



with Timon and Pumbaa: **SAFETY SMART**[®] Healthy & Fit!

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 about the importance of preventing the spread of germs and staying healthy by washing hands, eating a variety of nutritious foods, being physically active, getting enough sleep, and brushing and flossing.

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 health and fitness information on the DVD:

- Germs are tiny organisms that are so small you need a microscope to see them; some can make you sick.
- The air gets filled with your germs if you don't cover your mouth and nose when you cough or sneeze.
- To stop germs from spreading, cover your mouth and nose when you cough or sneeze.
- Germs can stick to hands and spread to things you touch, which is why you should cough and sneeze into your shoulder, elbow, or a tissue, rather than your hands.
- Washing hands is the best protection against getting sick and spreading germs.
- Wash hands after arriving home, using the bathroom, playing with animals, and being around someone sick; wash hands before eating or touching food.
- Wash hands with soap and warm water for 20 seconds.
- Eating a variety of healthy foods gives you nutrients you need and helps your body fight harmful germs.
- Fruits, vegetables, and whole grains offer important nutrients.
- Staying fit involves doing one hour of physical activity every day.
- Getting enough sleep helps your body stay strong and fight germs.
- Flossing and brushing teeth after every meal helps remove germs and prevent cavities.
- To keep teeth healthy, brush teeth as soon as possible after eating sugary foods.

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

- Review hand washing guidelines and estimate the passage of 20 seconds while washing hands.
- Analyze whether they eat a variety of foods.
- Draw and describe a picture that illustrates a physical activity they'd like to do to stay healthy and fit.
- Complete sentences with health and fitness words from the program.
- Create and act out a skit about health and fitness.
- Play a board game that incorporates messages about health and fitness.
- Make and explain decisions about whether situations are Safety Smart® for health and fitness.
- Fill out a checklist to indicate ways in which they will be healthy and fit.
- Use health and fitness words in written sentences.
- Do an experiment to see that germs can be present even when hands look clean.

***ONLY HAVE ONE CLASS PERIOD AVAILABLE? OR LOOKING TO INTEGRATE THE HEALTH AND FITNESS MESSAGES INTO OTHER SUBJECT AREAS? TURN TO PAGE 15 OF THIS GUIDE FOR A SUGGESTED QUICK-START GUIDE.**



FUN ACTIVITY PAGES

14 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 health and fitness traits 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 health and fitness 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	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health
1. 20 Seconds	Health Math	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [Common Core] Math: Counting and Cardinality 1-7. Know number names and the count sequence, and compare numbers (Grades K-4) [Common Core] Math: Measurement and Data 4. Organize, represent, and interpret data (Grades 1-4)
2. A Variety of Foods	Health	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health
3. An Hour a Day	Health Language Arts	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [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)
4. Timon and Pumbaa's Health & Fitness Tips	Health Language Arts	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [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)
5. Act 1, Scene 1	Health Theatre	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [McRel] Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning (Grades K-4)
6. Timon and Pumbaa's Health and Fitness Board Game	Health Language Arts Math	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [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) [Common Core] Math: Counting and Cardinality 1-7. Know number names and the count sequence, and compare numbers (Grades K-4)
7. Is It Safety Smart®?	Health	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health
8. Safety Smart® Checklist	Health Language Arts	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)
9. A Gummy Experiment	Health Language Arts	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [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] Speaking and Listening: Comprehension and Collaboration 1. Participate in collaborative conversations (Grades K-4)

(continued)

ACADEMIC STANDARDS ADDRESSED *(continued)*

DVD or Activity	Subject	Standards Addressed
10. Safety Smart® About Health and Fitness	Health Language Arts	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [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)
11. Health and Fitness Sentences	Health Language Arts	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [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)
12. Describe a Picture	Health Language Arts	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [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)
13. Karaoke	Music	[McRel] Sings, alone and with others, a varied repertoire of music
14. Health and Fitness Words	Health Language Arts	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health [Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4)
15. Coloring Page	Health	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health
16. Maze Craze	Health	[McRel] Knows how the physical environment can impact personal health [McRel] Knows how to maintain and promote personal health

TEACHER RESOURCES

The next three pages contain further information regarding the U.S. Food Pyramid and the epidemics of malnutrition and obesity. While the activities in this educator's guide are correlated to United States Curriculum Standards, it is important for students to understand the global concerns of being healthy and fit.

The Food Guide Pyramid

In 1980, the U.S. Department of Agriculture (USDA) and the Department of Health and Human Services (HHS) jointly published the first issue of the Dietary Guidelines for Americans, a brochure intended to help Americans choose what to eat in order to stay healthy. It conveyed the importance of eating a variety of foods, maintaining an ideal weight, eating foods with adequate starch and fiber, drinking alcohol in moderation, and avoiding too much fat, saturated fat, cholesterol, sodium, and sugar. Every five years since 1980, revised editions of the guidelines have been published.

The first version of the Food Guide Pyramid was introduced in the 1995 edition of the guidelines. This first food pyramid was arranged to show that:

- Fats, oils, and sweets should be eaten sparingly (located at the top—the smallest area of the pyramid).
- Dairy and meat should be eaten moderately (located the next level down).
- Fruits, vegetables, and grains should be emphasized (located at the bottom—the largest area of the pyramid).

