



with Timon and Pumbaa: **SAFETY SMART** Online!

OVERVIEW

Students ages 4 through 8 join Timon and Pumbaa as the two characters learn about ways to be safe online, such as protecting personal information, how to be responsible digital citizens, and what to do if they are bullied.

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)	

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**®!



OBJECTIVES

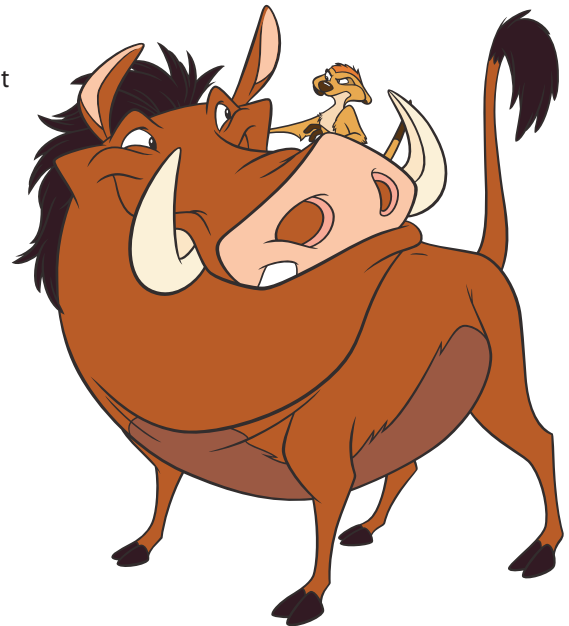
Students will be introduced to the following online safety information on the DVD:

- Information they send online may not stay private. That means many people might be able to see it.
- It's not Safety Smart® to give out personal information online, such as their name, address, city they live in, and phone number.
- When they communicate online, it's hard to know who they're communicating with; someone who seems friendly online might actually not be. That's why it's important for them to be very careful and talk to an adult before engaging with a stranger.
- Sending or posting anything online that might hurt someone's feelings can be considered bullying, which isn't okay.
- Tell an adult if they receive a message online that makes them feel uncomfortable.
- Cyberspace is like a big electronic library that stores digitally shared information from all computers, such as games, messages, and videos.
- Any message or video they post online lasts forever, because cyberspace can store an endless amount of information.

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

- Learn how to make a strong password that is easy for them to remember, but difficult for even their closest friends to figure out.
- Create and share blog posts in a secure online community.
- Use the Internet to share scientific information with other students around North America.
- Decide how to respond in various situations involving online safety.
- Play an online game about Internet safety.
- Complete sentences with online safety words from the program.
- Define cyberbullying and identify ways to respond to being cyberbullied.
- Play a maze game that incorporates messages about online safety.
- Make and explain decisions about whether online situations are Safety Smart®.
- Fill out a checklist to indicate ways they will be safe when online.
- Describe something they learned in the program and draw a picture to represent what they learned.
- Create a screen name and test whether or not it adheres to the safety guidelines.
- Write a description of an image from the program.

***ONLY HAVE ONE CLASS PERIOD AVAILABLE? OR LOOKING TO INTEGRATE THE ONLINE SAFETY MESSAGES INTO OTHER SUBJECT AREAS? TURN TO PAGE 12 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 online safety concepts 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 online safety and encourage them to share what they've learned at home! Make copies of the **Safety Smart® Checklist** worksheet and the **Safe Screen Names** worksheet, and any other worksheets your students may enjoy working on.



ACADEMIC STANDARDS ADDRESSED

DVD or Activity	Subject	Standards Addressed
DVD	Technology Civics	[McRel] Knows basic facts about networked computers (e.g., computers can connect to each other via modem and telephone line, or through local network systems, or internet and intranet) [McREL] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
1. Protective Passwords	Technology Language Arts Health	[McRel] Knows basic facts about networked computers (e.g., computers can connect to each other via modem and telephone line, or through local network systems, or internet and intranet) [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) [McRel] Knows essential concepts and practices concerning injury prevention and safety
2. A Blogging Community	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4) [Common Core] Speaking and Listening: Comprehension and Collaboration 2. Confirm understanding, ask and answer questions, or recount or describe ideas about key details in a text read aloud or information presented orally or through other media (K-4)
3. Cross Continent Communications	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4) [Common Core] Speaking and Listening: Comprehension and Collaboration 2. Confirm understanding, ask and answer questions, or recount or describe ideas about key details in a text read aloud or information presented orally or through other media (K-4)
4. What If?	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [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)
5. Safety Land	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)
6. Timon and Pumbaa's Online Safety Tips	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)
7. Around the World with Timon and Pumbaa	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4)
8. Is It Safety Smart®?	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety
9. Safety Smart® Checklist	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety

(continued)

ACADEMIC STANDARDS ADDRESSED *(continued)*

DVD or Activity	Subject	Standards Addressed
10. Safety Smart® Online	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4) [Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4)
11. Safe Screen Names	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Reading: Foundational Skills, Fluency 4. Read with sufficient accuracy and fluency to support comprehension (Grades 1-4) [Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4)
12. Describe a Picture	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety [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. Online Safety Word Search	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Writing: Text Types and Purposes 2. Write informative/explanatory texts (Grades 1-4)
15. Coloring Page	Health	[McRel] Knows essential concepts and practices concerning injury prevention and safety
16. Maze Craze	Health Language Arts	[McRel] Knows essential concepts and practices concerning injury prevention and safety [Common Core] Writing: Research to Build and Present Knowledge 8. Recall information from experiences or gather information (Grades K-4)

