FINAL REPORT
CURRICULUM DEVELOPMENT

DRIVER EDUCATION

P R I D E

Program Research In Driver Education

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

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PREFACE

This report reviews the development and implementation of a driver education curriculum under a research and development project entitled, Program Research In Driver Education (PRIDE). A description of the curriculum is included in this report, which is intended as a documentation of the curriculum's rationale and development. In addition, this report is intended to serve as a guide for driver education teachers who are implementing the curriculum.

Responsibility for the curriculum construction was primarily undertaken by Richard A. Meyerhoff, driver education department head of the Waterloo Community Schools. With the cooperation of the Waterloo school district and its driver education staff, Mr. Meyerhoff helped formulate the curriculum under the auspices of Project PRIDE and the Iowa Department of Public Instruction.

Funds for the PRIDE project were made available from the U.S. Department of Transportation under the authority of Section 402 of the Highway Safety Act of 1966. The opinion and content included in this publication are those of the authors and not necessarily those of the U.S. Department of Transportation, National Highway Traffic Safety Administration.

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INTRODUCTION

Iowa's driver education program is unique, considering the number of students involved and the extent of the program throughout the state. An average of 97 percent (or 50,000) of the total eligible students between 15- and 21-years-old complete a course in driver education each year. The students participate in programs which range in size from small two-phase, summer-only sessions to four-phase programs at large multi-attendance centers. Instruction periods range from six to 18 weeks in length and include at least 30 hours of classroom instruction and six hours, or equivalent, of behind-the-wheel instruction.

Iowa also offers a driving environment that is atypical from that of many states. Beginning drivers in Iowa are exposed to driving in urban areas, on interstate highways and on rural roads, all of which are easily accessible for in-car instruction.

The youthful driver problem in Iowa is similar to that of other states. Proportionally, youthful drivers in Iowa are involved in more accidents than drivers in any other age group.

With these thoughts in mind, Iowa's Department of Public Instruction initiated a project aimed at creating a curriculum designed to teach crash prevention and survivability.

Funds to support the development and evaluation of such a curriculum through a project entitled, Program Research in Driver Education (PRIDE), were granted to Iowa on September 1, 1971. Funds for the project were made available from the U.S. Department of Transportation under the authority of Section 402 of the Highway Safety Act of 1966.

Highway Safety Program Standard 4.4.4, Driver Education; of the Highway Safety Act reads:

> Each state, in cooperation with its political subdivisions, shall have a driver education and training program. The program shall provide that:
>
> > There is a state research and development program including adequate research, development and procurement of practice driving facilities, simulators, and other similar teaching aids for both school and other driver training use.

Project PRIDE was initiated to carry out this standard.

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PROJECT GOAL AND OBJECTIVES

The major goal of Project PRIDE was to develop and evaluate a model driver education curriculum which would promulgate those activities leading to the reduction of accidents, injuries and violations. The following objectives were included within this goal:

1. Development of instructional tools to be used by the driver education instructor in all phases of instruction

2. Development of the curriculum content and a delivery system for both the printed and audio-visual instructional materials

3. Development of a sequence of instructional units, including a series of driving exercises to aid in the learning and understanding of driving skills

4. Development of instructional techniques for both classroom and laboratory curriculum phases to help the instructor determine the progress of individual students and recommend additional resource materials and/or remedial instruction for students who need it

5. Development of a parent participation program that will enable students to progress beyond basic driving skills

6. Development of vehicle selection guidelines to help students select dependable and crashworthy vehicles

7. Development of guide sheets to give students and teachers an overview of the class and laboratory activities for each module and to correlate the classroom and laboratory activities

8. Development of tests to promote both a high quantity and a high quality of learning

9. Evaluate the curriculum compared to the immediate and intermediate effectiveness of existing curriculums

10. Evaluate the curriculum comparative effectiveness in reducing accidents, injuries and violations

COMMITTEES

Two committees were formed to assist in the development of the PRIDE curriculum. These committees, the Curriculum Advisory Committee and the Higher Education Committee, were made up of many people involved in driver and safety education programs throughout the United States. The duties of each committee are described below. The State Driver Education Advisory Committee also was advised of the PRIDE project although the committee was not actively involved in the curriculum development.