Since 1995, the Food Guide Pyramid has been revised to reflect new scientific findings about healthful eating and preventing chronic disease, to give more detailed advice for healthful eating, and to emphasize the importance of physical activity. For example, the 2005 dietary guidelines introduced MyPyramid, which has the following updated features:

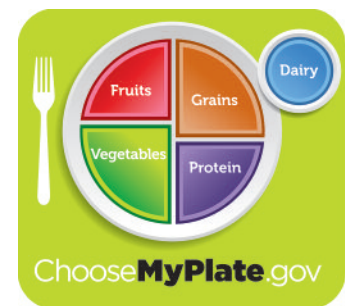
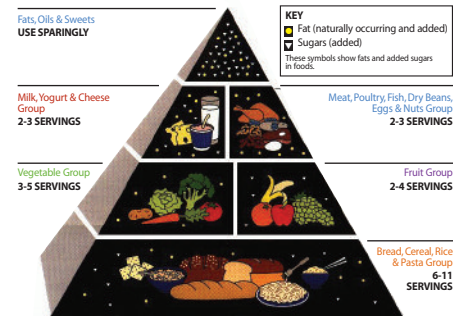
- Food groups are arranged in colored bands shown side by side. The different colors symbolize the importance of eating a variety of foods. The width of the bands symbolizes proportionality—suggesting that we should eat more of some foods and less of others.
- A person is shown climbing steps, which represents the importance of regular physical activity.
- Whole grains are distinguished from refined grains; we learn that it's important to make "half your grains whole."

The 2010 guidelines address the needs of an American public that has a majority of overweight or obese individuals who lack several essential nutrients and get too many calories from foods high in added sugars and solid fats (like butter). Thus, the focus is on a nutrient-dense total diet. The 2010 guidelines emphasize:

- Knowing calorie needs; reducing calorie intake and increasing physical activity.
- Eating smaller portions.
- Shifting to a plant-based diet of vegetables, beans, peas, fruits, whole grains, nuts, and seeds.
- Increased consumption of seafood and fat-free and low-fat dairy products.
- Moderate consumption of lean meats, poultry, and eggs.
- Getting fewer calories from foods with added sugars, solid fats, refined grains, and sodium.

New Food Plate Symbol

The new MyPlate icon released on June 2, 2011, and which replaces the MyPyramid icon, depicts proportional wedges of grains, fruits, vegetables, and protein on a plate to illustrate in a simple way how to eat a healthy diet every day, at every meal. It is meant to serve as a daily reminder about what foods should comprise each meal, and to translate the 2010 dietary guidelines into easy-to-understand recommendations for healthier food choices.



Malnutrition: A Global Problem

Malnutrition results when a person's body doesn't get enough nutrients. Over time, a malnourished body will lack the nutrients that are necessary for healthy development.

Malnutrition is a global problem: according to the World Food Programme, which is the largest humanitarian agency fighting hunger, **one out of every seven people** in the world are undernourished. Hunger and malnutrition are the greatest global health risk, "greater than AIDS, malaria, and tuberculosis combined" (World Food Programme, 2010).

The World Food Programme website has a variety of classroom resources, such as lesson plans, interactive educational games, guidelines for getting your school involved in the fight against hunger, and a Hunger Map that shows percentages of undernourished people in countries around the world. The map is available in English, Spanish, French, and Italian. The student and teacher overview page is located at: <http://www.wfp.org/students-and-teachers>.

Overweight and Obesity: A Rising Epidemic

At the same time that hunger and malnutrition are global health risks, the World Health Organization (WHO) indicates that overweight and obesity have reached epidemic proportions. And it's not just a problem in high-income countries—overweight and obesity are rising in low- and middle-income countries as well. According to the WHO, about 1.6 billion adults and 20 million children under 5 were overweight globally in 2005; at least 400 million adults were obese. The numbers are projected to be much greater by 2015.

The Centers for Disease Control and Prevention (CDC) defines overweight and obesity as weight that is above what is considered healthy for a given height. For adults, a typical measure for this is body mass index (BMI), which is weight divided by the square of a person's height. For example, a 5 foot 5 inch tall adult weighing 125 pounds has a BMI of 20.8, which is within the healthy range. A BMI of 25 or more is considered overweight. Obesity is a BMI of 30 or more. For children, BMI ranges take into account normal variations in body fat between boys and girls and at different ages. Overweight is at or above the 85th percentile and lower than the 95th percentile. Obesity is at or above the 95th percentile. Here's a BMI calculator for children: <http://apps.nccd.cdc.gov/dnpabmi/Calculator.aspx>.

WHO suggests that overweight and obesity are rising globally because people are eating more high-fat, high-sugar foods and getting less physical activity. And as BMI increases so does one's risk of health problems like diabetes, asthma, and heart disease.

Below are resources for learning about and preventing overweight and obesity:

- Obesity Prevalence Maps: <http://www.cdc.gov/obesity/data/prevalence-maps.html>
- Interactive Map of Global Obesity: <http://apps.who.int/bmi/index.jsp>
- Choose My Plate: <http://www.choosemyplate.gov/>
- Physical Activity Guide: <http://www.cdc.gov/physicalactivity/index.html>

World Food Programme and the World Health Organization are both affiliated with the United Nations

Getting Students Up and Moving

The new Choose My Plate isn't just about healthy eating—it also emphasizes being physically active every day. To increase students' physical activity, you can incorporate movement into your curriculum. Below are examples of ways that students can be physically active while they work on lessons in a variety of subject areas.

Subject Area	To get students up and moving...
Language Arts	<ul style="list-style-type: none">• Have students act out scenes in a book or play.• Have students create movements that reflect the meaning of vocabulary words they are learning.
Mathematics	<ul style="list-style-type: none">• While students study concepts of time, have them use a stopwatch to measure the time it takes to do various physical activities. <p>For example, divide students into pairs: one student skips, hops, and runs a certain distance. Using a stopwatch, the other student measures and records the resulting times for each type of movement. Then they switch roles. Before they begin, have them make predictions: Which activity will take the least time? The most time? Older students might also create bar graphs showing the time it takes to do each type of movement.</p>
Social Studies	<ul style="list-style-type: none">• Have students act out historical events.• Have students try out physical activities associated with various cultures around the world. For example, they might try out the steps to traditional Mexican folk dances.
Science	<ul style="list-style-type: none">• While students study the characteristics of organisms, have them take turns acting out the movements of a particular organism. The rest of the class can guess what organism it is, as well as identify the body structures and functions of each organism.• While students study weather patterns, have them use their bodies to represent different weather conditions.

