worksheet provided to describe what they would do to help others be Safety Smart® about the environment.

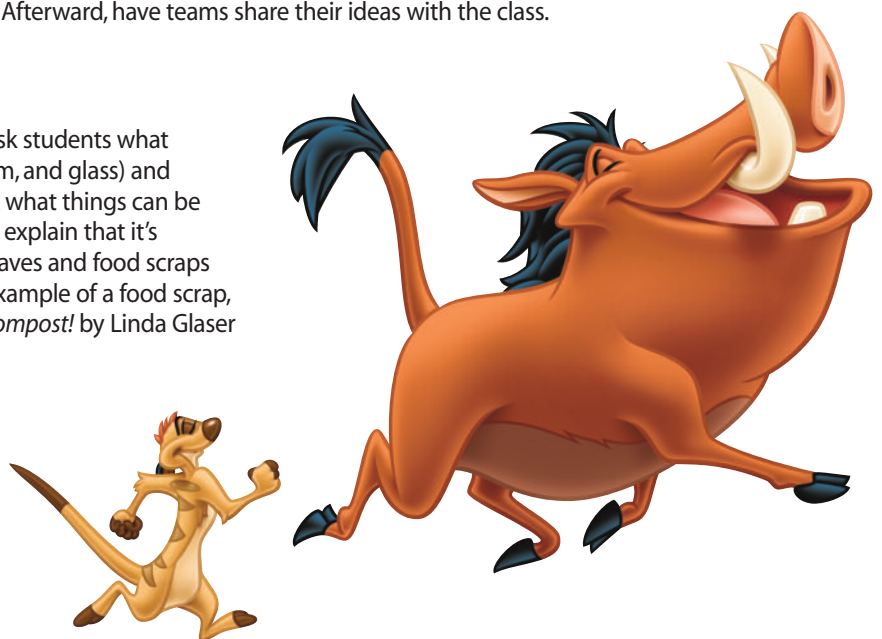
Reuse It! (pg. 15)

Divide students into teams and give each team one copy of the **Reuse It!** worksheet. Have each team work together to brainstorm three ways to reuse each item on the page. Afterward, have teams share their ideas with the class.

Sort It! (pg. 16)

Write “recycle,” “donate,” and “compost” on the board. Ask students what kinds of things can be recycled (paper, plastic, aluminum, and glass) and what can be donated (old clothes, toys, books, etc.). Ask what things can be composted. If students aren’t familiar with composting, explain that it’s nature’s way of recycling—bugs and worms turn old leaves and food scraps into rich soil that helps plants grow. Give students an example of a food scrap, such as the leafy end of a carrot. You might also read *Compost!* by Linda Glaser (see Resources on page 8).

Distribute copies of the Sort It! worksheet and have students cut out the items at the bottom of the page. Ask them to sort the items into the proper bins at the top of the page. (Note: Some items can be placed in more than one category. For example,



you can recycle a magazine and newspaper, as well as donate them to someone.)

The **answers** to this review are located on page **26**.

Timon and Pumbaa's Safety Smart® Take-Home Checklist (pg. 17)

Distribute copies of **Timon and Pumbaa's Safety Smart® Checklist** for students to fill out. Explain that they can turn in their completed checklists to receive the **Safety Smart® Certificate** located on page 18.

Helping the Environment Take-Home Activity (pg. 19)

Make copies of the worksheet and share them with your students. Encourage them to complete the worksheets at home and then bring them back to school to review as a group.

Starts with "RE" Take-Home Activity (pg. 20)

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

Describe a Picture Take-Home Activity (pg. 21)

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

Goes Green Coloring Page (pg. 22)

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® about the environment!

Maze Craze (pg. 23)

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 **27**.

Answer Pages (pgs. 24-27)

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.

DVD

Bill Nye the Science Guy®: Garbage. Prod. KCTS Seattle. DVD. Disney Educational Productions, 2004.

Grades 4 and up. Bill demonstrates the vast amounts of nonbiodegradable waste humans create.

Bill Nye the Science Guy®: Pollution Solutions. Prod. KCTS Seattle. DVD. Disney Educational Productions, 2004.

Grades 4 and up. Bill demonstrates how important it is for all humans to prepare for the future by recycling, researching, and developing innovative solutions to combat pollution.

