



with Timon and Pumbaa: **SAFETY SMART**[®] *Honest & Real!*

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**[®]!

INTERPOL is the world's largest international police organization. Our role is to assist law enforcement agencies in our 190 member countries to combat all forms of transnational crime. We work to help police across the world meet the growing challenges of crime in the 21st century by providing a high-tech infrastructure of technical and operational support. Our services include targeted training, expert investigative support, specialized databases and secure police communications channels.

Beyond police cooperation, INTERPOL recognizes that raising awareness is an essential part of crime prevention. Through education, INTERPOL encourages students to think about how today's global challenges are intrinsically linked to crime, leaving them prepared to recognize dangerous or illegal situations and make appropriate decisions if and when they are confronted with them.



Making the world a safer place

INTERPOL

OVERVIEW

Students ages 4 through 8 join Timon and Pumbaa as the two characters learn ways to demonstrate good character traits, such as honesty, kindness, and taking responsibility for one's actions. Because having personal integrity and character makes our entire world a better and safer place to live, the study of good character is an important part of the Safety Smart[®] initiative.

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

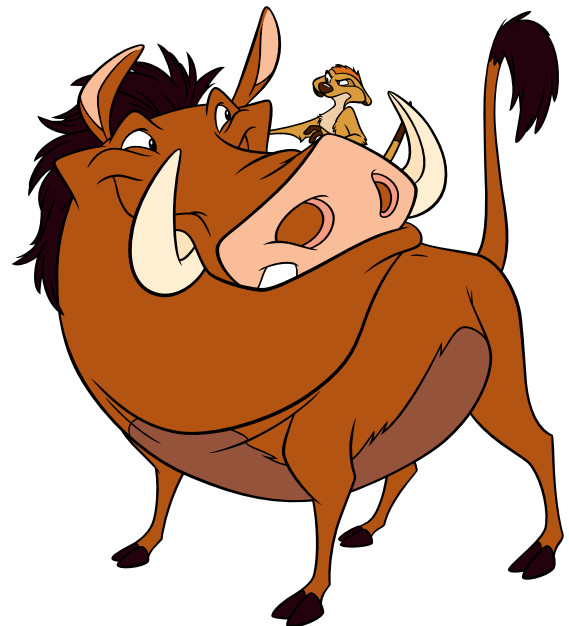
Students will be introduced to the following good character information on the **DVD**:

- The three major personal behaviors/character traits that contribute to the safety and health of communities: **honesty**, **kindness**, and **responsibility**. These behaviors include being kind to others, not taking credit for other people's work, doing your fair share of work when you work in groups, picking up after yourself, admitting when you have made a mistake, volunteering at school and in the community, not taking things that do not belong to you, and not buying things that might be fake or stolen. Practicing these behaviors allows students to positively connect and improve their lives and the lives of other people, hopefully making the entire world a better place!

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

- Identify the three key attributes that make up good character: honesty, kindness, and responsibility.
- Give specific examples of many positive behaviors that fit under each of the three attributes, and provide specific examples of these behaviors in their own lives.
- Re-create and re-imagine positive behaviors at home and at school.
- Find examples of people showing good character behaviors in photos, illustrations, and other media.
- Use vocabulary words associated with good character behavior.
- Personally perform and document an act of kindness.
- Understand that giving to others can make the giver feel good.
- Use creative means to show good character traits, including illustration, dramatic play, and song.
- Identify specific, positive character behaviors in people they know.
- Explain why individual good character behavior can make a difference in the entire world.
- Positively reinforce kindness and good character behaviors by participating in reward activities.

***ONLY HAVE ONE CLASS PERIOD AVAILABLE? OR LOOKING TO INTEGRATE THE THREE CHARACTER BEHAVIORS INTO OTHER SUBJECT AREAS? TURN TO PAGE 11 OF THIS GUIDE FOR A SUGGESTED QUICK-START GUIDE.**



FUN ACTIVITY PAGES

11 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 good character 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 good character and encourage them to share what they've learned at home! Make copies of the **Safety Smart® Checklist**, the **Good Character Safety Word Search**, and any other worksheets your students may enjoy working on with their families.



