

## EDUCATOR'S GUIDE

# Safety in Cartoons

## Preparation

### Overview and Objectives

This lesson is geared toward family audiences.

Participants will explore ways in which they stay safe in everyday life situations as a way to make connections to the Navy's safety campaign cartoons during World War II to help safeguard crew members. Facilitators will encourage participants to draw connections between their own safety and ways they protect themselves and safety concerns shown in various cartoons. Participants will visually explore a series of cartoons to identify and analyze details they notice. By the end of this lesson, participants will be able to connect safety on a Navy ship to their own safety by creating their own safety cartoon and message.

This lesson includes a [slideshow](#) in which an instructor can lead participants through how they stay safe, identifying how some spaces on *Intrepid* could be unsafe, visual observations of the Navy's Dilbert cartoons, and a fun activity where they create their own safety tableau cartoon, acting it out in freeze-frame style.

### Instructional Modalities

This activity was designed for both synchronous or asynchronous instruction.

For **synchronous instruction**, we recommend a platform that allows both for whole group discussion and for participants to interact in small groups.

For **asynchronous adaptations**, we provide suggestions for adults to provide additional support for the activities and for participants to share their work with each other.

### Materials

- [Safety in Cartoons Slideshow](#)
- **Make a Safety Cartoon Worksheet**
- **Optional: Crayons, markers, stickers, glitter**

### Discussion Questions

What are some important safety rules in your family?

How does your family stay safe?

What are some safety suggestions you have for others?

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## Lesson

### 1. Introductory Activity

- Participants will discuss real-life situations and what they need to learn to do for their personal health and safety. Make a group list of situations and the knowledge and skills needed to navigate those situations (e.g. wearing a helmet to ride a bicycle, locking the door, what to do when encountering street construction, etc.). Use the slide to discuss how the family practices safety when moving on the sidewalk, riding in transportation or the family car, and crossing the street. Then participants will further identify the ways they practice safety and explore the different everyday symbols and objects they encounter to help keep them safe. Discuss how these various symbols and objects protect us, listing any additional objects that they might have come to know. Explain to participants the US Navy also worked to keep sailors and pilots safe. Educators can share some ways they stay safe to encourage participation.
  - **Why is it important to develop personal safety skills?**
  - **What safety rules do you follow as a family?**
  - **When do you need to follow safety rules?**
  
- Participants will be introduced to USS *Intrepid* and make connections between their own safety and that of sailors and pilots that served on ships like USS *Intrepid*. Explain to participants that *Intrepid* served as an aircraft carrier for the Navy. There were sailors and pilots living and working on the ship. After the ship's service, *Intrepid* became a museum in New York City.
  - **What did the Navy do to help people on *Intrepid* stay safe?**
  
- Explain to participants that many different jobs existed in the Navy, especially on *Intrepid*. Because these people fought in wars, their jobs required safety rules. Discuss the image of sailors working in the anchor chain room aboard *Intrepid*. Click on the historic image with the chain and facilitate discussion and exploration of that space through Google Arts & Culture. Encourage participants to find areas that may not be safe.
  - **What safety skills did these people need to work on *Intrepid*?**

## 2. Core Activity

- Beginning with slide 10, explain to participants that they will explore the ways the Navy promoted safety using cartoons and videos. Show participants the video and discuss what they noticed about Dilbert.
  - **What did Dilbert do that was unsafe?**
  - **What could Dilbert do differently to practice safety?**
- Discuss how the Navy wanted to prevent accidents. They created this campaign with the characters Dilbert and Spoiler. Ask participants what they notice about the first cartoon image on slide 14.
- Guide participants through slides 14-18. Analyze what they notice and discuss why safety is needed in the cartoons.
  - **What is unsafe in this cartoon?**
  - **What other details do you notice?**

## 3. Make Your Own Safety Tableau Cartoon

Tableau is a freeze-frame, living picture that captures and communicates a message without telling people and without moving.. Using the template, divide family participants up into pairs. If the group is small, have participants brainstorm and act independently. In this case, brainstorm and present a safety tableau cartoon where others have to guess the safety message.

## Asynchronous Adaptation

Have participants go through the [slideshow](#) on their own and take a picture or record a video of their own safety tableau cartoon. Then have them upload the picture or recorded video to Padlet or Google Drive.

## Extension Activities

To deepen student engagement with this content, you may choose to add the following activities :

### **Family Safety Cartoon Book**

As participants saw in the lesson, *Intrepid* and other Navy ships were tasked with protecting one another through the Don't Be a Dilbert campaign. Encourage participants to be creative by making a class cartoon book about safety. Identify key safety rules as a group, and assign a rule to each participant to create their cartoon,

either with words or without, in the same way they designed their own safety cartoon at the end of this lesson. Take pictures of each cartoon. Create a free account in Book Creator for participants to see how their work is important and valued.

## Additional Resources/ References

[Intrepid Museum Google Arts & Culture](#)

[City At Sea: USS Intrepid](#)

[National Archives World War II Posters](#)

[Mrs. P's Specialties: Teaching Students with Disabilities About Safety](#)

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**ACTIVITY: Make a Safety Tableau Cartoon!**

Directions

Divide the group into pairs, if there are enough to have multiple groups of two. If not, participants can work alone. Follow this order in planning out and presenting your tableau.

1. Prompt
2. Brainstorm
3. Present

<b>Prompt</b>	<b>Brainstorm</b>	<b>Present</b>
<p>Without moving, use your body and props to create a living picture, or freeze-frame, of a safety rule. You can make it like a cartoon. You can work with a partner, or alone, using props to help your message.</p>	<p>What are some important safety rules to you and your family? Make a list on your own, or with a working partner, without sharing to the rest of the group.</p>	<p>Present your final freeze-frame safety cartoon product to others in the family or group. The family can vote on which tableau captured the safety message the best.</p>