Bill Nye the Science Guy®: Water Cycle. Prod. KCTS Seattle. DVD. Disney Educational Productions, 2004.

Grades 4 and up. Bill demonstrates the phases of the water cycle, and science kids show us some easy things we can do to keep the water supply clean and healthy.

Recycle Rex. Prod. California Department of Recycling. DVD. Disney Educational Productions, 2006.

Grades K-6. A group of dinosaurs learn about recycling when their sports field is in jeopardy of becoming a garbage dump.

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/kindergarten/kidscompost/compostingforkids.pdf>

A fun composting activity to show students 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 students "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.

(continued)

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 reducing, reusing, and recycling to making greener choices, 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 #2, **Timon and Pumbaa's "R" Words**
- Assign #10, **Helping the Environment**, as homework

If you have two class periods...

- Add #7, **Reuse It!**, and/or #8, **Sort It!**
- Do #14, the **Maze Craze**

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

- Use #1, the **Sing-Along**, and #13, the **Coloring Page**, to bring safety and the arts together





SING-ALONG WITH TIMON AND PUMBAA

REDUCE, HEY, REUSE, HO, RECYCLE, RECYCLE!
MY FRIENDS, IT IS ALL UP TO YOU –
IT'S UP TO YOU!
REFILL, YES, RENEW, NICE, REMEMBER, REMEMBER,
THERE'S SO MUCH THAT PEOPLE CAN DO!
THAT'S SAFETY SMART.
REPLACE, HEY, REFRESH, HO, REPLENISH!
ONE MORE TIME!
BE PART OF THE HAPPENING SCENE.
JUST LISTEN TO THE RHUMBA AND LIKE TIMON AND PUMBAA,
GO GREEN, GO GREEN, GO GREEN.
ALL YOU WILD 'BOUT SAFETY FOLKS, LET'S MAKE LIFE SWEET, YEAH!
LET'S TURN OFF THE LIGHTS AND WHAT A WORLD WE'LL SEE.
'STEAD OF DRIVING, USE YOUR PAWS OR LEGS OR FEET. YEAH!
AND I'M TELLING YOU WE'LL SAVE SOME ENERGY.
REDUCE, HEY, REUSE, OOO, RECYCLE, RECYCLE!
COME JOIN IN THE HULLABALOO. I'M TALKIN' TO YOU!
REFILL, YES, RENEW, WHEE, REMEMBER. I GOT IT!
IT JUST TAKES A MOMENT OR TWO. NOT LONG AT ALL.
REPLACE, HEY, REFRESH, HO, REPLENISH! YOU KNOW IT.
JUST TRY IT AND SEE WHAT WE MEAN. LET'S HAVE SOME FUN!
REDUCE, REFRESH, REFILL, RENEW, REPLACE, RECYCLE, RETURN,
REVIEW!
REUSE, REMIND, HAVE FUN! BE KIND!
GO GREEN (LA LA LA LA LA LA), GREEN (CHA CHA CHA CHA CHA
CHA), GREEN!
NOW THAT'S WHAT I CALL BEING GREEN!





Name: _____

TIMON AND PUMBAA'S "R" WORDS

Timon and Pumbaa learned seven "R" words that can help save the environment. Fill in the blanks using the "R" words in the box. Use each word only once.

responsibility	realize	recycle
resource	reduce	reuse
refillable		



1. Use a _____ water bottle.
2. Donate old items so others can _____ them.
3. Helping the environment is our _____.
4. We need to _____ how to help the environment.
5. You can _____ plastic bottles into useful things.
6. Water is a natural _____ that we have to conserve.
7. We should _____ the amount of trash we throw out.



Name: _____

IS IT SAFETY SMART®?

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: _____

HELPING OTHERS BE SAFETY SMART®

Plan how to help others be Safety Smart® about the environment. Complete each section.

Who will you help?

How will you help them?

Draw a picture to show how you will help others be Safety Smart® about the environment.

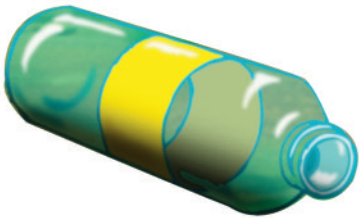


Team Members: _____

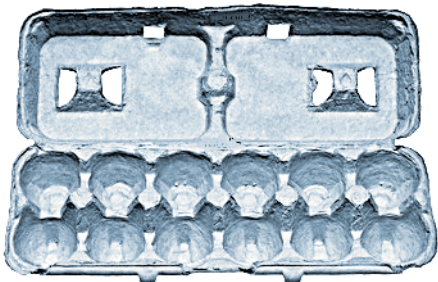
REUSE IT!