STORY SYNOPSIS

Timon and Pumbaa are taking a leisurely walk. While Pumbaa admires the scenery, Timon plays a game on his hand-held device. Pumbaa suggests that Timon should pay more attention to where he is going. Just as Timon insists that he's multi-tasking and knows exactly where he's going, he walks into a tree. Pumbaa explains that although devices like cell phones, computers, and tablets are great, it's important to be Safety Smart® about using technology. Timon says that being smart with technology means not dropping or spilling water on them. Pumbaa agrees, but patiently explains that this isn't the type of Safety Smart® he means. He points out that there are other things just as important, like keeping ourselves safe and not hurting others. Pumbaa says it's important to remember to stay Safety Smart® in real life and in computer life. He explains that personal information such as a person's name, address, and phone number should remain private. Next, Pumbaa explains that being connected to the Internet means being connected to the whole world! Online, a person can do almost anything, including listening to music, playing games, talking to friends, shopping, and planning vacations. Timon and Pumbaa then explore online safety tips such as keeping personal information private, asking a parent or trusted adult before visiting a new site, not meeting anyone from online in person, not being a bully, not sharing photos or videos of others without their permission, and not sharing anything that might hurt someone's feelings. Timon and Pumbaa discuss how everything stays on the Internet forever...and ever...and ever! Pumbaa reminds Timon that staying Safety Smart® online means keeping ourselves safe and not hurting others. The friends conclude with a fun song about online safety.

PRE-VIEWING QUESTIONS

1. What does it mean to go on the "Internet"? Or to be "connected"?
2. What is personal information?
3. What is bullying? How does it feel to be bullied?

POST-VIEWING QUESTIONS

1. What does it mean to be "connected through the Internet"? Is this the same thing as cyberspace? What is cyberspace? (The following questions are a way to follow up about specific Internet technology tools. The goal is to increase students' awareness of how these tools work.)

- What is a text message?
- How do you send a text message?
- What is an instant message?
- How do you send an instant message?
- What are online chat rooms?
- What is social networking?
- When you post something online, what does that mean?
- What is "tweeting"? Has anyone ever "tweeted" a message?

2. What is personal information? Why is it important not to share your name, address, city, and phone number online? Should you share anyone else's personal information online? Your parents'? Your friends'?

3. Can you be bullied on a computer? How do you know? What should you do if you feel like you're being bullied online? What can you do to avoid bullying someone online?



SUGGESTED CLASSROOM ACTIVITIES

Protective Passwords (pg. 13)

Ask students if they know what a password is. If necessary, explain that a password is like a secret code that only they know—it's a series of letters and numbers they enter to gain access to a computer account.

Explain that it's important to have a password they can easily remember, but it's also important to have a strong password—one that would be difficult for someone to figure out, even their closest friends.

One way to make a strong and memorable password is to ask students to think of nouns that are related to their own likes and dislikes, and then to put a numeral between them. If they like cats and dogs, then a strong password might be "cats3dogs". The three may be the number of pets they have or would like to have.

Work with students to develop examples of strong and memorable passwords. Emphasize the importance of keeping passwords private—students should only share their passwords with their families, much like they wouldn't share the combinations to their lockers at school. Finally, have students use the worksheet provided to develop their own strong and memorable passwords.

To extend the lesson, you might have students play a guessing game with their best friends. If their friends can't guess their password in three tries, then it's a strong password.

A Blogging Community (Online activity)

Note: This activity requires that you create an account (it's free).

Create a secure online community at kidblog.org. This free website, which is designed for elementary school teachers, allows you to set-up individual student blogs that you can monitor. Only you and your students can view the blogs, although you can also set-up guest accounts for parents.

When you introduce this activity, explain that the blogs can be viewed only by students in the classroom and by parents who have a guest account. Ask the following questions:

- Why is it okay to share these blogs online? (The blogs are private because strangers can't view them; an adult is supervising the activity; it's an educational activity.)
- Why is it useful to share a blog online? (We can learn from each other.)
- Why is it important that our passwords stay private? (The blogs are meant only for our classroom (and parents) and no one else.)



Cross-Continent Communication: <https://www.learner.org/jnorth/> (Online activity)

Have students use the Internet to share scientific information with other students around North America. They can do this at the Journey North website (www.learner.org/jnorth/). Journey North is a free Internet-based program that allows students to share field observations of seasonal change.

Introduce the website to students by showing them the slideshow available in the "Kids" section of the website. Ask students to help you read the text on each slide. Choose a project in the "Teachers" section of the website (project categories include Sunlight and the Seasons, Plants and the Seasons, and Seasonal Migrations).

With older students, you might first model the process of reporting field observations and gradually let students take on more of the responsibility until they are able to use the website independently.