STORY SYNOPSIS

Timon and Pumbaa have been training for the Jungle Games, but Timon might not be able to compete, because he is getting sick. Pumbaa is worried that Timon has not been taking very good care of himself. And that means Timon is not being Safety Smart® about his health! Timon has a hard time understanding how taking care of his health can keep him safe, but as soon as Timon starts sneezing all over Pumbaa, Pumbaa realizes it is time to show Timon how to stay healthy and fit. Pumbaa starts by explaining how easy it is to spread germs, and then he reminds Timon about the importance of hand washing. Pumbaa also talks to Timon about why it is important to eat a variety of healthy foods, to do at least one hour of physical activity a day, to get enough sleep every night, and to make sure to brush and floss his teeth so Timon can keep his body healthy. Timon finally starts to understand the concept of healthy living, so the two friends conclude with a fun song about how to maintain healthy bodies and good habits.



PRE-VIEWING QUESTIONS:

1. What are germs?
2. What are some foods that are good for your body?
3. What kinds of physical activities do you like to do?
4. How do you think sleep helps your body?
5. Why is it important to brush and floss your teeth?

POST-VIEWING QUESTIONS

1. What are three ways to stay healthy and fit?
2. Why is it important to wash your hands after using the bathroom and before eating?
3. To get rid of germs, how long should you wash your hands with soap and warm water?
4. What should you do after you eat sugary foods?
5. How can you prevent germs from spreading?

SUGGESTED CLASSROOM ACTIVITIES

20 Seconds

Arrange 20 objects in a line. Ask students to count them. How many? (20) Have students arrange 20 other objects in a line. Write the number 20 on the board. Talk about the number 20. You might ask:

- The number 20 is a bundle of how many ones? (20)
- The number 20 is equal to how many tens? (2)
- What is 20 plus 10? (30)
- What is 20 minus 10? (10)
- What does the number 20 have to do with washing hands? (20 seconds is how long you should wash your hands in order to remove germs.)

Explain that washing hands is the best protection against getting sick and spreading germs. Make sure students know the following information:

- When to wash hands:
 - BEFORE setting the table, touching/eating food, treating a cut, tending to a sick person.
 - AFTER using the bathroom, blowing/wiping nose, covering mouth after a cough, preparing food, handling dirty dishes, touching countertops where food is prepared, touching cuts, playing outside, playing with animals, being near a sick person.
- How to wash hands:
 - Use warm water and soap.
 - Rub hands together to build up bubbles that wash away dirt and germs.
 - Wash for 20 seconds—front, back, between fingers, around wrists, and under nails.
 - Rinse well in warm water; dry hands completely.



Distribute the **Hand Washing Data Sheet**. Divide students into pairs and give each pair a stopwatch. Have students take turns estimating 20 seconds while washing their hands. They can record their time on the data sheet, then repeat and record their second time. Have students record their own times as well as the times of their classmates. Ask students questions about their data:

- Who came closest to 20 seconds?
- How many students did better the second time they tried?
- Did most students do better the second time?

Repeat this activity and have students sing a short song while they wash their hands, such as the Alphabet Song, the Happy Birthday song, or the song Timon and Pumbaa sing on the DVD (see lyrics below). How many times do they need to sing the song until they reach 20 seconds? The Centers for Disease Control and Prevention (CDC) suggests that 20 seconds is about how long it takes to sing the Happy Birthday song twice.



***Germ free, clean as can be.
Twenty seconds in the water that's how you'll be!
Germ free, definitely!
Twenty seconds in the water that's how you'll be!
Germ free, philosophy!
Twenty seconds in the water that's how you'll be!***



A Variety of Foods (pg. 17)

Ask if students know the different food groups. Work with them to make a chart on the board similar to the one below. Ask for examples of each group. Explain that we should eat and drink more of certain things (whole grains, vegetables, fruit, foods low in fat and sugar) and less of other things (refined grains, foods high in fat and sugar).

Category	Examples	Notes
Grains	bread, rice, oats	Choose whole grains (whole wheat bread, brown rice, oats); avoid refined grains (white bread, white rice).
Vegetables	broccoli, green beans, lettuce, carrots	Eat a variety of vegetables.
Fruits	apples, cantaloupe, strawberries, blueberries	Limit juice; make sure juice is free of added sugar.
Dairy	milk, cheese, yogurt	Choose low fat or fat-free items.
Protein	chicken, salmon, eggs, kidney beans, peanut butter, almonds, walnuts	Choose low fat items and items that are baked, broiled, or grilled (not fried).
Fats and Sugars	Fats: oils, butter Sugars: soda, candy, cookies	Limit sugary foods and butter; choose healthy oils like canola and olive oil.

Distribute copies of the worksheet provided and have students record what they eat and drink in one day. Have them place a check in the category each item fits into. Ask questions about their list:

- Did you eat a variety of foods? How do you know?
- Did you limit how much sugar and fat you ate?
- What did you eat most of? Least of?
- What do you think you should have more of? Less of?

An Hour a Day (pg. 18)

Explain that one way to be healthy and fit is to get one hour of physical activity each day. Have students use the worksheet provided to draw and describe a picture that shows how they will be physically active for an hour each day.