ACADEMIC STANDARDS ADDRESSED

DVD or Activity	Subject	Standards Addressed
DVD	Civics	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
1. Timon & Pumbaa's Character Tips	Civics	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
2. Is It Safety Smart®?	Civics Language Arts	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities [Common Core] Writing 1. Write opinion pieces (Grades K-4) [Common Core] Writing 2. Write informative/explanatory texts (Grades K-4)
3. Safety Smart® Checklist	Civics	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
4. Safety Board Game	Civics	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
5. Daily Dose of Good Character	Civics	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
6. Character Word Wall	Civics Language Arts	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities [Common Core] Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts (Grades K-2) [Common Core] Writing 7. Participate in shared research and writing projects (Grades K-2)
7. The Great Banana Mystery	Thinking and Reasoning Language Arts	[McREL] Understands and applies the basic principles of presenting an argument [Common Core] Speaking and Listening 2. Comprehends key details in a text read aloud or information presented orally or through other media
8. Good Character Awards	Civics Language Arts Mathematics	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities [Common Core] Writing 1. Write opinion pieces (Grades K-4) [Common Core] Add and subtract (Grades K-2)
9. Good Character Word Search	Civics Language Arts	[McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities [Common Core] Writing 2. Write informative/explanatory texts (Grades K-4)
10. Character Karaoke	Music	[McREL] 1. Sings, alone and with others, a varied repertoire of music (Grades K-4)
11. Character Theater Games	Theater Language Arts	[McREL] 1. Demonstrates competence in writing scripts (Grades K-4) [McREL] 2. Uses acting skills (Grades K-4) [McREL] 4. Directs scenes and productions (Grades K-4) [Common Core] Writing 3. Write narratives (Grades K-2)
12. Coloring Page	Visual Arts	[McREL] 1. Understands and applies media, techniques, and processes related to the visual arts (Grades K-4)

STORY SYNOPSIS

Timon and Pumbaa are preparing for the Honest & Real Award ceremony. The Honest & Real Award recipient is Hilda Hippo, but Timon thinks he should have won the award. After all, Timon is certainly a “character!” Pumbaa patiently explains that the award is for a different kind of “character,” not one that appears in a movie—it refers to the good qualities a person has: a person of good character is honest, responsible, and thinks about others. Pumbaa points out that one way to demonstrate good character is by doing one’s share of the work, such as helping to prepare for the awards party. Timon would rather take credit for helping instead of actually doing the work! Pumbaa points out that taking credit for someone else’s work is not honest; in fact, it’s stealing—and stealing is wrong! Next, Timon and Pumbaa explore the idea of kindness. They discuss being helpful, stopping bullies, and encouraging others with positive messages. At the root of good character behavior, especially with kindness, is the idea of treating others as one would like to be treated. This is the proverbial “Golden Rule.” Finally Timon and Pumbaa talk about responsibility, especially when it comes to telling the truth. Pumbaa praises Timon when Timon owns up to dropping a guava, admits he made a mess, and then cleans it up! Pumbaa reminds Timon how important (and brave) it is to admit one has done something wrong. As Timon and Pumbaa complete their preparations for the ceremony, they realize that the biggest reward for good character is the pride felt when they make good choices and behave well. They head to town to get some last-minute supplies, where they encounter challenges to their good character, including illegally downloading music and buying stolen or counterfeit (fake) goods. The friends make good choices in town, and conclude with a fun song about good character.



PRE-VIEWING QUESTIONS:

1. Sometimes grown-ups/adults say that a person “has good character.” What do you think that means? How do you think a person with good character behaves?
2. What does it mean to be honest? Can you give one example of something you did that was honest?
3. Has someone been kind to you recently? In what way? How did it make you feel? Were you kind to someone else? How?
4. Has anyone ever told you to “be responsible?” How do you think you would do that?
5. Do you know what “fake” or “counterfeit” means?