Curriculum Advisory Committee

The Curriculum Advisory Committee was responsible for developing an outline and instructional sequence for the PRIDE curriculum. The committee also reviewed instructional materials and provided feedback during the developmental stages of the curriculum.

Members of the Curriculum Advisory Committee included:

Dr. Richard W. Bishop, Associate Professor, Driver and Traffic Improvement, The Florida State University, Tallahassee, Florida.

Mr. Richard G. Boyer, Supervisor, Driver Education, Evanston Township High School, Evanston, Illinois.

Mr. Steve Hamann, Head, Driver Education Department, West High School, Davenport, Iowa.

Dr. Allen Robinson, Director of Programs, Motorcycle Safety Foundation, Washington, D.C.

Dr. Robert A. Ulrich, Head, Safety Department, Central Missouri State College, Warrensburg, Missouri.

Higher Education Committee

The Higher Education Committee was made up of members of the driver education staffs of several state colleges and universities. This committee reviewed the outline of the PRIDE curriculum and made suggestions on the proposed instructional sequence.

Higher Education Committee members were:

Mr. James Berry, Director, Transportation Safety Research Center, The University of Iowa, Iowa City, Iowa.

Professor Ivan Eland, Head, Driver and Traffic Safety Education, University of Northern Iowa, Cedar Falls, Iowa.

Mr. Robert Hicklin, Traffic Safety Education Department, William Penn College, Oskaloosa, Iowa.

Dr. Peter Mazula, Driver Education Department, Northern University High School, Cedar Falls, Iowa.

Dr. Loren Muench, Traffic Safety Education, Iowa State University, Ames, Iowa.

Dr. Lillian Schwenk, Head, Safety Education and Research Program, Iowa State University, Ames, Iowa.

Mr. Marvin VanSickle, Director, Safety Education, Dubuque University, Dubuque, Iowa.

Mr. Fred Wagner, Instructor, Safety Education, Dubuque University, Dubuque, Iowa.

COMPONENTS OF THE CURRICULUM

The PRIDE curriculum consists of four basic parts: the Road Performance Guide, the Student Guide, Pre-Tests, Post-Tests and Answer Feedback and the Parent Involvement Guide. The first three sections of the curriculum are directed at the student. The Parent Involvement Guide is written for the parent whose teen-ager is enrolled in driver education. The various parts of the curriculum are discussed further below.

Road Performance Guide

Designed primarily for use during in-car instruction periods, the Road Performance Guide is aimed at helping the student develop driving skills. For each skill studied, the Road Performance Guide includes a stated objective, a learning exercise and a suggested setting for practice. Diagrams and step-by-step instructions also are included throughout the guide to aid in learning and understanding.

The four sections of the Road Performance Guide (Basic Control, Interacting in Traffic, Traffic Environment and Emergency Procedures) are organized to enable the student to learn basic driving skills before attempting to practice more difficult driving procedures. Although the activities in the Road Performance Guide are concurrent with those scheduled for classroom and laboratory instruction, the planned activities may not correspond on a day-to-day basis.

Student Guide

Consisting of seven hierarchal units, the Student Guide is structured to correlate the classroom activities with those planned for behind-the-wheel instruction. Four types of instructional sheets are included in the Student Guide: guide sheets, data sheets, procedure sheets and work sheets.

The guide sheets in the Student Guide provide an overview of the instructional activities and resources scheduled for each module of study. The correlation between the classroom and laboratory activities is easily observed by referring to the separate guide sheets that are included for the classroom and laboratory phases of instruction.

One of the features of the guide sheets is the statement of purpose for each module, included at the top of each sheet. The statement of purpose indicates what the student should strive to achieve during the module lesson. The purpose also indicates the desired outcome as it relates to everyday driving situations.