Timon and Pumbaa's Health and Fitness Tips (pg. 19)

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

The **answers** to this review are located on page **31**.

Act 1, Scene 1

Have students work in teams to act out something they learned from the program. For example, they might show the proper way to sneeze or cough.

Timon and Pumbaa's Health and Fitness Board Game (pg. 20)

Make copies of the game board and laminate them, if desired. Have students play the game in pairs. Each pair will need a copy of the game board, two game pieces (such as math manipulatives), and a number cube. Directions for playing are on the game board.

Is It Safety Smart®? (pg. 21)

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 32.

Timon and Pumbaa's Safety Smart® Take-Home Checklist (pg. 22)

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 23.

A Germy Experiment

Have students do an experiment to see that germs can be present even when hands look clean.

Materials Needed:

- Sandwich bread slices* (two for each student)
- Zipper sandwich bags (two for each student)
- Spray bottle of water

*Wheat bread may work better than white bread because wheat bread has fewer preservatives.

Distribute two sandwich bags to each student. Have students write their name on each bag and label one bag "dirty hands" and the other bag "clean hands."

Have students rub their hands on surfaces, such as the floor, play equipment, and door handles. Ask, "Do your hands look like there are germs on them?" Explain that students are going to do an experiment to see if germs can be present even when hands look clean.

1. Distribute one slice of bread to each student. Have students rub their hands on both sides of it. Spritz it with water and place it in a bag labeled "dirty hands."
2. Have students wash their hands with soap and water for 20 seconds. Distribute another slice of bread to each student and have them rub their hands on both sides of it. Spritz it and place it in the bag labeled "clean hands."
3. Leave the bags in a safe dark place for one week, then have students examine the slices. What do students observe? (The "dirty hands" bread is likely to have more mold growing on it than the "clean hands" bread.)
4. Finally, have students reflect on what they learned from the experiment. For example, you might ask:
 - Can germs be present on hands even when hands look clean? (Students should now know the answer is yes. You might remind students what Pumbaa explained in the program—that germs are so small you need a microscope to see them.)
 - Why do you think I sprayed water on the bread slices? (Because just like humans need certain things to survive, germs need certain things to survive. One thing germs need is water. Germs also need warmth, darkness, and food.)

Safety Smart® About Health and Fitness Take-Home Activity (pg. 24)

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.

Health and Fitness Sentences Take-Home Activity (pg. 25)

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. 26)

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

Character Karaoke! (pg. 27)

Listen to Timon and Pumbaa's Safety Smart® Healthy and Fit 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!

Health and Fitness Word Search (pg. 28)

Make copies of the worksheet and share them with your students. Have the students find and circle all of the safety words and then write sentences for each of those words.

The **answers** to this review are located on page **33**.

Healthy and Fit Coloring Page (pg. 29)

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 health and fitness!

Maze Craze (pg. 30)

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 **34**.

Answer Pages (pgs. 31-34)



RESOURCES

Books

Gibbon, G. *The Vegetables We Eat*. Holiday House, 2008.

Grades K-3. Gibbons uses simple text and bright artwork to introduce eight groups of vegetables.

Miller, E. *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* Holiday House, 2008.

Grades 2-5. Introduces the basic food groups and the importance of exercise and sleep.

Rockwell, L. *Good Enough to Eat: A Kid's Guide to Food and Nutrition*. Collins, 2009.

Grades K-3. A picture book about healthy eating. Introduces the six categories of nutrients, and describes the Food Guide Pyramid.

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.

KidsHealth.org

<http://kidshealth.org/>

Provides information about children's health, behavior, and development. Includes a section for kids.

Choose My Plate

<http://www.choosemyplate.gov/>

Provides tips and suggestions for a healthy diet.

PBS Kids: Health Games

<http://pbskids.org/games/health.html>

A variety of games associated with children's educational shows about health.

The President's Challenge

<http://www.presidentschallenge.org/index.aspx>

Offers programs for schools as well as online tools for fitness testing.

UL Safety Smart® Track and Yield

<http://www.ulsafetysmart.com/game/show/trackandyield/kids>

UL created this game to help kids learn and practice healthy behaviors.

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 hand washing to making healthy food 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, **A Variety of Foods**
- Assign #10, the **Safety Smart® About Health and Fitness**, as homework

If you have two class periods...

- Add #3, **An Hour a Day**, and/or #4, **Timon and Pumbaa's Health and Fitness Tips**
- Do #16, the **Maze Craze**

If you would like to integrate the healthy and fit messages into other subject areas...

- Do #14, **Health and Fitness Words**, and connect the words in language classes
- Do #1, the **Hand Washing Data Sheet**, as part of mathematics instruction
- Use #13, **Karaoke**, and #15, the **Healthy and Fit Coloring Page**, to bring safety and the arts together





with Timon and Pumbaa:
SAFETY SMART
Healthy & Fit!

Name: _____

HAND WASHING DATA SHEET

Timon and Pumbaa learned that to get rid of germs, they need to wash their hands with soap and warm water for 20 seconds. Wash your hands for what you estimate is 20 seconds. Have someone keep track of the actual time you take. Record your time in the chart. Try it again. Record the times for you and your classmates. For each time, decide if it's less than (<), greater than (>), or equal to (=) 20.

Name	Time 1 (in seconds)	less than (<) greater than (>) equal to (=)	Time 2 (in seconds)	less than (<) greater than (>) equal to (=)
		<input type="text"/> 20		<input type="text"/> 20
		<input type="text"/> 20		<input type="text"/> 20
		<input type="text"/> 20		<input type="text"/> 20
		<input type="text"/> 20		<input type="text"/> 20
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		<input type="text"/> 20		<input type="text"/> 20



with Timon and Pumbaa:
SAFETY SMART
 Healthy & Fit!