For each item below, describe three ways you can reuse it, instead of throwing it out.

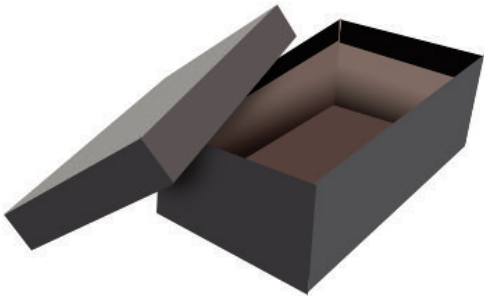
Ways to Reuse It

	1.
	2.
	3.

Ways to Reuse It

	1.
	2.
	3.

Ways to Reuse It

	1.
	2.
	3.



Name: _____

SORT IT!

Cut out the items at the bottom of the page. Then sort them into the correct bins.

RECYCLE	DONATE	COMPOST



with Timon and Pumbaa:
SAFETY SMART®
Goes Green!

Name: _____

TAKE-HOME ACTIVITY

TIMON AND PUMBAA'S SAFETY SMART® CHECKLIST

What have you learned about being Safety Smart®? Check the rules that you will follow at home. Complete this checklist to get your certificate!

Do I make sure that I...?	YES
Recycle plastic water bottles?	
Keep trash out of storm drains?	
Use only the water that I need?	
Take short showers?	
Turn off the faucet while brushing my teeth?	
Use CFLs instead of regular light bulbs?	
Save fuel by walking, riding a bike, or carpooling?	
Reuse things instead of throwing them out?	
Donate old clothes and toys?	
Reduce waste by using a refillable water bottle?	
Reduce waste by using a reusable shopping bag?	

Disney's
WILD ABOUT SAFETY®

TIMON AND PUMBAA



SAFETY SMART®

CERTIFICATE OF COMPLETION

Awarded To:

Safety Smart® Goes Green!

DATE: _____



Name: _____

TAKE-HOME ACTIVITY:

HELPING THE ENVIRONMENT

Dear Family: Your child is learning that what we say can be written down. Read the directions on this page to your child and then do the activity together.

Directions

1. Draw a picture to show something you learned about helping the environment.
2. Describe what you learned and write it down together.
3. Read your words together.

What I Learned: _____



Name: _____

TAKE-HOME ACTIVITY: STARTS WITH "RE"

Dear Family: Your child is learning that what we say can be written down. Read the directions on this page to your child and then do the activity together.

Directions

1. Read the words listed below.
2. Ask what is similar about all of the words (they all start with "RE").
3. Ask your child to use each word in a sentence. Together, write the sentences in the space provided.
4. Read the sentences together.

RESOURCE	
RECYCLE	
REUSE	
REDUCE	
RESPONSIBILITY	
REFILLABLE	



with Timon and Pumbaa:
SAFETY SMART
Goes Green!

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 under the picture.
3. Read your child's words together.

