

# MAKING YOUR MESSAGE

A Transportation Safety  
Communications Project





# Introduction

In 2017, the City of Philadelphia adopted a Vision Zero Action Plan. By adopting Vision Zero, the City of Philadelphia rejects the status quo that traffic deaths are “accidents.” Instead, traffic deaths are viewed as preventable incidents that can be systematically addressed. There are a number of strategies that the City is continually working on to create a safer transportation system, and some of them rely on safe human behaviors. These behaviors are especially important for youths, who are normalizing their own behaviors as well as impacting their peer group(s).

## Lesson Overview

This lesson asks students to choose a transportation safety topic and create a short public safety announcement (PSA) about traffic safety through the lens of Vision Zero. Each of the transportation safety topics available in this lesson plan has essential messaging points as well as optional supportive messaging and resources. This is a chance for students to understand the many efforts that are necessary for a transportation system to work safely, reflect on their transportation safety behavior(s), and work on creating and communicating this behavior through an advocacy message for community benefit via video.

## Applicable Grades

10-12

## Learning Outcomes

By the end of this project, students will be able to:

- Understand the concept of Vision Zero and safe transportation behaviors
- Successfully communicate an advocacy message using factual information from reliable sources
- Write a script that identifies a transportation safety issue and describes ways to mitigate that issue
- Understand how to create a storyboard for a video
- Conduct independent research to learn more about a topic
- Create a short, topic-based video

# Applicable Standards Aligned System Learning Standards

This lesson plan will help students in achieving the following, as set out by the state's Standards Aligned System (SAS):

## Civics and Governments

- **Standard - 5.1.12.A.:** Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- **Standard - 5.2.12.D:** Evaluate and demonstrate what makes competent and responsible citizens.

## Health, Safety, and Physical Education

- **Standard - 10.3.12.A.:** Assess the personal and legal consequences of unsafe practices in the home, school or community.

## English Language Arts

- **Standard Area - CC.3.5:** Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
- **Standard - CC.3.5.9-10.G.:** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- **Standard - CC.3.5.11-12.B.:** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- **Standard - CC.3.5.11-12.G.:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- **Standard Area - CC.3.6:** Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- **Standard - CC.3.6.9-10.E.:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Business, Computer, and Information Technology

- **Standard - 15.4.12.A.:** Apply the creative and productive use of emerging technologies for educational and personal success.
- **Standard - 15.4.12.G.:** Create an advanced digital project using sophisticated design and appropriate software/applications.

## Time Needed

This curriculum could take up to five 45-minute intervals, depending on which, if any, parts are completed as homework.



# Lesson Structure

## Warm-Up

1. **Offer and reflect on some examples.** As a class, watch the following Public Service Announcements:

- Vision Zero – A Bold New Approach to Road Safety. <https://www.youtube.com/watch?v=7hECxqxoGLo>
- It's More Than Texting. <https://youtu.be/S96Yqk1O-yQ>
- Teenage Stress PSA. <https://youtu.be/IHbceX9aP6I>

After showing each video, ask students what the central message was. Ask students about the similarities and differences of each video. After the discussion, ask the class whether they know what this sort of a video is called.

2. **Explain the concept of a Public Service Announcement.** A summary could be:

*"PSAs are videos created to raise awareness and change public attitudes and behavior toward a social issue. Effective PSAs often have a powerful message that sticks with the viewer, sometimes becoming part of society's collective psyche."*<sup>1</sup>

Ask the students if they know of any PSA, regardless of topic.

3. **Evaluate the Example PSAs.** Break the class into three groups and assign one of the videos that was watched to each group. If necessary, have each group re-watch their assigned video. Have each group answer the following questions about their video:

1. Who was the audience for the video? How could you tell who the audience was?
2. What was the main message or takeaway of the video?
3. What tone or tactics did the video use to communicate the message?
4. Did you think the PSA was effective? Why or why not?

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1 [http://www.scholastic.com/listencarefully/pdf/Listen\\_Carefully\\_Storyboard.pdf](http://www.scholastic.com/listencarefully/pdf/Listen_Carefully_Storyboard.pdf)

## Main Learning Activity

**1. Set the stage.** Tell the class that they will be planning and making a PSA on transportation safety, informed by some of the efforts that the City of Philadelphia is making through their Vision Zero Program. There are a number of strategies that the City is continually working on to create a safer transportation system, and some of them rely on individual behaviors. These behaviors are especially important for youths, who are normalizing their own behaviors as well as impacting their peer group(s).

Have students review the city's Vision Zero website - <http://visionzerophl.com> – and explore the “About” and “Resources” tabs looking at the following documents: [Vision Zero Fact Sheet](#), [Tips for Sharing the Street](#), [the High Injury Network](#), and [Vision Zero Presentation](#).