POST-VIEWING QUESTIONS:

1. What did Timon learn about being honest?
2. What kinds of things do you imagine Hilda Hippo did to win the award?
3. Have you ever been afraid to admit you made a mess or did something wrong? Why?
4. What is the “Golden Rule?” How could you use it?
5. Could cheating on a test be stealing? How? Is downloading music stealing?
6. How could having good character make your life better?
7. How would the world change if everyone behaved with honesty, kindness, and responsibility?
8. What could happen if you purchased something fake like a toy, a toaster, or a DVD?

SUGGESTED CLASSROOM ACTIVITIES

Timon and Pumbaa's Character Tips (pg. 12)

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 Character 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 **28**.

Is It Safety Smart®? (pg. 13)

This is a quick activity to find out how much students remember from the DVD. Remind students that when people show good character behavior, it's Safety Smart®, because it helps to make our world a safer and better place in which to live! 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 good character behavior and who is not by circling "Yes" or "No." If students are capable, there are spaces for them to write an explanation about what is happening in each picture. Use the colorful illustrations as jumping off points to encourage more in-depth discussion. Invite students to give specific examples of times they have witnessed or personally experienced behaviors (or similar behaviors) shown in each picture.

The **answers** to this review are located on page **29**.

Safety Smart® Good Character Take-Home Checklist (pg. 14)

The **Safety Smart® Good Character Checklist** allows students to share what they have learned with their families—and to continue to practice good character behaviors outside of the school environment. The list gives seven appropriate behaviors that students are asked to do at home, including doing chores and admitting when something was his/her fault. Review each of the behaviors on the checklist with your students before you send the sheets home. These deceptively simple behaviors are easier said than done, and it's a good idea to let students know that these behaviors take work! Consider distributing the **Safety Smart Certificate** located on page 15 when students return the Checklist.

What Do YOU Do? (Safety Smart® Game) (pgs. 16-18)

This game for 2-4 players utilizes the classic board game format to get students thinking and talking about how to demonstrate good character behavior in common situations. Use the **What Do YOU Do? Board Game** with the **What Do YOU Do? Question Cards**. Applying the game board and the cards to cardboard or heavy tag board will make the game re-usable and easier for small hands to handle. Use buttons or colored pieces from other games for playing pieces. You also need a die to move spaces. If you decide to time answers, use a timer or stopwatch. The first player to reach FINISH with at least one of each color Question Card is the winner. Here are instructions:

1. Place game pieces at Start.
2. Sort the **What Do YOU Do?** cards into three piles, according to color. Shuffle each of the three piles and place them face down.
3. Players take turns rolling the die and moving the number of spaces shown. When reaching a game space, the player draws a card that is the same color as the space. The player reads the card question aloud—and answers the question with the proper good behavior. (If play is timed, the player could have as little as 30 seconds or as much as three minutes to answer.)
4. If a player cannot come up with an appropriate answer, he or she loses the card and puts it back on the bottom of the pile.
5. The first player to reach FINISH with a minimum of one of each color card wins the game!



Daily Dose of Good Character! (pgs. 19-21)

This is a fast, fun way to keep relevant examples of good character behaviors fresh and on students' minds every day. On a chart or bulletin board, create three columns and then label the columns as: **Honesty**, **Kindness**, and **Responsibility**. It's up to you to decide whether to assign certain students or groups this "homework," or to simply encourage individuals to participate. To illustrate the "Daily Dose," students use the Internet or available books and magazines to share a quotation, article, photo, or illustration that reflects people demonstrating good character behaviors that fit one of the three key traits. If the quotation or illustration can be copied, post it under the correct column. To encourage students to participate in the "Daily Dose," you can reward them with the **Safety First® Good Character Stickers** in this guide. They can put the stickers on themselves and/or post them with their names and examples on the chart.

Build a Character Word Wall

You can help students build good character by building a Word Wall. Brainstorm a list of words and phrases related to good character. Write these on index cards and post them on the Word Wall. Here are some words to get you started:

honesty	consequence	sharing	feelings
kindness	well-being	giving service	comfort
responsibility	taking turns	being truthful	concern
respect	cleaning up	trustworthy	patience
rule	following directions	keeping promises	helping
fair	listening	doing your own work	

Option 1: My Favorite Good Character Word

Each child picks a word from the Word Wall. The child finds an image from a magazine or online; or he/she draws a picture to go along with the word. Post the illustrations next to the words on the Word Wall and/or create a poster that can be displayed in the classroom.