Name: _____

A VARIETY OF FOODS

Timon and Pumbaa learned that one way to stay healthy and fit is to eat a variety of foods. Do you eat a variety? List what you eat and drink in one day, including fats (like oil and butter) and sugar (like sugary drinks). Then place a check in the category each item fits into.

	What did you eat and drink? Check food and drink labels to see if there's added fat (oil or butter) and sugar.	Grain	Vegetable	Fruit	Dairy	Meat, Beans, Nuts	Fats, Sugars
Breakfast							
Lunch							
Dinner							
Snacks							



Name: _____

AN HOUR A DAY

To be healthy and fit, you should do an hour of physical activity each day. In the box below, draw a picture to show how you'll be physically active for an hour today. Write or dictate a sentence that describes your picture.

About my picture: _____

Teacher Note:

Introduce this activity by talking about the concept of one hour. Display an analog clock with the time set on the hour. Ask students:

- What time is shown?

Show the passing of an hour and ask:

- What time is shown now?

Ask:

- How many minutes are in a half hour? (30) One hour? (60)
- How many half hours make one hour? (2)

- How might you show this relationship using numbers or pictures? (Students might write: $30 + 30 = 60$. Or they might draw two halves of a clock on one side of an equal sign and a whole clock on the other side. Many answers are possible.)

Set an analog clock to various times (on the hour and half hour only) and ask:

- What time is shown?
- What time will it be in one hour?
- What time was it an hour ago?

Repeat using a digital clock.



with Timon and Pumbaa:
SAFETY SMART
Healthy & Fit!

Name: _____

TIMON AND PUMBAA'S HEALTH AND FITNESS TIPS

Timon and Pumbaa learned a lot about how to be healthy and fit. Fill in the blanks using the words in the box. Use each word only once.

foods

teeth

soap

hour

sleep

cover

1. _____ your mouth and nose when you sneeze.

2. Wash hands with warm water and _____.

3. Eat a variety of _____.

4. Do one _____ of physical activity each day.

5. Get enough _____.

6. Brush and floss your _____.





with Timon and Pumbaa:
SAFETY SMART
Healthy & Fit!

Name: _____

TIMON AND PUMBAA'S HEALTH AND FITNESS BOARD GAME

How to Play

1. Place your game pieces on the word START.
2. Take turns rolling the number cube. Move your game piece the number of spaces shown on the cube.
3. If you land on a space with a safety message, do what the message says.
4. The game is over when both players get to the FINISH line.

						START	
You didn't brush your teeth. Go back 6 spaces.		You ate a variety of foods! Go ahead 3 spaces.		You washed your hands after using the bathroom! Go ahead 3 spaces.			
		You didn't get enough sleep. Go back 6 spaces.			You brushed your teeth! Go ahead 3 spaces.		
You washed hands before eating! Go ahead 3 spaces.						You didn't floss. Go back 7 spaces.	You rode a bicycle! Go ahead 3 spaces.
		You didn't wash your hands after playing with a dog. Go back 6 spaces.					You didn't wash your hands for 20 seconds. Go back 2 spaces.
		You didn't exercise for an hour today. Go back 4 spaces.		You ate a healthy breakfast. Go ahead 2 spaces.		You covered your nose and mouth when you sneezed. Go ahead 2 spaces.	
FINISH!							



Name: _____

IS IT SAFETY SMART®?

Can you spot ways to stay healthy? 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



with Timon and Pumbaa:
SAFETY SMART®
Healthy & Fit!

Name: _____

TAKE-HOME ACTIVITY

TIMON AND PUMBAA'S SAFETY SMART® CHECKLIST

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

Do I make sure that I...?	YES
Cover my mouth and nose when I sneeze?	
Wash my hands after sneezing?	
Wash my hands after using the bathroom?	
Wash my hands before preparing food and eating?	
Wash my hands with warm water and soap?	
Wash my hands for 20 seconds?	
Eat a variety of foods?	
Eat fruits, vegetables, and whole grains?	
Get one hour of physical activity each day?	
Get enough sleep?	
Brush and floss my teeth?	

Disney's
WILD ABOUT SAFETY®

TIMON AND PUMBAA



SAFETY SMART®

CERTIFICATE OF COMPLETION

Awarded To:

Safety Smart® Healthy & Fit!

DATE: _____



Student's Name: _____

TAKE-HOME ACTIVITY:

SAFETY SMART® ABOUT HEALTH AND FITNESS

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

Directions

1. Describe something you learned about being healthy and fit.
2. Read your words together.
3. In the box, draw a picture to show what you learned.

What I Learned: _____



Student's Name: _____

TAKE-HOME ACTIVITY:

HEALTH AND FITNESS SENTENCES

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 and phrases listed below.
2. Ask your child to use each word or phrase in a sentence about health and fitness. Together, write the sentences in the space provided.
3. Read the sentences together.

GERMS	
HAND WASHING	
FOOD	
PHYSICAL ACTIVITY	
SLEEP	
TEETH	



with Timon and Pumbaa:
SAFETY SMART
Healthy & Fit!

Student's 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.





SING-ALONG WITH TIMON AND PUMBAA

SO MANY WAYS TO BE HEALTHY AND
FIT. IT MAKES LIFE EXTRA SWEET!
SO MANY WAYS TO BE HEALTHY AND FIT!
IT GIVES ME HAPPY FEET!

FEEL SOME SNEEZES START TO BREW?
WHAT'S THE SMARTEST THING TO DO?
COVER YOUR MOUTH AND NOSES TOO,
AND YOU'LL BE HEALTHY AND FIT!

