



## Grade 9 Sample Lesson Plan: Unit 5 – PSA

### SOLs

- 9.1.h Explain how alcohol and other drugs increase the risk of injury.
- 9.1.i Analyze the deadly consequences of binge drinking.
- 9.1.j Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.

### Objectives/Goals

- Students will research and explain how alcohol and other drugs leads to injury, illness and death through making a PSA about the ATOD topic of their choice.

### Materials

- PSA Assignment and Storyboard
- PSA Materials

### Procedure

- Assign students the PSA assignment
- Each group will create a Public Service Announcement (PSA) on an ATOD topic of yours or your teacher's choice .
- Each group will complete the following for assessment:
  - ✧ PSA Storyboard worksheet (Provided)
  - ✧ PSA Fact Sheet (Provided)
  - ✧ Group Responsibilities (Provided)
  - ✧ Peer Evaluation (Provided)
  - ✧ Peer Review (Provided)
  - ✧ Poster with slogan (must echo theme from movie)
  - ✧ An i-Movie PSA (1 to 2 minutes in length)
- After all videos are completed, students will review and assess each video.
- Students will vote for their favorite video.
  - The video with the most votes will win the Oscar.

### References

- Melanie Lynch, M.Ed. North Allegheny School District

**Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.

# ATOD PSA Project



- You will be working in your group
- Each group will create a Public Service Announcement (PSA) on an ATOD topic of yours or your teacher's choice .
- Each group will complete the following for assessment:
  - ✧ PSA Storyboard worksheet (Provided)
  - ✧ PSA Fact Sheet (Provided)
  - ✧ Group Responsibilities (Provided)
  - ✧ Peer Evaluation (Provided)
  - ✧ Peer Review (Provided)
  - ✧ Poster with slogan (must echo theme from movie)
  - ✧ An i-Movie PSA (1 to 2 minutes in length)

The project is worth **36** points and a scoring rubric is attached  
The following is your timeline:

- ✧ Assignment given in class on: \_\_\_\_\_
- ✧ Work on your storyboards on: \_\_\_\_\_
- ✧ Film your project, edit and work on poster on Edit your movie on: \_\_\_\_\_
- ✧ Projects are due by: \_\_\_\_\_
- ✧ We will watch all of the PSA movies: \_\_\_\_\_

## **Group Members:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## **Topic:**

### **Sources used (Identify the websites used to gather information):**

- 1.
- 2.
- 3.

### **Facts that support the message of your movie:**

- 1.
- 2.
- 3.
- 4.
- 5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

# Group Responsibilities



Group Members:

Topic of Presentation:

Group Responsibilities (who is doing what?):

Research:	
Fact Sheet:	
Storyboard:	
Filming I-Movie:	
Editing:	
Poster	

**Directions for completion:** Please complete a chart for each member of your group (including yourself) with 5 being the highest rating and 1 being the lowest. Please honest about each group member's contribution.

**Your Name:**

	5	4	3	2	1
Contributions to the project					
Cooperation					
Communication					
Overall grade					

**Name:**

	5	4	3	2	1
Contributions to the project					
Cooperation					
Communication					
Overall grade					

**Name:**

	5	4	3	2	1
Contributions to the project					
Cooperation					
Communication					
Overall grade					

Name:

	5	4	3	2	1
Contributions to the project					
Cooperation					
Communication					
Overall grade					

Name:

	5	4	3	2	1
Contributions to the project					
Cooperation					
Communication					
Overall grade					

**Comments:** Please make any comments about your group and/or group members that you feel were not addressed in the above evaluation. Thanks for your input!

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# PEER REVIEW

Directions: As the group presents their video, watch for the advocacy theme as they present and assess their video with the rubric below. Write a word or phrase in the space provided that will enable you to check the skill cues mentioned in the video.