While you're doing this activity, point out that you're sending information into cyberspace. Ask the following questions:

- Why is it okay to share this information online? (It's not personal information; an adult is supervising the activity; it's an educational activity.)
- Why is it useful to share this information online? (Other people can use the information to learn about seasonal change.)

Note: This activity requires that you register (it's free). Registering puts you in the Journey North database, which means you won't have to register separately for each project.

What If? *(Role-playing activity)*

Present the following scenarios and ask individual students how they would respond:

- Scenario 1: A stranger asks you for the password to your email account.
- Scenario 2: Someone online asks you for your name, address, and the city you live in.
- Scenario 3: Someone sends you a mean email message.
- Scenario 4: Someone online offers you a gift or money.
- Scenario 5: Someone online asks you for your phone number.
- Scenario 6: A friend asks you for the password to your email account.
- Scenario 7: A stranger you met online asks you to meet him or her in person.
- Scenario 8: Someone online asks you to keep a secret from your parents.

Safety Land *(Online activity)*

Have students demonstrate their Internet safety smarts by playing the Safety Land game at <http://www.att.com/Common/images/safety/game.html>.

Afterward, ask students to review Captain Broadband's advice for Internet safety.

Timon and Pumbaa's Online Safety Tips *(pg. 14)*

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

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

Optional: Response to Bullying

Ask students what cyberbullying is. Write a definition on the board. (According to the National Crime Prevention Council, cyberbullying is using technology, such as the Internet and cell phones, to send or post messages or images intended to hurt someone.)

Explain that cyberbullying can be more damaging than physical bullying. Ask, "What should you do if you're being cyberbullied?" Write students' responses on the board. If they don't suggest the following ideas from the National Crime Prevention Council, add them to the list:



- Don't repeat or forward any messages.
- Don't do harmful things in response to the person who is bullying you.
- Talk to an adult you trust.
- If possible, report the person to the people who are in charge of the website (the administrators).
- Keep a record of when you are bullied (include the date, time, and details of the situation).

You might have students work in small groups to create a handout with these tips. You can post the handouts around the classroom or school.

Around the World with Timon and Pumbaa (pg. 15)

Make copies of the maze game and laminate them, if desired. Directions for playing are on the game board.

The **answers** to this review are located on page 27.



Is It Safety Smart®? (pg. 16)

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.

You might explain that a motto is a short statement that expresses an important idea or way to behave. If students are unfamiliar with mottos, you might share some examples, such as the motto for your particular state or the motto of the Boy Scouts ("Be Prepared"), Brownies ("Lend a Hand"), and Timon & Pumbaa ("Problem Free Philosophy").

The **answers** to this review are located on page 28.

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.

Safety Smart® Online 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.

Safe Screen Names 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.

Character Karaoke! (pg. 22)

Listen to Timon and Pumbaa's Safety Smart® Online 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!

Online Safety Word Search (pg. 23)

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 **29**.

Online Coloring Page (pg. 24)

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® online!

Maze Craze (pg. 25)

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 and to complete the sentence. 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 **30**.

Answer Pages (pgs. 26-30)



RESOURCES

Books

Cindrich, S. and Douglass, A. ***A Smart Girl's Guide to the Internet: How to connect with friends, find what you need, and stay safe online.*** American Girl Library, 2009.
Ages 9-12. An Internet safety guide with tips, quizzes, and "What would you do?" scenarios.

Cole, J. ***The Magic School Bus Gets Programmed.*** Scholastic, 1999.
Ages 4-8. Kids learn that computer tasks must be broken into small parts.

Halpert, B. ***The Savvy Cyber Kids At Home: The Family Gets a Computer.*** Savvy Cyber Kids, 2010
Ages 9-12. Uses pictures and rhyme to convey the message of online safety.

Leavitt, J. and Linford, S. ***Faux Paw's Adventures in the Internet: Keeping Children Safe Online.*** Wiley, 2006.
Ages 4-8. Faux Paw is a Web-surfing cat who shares the rules for online safety.

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.

American Library Association's Great Websites for Kids

<http://www.ala.org/greatsites>

A listing of recommended websites for children, organized by category. Includes an explanation of selection criteria and a search engine.

KidsHealth: Your Online Identity

http://kidshealth.org/kid/watch/house/online_id.html#cat115

Provides information about online identities, bullying, and rules to follow online.

National Crime Prevention Council (resources about bullying)

<http://www.ncpc.org/search?SearchableText=bullying>

The mission of the National Crime Prevention Council is "to be the nation's leader in helping people keep themselves, their families, and their communities safe from crime." The link above brings you to the website's search engine results for the term "bullying."

PBS Teachers: Learning.now Weblog

http://www.pbs.org/teachers/learning.now/internet_safety/

This weblog examines the influence of new technology and Internet culture on teachers and students.

Webonauts Internet Academy from PBS Kids

www.pbskids.org/webonauts/

By playing this online game, kids will learn "what it means to be a citizen in a web-infused, information-rich world."

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 online safety objectives of keeping information private, cyberbullying, and information permanence, 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 activities #1, **Protective Passwords**, and #7, **Around the World with Timon and Pumbaa**
- Assign #9, **Timon and Pumbaa's Safety Smart® Checklist**, as homework

If you have two class periods...