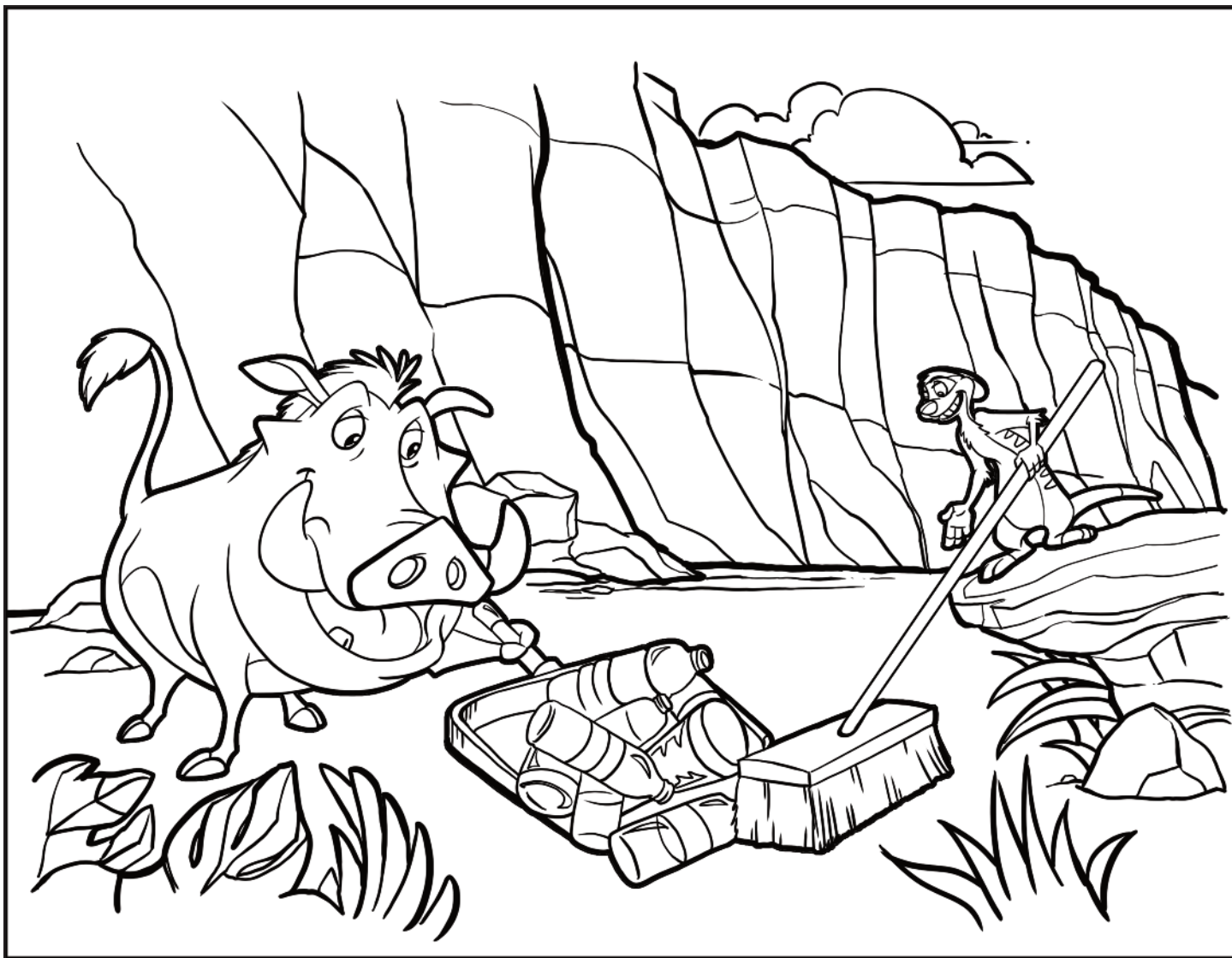




with Timon and Pumbaa:
SAFETY SMART
Goes Green!

Name: _____

COLORING PAGE





with Timon and Pumbaa:
SAFETY SMART
Goes Green!