Your Name: \_\_\_\_\_  
Tribe Presenting: \_\_\_\_\_

## Skills Cues: Advocacy

- Takes a clear, health-enhancing stand/position \_\_\_\_\_
- Supports the position with relevant information \_\_\_\_\_
- Shows awareness of audience \_\_\_\_\_
- Encourages others to make healthful choices \_\_\_\_\_
- Demonstrates passion/conviction \_\_\_\_\_

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be funny proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.




🗳️ Circle the number that best describes this video. Be fair and honest in your assessment.

<b>iMovie Rubric</b>	Name(s) : _____ _____ _____
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**Movie Title:**

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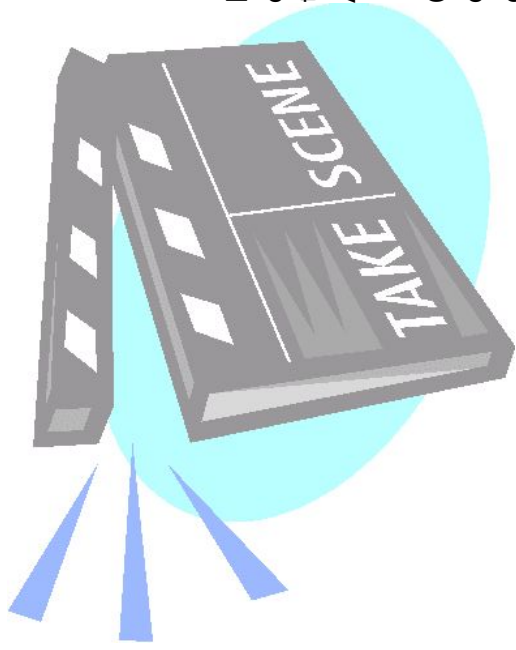
**Learning Target:**



**I CAN** produce a high-quality movie to entertain, persuade the audience, or give information about a topic that's ready to be uploaded to the class website.

CONTENT				
The movie has a clear beginning, middle and end and follows a logical sequence (makes sense).	1	2	3	4
The script or storyline is creatively written and captures the viewers attention	1	2	3	4
AUDIO				
The movie includes voice, sound effects +/- or music appropriate for the each scene	1	2	3	4
The voice, sound effects +/- or music are extremely clear without unwanted background noise	1	2	3	4
FILMING				
The movie is steady and focused throughout. Still shots/pictures/images are clear and not blurred, too light, too dark or too quick.	1	2	3	4
The movie has different shots, transitions and special effects that are appropriate and add to the impact or enjoyment of the content	1	2	3	4
All scenes have enough lighting for viewers to easily see the action	1	2	3	4
EDITING				
The movie flows exceptionally well and is exactly the right length (including title and credits) for its purpose (1– 3 minutes long). It doesn't seem too short or too long.	1	2	3	4
The movie has no misspellings or grammatical errors	1	2	3	4

**COMMENTS:**



# Stress Management Video Assignment

**Directions:** In your group, first decide what will be the focus of your one to three minutes commercial. **BE AS CREATIVE AS YOU CAN BE!** Once an idea has been agreed upon, use the area below to create your storyboard. **YOU MUST HAVE YOUR STORYBOARD APPROVED BEFORE FILMING!**

Once your storyboard has been approved, you will be permitted to film using the digital camera and continue by editing your video using iMovie or software of your choice if you decide to take your video home. **This is worth 36 points.**

Names: \_\_\_\_\_

Topic: \_\_\_\_\_

Brief Summary of Commercial: \_\_\_\_\_

\_\_\_\_\_

Storyboard:

