

# 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 storyboards or scripts for the **Drive2Life PSA Contest**. See the Contest Overview, Entry Form, and Official Contest Rules at [ymiclassroom.com/drive2life](http://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 or storyboards 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 helps prevent drunk and drugged driving

## 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 Teen Lane PSAs ([www.nrsf.org/teenlane/programs/public-service-announcements](http://www.nrsf.org/teenlane/programs/public-service-announcements)) [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 iconic and effective PSAs. Share the NRSF Teen Lane 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? How has this message become part of our collective psyche? Do the PSAs use positive reinforcement to encourage positive behavior or change?*
4. Tell students that they will be designing their own PSAs to help prevent drunk and drugged driving. Students can create a script or a storyboard for a 30-second video PSA for the Drive2Life **PSA Contest**. They can focus on drunk driving, drugged driving, or both topics. Challenge students to come up with messages that will resonate as much as the examples they viewed.
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, draw images of what you want to show on the screen.
  - On the lines underneath, write the audio portion. In the "audio" lines, write music, sound effects, and dialogue.
  - In the Special Effects (SFX) line, write any effects, such as distortion, blur, and color alteration.
  - Finally, in the "Superscript" line, write any text, such as titles or credits, that you want to add to the screen.

Note: During the brainstorming process, students might use sticky notes to create the first drafts of their storyboards.
8. Before students begin working, review the PSA Storyboard Rubric. Remind students to use the assignment rubric to guide their PSA. Students creating scripts can apply the rubric as well and include image and sound notes in their scripts instead of illustrations.
9. Have students prepare final drafts of their scripts or storyboards for submission to the contest.



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