Have students answer the following questions individually or in a discussion:

- How would you summarize Vision Zero?
- What is one fact from the Vision Zero website that you found surprising?
- What is something that the City of Philadelphia is doing to reduce traffic-related deaths and severe injuries?
- What can you do to reduce traffic-related deaths and severe injuries?

**2. Choose the topic.** It is up to the teacher to decide whether the students can group themselves and choose a topic or whether they should be assigned a group and topic. Try to make sure that all of the PSA topics are covered. The potential topics are in Appendix A.

These are the requirements of the PSA:

- Each PSA must include all of the “key messages” and at least three “supportive messages.”
- The video should not be longer than two minutes.
- Each video should incorporate and properly cite a statistic that supports their message.

**3. Make the storyboard.** Have the students start by creating a storyboard. Explain that storyboards are used to plan out thinking and ideas, especially when the final product has multiple components (visuals, audio, narration, etc.). A storyboard worksheet can be found in Appendix B.

**4. Create the PSA.** Once the storyboards are complete (the teacher can decide whether they want to review the storyboards and offer comments/edits), the students should make the video. Many students may be familiar with the technologies needed to make a video and how to use them. More information on making a video can be found in Appendix C.

## Reflection

### 1. Guide students through a series of reflection

**questions.** These questions could also be done in small groups, with a report out to the whole class. A list of reflection questions is provided in Appendix D.

### 2. Extend the lesson (optional). This lesson may be extended in the following ways:

- a. Have students present their videos to the class.  
Let the class vote on the most effective PSA.
- b. Use this series as part of a bigger research project on transportation safety and the impact of making smart choices.



# Appendix A. Video Topics, Messages, and Resources

## Topic 1. Driving Too Fast

Vehicle speed is directly tied to the severity of a crash. Higher speeds mean that the crash is more likely to involve vehicle damage, injuries, and death. When you drive too fast, you can lose your ability to control the vehicle, whether that's making a safe turn, staying in the right lane, or stopping in time to let a pedestrian cross the street.

### Key Messages

The following key messages must be included in your video. Feel free to use different wording as long as the meaning is the same.

- Speed is a fundamental predictor of crash survival.
- Speed is especially lethal for people walking and biking.
- Slowing down saves lives.

### Supportive Messages

Choose at least three of these messages to include in your video. Once again, feel free to adjust wording.

- Even relatively small differences in speed can make a big difference in crash impacts, especially for pedestrians and bicyclists.
- Approximately 53% of traffic-related deaths in Philadelphia are a result of aggressive driving, which includes speeding and failure to yield.<sup>2</sup>
- The likelihood that a pedestrian will die in a crash with a motor vehicle is 5 times higher if the person driving the motor vehicle is going 30mph versus 20mph<sup>3</sup>

- Speeding is exceeding the posted speed limit or *driving too fast for conditions*. For example, if you are driving past a school where pedestrians are likely to be crossing, driving in the rain or snow, or driving when it is dark out, you should generally drive slower than the speed limit to be safe.<sup>4</sup>
- 1 out of every 4 pedestrian crashes in the City of Philadelphia involve children and youths who are 17 years old or younger.<sup>5</sup>
- Part of the reason crashes at higher speeds are more likely is that speed increases the amount of space needed to stop. If you are going 20 mph, you need about 63 feet stop if the pavement is dry. If you are going 30 mph, you need about 119 feet. At 40 mph, you need about 164 feet. (*Tip: Translate these into relatable distances, like football fields or Philly streets blocks*)<sup>6</sup>
- If you're running late, don't compensate by taking risks like speeding. It's not worth it!

### Resources

Want to add more to your video? Here are more resources to continue your research.

- The Benefits of Slowing Down Traffic Starting Where Children Walk and Bike, Pedestrian and Bicycle Information Center: [http://www.visionzerofor youth.org/wp-content/uploads/2020/01/2051\\_VZY\\_InfoBrief\\_speedmanagement\\_FINAL.pdf](http://www.visionzerofor youth.org/wp-content/uploads/2020/01/2051_VZY_InfoBrief_speedmanagement_FINAL.pdf)
- Speeding Away from Zero: Rethinking a Forgotten Traffic Safety Challenge, Governors Highway Safety Association: [www.ghsa.org/resources/Speeding19](http://www.ghsa.org/resources/Speeding19)
- The Effect of Speed on Vision While Driving: <https://ezinearticles.com/?The-Effect-of-Speed-on-Vision-While-Driving&id=4227763>