- Add #6, **Timon and Pumbaa's Online Safety Tips**, and/or #8, **Is It Safety Smart®?**

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

- Do #14, the **Online Safety Word Search**, and #16, **Maze Craze**, to connect the words in language classes
- Use #13, **Sing-Along with Timon and Pumbaa**, and #15, the **Coloring Page**, to bring safety and the arts together





Name: _____

PROTECTIVE PASSWORDS

A password is a series of letters and numbers that you enter to gain access to a computer account (just like the passwords you may have on tablets, cell phones, and computer games). It's important to have a password you easily remember. But it's also important to have a strong password—that's a password that would be difficult for someone to figure out, even your closest friends! A strong password can help prevent strangers from getting into your account. Have fun with this!

Follow these directions to make a strong password.

1. Think of two nouns that don't usually go together. You might think of nouns that are related to your own likes and dislikes. For example, if you like rabbits and chocolate, your two nouns could be *bunny* and *candy*. Write your two nouns here:

Noun 1:	Noun 2:

2. Think of a number that means something to you; for example, you might think of how many pets you have or would like to have.

Circle one of these numerals:

0 1 2 3 4 5 6 7 8 9

3. Enter your password here:

Noun 1	Circled numeral	Noun 2

Congratulations! You made a strong and memorable password!

Share your password only with your family—no one else! Now that's Safety Smart®!





Name: _____

TIMON AND PUMBAA'S ONLINE SAFETY TIPS

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

adult

bullying

post

information

see

computer



1. Information you post online may not stay private; many people might be able to _____ it.

2. Personal _____ includes your name, address, city, and phone number.

3. Tell an _____ if you receive a message online that makes you uncomfortable.

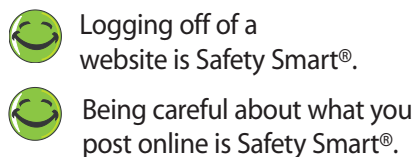
4. Everything you _____ online stays in cyberspace forever.

5. You can use a _____ to send and receive information online.

6. Sending a mean message or posting an embarrassing picture or video online is _____.



The Internet connects people all over the world. Join Timon and Pumbaa as they travel the globe, visiting children in countries near and far. Be careful of the frowny faces!





Name: _____

IS IT SAFETY SMART®?

Can you spot online safety? 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



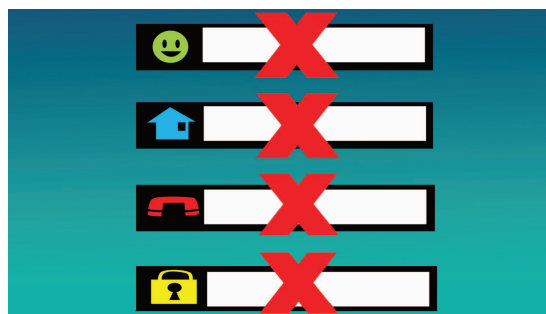
Safety Smart®? ☐ YES ☐ NO



Safety Smart®? ☐ YES ☐ NO



Safety Smart®? ☐ YES ☐ NO



Safety Smart®? ☐ YES ☐ NO



with Timon and Pumbaa:
SAFETY SMART
Online!

Name: _____

TAKE-HOME ACTIVITY

TIMON AND PUMBAA'S SAFETY SMART® CHECKLIST

What have you learned about being Safety Smart® online? 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
Know that personal information includes my name, address, the city I live in, and phone number?	
Keep my personal information private?	
Am careful about what I post online?	
Know that anything I post online will stay online forever?	
Know that sending mean messages online is bullying?	
Know that posting embarrassing pictures online is bullying?	
Don't send mean messages online?	
Don't post embarrassing pictures online?	
Tell an adult if I receive a message online that makes me uncomfortable?	
Know that it is not safe to get together with someone I meet online?	
Am Safety Smart® online?	

Disney's
WILD ABOUT SAFETY[®]

TIMON AND PUMBAA



SAFETY SMART[®]

CERTIFICATE OF COMPLETION

Awarded To:

Safety Smart[®] Online!

DATE: _____



Name: _____

TAKE-HOME ACTIVITY:
SAFETY SMART® ONLINE



Dear Family: Your child is learning to be Safety Smart® online. Read the directions on this page to your child and then do the activity together.

Directions

- 1. Describe something you learned about being safe online.
- 2. Read your description together.
- 3. In the box, draw a picture to show what you learned.

What I Learned: _____



Name: _____

TAKE-HOME ACTIVITY: SAFE SCREEN NAMES

Dear Family: Your child is learning that what they do online will stay online forever. Read the directions on this page with your child and then do the activity together.

Directions

If your child uses instant messaging, it's a good idea to make sure they have a safe screen name. Use the following guidelines to create a safe screen name together.

First, you need to know what a safe screen name is. A safe screen name is one that doesn't indicate the child's real name, age, gender, interests, where they live, or where they go to school.

Work with your child to develop several ideas for screen names. Write the ideas in the first column below.

To answer the question in the last column about whether or not each idea is safe, ask the questions listed below and circle the answer. Your goal is to circle NO for every question. If you circle YES for any question, it's not a safe screen name. If you circle NO for every question, you've got a safe screen name!