Another feature that should be pointed out is that each guide sheet is divided into three sections, labeled, "Instructor," "Student" and "Resources." A student can refer to the "Instructor" section of a guide sheet to find out what information and activities to expect his driver education instructor to cover in a particular module. This section also is helpful to the instructor since it briefly summarizes the points to be covered in a given lesson.

The "Student" section of a guide sheet tells the student what he is expected to know after studying a particular module. By referring to this section, the student can check his understanding of a module.

The "Resources" section of a guide sheet lists resources that can be used by both students and instructors to achieve the objective of a module. Many resources, including textbook readings, films, transparencies, data sheets, procedure sheets, work sheets, pre-tests and post-tests, are suggested for each module. The textbooks recommended throughout the Student Guide include:

Driver Education and Traffic Safety, copyright 1967,
Let's Drive Right, fifth edition, copyright 1972,
Sportsmanlike Driving, sixth edition, copyright 1970,
Tomorrow's Drivers, copyright 1974.

The data sheets included in the Student Guide contain guidelines for the student to follow in everyday driving situations. The specific information provided on the data sheets helps the student to anticipate and properly respond to various problem situations. To illustrate, the data sheets included in the module, "Parking and Turnabouts," describe how to identify risky parking situations and how to park defensively.

The procedure sheets included in the Student Guide are concise, step-by-step summaries of how to perform basic driving procedures. The reason for performing each step also is listed on the procedure sheets as an aid to the student. The procedure sheets can be used as handy reference guides for information that may not be readily accessible in textbooks.

Work sheets are included in the Student Guide as a learning tool for the student. After studying a particular module, the student can check his understanding by completing the work sheet. In this way, the work sheets insure the comprehensive coverage of a subject. These sheets also are an excellent means of generating classroom discussion.

Pre-Tests, Post-Tests and Answer Feedback

The pre-tests and post-tests, included with most modules, are designed as an aid to both students and instructors. The student can use the pre-tests as an alert to what he should learn in a particular module. An instructor can use the pre-tests to assess student knowledge and to determine what information should be stressed in classroom discussion. Post-tests can be used to assess student knowledge and understanding at the completion of the module.

The Answer Feedback, provided for both pre-tests and post-tests, is useful as a learning aid since the answer to each question in the tests is briefly explained. The Answer Feedback also may be used to stimulate class discussion. Like the pre-tests and post-tests, the Answer Feedback is an optional and flexible teaching tool that should be used at the instructor's discretion.

Parent Involvement Guide

The Parent Involvement Guide is designed to help parents provide useful and enjoyable practice sessions for their teen-agers. Such practice sessions are important since as much driving practice as possible is desirable while a student is enrolled in driver education. It is pointed out that the parent is not expected to take the place of the driver education instructor but that the parent should supervise as his teen-ager practices driving skills.

Several sections are included in the Parent Involvement Guide to assist the parent during practice driving sessions. These sections are entitled, "Safeguarding the Driving Situation," "Teaching Tips," "Driving Judgment" and "Operating a Standard Transmission." A Performance Checklist which can be used to record the student's progress also is included.

PRIDE MODEL CURRICULUM OUTLINE

I INTRODUCTION

- A. Driving - A Personal Challenge
- B. Signs, Signals and Markings

II BASIC CONTROL

- A. Pre-Start
- B. Starting, Entering Traffic, Securing Your Car
- C. Speed
- D. Steering
- E. Braking
- F. Turning
- G. Backing

III SYSTEM INTERACTION

- A. Intersecting
- B. Lane Selection and Placement
- C. Lane Changing
- D. Merging
- E. Following and Being Followed
- F. Oncoming Vehicles
- G. Passing and Being Passed
- H. Pedestrians, Cyclists and Other Vehicles
- I. Parking and Turnabouts

IV DRIVING ENVIRONMENT

- A. Urban Traffic
- B. Highways
- C. Limited Access Roadways
- D. Roadway Surfaces
- E. Reduced Visibility
  1. Rain, Fog, Snow
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V CRITICAL SITUATIONS

- A. Unexpected Actions of Others
- B. Vehicle Failure
- C. Lateral Acceleration Recovery
- D. Driver Actions