<sup>2</sup> Vision Zero – City of Philadelphia. <http://visionzerophl.com/>

<sup>3</sup> Vision Zero – City of Philadelphia. <http://visionzerophl.com/>

<sup>4</sup> Pulse Protects. <https://www.pulseprotects.com/dangers-of-speeding>

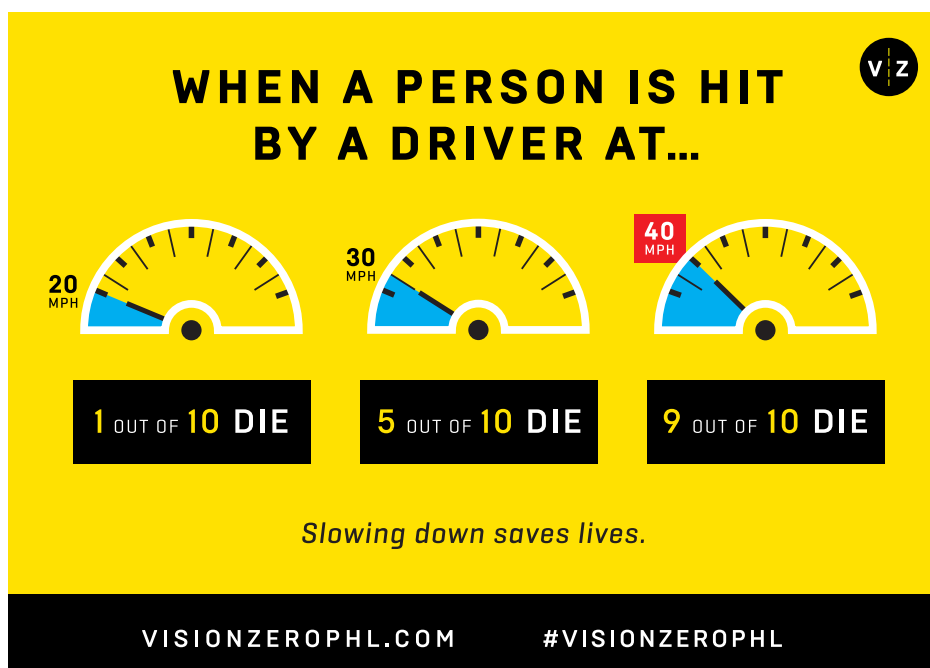
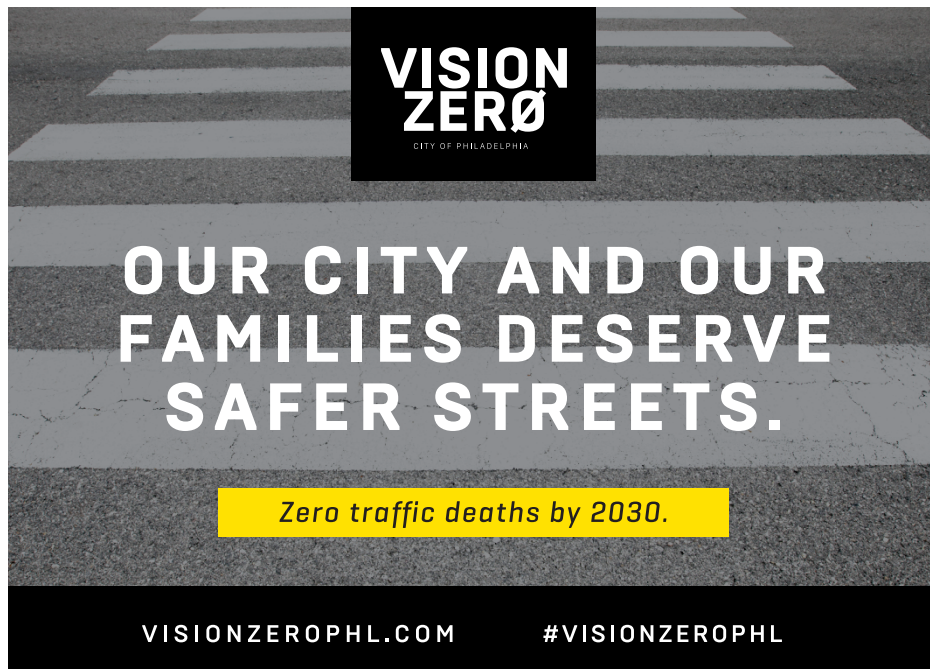
<sup>5</sup> Philadelphia Vision Zero for Youth Demonstration Project. Pedestrian and Bicycle Information Center. <http://www.visionzerofor youth.org/vision-zero-for-youth-demonstration-project/>

<sup>6</sup> NHTSA. [https://one.nhtsa.gov/nhtsa/Safety1nNum3ers/august2015/S1N\\_Speeding-August2015\\_812008.pdf](https://one.nhtsa.gov/nhtsa/Safety1nNum3ers/august2015/S1N_Speeding-August2015_812008.pdf)

## Images

The images below can be used, if desired, in your videos. Make sure to cite the sources if you do use these images. Alternatively, you can make or find your own!