Screen Name Idea	Does it give out information about...							Is it safe?
	My real name?	My age?	My gender?	Activities I like to do?	My favorite food?	Where I live?	Where I go to school?	
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO





Name: _____

TAKE-HOME ACTIVITY: DESCRIBE A PICTURE

Directions

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





SING-ALONG WITH TIMON AND PUMBAA

IF SOMEONE ASKS FOR YOUR NUMBER,
OR WANTS TO KNOW YOUR ADDRESS,
AND YOU THINK GIVING OUT THAT STUFF IS FINE –
THOUGH THIS STRANGER MIGHT SEEM NICE,
YOU BETTER THINK TWICE,
AND BE...SAFETY SMART ONLINE!

IF SOMEONE DOES SOMETHING FUNNY,
OR SOMETHING KLUTZY OR STRANGE,
OR SOMEONE TRIPS A TIME OR FORTY-NINE –
BEFORE PRESSING SEND,
THINK AGAIN, MY FRIEND,
AND BE SAFETY SMART ONLINE!

THE ONLINE WORLD IS FUN, YOU BET!

(WOULD I FORGET THAT????? NEVER!)

...BUT WHEN YOU PUT SOMETHING ON THE
INTERNET,
THAT SOMETHING LASTS FOREVER!!!!

EVER! EVER! EVER!

THE CYBER IS FOREVER!
AND YOU SHOULD TREAT IT WITH CARE

WE HOPE YOU HEED THIS GOOD ADVICE OF MINE!

(AND MINE!)

CAREFUL WHAT YOU DO AND SAY,
NOTHING EVER GOES AWAY SO
BE SAFETY SMART ONLINE!

(IT'S A REALLY GOOD IDEA!!!!)

BE SAFETY SMART ONLINE!

SAFETY SMART ONLINE!
SAFETY SMART ONLINE!





Name: _____

ONLINE SAFETY WORD SEARCH

Find and circle all the online safety words. Then use each word in a sentence.

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



Words

text post cyberspace information private computer password online

Use each word in a sentence...

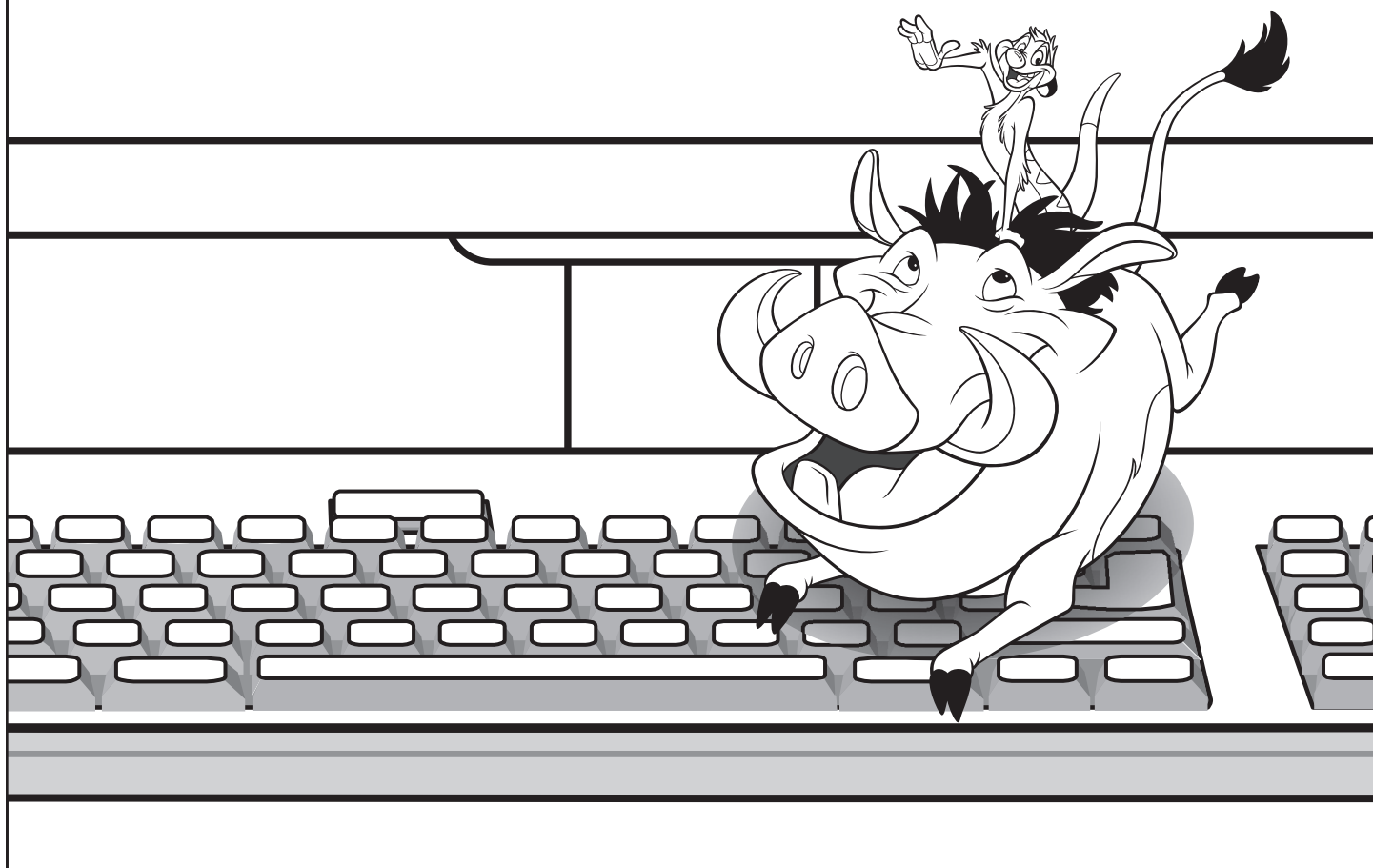
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Name: _____