VI FACTORS INFLUENCING PERFORMANCE AND SURVIVABILITY

- A. Alcohol and Other Drugs
- B. Driver Characteristics
  - 1. Physical Fitness
  - 2. Psychological Factors
- C. Vehicle Maintenance
- D. Vehicle Selection
- E. Legal Responsibilities
  - 1. Insurance
  - 2. Crash Scene

VII TRIP PLANNING

- A. Route Selection, Equipment and Loading

Starting - Entering Traffic - Securing Your Car

This module focuses on teaching the student three basic driving procedures - starting the car, entering and leaving traffic and securing the vehicle. Students will continue to practice these procedures throughout the course.

Step-by-step procedure sheets for starting the car, entering traffic and securing the vehicle are included in this module. Other recommended resources are textbook readings, the Iowa Drivers Manual, the Road Performance Guide, pre-tests, post-tests, Answer Feedback and two simulation films.

Speed

The main emphasis of this module is to teach the student to adjust the speed of his car to existing traffic conditions. The amount of time saved per mile by increasing a car's speed also is presented. It should be pointed out that only the fundamentals are mentioned in this module since speed control is discussed throughout the course.

Resources for this module include several textbook readings, the Iowa Drivers Manual, the Road Performance Guide, a work sheet, two post-tests and Answer Feedback. Any simulation film may be used for the laboratory phase of the module.

Steering

Steering control drills for practice in the laboratory phase are the principal teaching tool used in this module. These drills are designed to teach the student to maintain his lane position, to take evasive action by swerving into the next lane and to regain steering control when the vehicle is out of control.

Four transparencies and several pages in the Road Performance Guide are suggested as resources for this module.

Braking

Although much of this module is devoted to in-car braking practice, several important braking concepts are introduced in the classroom. The data sheet, "Understanding Your Brakes," is suggested for use as the basis of classroom discussion.

Several braking exercises in the Road Performance Guide are recommended for teaching the student to regulate braking pressure, to apply the brakes quickly, to stop the car when the brakes fail and to dry out wet brakes, among other skills.

Other resources recommended for this module include several textbook readings, a pre-test, a post-test, Answer Feedback and a simulation film.

Turning

The purpose of this module, as stated in the Student Guide, is "to teach the student to correctly signal, steer into the proper lane position and select the proper turn path when making a turn." The concepts stressed include communication, speed control, observation, yielding and steering control. Turning from and onto a one-way street also is an important topic in the module.

Resources recommended for this module include textbook readings, the Iowa Drivers Manual, the Road Performance Guide, several transparencies and a data sheet, as well as a pre-test, a post-test and three simulation films.

Backing

Although "Backing" is the last module included in the Basic Control unit, instructors are encouraged to place this module in the sequence best suited to their situation.

The correct body position, observation habits and steering control for backing are stressed in this module. These skills will be practiced throughout the course.

Two transparencies are recommended to illustrate the major points in the module. Other resources include textbook readings, the Iowa Drivers Manual, two data sheets, a pre-test, a post-test, Answer Feedback, the Road Performance Guide and two simulation films.

SYSTEM INTERACTION

The System Interaction unit provides the student with crucial information about interacting with other vehicles and elements of the transportation system. The unit discusses everyday driving manuevers such as lane changing, following and being followed and merging. Close attention should be given to these maneuvers both in the classroom and in the laboratory since they can be potentially dangerous unless they are performed correctly.

Nine modules are included in the System Interaction unit. A brief description of each module follows.

Intersecting

The purpose of this module is to teach the student to interact with other traffic at intersections. Identifying and reacting to uncontrolled intersections is emphasized in both classroom and laboratory phases of the module.

Several transparencies, including "How to Identify an Intersection" and "Uncontrolled Intersections," are recommended for use in the classroom. A procedure sheet discussing uncontrolled intersections also is included.

Other resources recommended for this module are textbook readings, the Iowa Drivers Manual, the Road Performance Guide, a data sheet entitled,

"Railroad Crossings," a pre-test, a post-test and Answer Feedback. A film for the classroom, "Safety Facts About Crossing Railroad Tracks," and several simulation films also are suggested for use with this module.