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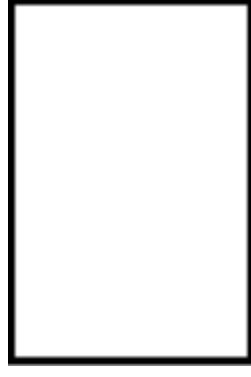
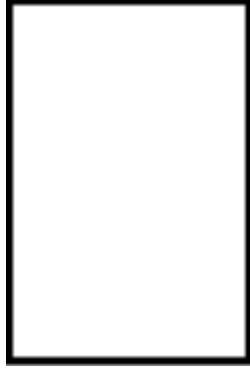
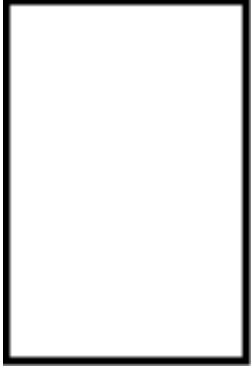
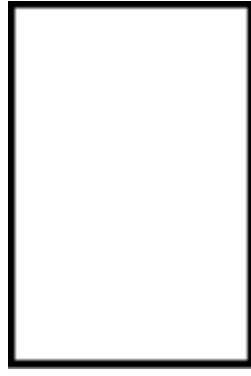
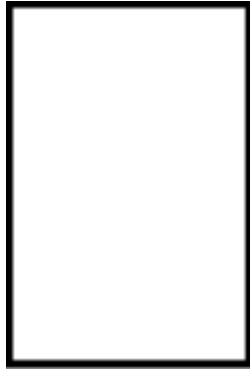
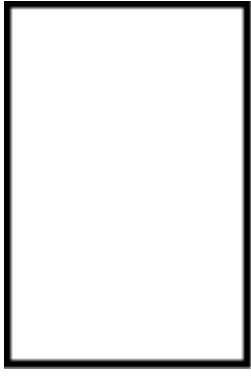
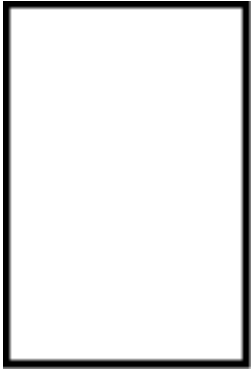
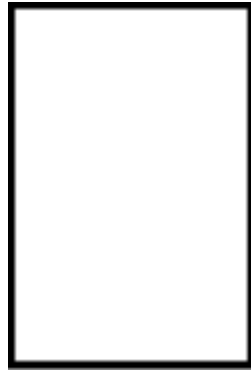
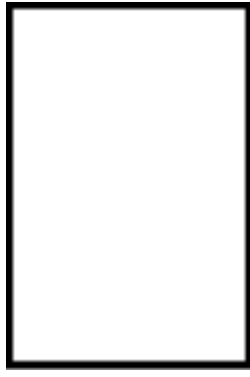
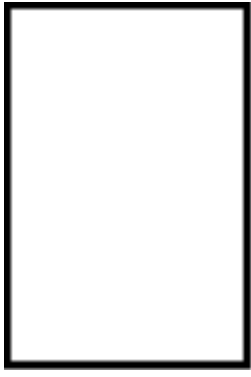
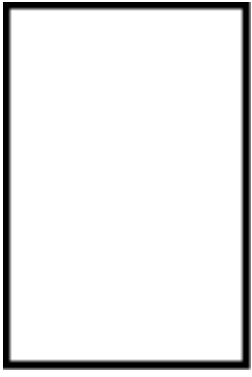
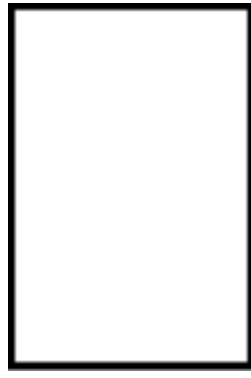
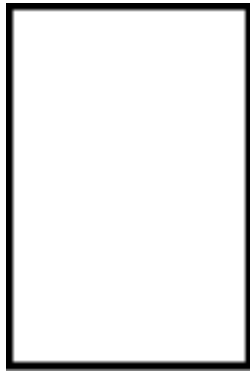
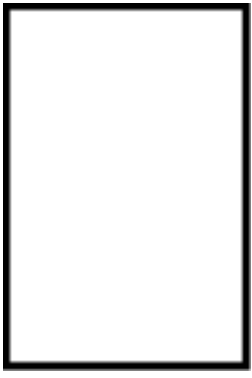
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*Teacher Approval:* \_\_\_\_\_