COLORING PAGE

SAFETY SMART[®]

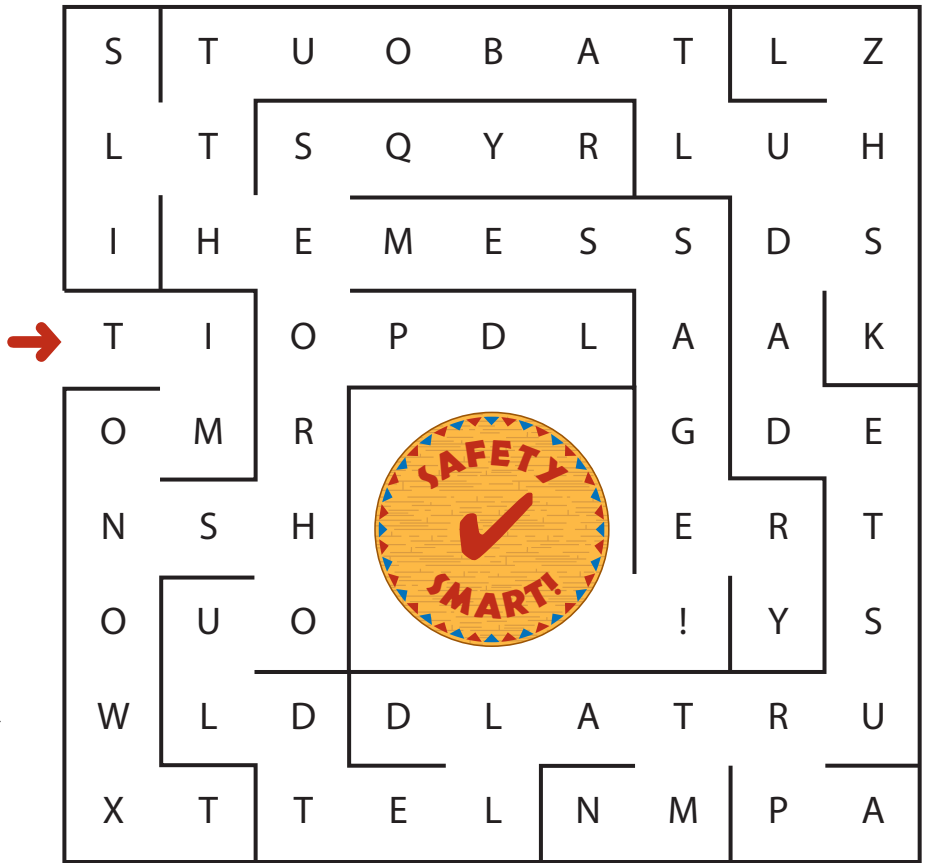




Name: _____

MAZE CRAZE

Timon just received a message from a stranger he met online. The message made Timon feel uncomfortable! What should he do? Follow the letters in the maze to create a sentence that will help Timon remember what to do next.