- Relationship between speed and probability of a pedestrian fatality (source: City of Philadelphia Vision Zero Three-Year Action Plan, <http://visionzerophl.com/uploads/attachments/cj8a9vbdj074ojnd66ah3mxxi-2017-vz-action-plan-final.pdf>)
- Vision Zero postcard cover (source: City of Philadelphia Vision Zero Program, <http://visionzerophl.com/uploads/attachments/cj808rayz004i6rd6fecycp8z-vz001-postcard-3-6-17.pdf>)





## Topic 2. Being Visible

Many serious and fatal crashes happen because roadway users don't see each other, or they see each other too late. It is important that all roadway users – whether a driver, pedestrian, or bicyclist, or– be visible to each other. This is especially important when it's dark, raining, or snowing, as people might be more focused on navigating the conditions than looking around them.

### Key Messages

The following key messages must be included in your video. Feel free to use different wording as long as the meaning is the same.

- Drivers should slow down and be extra cautious when driving in low light or at night. It may be more difficult to see pedestrians and bicyclists.
- About 75% of pedestrian fatalities in the United States occur in low light conditions (dawn, dusk, or dark).
- About 50% of all bicyclist fatalities in the United States occur in low light conditions (dawn, dusk, or dark).

### Supportive Messages

Choose at least three of these messages to include in your video. Once again, feel free to adjust wording.

- In the City of Philadelphia, crashes involving pedestrians aged 17 and under are more than 50 percent more likely to lead to a fatality or serious injury when at dawn, dusk, or nighttime.<sup>7</sup>
- Never assume that a person driving sees you. Make eye contact with drivers as they approach to make sure you are seen. Even in broad daylight, drivers may be looking in the other direction or distracted.
- In low light conditions, people driving find it easier to see pedestrians and bicyclists that are wearing light-colored or reflective clothing.
- If you ride your bicycle between sunset and sunrise, Pennsylvania law requires that it be equipped with a front-facing white light as well as rear and side reflectors. A red rear light is not required by law, but is even better than a rear red reflector.
- Try to make eye contact or exchange a wave with drivers to ensure they can see you before you cross.
- People driving are more likely to see pedestrians in places where they expect them, such as marked crosswalks.
- People driving are less likely to see pedestrians or bicyclists when they are driving at higher speeds. Take extra caution when crossing high-speed roadways, and be extra vigilant when driving.
- At night, choose streets and crossing locations that are well-lit whenever possible.
- When crossing multi-lane roads, always make sure that the people driving in every lane see you and stop before you cross.
- As a roadway user, you must pay attention. In Pennsylvania, it is illegal to text on your cell phone while you drive. When you are walking or biking, limit distractions when crossing streets and intersections.

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7 Philadelphia Vision Zero for Youth Demonstration Project. Pedestrian and Bicycle Information Center. <http://www.visionzerooryouth.org/vision-zero-for-youth-demonstration-project/>