FEEL A LITTLE OUT OF WHACK? GET
YOUR VIM AND VIGOR BACK. TRADE IN
JUNK FOR A HEALTHY SNACK, AND
YOU'LL BE HEALTHY AND FIT!

WANNA KEEP GERMS FROM SPREADING?
TIMON! THAT WOULD BE GREAT!
THEN PUMBAA, DON'T YOU BE
FORGETTING...

YOU GOTTA WASH YOUR HANDS FOR 20
SECONDS STRAIGHT.

HEALTHY AND FIT...HEALTHY AND FIT...
HEALTHY AND FIT AND HEALTHY AND FIT
AND HEALTHY AND HEALTHY AND FIT!

ONE MORE TIME NOW IF YOU PLEASE,
BRUSH YOUR TEETH AND GET YOUR
"Z'S." FLOSS AND NAP OR TRY A
SOMERSAULT SPLIT!

MANY THINGS THAT YOU CAN DO. EAT YOUR
FRUIT AND VEGGIES TOO, AND YOU'LL BE
HEALTHY, I'M TALKING HEALTHY AND FIT!
NOW THAT'S WHAT I CALL SAFETY SMART!





Name: _____

HEALTH AND FITNESS WORDS

Find and circle all the health and fitness words. Then use each word in a sentence.

T E F F A G E R B C A
V A L I R S O A T V U
A C O O B S L E E P R
Y T S S V I S O E M G
G I S O A P A A T E E
A V E A R I S T H E R
B I W F O A P H B A M
A T P O T B O G E W S
B Y O N U T R I E N T
H E E T T O A C T T B
V A R I E T Y H B A T

Health and Fitness Words

germs

teeth

soap

activity

sleep

variety

floss

nutrient

Use each word in a sentence...

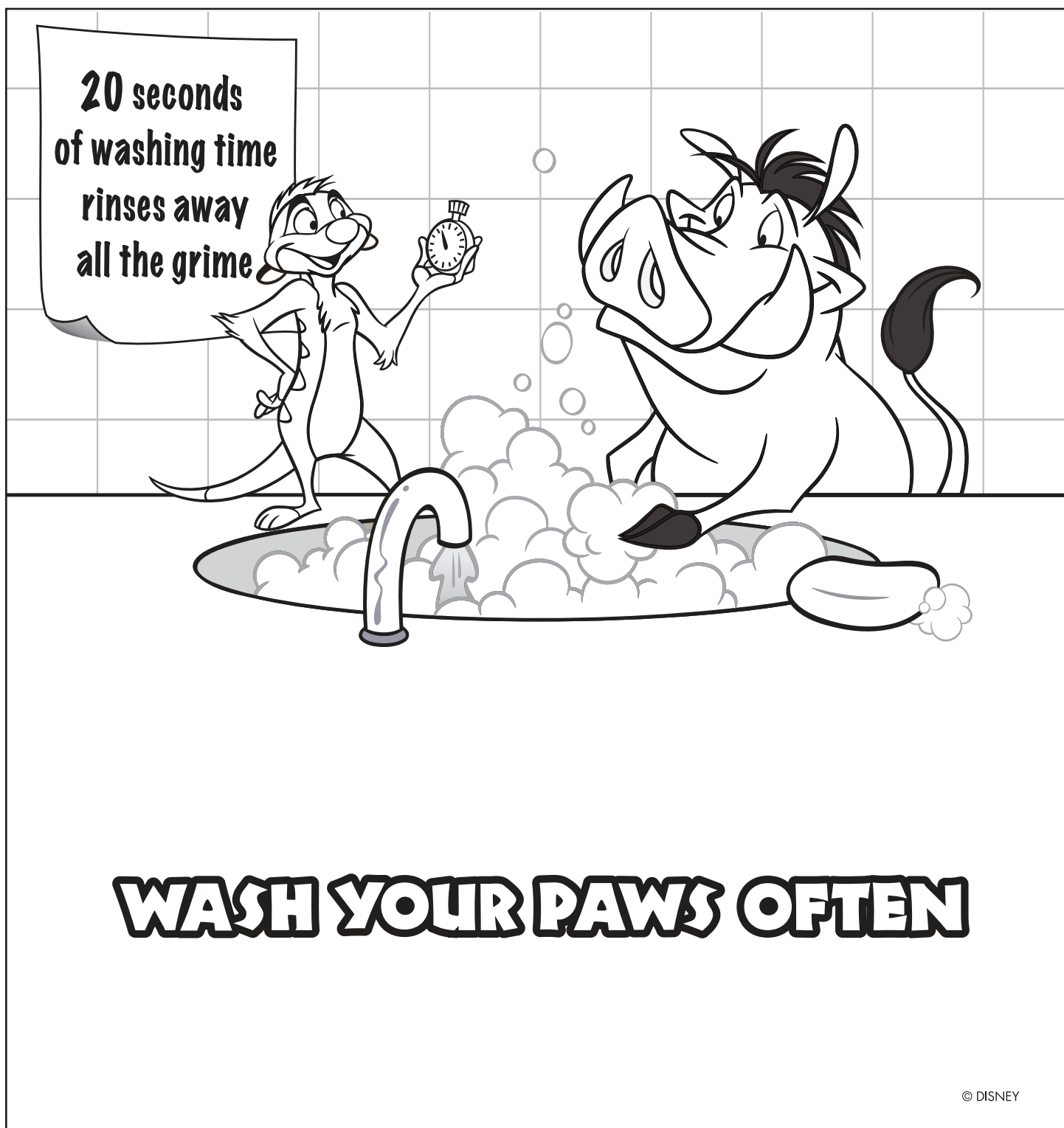
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



with Timon and Pumbaa:
SAFETY SMART
Healthy & Fit!