T _____

A _____

_____ !



Name: _____

TIMON AND PUMBAA'S ONLINE SAFETY TIPS ANSWER KEY

adult	bullying	post
information	see	computer



1. Information you post online may not stay private; many people might be able to _____ see _____ it.

2. Personal _____ information _____ includes your name, address, city, and phone number.

3. Tell an _____ adult _____ if you receive a message online that makes you uncomfortable.

4. Everything you _____ post _____ online stays in cyberspace forever.

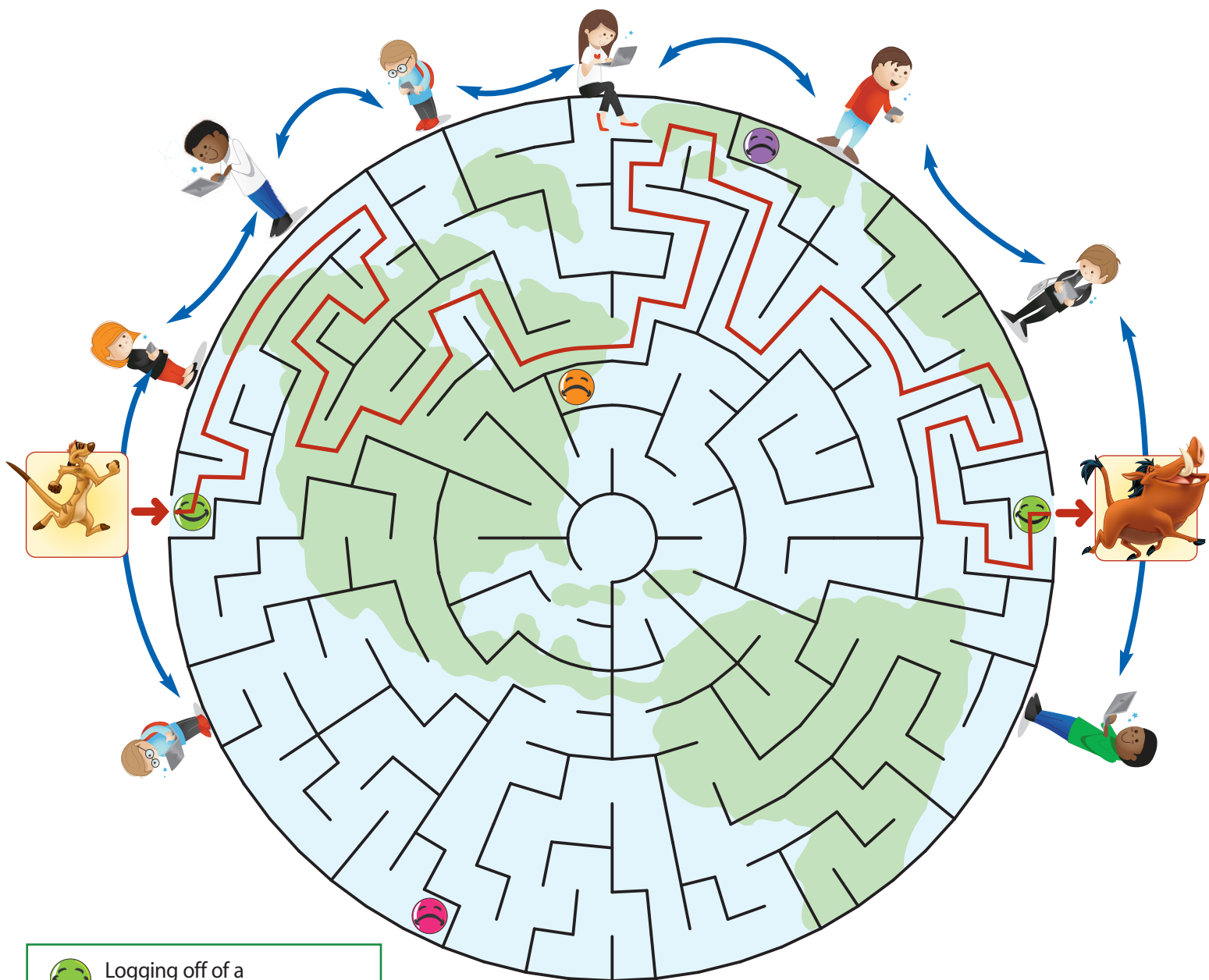
5. You can use a _____ computer _____ to send and receive information online.

6. Sending a mean message or posting an embarrassing picture or video online is _____ bullying _____.



with Timon and Pumbaa:
SAFETY SMART
Online!

AROUND THE WORLD WITH TIMON AND PUMBAA ANSWER KEY



Logging off of a website is Safety Smart®.



Being careful about what you post online is Safety Smart®.



Sending a mean message online isn't Safety Smart®.



Sharing your password isn't Safety Smart®.



Sharing personal information online isn't Safety Smart®.

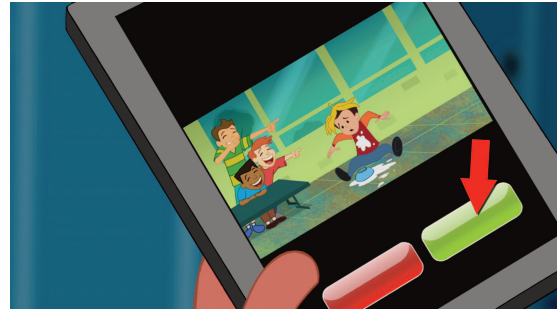


IS IT SAFETY SMART®? ANSWER KEY



Safety Smart®? ☒ YES ☐ NO

He is asking an adult for permission.



Safety Smart®? ☐ YES ☒ NO

The video is embarrassing.



Safety Smart®? ☐ YES ☒ NO

Timon is not paying attention to his surroundings.



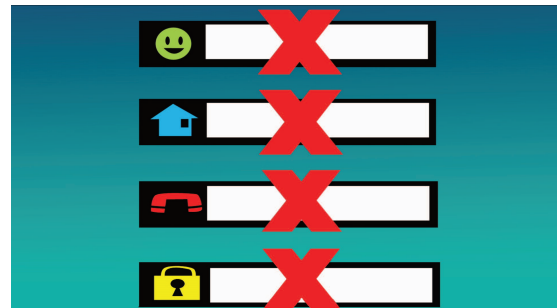
Safety Smart®? ☒ YES ☐ NO

Timon is not going to send his personal information.



Safety Smart®? ☒ YES ☐ NO

They are not giving personal information to the stranger.