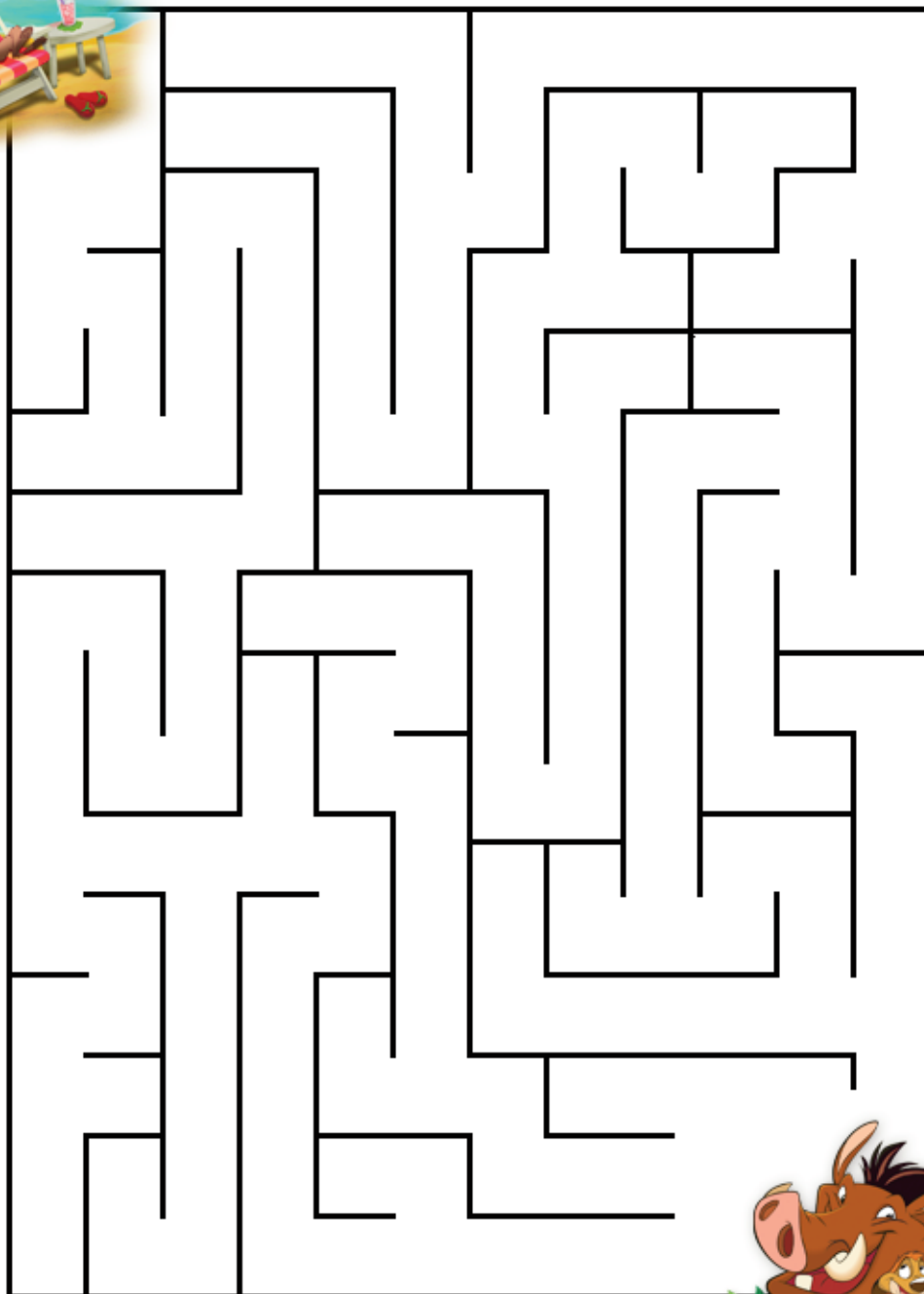
Name: _____

MAZE CRAZE

Help Timon and Pumbaa get to their favorite vacation spot!



FINISH!



START



TIMON AND PUMBAA'S "R" WORDS ANSWER KEY

responsibility	realize	recycle
resource	reduce	reuse
refillable		

1. Use a _____ refillable _____ water bottle.
2. Donate old items so others can _____ reuse _____ them.
3. Helping the environment is our _____ responsibility _____.
4. We need to _____ realize _____ how to help the environment.
5. You can _____ recycle _____ plastic bottles into useful things.
6. Water is a natural _____ resource _____ that we have to conserve.
7. We should _____ reduce _____ the amount of trash we throw out.



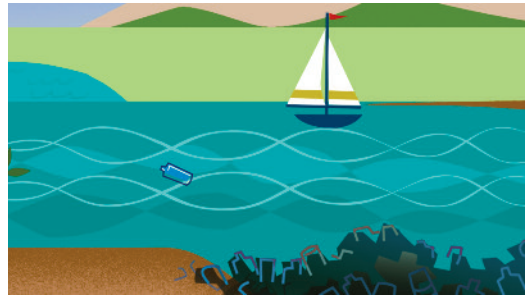
IS IT SAFETY SMART®?

ANSWER KEY



Safety Smart®? YES ☒ NO

The plastic bottle should be in the trash.



Safety Smart®? YES ☒ NO

The bottle and trash should not be in the water.



Safety Smart®? ☒ YES ☐ NO

The girl is riding a bicycle instead of riding in a car.



Safety Smart®? ☒ YES ☐ NO

The bottle is refillable.