Option 2: What's My Word?

This activity is reminiscent of the classic "Twenty Questions" game. Tape one word from the wall to each child's back. Set a timer. Each student has until the time runs out to guess the word. The students guess by asking each other yes or no questions about the word. Here are examples of the yes/no questions they might ask:

- Is this a group of words?
- Is it one word?
- Does it start with a letter between A-K?
- Is this a good thing to be?
- Is it about being honest?
- Is it about being kind?
- Is it about being responsible?

Option 3: Create a Poster with an Act of Kindness

Write the word "kindness" on a chart or board. Invite students to give you examples of acts of kindness that they have experienced. Add a few key words under the word to note their examples. Encourage students to discuss how they feel when someone is kind to them. Have they ever done something kind for someone else? How did that make them feel? Ask each student to think of one act of kindness that they can do for someone in the next 24 hours. Write this on the board. Younger students may need your help to brainstorm some age-appropriate things they can do. The next day, gather in front of the board or chart. Ask students to share what they did and how it made them feel. Capable students can write about it. If you have young students and some adult help, children can use "story paper" to draw a picture of what they did and dictate a sentence or two describing the behaviors.

The Great Banana Mystery

Tell students you are going to read them a mystery story, and they will have to listen closely to solve it. They must figure out who stole the bananas. Read them this story:

One day in the jungle, Timon and Pumbaa saw a mad, sad, little monkey. The monkey cried and stomped his feet. They stopped to ask him, "Are you okay?"

"No," replied the monkey. "My brown bananas are gone! I left them right here when I went to tree-swinging practice. When I came back, they were gone!"

Timon and Pumbaa wanted to help. They looked around. Three animals were near the place where the monkey left his bananas. Timon and Pumbaa decided to talk to them.

Rita, the rhino, was the first. They asked, "Did you see anyone take this monkey's bananas? Did you take them?"

She replied, "No, I was just floating here. I might have fallen asleep. I don't even like yellow bananas!"

Ms. Chew, the giraffe, was next. They asked, "Did you see anyone take this monkey's bananas? Did you take them?"

She answered, "No, I was reading a book. Besides, brown bananas are not as good as yellow bananas!"

Mango, the aardvark, was last. They asked, "Did you see anyone take this monkey's bananas? Did you take them?"

"No," said Mango. "I was napping. And I prefer termites over yellow bananas!"

Timon and Pumbaa talked to all three witnesses. They realized who took the bananas. Do you know?

[**Answer:** Ms. Chew took the bananas—she was the only witness who knew the bananas were brown.]

After the students solve the mystery, help them discuss the importance of being responsible and truthful. You might start by asking them how Ms. Chew's actions hurt the monkey. And then follow-up with a question about good character: if the other animals know that Ms. Chew is not honest, will they be able to trust her in the future? To extend the activity even further, invite students to share or create their own stories about the positive effects of being responsible and truthful.

Good Character Awards (pg. 22)

It's energizing and enriching to celebrate actual people at school who are kind, responsible, and/or honest. As a class, review the behaviors that show that someone is kind, responsible, and/or honest. Who do we know who behaves in those ways? Brainstorm a list of people who demonstrate good character traits. Include office staff, cafeteria workers, maintenance workers, school nurses, teachers, bus drivers, and administrators. In the next class session, hand out the **Good Character Award** sheets. Have each student fill in the form to nominate someone for an award in one of the three categories. Collect the forms. You can sort them by the key traits of honesty, kindness, and responsibility. Post a list of the nominees, and then take a vote. Have students tally the results and declare award winners. If there is time, you can plan a ceremony to present the winners with their awards. Invite as many community members as possible. Have students present all of the guests with thank you notes or pictures. Remind the students what Pumbaa said in the film about giving people positive feedback!

Searching for Good Character (pg. 23)

Use the simple word search to have your students recognize—and learn how to write about—positive character behaviors! Start by locating all of the words in the word box, and then have students use the lines to write a sentence 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 **30**.