Lane Selection and Placement

Anticipating the potential actions of other drivers is an important part of positioning a vehicle within a traffic formation. Proper lane selection and placement with respect to the potential actions of others are stressed in this module. After studying it, the student should be able to select the lane that provides the best visibility, the largest space cushion, the best traffic flow and the lowest threat from other drivers.

Recommended resources for the module include textbook readings, two 35 mm slide presentations and a simulation film.

Lane Changing

Proper lane changing, as well as right of way, lane discipline, blind spots and stability zones are discussed in this module. A step-by-step procedure sheet included with the module is a concise guide for the student to follow as he learns to change lanes.

Several textbook readings, the Iowa Drivers Manual, the Road Performance Guide, a pre-test, a post-test, Answer Feedback and two simulation films are suggested as resources.

Merging

Since merging naturally follows lane changing, students should have a minimum of difficulty with this module. Classroom and laboratory discussion focuses on identifying a merge situation and completing a merge safely.

Resources suggested for use with this module include textbook readings, the Iowa Drivers Manual, the Road Performance Guide and a data sheet entitled, "Merging." Also recommended are a pre-test, a post-test, Answer Feedback and two simulation films.

Following and Being Followed

The two-second following interval is introduced and emphasized in this module. After studying the lesson, the student should be able to explain the two-second interval and apply it when following and when being followed.

Several resources are suggested for use with this module, including a 35 mm slide series entitled, "Following," a transparency series and two data sheets. Other resources include textbook readings, the Iowa Drivers Manual, the Road Performance Guide, a pre-test, a post-test and Answer Feedback. Any simulation film may be used with this module.

Oncoming Vehicles

Because all oncoming vehicles present a potential hazard, the goal of this module is to teach the student to recognize and respond to problem situations caused by oncoming vehicles. The module also dicusses what actions to take when meeting oncoming cars.

Textbook readings, the Iowa Drivers Manual, several transparencies, a pre-test, a post-test and Answer Feedback are suggested as resources. Any simulation film may be used with the module.

Passing and Being Passed

Because passing and being passed involve some of the most potentially dangerous driving maneuvers, the safe passing techniques presented in this

module should be thoroughly discussed. The students will practice these passing maneuvers in the laboratory phase of the module.

Several textbook readings, the Iowa Drivers Manual, a procedure sheet, a data sheet, several transparencies, a pre-test, a post-test and Answer Feedback are suggested resources for the classroom phase of the module. Two simulation films, a transparency entitled, "IPDE," and the Road Performance Guide are suggested resources for the laboratory phase.

Pedestrians, Cyclists and Other Vehicles

This module is divided into four parts: "Pedestrians and Cyclists," "Motorcycles," "Trailers" and "Snowmobiles." A separate guide sheet is included in the Student Guide for each section.

The intent of the module is to teach the student to respond properly to pedestrians, cyclists and other vehicles. Since a laboratory phase is included with only the "Pedestrians and Cyclists" section of the module, most of the material will be presented in the classroom.

Many resources are recommended for this module. They include textbook readings, the Iowa Drivers Manual, the Road Performance Guide, pre-tests, post-tests and Answer Feedback. A 16 mm film, "Natural Forces and the Motorcycle," is suggested for use in the "Motorcycles" section of the module and several transparencies are recommended for the section entitled, "Trailers." Any simulation film depicting interactions with pedestrians and cyclists may be used for the laboratory phase of the "Pedestrians and Cyclists" section of the module.

Parking and Turnabouts

This module is devoted to teaching the student various parking and turnabout techniques. Although the laboratory phase of the module is emphasized, several transparencies are suggested for classroom use.

A discussion of defensive parking techniques also is scheduled for the classroom phase.

Several diagrams in the Road Performance Guide illustrate parking and turnabout maneuvers and are suggested for use in the laboratory phase of the module. Other recommended resources include textbook readings, the Iowa Drivers Manual, two data sheets, a pre-test, a post-test, Answer Feedback and several simulation films.