## Resources

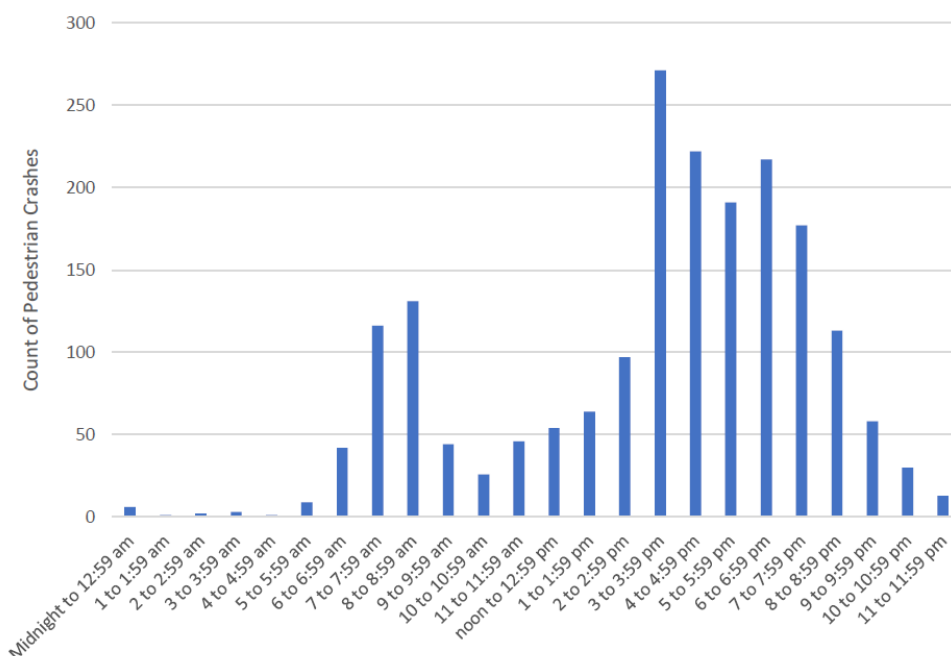
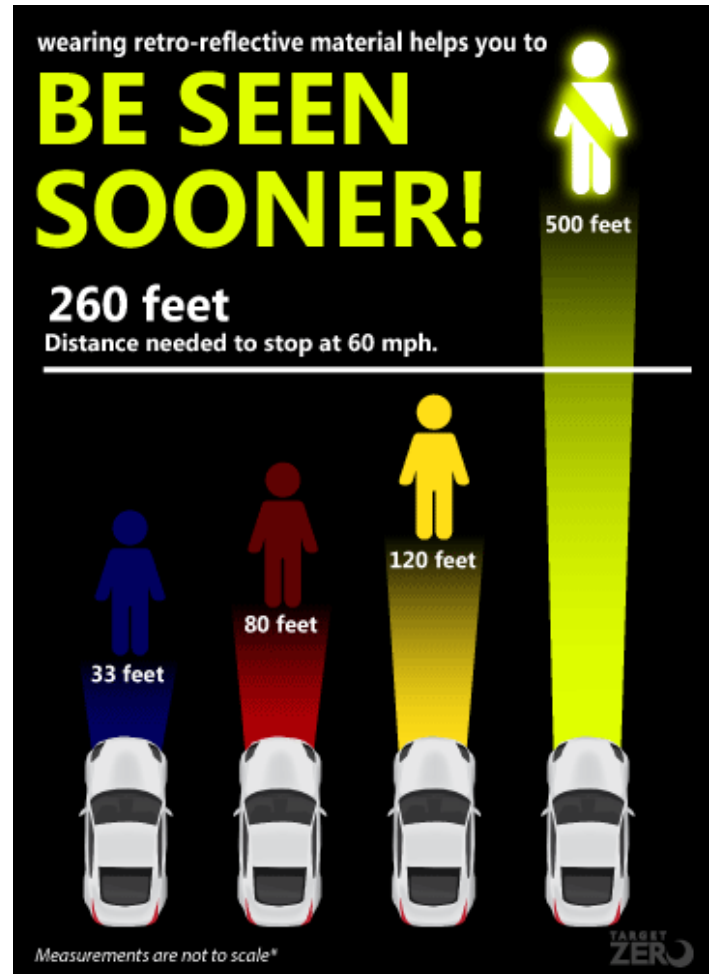
Want to add more to your video? Here are more resources to continue your research.

- Reflective Clothing and Pedestrian Safety: The Science of Being Seen: <https://www.sciencebuddies.org/blog/reflective-clothing-and-pedestrian-safety-the-science-of-being-seen>
- Bicycling at Night: <https://www.bikewalknc.org/2014/05/bicycling-at-night/>
- Driving at Night: <https://mylicence.sa.gov.au/safe-driving-tips/driving-at-night>

## Images

These images can be used, if desired, in your videos. Make sure to cite the sources if you do use these images. Alternatively, you can make or find your own!

- Crashes involving pedestrians aged 17 and under in the City of Philadelphia by hour of day (Source: Philadelphia Vision Zero for Youth Demonstration Project. Pedestrian and Bicycle Information Center. <http://www.visionzeroforyouth.org/vision-zero-for-youth-demonstration-project>)
- Distances of nighttime visibility (source: South Carolina Department of Public Safety, <https://www.pinterest.com/pin/334181234823939609/>)



## Topic 3. Survivor Tales and Testimonials

Being involved in a traffic crash can impact a person forever, whether physically, emotionally, or financially. Hearing others' stories of their experiences can help students reflect on how their actions can help prevent traffic crashes and connect how they use the roadway with human stories.

### Key Messages

The following key messages must be included in your video. Feel free to use different wording as long as the meaning is the same.

- Behind the fatality and serious injury statistics are real people and real pain.
- A traffic crash can transform a person's life in an instant.
- What can you do? You can drive the speed limit, don't be distracted by cell phones, and be alert for bicyclists and pedestrians.

### Supportive Messages

Choose at least three of these messages to include in your video. Once again, feel free to adjust wording.