Name: _____

HEALTHY AND FIT COLORING PAGE



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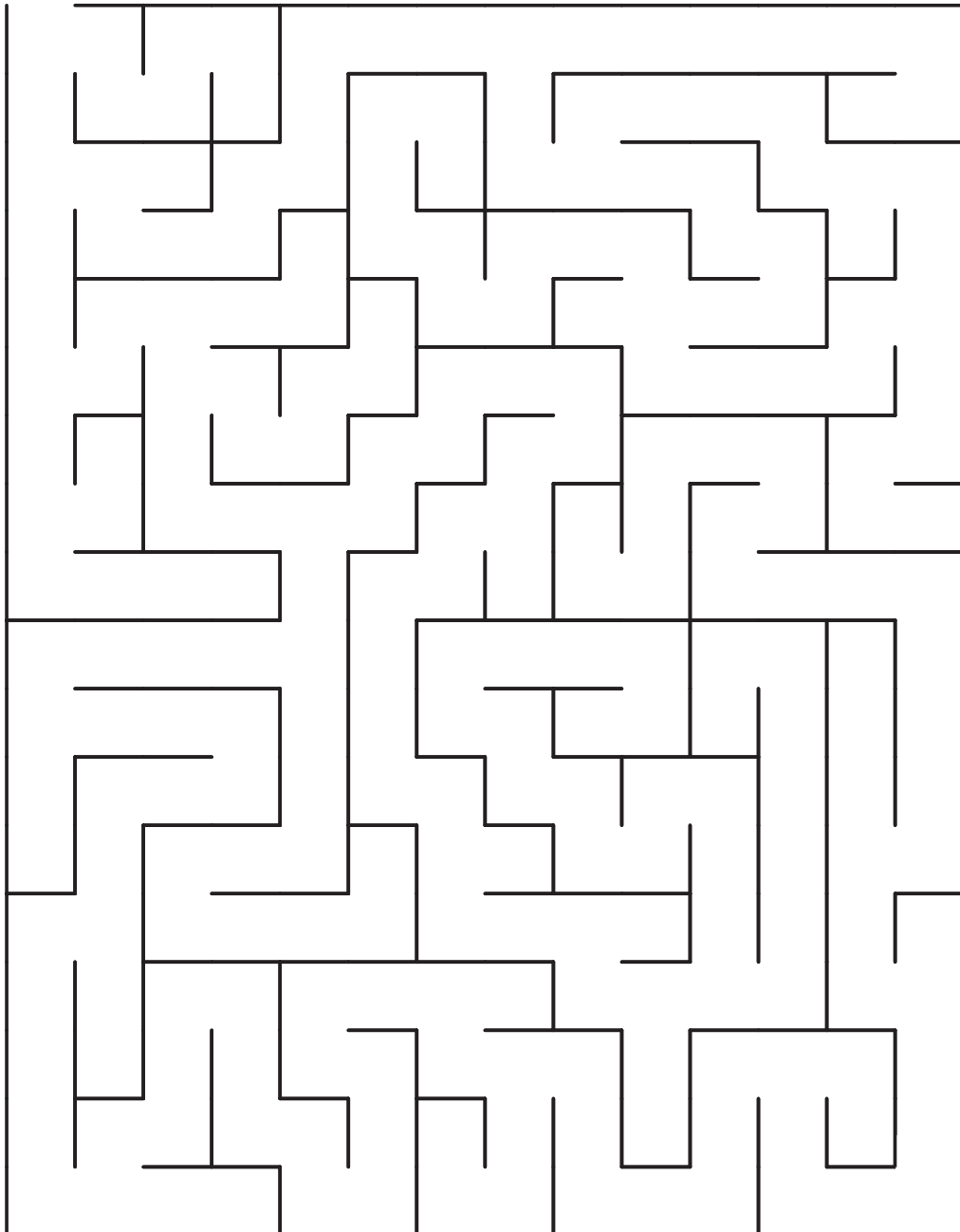
Name: _____

MAZE CRAZE

Help Timon and Pumbaa stay healthy and fit!



START



FINISH!





with Timon and Pumbaa:
SAFETY SMART
Healthy & Fit!

TIMON AND PUMBAA'S HEALTH AND FITNESS TIPS ANSWER KEY

foods

teeth

soap

hour

sleep

cover

1. _____ Cover _____ your mouth and nose when you sneeze.

2. Wash hands with warm water and _____ soap _____ .

3. Eat a variety of _____ foods _____ .

4. Do one _____ hour _____ of physical activity each day.

5. Get enough _____ sleep _____ .

6. Brush and floss your _____ teeth _____ .



IS IT SAFETY SMART®? ANSWER KEY



Safety Smart®? ☒ YES ☐ NO

She is washing her hands.



Safety Smart®? ☐ YES ☒ NO

He is not covering his mouth or his nose.



Safety Smart®? ☒ YES ☐ NO

Fruits and vegetables are healthy.



Safety Smart®? ☒ YES ☐ NO

He is exercising.



Safety Smart®? ☒ YES ☐ NO

She is sleeping.



