

Promote Safe Driving: Creating a PSA



INTRODUCTION

In this lesson, students analyze tactics used to design and deliver effective PSA messages and then apply what they learn to create their own PSA scripts for the **Drive2Life PSA Contest**. See the Contest Overview, Entry Form, and Official Contest Rules at ymiclassroom.com/drive2life for details on the contest theme and entry requirements.

TARGET AUDIENCE

Students ages 13 to 19 in grades 6–12

OBJECTIVES

- Analyze tactics used to design and deliver effective public service announcement (PSA) messages and assess the desired behavior change
- Create scripts for informative PSA videos that incorporate research from multiple sources, engage the intended audience, and use various communication techniques to express a clear, accurate message that encourages drivers, pedestrians, bicyclists, and e-scooter riders to share the road safely.

NOTE: Students create storyboards in this activity as preparation for writing a script not more than two pages for a 30-second PSA to enter in the **Drive2Life PSA Contest**.

PROGRAM COMPONENTS MATERIALS NEEDED

- This one-page teacher’s guide
- Copies of the following sheets for each student:
 - PSA Storyboard Graphic Organizer
 - PSA Storyboard Rubric
- Copies of sample student PSA scripts and storyboards for students to share:
 - A Regrettable Action
 - One Decision
 - Not So Funny
- Computer with Internet access to view sample PSAs at nrsf.org/resources/psas. [**NOTE:** Review videos to determine whether they are useful for your group before sharing them with students.]

LESSON DIRECTIONS

1. Introduce students to the idea of a public service announcement (PSA). Explain that a PSA is designed to reach a specific group with a message that will change the group’s behavior. Then ask: *How much impact can a PSA have on our behavior?*
2. As a class, watch and discuss some effective PSAs. Share the NRSF PSAs with the class, or search for other current PSAs.
3. For each PSA, identify the message and discuss: *What tactics were used to communicate the message? Do the PSAs use positive reinforcement to encourage positive behavior or change?*
4. Tell students that they will be creating their own PSAs to encourage drivers, pedestrians, bicyclists, and e-scooter riders to share the road safely. To get started, they will organize their ideas using a storyboard. Then they will write a script not more than two pages on 8.5 x 11-inch paper for a 30-second PSA video to enter in the **Drive2Life PSA Contest**.
5. Explain to students that a storyboard is a visual way to plot out a video script and story. Movie directors and animators use storyboards to plot out their thinking and ideas.
6. Distribute copies of the PSA Storyboard Graphic Organizer, the PSA Storyboard Rubric, and the sample student PSA scripts and storyboards.
7. Review with students how to use the PSA Storyboard Graphic Organizer. Explain to students:
 - In the blank boxes, sketch what you want to show on the screen.
 - On the lines underneath, describe what people will hear at that point in the PSA — music, sound effects, dialogue.
 - In the Special Effects (SFX) line, describe any visual effects you have in mind — distortion, blur, and color alteration.Finally, in the “Superscript” line, write any text, such as titles or credits, that you want to show onscreen.
8. Before students begin working, review the PSA Storyboard Rubric. Remind students to use the assignment rubric to guide their PSA.
9. Have students present their storyboards to the class for feedback. Then have them write their scripts (not more than two pages) following the format of the NRSF sample scripts. Remind students that storyboards cannot be submitted as contest entries, only scripts.



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