- Part of the solution is for people to be more careful and aware of the possible impacts of their actions.
- A serious injury can transform a person's life, requiring months of rehabilitation and expensive medical bills, and taking a serious emotional toll.
- When there is a fatality, it is a tragedy. Not only is a life cut short, but family and friends are confronted with a sudden and inexplicable loss. The pain and suffering lasts a lifetime.
- Friends, parents, community members, or teachers that you know may have been in a traffic crash. Learn first-hand about the repercussions from them.

## Resources

Want to add more to your video? Here are more resources to continue your research.

- Transforming Pain into Power: Philadelphia Launches a Families for Safe Streets Effort, Vision Zero Network: <https://visionzeronetwork.org/transforming-pain-into-power-philadelphia-launches-a-families-for-safe-streets-effort/>
- Families for Safe Streets of Greater Philadelphia: <https://bicyclecoalition.org/programs/families-for-safe-streets/>
- Families for Safe Street Resource Guide: [https://static1.squarespace.com/static/5cab9d9b65a707a9b36f4b6c/t/5edea7eda813293c8e56e41f/1591650302031/FSS\\_Resource\\_Manual.pdf](https://static1.squarespace.com/static/5cab9d9b65a707a9b36f4b6c/t/5edea7eda813293c8e56e41f/1591650302031/FSS_Resource_Manual.pdf)
- Families for Safe Streets: <https://www.transalt.org/familiesforsafestreets#resourceguide>

## Topic 4. Cycling in Traffic

Many people never take a course on how to ride their bicycle on the road. As more students are bicycling to school or around their community, it is important to know the rules of the road as a cyclist to stay safe, predictable, and respectful to other roadway users.

### Key Messages

The following key messages must be included in your video. Feel free to use different wording as long as the meaning is the same.

- Go with the traffic flow. Ride on the right in the same direction as other vehicles. Go with the flow of traffic—not against it.
- Obey all traffic laws. A bicycle is a vehicle and you're its driver. When you ride in the street, obey all traffic signs, signals, and lane markings.
- Make sure you can be seen. Use bike lights at night and be aware of drivers' blind spots.

### Supportive Messages

Choose at least three of these messages to include in your video. Once again, feel free to adjust wording.

- Be Predictable. Ride in a straight line, and do not weave between cars. Signal your moves to others.
- Stay Alert at All Times. Use your eyes and ears. Watch out for potholes, cracks, wet leaves, storm grates, trolley tracks, or anything that could make you lose control of your bicycle. You need your ears to hear traffic and avoid dangerous situations, so don't wear earphones when you ride.
- Look before turning. When turning left or right, always look behind you for a break in traffic, then signal before making the turn. Watch for left- or right-turning traffic.
- Watch for parked cars. Ride far enough out from parked vehicles to avoid the unexpected, like doors opening, or cars pulling out.
- Yield to traffic when appropriate. Almost always, people driving on a smaller road must yield (wait) for traffic on a major or larger road. If there is no stop sign or traffic signal and you are coming from a smaller roadway (out of a driveway, from a sidewalk, a bike path, etc.), you must slow down and look to see if the way is clear before proceeding. This also means yielding to pedestrians who have already entered a crosswalk.
- Take the lane. If there is no shoulder or bike lane, where traffic is slow and the travel lane is narrow, when approaching an intersection, or if traffic is passing you too closely and you feel uncomfortable, ride closer to the center of the lane to establish yourself as part of the flow of traffic. This will prevent motorists from passing you when there isn't room. You should also take the lane when you're traveling at the same speed as traffic. This will keep you out of motorists' blind spots and reduce conflicts with right turning traffic.



## Resources

Want to add more to your video? Here are more resources to continue your research.

- Rules of the Road: The Ultimate Guide to Bike Safety <https://visual.ly/community/Infographics/transportation/how-share-road-ultimate-guide-bike-safety>
- Understanding Bicycle Symbols and Markings. <https://www.portlandoregon.gov/transportation/article/526347>

## Images

The images shown below can be used, if desired, in your videos. Make sure to cite the sources if you do use these images. Alternatively, you can make or find your own!



## Topic 5. Be a Transportation Role Model

As a high school student, you have many people in your community that look up to you. Little brothers and sisters and younger students model their behavior on yours. Parents and older community members look to you to help them understand new trends or acceptable behaviors, and you can earn more independence by engaging in responsible behaviors. By being a transportation role model, you keep yourself safe on Philadelphia's streets and set a good example for others.

### Key Messages

The following key messages must be included in your video. Feel free to use different wording as long as the meaning is the same.

- Every roadway user is responsible for making Philadelphia's streets safe.
- You are a role model for other high school students and younger friends, family members, and those in the community. Use the streets as if you are teaching them.
- Focus on the roadway. Put down your phone as you drive (it's illegal!) and make sure you stay alert when you walk and bike .

### Supportive Messages

Choose at least three of these messages to include in your video. Once again, feel free to adjust wording.