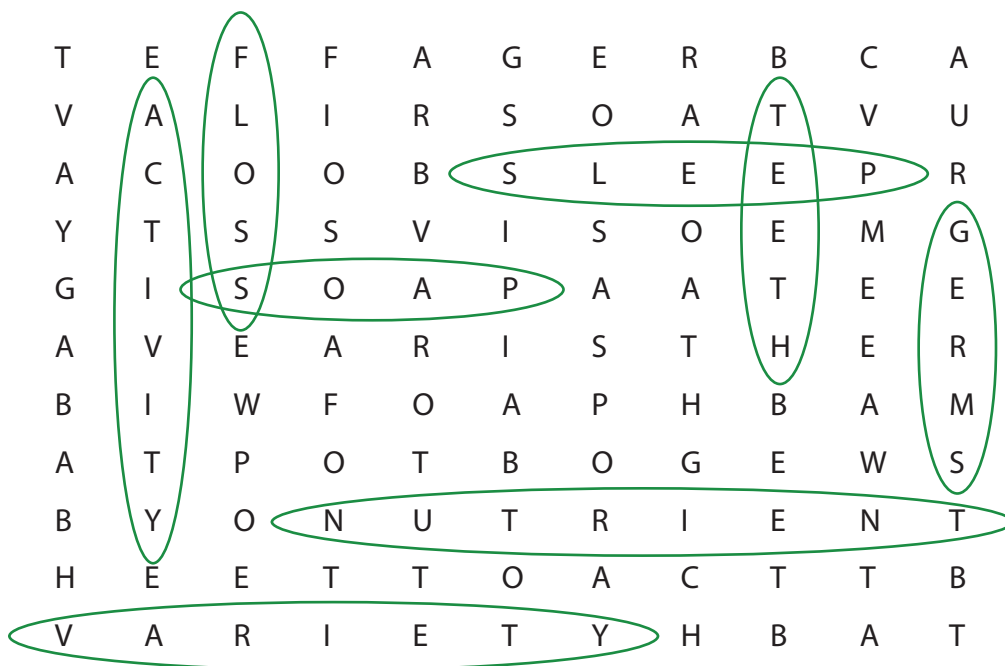
Safety Smart®? ☒ YES ☐ NO

He is brushing his teeth.



HEALTH AND FITNESS WORD SEARCH

ANSWER KEY



germs

soap

sleep

floss

teeth

activity

variety

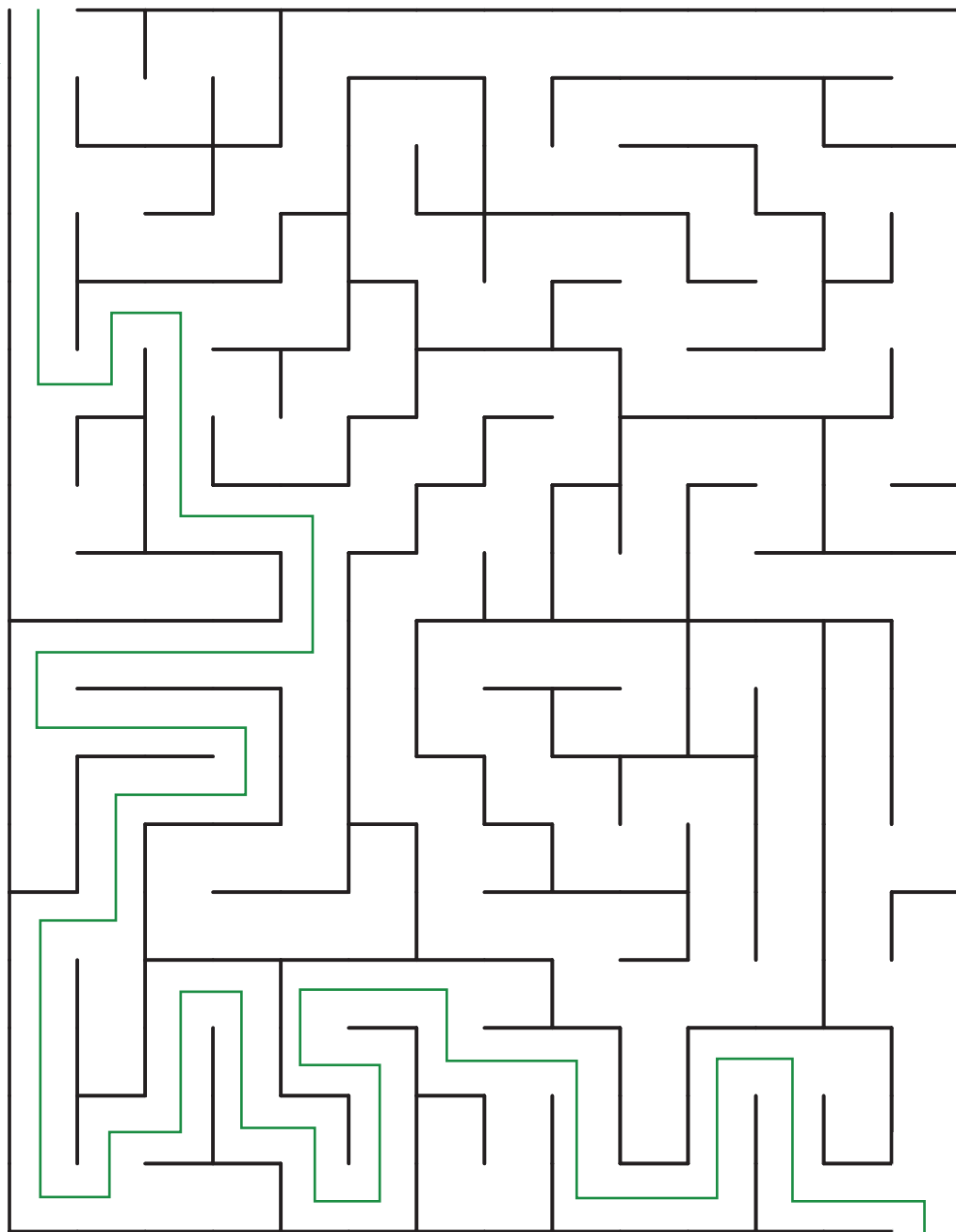
nutrient



MAZE CRAZE ANSWER KEY



START



FINISH!