Safety Smart®? ☒ YES ☐ NO

Timon is cleaning up the trash.



Safety Smart®? ☒ YES ☐ NO

Timon is recycling the bottles.

SORT IT! ANSWER KEY

RECYCLE	DONATE	COMPOST
    	   	     

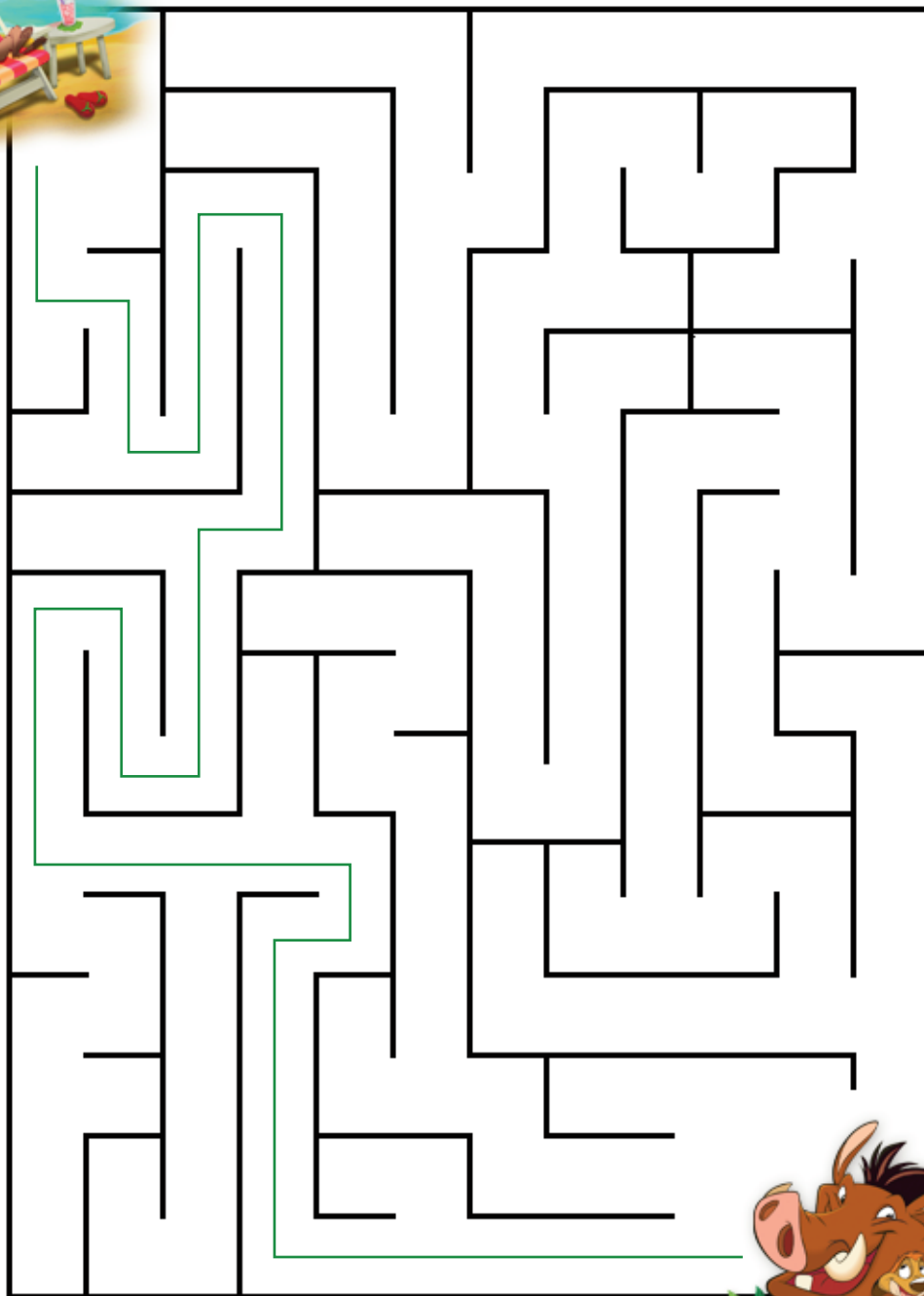


with Timon and Pumbaa:
SAFETY SMART
Goes Green!

MAZE CRAZE ANSWER KEY



FINISH!



START