- More people would walk or bike if they feel that it's safe to do so. In addition, many people have to walk or bike because they don't have a driver's license or don't have a vehicle. Others prefer not to drive to reduce carbon emissions or to get more physical activity.
- Set an example and improve the safety of your streets by following laws and being respectful of other roadway users.
- Distracted driving is one of the most common and most dangerous habits of today's drivers. If your friends or family members see you talking on the phone or checking text messages, it passes on the message that it's ok to take your attention off the road.
- Follow the rules of the road, no matter if you are driving, biking, walking, or taking transit. It takes everybody to create a safe street.

## Resources

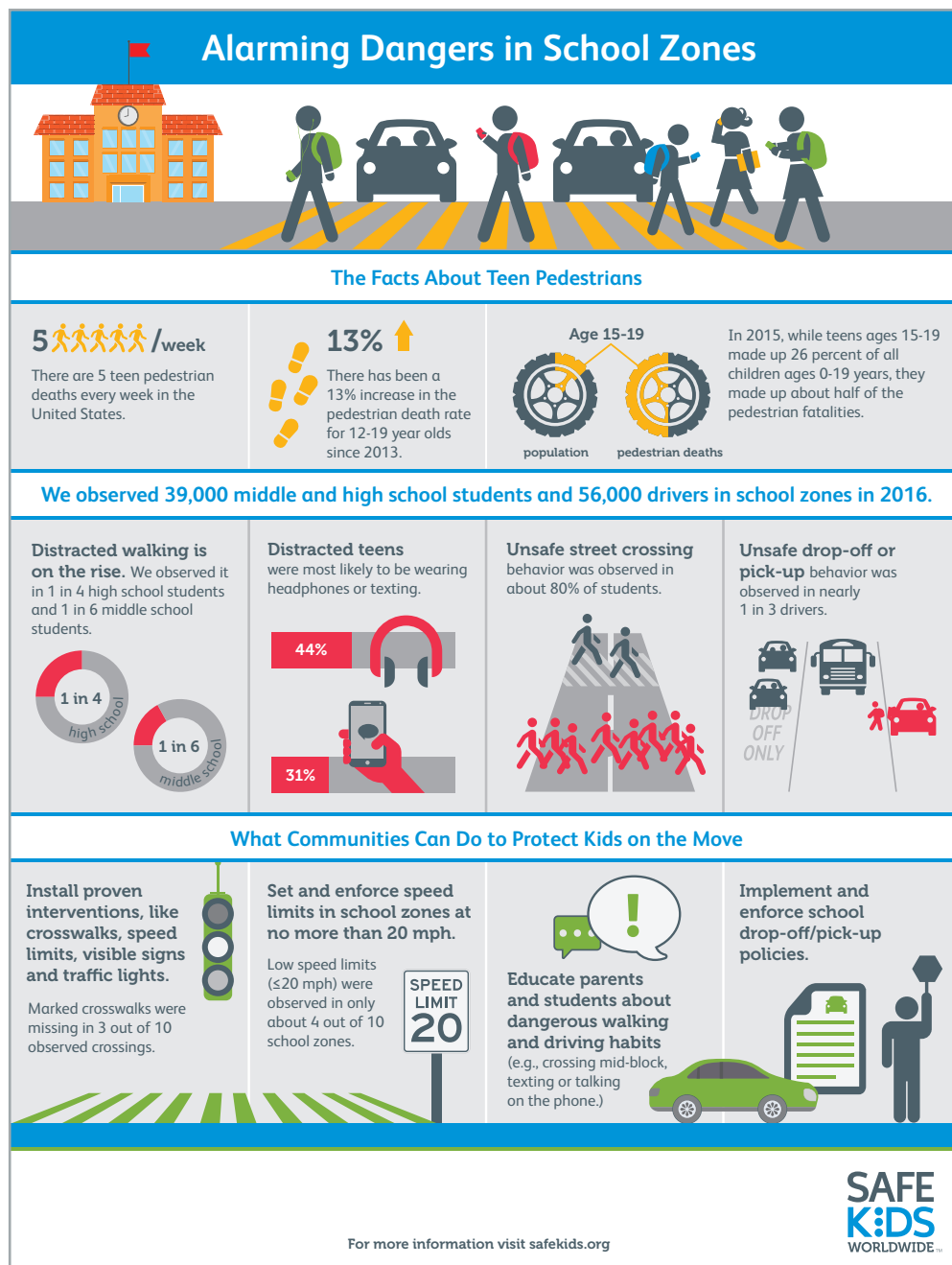
Want to add more to your video? Here are more resources to continue your research.