DRIVING ENVIRONMENT

This unit deals with the various natural and engineered aspects of the driving environment and how these aspects relate to the driving task. Topics covered in the unit include urban traffic, highways, limited access roadways and road surface conditions. Reduced visibility due to rain, fog, snow and darkness also is discussed.

The various actions and strategies that a driver can take when he encounters these conditions are stressed in the Driving Environment modules. Many laboratory activities are included to enable the student to practice the skills needed to drive safely in various environments.

After studying this unit, it is hoped that the student driver will have a fuller understanding of the driving environment and an increased capability to cope successfully with it.

Urban Traffic

When driving in urban areas, special attention must be given to certain circumstances, such as one-way streets, pedestrians and right of way laws. The purpose of this module is to teach the student to drive safely in urban areas and to react appropriately to the special situations encountered in city driving.

Several visual aids, including a film entitled, "City Driving," are suggested for use with this module. Other resources recommended for the classroom phase of the module are textbook readings, a transparency series, several individual transparencies, a work sheet, a post-test and Answer Feedback.

Various diagrams and exercises in the Road Performance Guide can be used during in-car practice sessions. Two simulation films also are suggested as resources for the laboratory phase.

Highways

The natural and engineered features of Iowa highways are considered in the module. Students will learn how to respond safely to curves, hills and other features of both primary and secondary roadways. Accident prevention and survivability also is emphasized.

In the laboratory phase of the module, students will practice entering and leaving the highway, as well as steering and speed control and positioning the vehicle in the traffic flow.

A work sheet entitled, "Driving on Country Highways," can help the student check his understanding of the module. Other recommended resources include textbook readings, the Road Performance Guide, a pre-test, a post-test, Answer Feedback and two simulation films.

Limited Access Roadways

Entering, driving on and exiting from limited access roadways are discussed in this module. Pre-trip preparation for interestate highway driving also is described. Strategies and tactics that minimize the dangers of limited access driving are stressed throughout the module.

A data sheet illustrating the various types of interchanges and a work sheet dealing with expressways are among the many resources suggested for this module. Textbook readings, the Iowa Drivers Manual, a film entitled, "Driving on Highways and Freeways," several transparencies, a post-test, Answer Feedback and three simulation films are additional resources.

Roadway Surfaces

Because of Iowa's varied environment, student drivers are likely to encounter several types of road surfaces and surface conditions. Road surfaces in Iowa may range from dirt or gravel roads to smooth concrete highways. Surface conditions may vary from rain-soaked to icy to snow-covered.

The purpose of the module is to teach the student to respond appropriately to the various road surfaces and surface conditions. The content of the module is extensive and includes a discussion of rolling resistance, traction demand, hydroplanning and skid prevention and recovery.

Many resources are available for use with this module. Two 16 mm films for the classroom, transparencies, data sheets, work sheets and simulation films are suggested as resources in addition to several textbook readings. A stopping distance test described in the Road Performance Guide is recommended for the laboratory phase of the module. Also, several post-tests and Answer Feedback are included to help determine a student's understanding at the end of the module.

Reduced Visibility - Rain, Fog, Snow

The problem of reduced visibility as a result of rain, fog or snow often is combined with the problems of poor road surfaces and/or poor

surface conditions. The purpose of this module is to teach the student to respond properly to changing visibility conditions due to rain, fog or snow.

In-car practice of the techniques described in the module will depend on the existing weather conditions. However, students should practice applying the four-second rule for reduced visibility as well as the correct operation of the defroster and windshield wipers, regardless of the visibility conditions.

Guidelines for driving in the various types of reduced visibility are listed on the four data sheets included with this module. A work sheet which summarizes the information presented in the module also is included.

Additional resources for use with the module include textbook readings, a reference in "Driver and Traffic Safety Education" (a resource guide published by the Automotive Safety Foundation), the Road Performance Guide, a transparency, a pre-test, a post-test, Answer Feedback and simulation films.