Character Karaoke! (pg. 24)

Listen to Timon and Pumbaa's Safety Smart® Honest & Real song on the DVD and hand out the lyric sheet. Have kids 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!

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 good character behaviors from the program.

Good Character Theater Games (pgs. 25, 26)

Pair up students and give each duo a copy of the **Good Character Theater Masks** worksheets that contain hand-held masks to complete. Each student will also need a paper plate, scissors, tape, plastic straw, or ice cream stick. Help students follow the instructions to create the two masks. It may be helpful for students to watch the DVD again and pay attention to the way Timon and Pumbaa speak and act. This will make it easier for students to mimic the characters. Now students can create and perform short "skits" that present an idea they learned from the program. Here are a few situations to get them started:

- Timon and Pumbaa see a new lion cub in the jungle. Pumbaa wants to make friends but Timon does not.
What should they do?
- Timon is complimented for the flower decorations that Mitchell and Melinda actually made.
What does Pumbaa say to him? How does Timon respond?
- The competition for next year's Honest & Real Award has already begun. Timon is determined to win this year!
What will Timon do to win the award? What does Pumbaa think about it?

Good Character Coloring Page (pg. 27)

For the youngest students, few learning tools are as effective as coloring. Students can color in their favorite characters and, if capable, they can add their own illustration of someone demonstrating good character. You could also host a Coloring Contest and then post the colored pages around the room.

Answer Pages (pgs. 28-30)



RESOURCES

Books

Boelts, Maribeth. *Those Shoes*. Candlewick, 2009.

Ages 5 – 8. Discuss the difference between needs and wants, as well as being responsible for your own happiness.

Demi. *The Empty Pot*. Henry Holt and Company, 1990.

Ages 4 – 8. A great discussion starter about honesty.

deGroat, Diane. *Liar, Liar, Pants on Fire*. Chronicle Books, 2006.

Ages 4 – 8. Gilbert the opossum tries to embody George Washington, who he's playing in the class play, with hilarious results.

Lehman, Dana. *I DOUBLE Dare You!* Lehman Publishing, 2008.

Ages 4 – 8. Explore the importance of taking responsibility for your own actions.

Munson, Derek. *Enemy Pie*. Chronicle Books, 2000.

Ages 4 – 8. What is the nature of friendship? What does it mean to accept others? Could you show kindness to someone who is bullying you?

Pearson, Emily. *Ordinary Mary's Extraordinary Deed*. Gibbs Smith, 2002.

Ages 4 – 8. Explore the impact of one simple act of kindness.

Internet

Character Counts

<http://charactercounts.org/lesson-plans/index.html>

Lesson plans to integrate character education into the curriculum.

Character Education Partnership

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

A non-profit whose mission is to provide "the vision, leadership and resources for schools, families and communities to develop ethical citizens committed to building a just and caring world." Offers scores of grade-appropriate lesson plans.

Collaborative for Social and Emotional Learning

<http://casel.org/>

A non-profit that seeks to establish social and emotional learning as an essential part of education. Provides plenty of social and emotional learning programs for use in the classroom.

Common Sense Media

<http://www.commonsensemedia.org/educators/scope-and-sequence#grades-k-2>

Provides a scope & sequence for K-2 on digital literacy and citizenship, in particular creative credit and copyright.

UL Safety Smart®

<http://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.

Webonauts

<http://pbskids.org/webonauts/>

A PBS Kids Go! game for 8-10 year-olds that takes on issues of privacy, bullying, respectful behavior, and stealing.

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 civics and character-oriented objectives of kindness, honesty, and responsibility, many activities incorporate other curriculum areas. The list of activities on page 4 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 activities #2, **Is It Safety Smart®?** and #4, the **Safety Board Game**
- Assign #3, the **Safety Smart® Checklist**, as homework

If you have two class periods...

- Add #1, **Timon and Pumbaa's Character Tips**, and/or #7, **The Great Banana Mystery**
- Do #11, **Character Theater Games**

If you would like to integrate the character message into other subject areas...