- Bike Safety for Teens: [https://www.safekids.org/safetytips/field\\_age/teens-15%E2%80%9319-years/field\\_risks/bike](https://www.safekids.org/safetytips/field_age/teens-15%E2%80%9319-years/field_risks/bike)
- Pedestrian Safety for Teens: [https://www.safekids.org/safetytips/field\\_age/teens-15%E2%80%9319-years/field\\_risks/pedestrian-safety](https://www.safekids.org/safetytips/field_age/teens-15%E2%80%9319-years/field_risks/pedestrian-safety)
- Teen Drivers: <https://injury.research.chop.edu/teen-driving-safety/tools#.X1kEFXIKiUk>

## Images

The images below can be used, if desired, in your videos. Make sure to cite the sources if you do use these images. Alternatively, you can make or find your own!

- Dangers in School zones for all users (source: <https://www.safekids.org/infographic/school-zone-infographic>)







# Appendix B.

## Storyboard Template

### Plan your PSA

**Directions:** In the boxes below, plan out your PSA video on your transportation safety topic. Each scene should include a description of the image/video, audio (e.g., music, sound effects), text (any words that will show on the screen) and narration (what is being said).



1.

scene sketch



Description:



Audio:



Text:



Narration:

2.

scene sketch



Description:



Audio:



Text:



Narration:



3.

scene sketch



Audio:



Text:



Narration:



Description:

4.

scene sketch



Audio:



Text:



Narration:



Description:

5.

scene sketch



Audio:



Text:



Narration:



Description:



# Appendix C.

## How to Make a Video

### Create a Video in Four Steps

Making a video is easier than you think. Most of what you need is probably in your pocket right now.

#### 1. DESIGN:



**What you'll need:** something to write down your ideas

Think about what you want your video to be. Ask yourself questions like:

- **What's my message?:** e.g. Crashes are not "accidents". They are preventable.
- **Who is my audience?:** e.g. classmates, family, friends, neighbors
- **How can I get my message across?:** e.g. a short story, a song, or a 5-part Netflix docu-drama

#### TIPS

- Keep it short, simple, and specific. Make sure your message is clear and understandable by the audience.
- Make a plan but be flexible. Start by writing a storyboard or a script but expect it to change along the way.
- Be creative. Viewers will remember your video if it's original and interesting.

#### 2. RECORD



**What you'll need:** something to record with, like a smart phone

Create or gather materials for different components of your video:

- **Video:** Use your phone's camera app to capture footage you want to use.
- **Audio (optional):** You might want to record audio separately for voice-overs or special effects.
- **Other media (optional):** Use pictures, graphics, or other videos to supplement.

#### TIPS

- Record multiple takes. It's easier to delete extra bits than to fill in what you don't have.
- Do some research. Look up tips on video recording techniques or watch others' content for ideas.
- Capture your screen. It's a great way to turn not-filmed media into video, or grab clips from other sources.

### 3. EDIT



**What you'll need:** a video editing app, like iMovie or Youtube Studio

Stitch everything together to make a polished product. Keep it simple! Not every video needs a lot of editing.

- **Trimming and cutting:** Delete mistakes or footage you don't want.
- **Titles, transitions, effects:** Text and effects can cue viewers about important ideas.
- **Sound editing:** Add music, sound effects, or voice overs.

#### TIPS

- Use the tool that's right for you. There are lots of free (or free trial) video editors that are easy to use.
  - YouTube Studio
  - BeeCut
  - iMovie
  - Premiere Rush
- Sound is important. Clean up noise and make sure speech is clear. Music shouldn't be overpowering.

### 4. UPLOAD



**What you'll need:** a way to share your video, like YouTube or just a flash drive

Once you're done, export or save your video, and share it with your audience.

- **Platform:** Most popular social media platforms support video, including YouTube, Instagram, Twitter, and TikTok.
- **Metadata:** Add a title, description, and key words so your audience can find your video.

#### TIPS

- Get your audience's attention. Whether it's your followers on Instagram or people who get a link via text, the right context can decide whether your video gets watched at all.
- Check privacy settings. Be cautious, especially if your video has sensitive content or personally identifiable information.



# Appendix D:

## Reflection Questions

An important part of creating influential messages is being able to look back and reflect on how the PSA works or doesn't work and find opportunities to improve future versions. The following are reflection questions that could be asked in a class discussion, in small groups, or in a writing assignment:

1. Which part of your PSA did you think was most powerful? Why?

4. Was there information that you put in your PSA that surprised you? Why was this information surprising?

2. How did you use statistics and/or visuals to more effectively communicate your message?

5. Will you be changing your behaviors based on what you learned from your PSA or your classmates' PSAs? What will you do differently?

3. How would you change your PSA to be more relatable for different audiences, such as parents, grade-school kids?