Reduced Visibility - Night

Driving at night presents a special problem in reduced visibility. Although it is unlikely that students will practice night driving in the driver education car, parents of driver education students are encouraged to provide evening practice sessions for their teen-agers. Nighttime practice periods are important since students undoubtedly will drive after dark much of the time upon becoming licensed drivers.

Tactics for driving at night are discussed in this module, as are factors that affect nighttime driving and nighttime driving dangers. Much of the information discussed in the module is presented in the data sheet, "Driving at Night."

Other resources recommended for use with this module include textbook readings, the Iowa Drivers Manual, the Road Performance Guide, a work sheet, a pre-test, a post-test and Answer Feedback.

CRITICAL SITUATIONS

Critical driving situations involve decisions and actions that can have a crucial effect on what happens in the vital few seconds before and during a crash. This unit focuses on such emergency situations.

While studying this unit, students will learn about the various causes of emergency situations, the clues that warn of an emergency, how to prevent driving situations from becoming critical and what to do if a situation reaches the crucial point. Emergency driving skills also are discussed through the unit.

A variety of instructional approaches and resource materials are recommended for use in the four modules in this unit. Several work sheets included in the module entitled, "Unexpected Actions of Others," teach the student to anticipate a conflict situation and how to respond if such a situation should develop. Data sheets included in the "Vehicle Failure" module discuss many vehicle-related emergencies, including various starting, steering, braking and visibility emergencies.

Each module in the "Critical Situations" unit is discussed further below.

Unexpected Actions of Others

While studying this module, students will learn to respond properly to emergencies caused by the unexpected actions of other drivers and of pedestrians. Much of the laboratory phase of the module is devoted to stopping quickly, sounding the horn and swerving in response to emergency situations.

Two data sheets included with the module describe hazards that the student should watch for when driving in the right and left lanes. Several work sheets also are included to help the student understand various conflict situations. These work sheets are suitable for use in small group discussions. Other resources suggested for use with this module include textbook readings, the Road Performance Guide, a post-test, Answer Feedback and two simulation films.

Vehicle Failure

The cause, symptoms and appropriate response to various vehicle failure problems are presented in this module. Preventative measures to take to avoid these vehicle failure difficulties also are included.

This module is based on eight data sheets which discuss vehicle-related emergencies involving starting, steering, braking and visibility. Several engine-related emergencies are discussed also.

Textbook readings, the Iowa Drivers Manual, transparencies, a pre-test, a post-test and Answer Feedback also are suggested as resources for the module. Students should refer to pages 59-60 in the Road Performance Guide for practice in dealing with particular vehicle failures.

Lateral Acceleration Recovery

Although acceleration typically is thought of only in terms of longitudinal acceleration, this module focuses on lateral, or sidewise, acceleration of a vehicle. Lateral acceleration may result from a sudden gust of wind, a change in rolling resistance, a tire blowout or improperly adjusted brakes.

Several aids included in this module will help the student understand lateral acceleration problems. The two data sheets in the module discuss

the various causes of lateral acceleration and the effects of crosswind on a vehicle. Also, a recommended exercise in the Road Performance Guide is designed to help the student improve his skill in safely dropping off and re-entering the roadway.

Other resources suggested for use with the module include textbook readings, a transparency, a pre-test, two post-tests and Answer Feedback.

Driver Actions

The purpose of this module, as stated in the Student Guide, is "to teach the student to take evasive action in order to avoid a crash situation." Ways that drivers and passengers can minimize the effects of a crash also are stressed in this module.

Several transparencies are recommended for use in the classroom phase of the module. Other resources include textbook readings, the Road Performance Guide, two data sheets, two work sheets, a pre-test and Answer Feedback. A simulation film entitled, "Crash Avoidance," is recommended for use in the laboratory phase.

FACTORS INFLUENCING PERFORMANCE AND SURVIVABILITY

Factors which directly and indirectly influence a driver's performance and survivability are discussed in this unit. Alcohol and other drugs, vehicle maintenance and selection and a driver's legal responsibilities are some of the topics covered in the seven modules included in the unit.