- Create the **Word Wall** described in activity #5, and connect the words in language classes
- Do #8, the **Good Character Awards**, as part of mathematics instruction
- Use #10, **Character Karaoke**, #11, **Character Theater Games**, and #12, the **Coloring Page**, to bring safety and the arts together





Name: _____

TIMON AND PUMBAA'S CHARACTER TIPS

Timon and Pumbaa know what goes into having great character. Circle the best answers.

1. Three important traits of good character are:

- a. wanting to win awards, breaking things, and buying gifts.
- b. honesty, kindness, and responsibility.
- c. lying, taking credit for someone else's work, being mean to friends.
- d. all of the above.

2. An example of honesty is:

- a. finding something that doesn't belong to you and returning it to the person who owns it.
- b. saying something mean to a friend.
- c. not admitting when you are wrong.
- d. all of the above.

3. An example of kindness is:

- a. getting a reward.
- b. doing your own school work.
- c. stopping bullies.
- d. all of the above.

4. An example of responsibility is:

- a. inviting a new student to lunch.
- b. being impatient with a younger child.
- c. doing your chores.
- d. all of the above.

5. Buying things that might be fake or stolen is a bad choice because:

- a. it's not responsible.
- b. it's not honest.
- c. it's not kind.
- d. all of the above.

6. Finish the sentence: Good character means treating others:

- a. as they treat you.
- b. as you want to.
- c. as you would like to be treated.
- d. all of the above.



Name: _____

IS IT SAFETY SMART®?

Can you spot good character? 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
Honest & Real!

Name: _____

TAKE-HOME ACTIVITY

SAFETY SMART® GOOD CHARACTER TAKE-HOME CHECKLIST

What have you learned about using Safety Smart® good character behaviors? In the first column, sign your initials next to each Safety Smart® good character behavior that you have completed. Then have an adult sign their initials in the second column. Complete this checklist to get your Safety Smart® Certificate!

	Student Initials	Adult Initials
I did my chores		
I helped someone who needed help		
I said something nice to someone		
I told the truth		
I did my own work		
I admitted it when something was my fault		
I cleaned up my own mess		

Disney's
WILD ABOUT SAFETY®

TIMON AND PUMBAA



SAFETY SMART®

CERTIFICATE OF COMPLETION

Awarded To:

Safety Smart® Honest & Real!

DATE: _____



with Timon and Pumbaa:
SAFETY SMART
Honest & Real!

WHAT DO YOU DO? (SAFETY SMART® GAME)





WHAT DO YOU DO? (SAFETY SMART® GAME)





BOARD GAME CARDS

Responsibility

Your friend fell off the slide at the park, but you are having fun on a swing. What do you do?

There is no food allowed in the classroom. You have just a little left of your snack and you know you won't make a mess. What do you do?

You are really thirsty. There's a line at the drinking fountain. What do you do?

Recess is over. There are jump ropes and balls on the playground, but you didn't play with them. Do you go back to class or do you help clean up?

There are a lot of children waiting to go on the swings. You are on one of the swings. What do you do?

Two of your friends disagree about a popular television show: one loves it and the other doesn't like it at all. What do you say to them?

Honesty

You bought an apple and the cashier gave you too much change. What do you do?

Your friends want you to put your test answers where they can see them. What do you do?

You found a toy on the playground at school. You are not sure whose it is. What do you do with it?

The teacher finds a new game in the classroom. You wish it belonged to you. The teacher asks whose it is, and no one responds. What do you do?

You missed a day of school and your science group finished the project without you. It looks great. What do you tell the teacher?

You made plans with a friend to go to the park. Another friend calls and invites you to a movie you really want to see. What do you do?

Kindness

Someone bumped into a boy who was carrying a pile of books. The books are all over and people are laughing at him. What do you do?

There is a new student in your class, who is sitting all alone at lunchtime. What do you do?

You need to get to sports practice, but your mother is running late to take you. What do you say to her?

Another student is having trouble hitting the ball in gym class. What do you do?

Your parents are really tired and your little brother left his toys all over the floor. What do you do?

Your teacher is carrying two heavy bags full of sports equipment for gym class. What do you do?









with Timon and Pumbaa:
SAFETY SMART
Honest & Real!