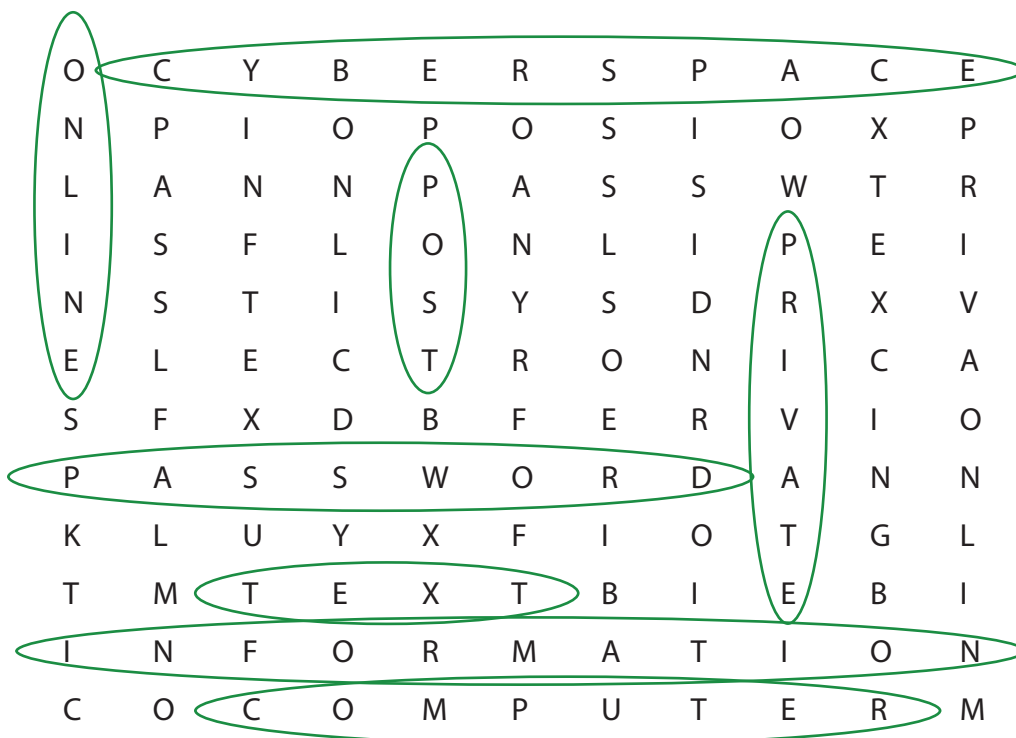


Safety Smart®? ☒ YES ☐ NO

No personal information will be shared.



ONLINE SAFETY WORD SEARCH ANSWER KEY



text

cyberspace

private

password

post

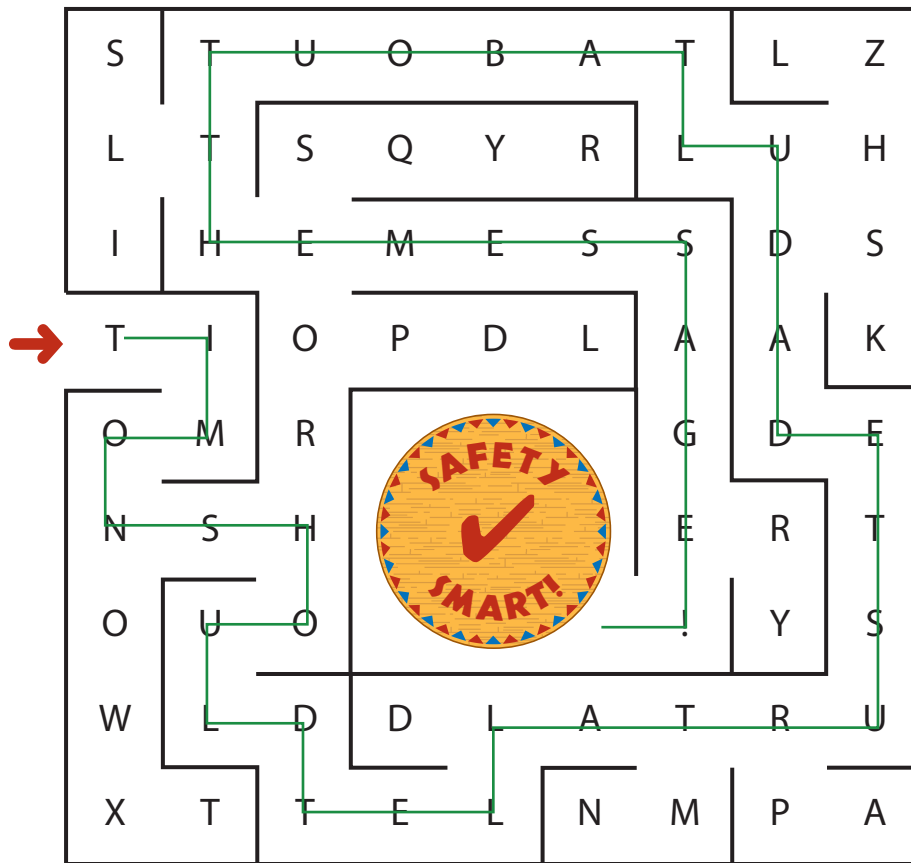
information

computer

online



MAZE CRAZE ANSWER KEY



T I M O N S H O U L D T E L L
 A T R U S T E D A D U L T
 A B O U T T H E M E S S A G E !