Name: _____

GOOD CHARACTER AWARD

I nominate

for an **Honest & Real** _____ Award

(Kindness/Responsibility/Honesty)

Because

And it made me feel



Name: _____

TAKE-HOME ACTIVITY:

GOOD CHARACTER SAFETY WORD SEARCH

Find and circle all of the good character words. Then use each word in a sentence.

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



Words

CARING GENEROUS GIVING HELPFUL HONEST KIND RESPONSIBLE TRUTHFUL

Use each word in a sentence...

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



SING-ALONG WITH TIMON AND PUMBAA

HONEST AND REAL!
YEAH, YEAH, YEAH!
HONEST AND REAL!
YEAH, YEAH, YEAH!

WHEN IT COMES TO BEING SMART 'BOUT
HOW YOU ACT AND FEEL,
YOU SHOULD BE HONEST AND REAL.

IF YOU'RE WORKING IN A GROUP,
THEN DO YOUR SHARE.
(DO YOUR SHARE! DO YOUR SHARE!)

DON'T TAKE CREDIT FOR ANOTHER'S WORK
'CAUSE IT'S NOT FAIR.
(IT'S NOT FAIR! IT'S NOT FAIR!)
IF SOMEONE MEANS THE WORLD TO YOU,
MAKE SURE YOU SHOW YOU CARE
ABOUT THEIR FEELINGS TOO.

YOU WANT TO MAKE A DIFFERENCE BUDDY,
HERE'S THE DEAL.
YOU GOTTA BE HONEST AND REAL.

JUST TAKE A TIP FROM TIMON AND ME.
(TIMON AND ME.)
HEY, TIMON, THAT'S ME!

DID SOMETHING WRONG,
THEN TAKE RESPONSIBILITY.
(RESPONSIBILITY! RESPONSIBILITY!)

THERE'S NO BETTER FEELING YOU WILL FIND,
THAN THE FEELING THAT YOU GET FROM DOING
SOMETHING KIND.

BEING MEAN IS BAD BEHAVIOR YOU SHOULD
LEAVE BEHIND,
AND INSTEAD BE HONEST AND REAL.

HONEST AND REAL.
MAY I HELP YOU WITH THAT?
HONEST AND REAL.
OOPS, IT WAS ME!
HONEST AND REAL.
YOU DID A GREAT JOB!
YEAH, YEAH, YEAH, YEAH, YEAH.

NOW AT LAST YOU'RE SAFETY SMART
AND YOU KNOW HOW TO BE.
(HOW TO BE! HOW TO BE!)

YOU WILL SEE THAT EVERY ENDING
TURNS OUT HAPPILY.
(HAPPILY! HAPPILY!)

TAKE A MOMENT AND REFLECT.
KINDNESS GOES FURTHER THAN YOU'D EXPECT.
TRY IT FOR YOURSELF AND SEE THE HUGE EFFECT,
AND BE HONEST AND REAL.
OH YEAH!
I SAID, HONEST AND REAL.
THAT'S RIGHT!
HONEST! HONEST? HONEST!
HONEST AND REAL!





Name: _____

GOOD CHARACTER THEATER MASKS

How to make your mask:

1. Cut out along the lines.
2. Tape the picture to a popsicle stick, an unsharpened pencil, or a paint brush. The pencil should be taped near the circle on the side. Now you have a hand-held mask.
3. *OR:* The mask can also be worn on your face. Carefully put a piece of thin ribbon through the holes and tie the mask on your face.
4. For a sturdier mask, you may wish to glue the paper onto a paper plate and then cut the mask to shape.
5. You are ready to use your imagination and spread the Safety Smart® message of having good character!





with Timon and Pumbaa:
SAFETY SMART
Honest & Real!

Name: _____

GOOD CHARACTER THEATER MASKS





with Timon and Pumbaa:
SAFETY SMART
Honest & Real!

Name: _____

GOOD CHARACTER COLORING PAGE

Color Timon and Pumbaa. On the clipboard, draw someone being kind, responsible, or honest.





TIMON AND PUMBAA'S CHARACTER TIPS ANSWER KEY

1. Three important traits of good character are:

- a. wanting to win awards, breaking things, and buying gifts.
- b. honesty, kindness, and responsibility.**
- c. lying, taking credit for someone else's work, being mean to friends.
- d. all of the above.

2. An example of honesty is:

- a. finding something that doesn't belong to you and returning it to the person who owns it.**
- b. saying something mean to a friend.
- c. not admitting when you are wrong.
- d. all of the above.

3. An example of kindness is:

- a. getting a reward.
- c. stopping bullies.**
- b. doing your own school work.
- d. all of the above.

4. An example of responsibility is:

- a. inviting a new student to lunch.
- c. doing your chores.**
- b. being impatient with a younger child.
- d. all of the above.

5. Buying things that might be fake or stolen is a bad choice because:

- a. it's not responsible.
- c. it's not kind.
- b. it's not honest.
- d. all of the above.**

6. Finish the sentence: Good character means treating others:

- a. as they treat you.
- c. as you would like to be treated.**
- b. as you want to.
- d. all of the above.



IS IT SAFETY SMART®? ANSWER KEY



Safety Smart®? ☒ YES ☐ NO

He is being honest.



Safety Smart®? ☐ YES ☒ NO

They are not being kind.



Safety Smart®? ☒ YES ☐ NO

They are being helpful/responsible/kind.



Safety Smart®? ☒ YES ☐ NO

He is being responsible.



Safety Smart®? ☐ YES ☒ NO

He is selling fake products.



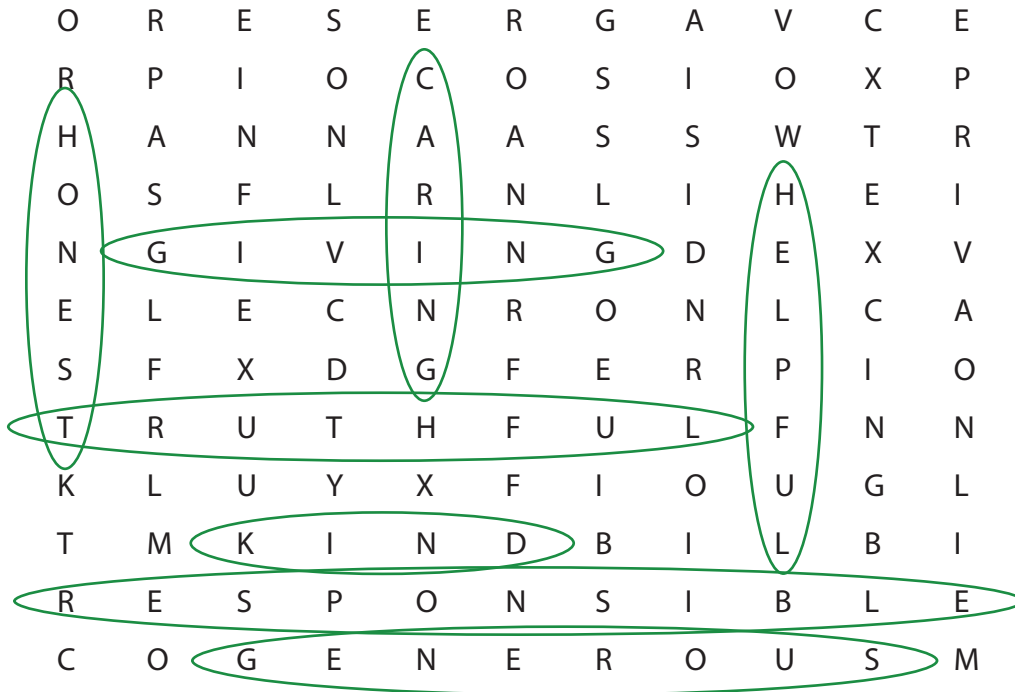
Safety Smart®? ☒ YES ☐ NO

Timon is being responsible/helpful.



with Timon and Pumbaa:
SAFETY SMART
Honest & Real!

GOOD CHARACTER SAFETY WORD SEARCH ANSWER KEY



CARING

GIVING

HONEST

RESPONSIBLE

GENEROUS

HELPFUL

KIND

TRUTHFUL