No prerequisite knowledge or driving skill is necessary for the discussion of this unit. It is placed as the sixth unit of the curriculum in order to maintain the flow of information needed for the presentation of the first five units. Because the importance of this unit cannot be over-emphasized, adequate time should be allotted for the thorough discussion of each module.

Alcohol and Other Drugs

Although it is necessary to supply students with facts about alcohol and other drugs, facts alone are not adequate as a means of preventing experimentation and abusive behavior. Rather than presenting the facts alone, the PRIDE curriculum is designed to illustrate the extent and seriousness of the alcohol and drug problem by means of audio-visual aids and classroom discussion.

It is important to note that the title of this module is "Alcohol and Other Drugs." The fact that alcohol is considered a drug and can affect a person's ability to drive safely should be stressed in the classroom.

A filmstrip entitled, "Junkyard," is one of a variety of resources suggested for use with this module. An affective approach is taken in the filmstrip to discuss the effects of alcohol and other drugs on the nervous system and on the driving task.

A data sheet included with the module describes how to identify an alcohol-impaired driver. This information may help the student avoid an accident with an impaired driver.

Other resources suggested for use with this module include textbook readings, the Iowa Drivers Manual, transparencies, a pre-test, a post-test and Answer Feedback.

Driver Characteristics - Physical Fitness

As emphasized in this module, a person's physical fitness for driving is not constant but is an everchanging condition. Students will learn that fatigue, vision problems and other temporary and permanent impairments can affect a person's physical fitness.

The module also stresses that a driver should evaluate his physical condition each time that he plans to drive. He should be able to recognize and compensate for the effect that any impairment could have on his driving ability.

Resources suggested for use with this module include textbook readings, the Iowa Drivers Manual, several transparencies, a pre-test, a post-test and Answer Feedback.

Driver Characteristics - Psychological Factors

Identifying and coping with emotions is a difficult subject to teach in relation to the driving task. Although extensive attitudinal development and emotional control cannot take place during the study of one module, instructors should encourage positive attitude development throughout the course.

It should be pointed out that the overall emphasis of the PRIDE curriculum is not to modify attitudes but is to teach correct driving behaviors. If the instructor demonstrates the proper attitudes and behaviors, it is hoped that the student will assimilate them.

The data sheet suggested for use with this module discusses the student driver's control of himself, of the driving situation and of the vehicle. Additional recommended resources include textbook readings, a 16 mm film entitled, "Look Who's Driving," a pre-test and Answer Feedback.

Vehicle Maintenance

Students must possess a rudimentary knowledge of the various vehicle systems in order to perform maintenance procedures properly. For this reason, a brief study of the six vehicle systems is included in this module.

Students will be able to apply the information presented in this module to vehicle safety, economy and day-to-day maintenance. An extensive data sheet, included with the module describes the routine maintenance procedures recommended for 12 vehicle components. By referring to this data sheet, a student can determine how to perform specific maintenance procedures and how frequently they should be performed.

Other resources suggested for this module are textbook readings, a booklet entitled, "Facts on Car Care," two pre-tests, two post-tests and Answer Feedback.

Vehicle Selection

The focus of this module, as stated in the Student Guide, is "to teach the student how to select a vehicle that will provide maximum protection for the occupants." The module can be an aid to the prospective vehicle owner in terms of both safety information and economic savings.

This module urges the student to consider the following three costs before deciding to buy a particular car: 1) the cost of repairing any defects and the costs of 2) maintaining and 3) operating the vehicle.

The module centers around work sheets, data sheets and two films. The differences between large and small automobiles, both in everyday driving situations and in critical and crash situations, are emphasized in these resources.

The data sheet, "Buying a Used Car," is intended for the student who is shopping for a used car. Several checklists are included to help the student evaluate the interior, exterior and mechanical conditions of used cars. A road test and safety checklist also are provided on the data sheet.

Textbook readings, pre-tests, post-tests and Answer Feedback are additional resources suggested for use with this module.

Legal Responsibilities - Insurance

The purpose of this module, as stated in the Student Guide, is "to teach the student the basics of automobile insurance and enable him to select coverage that best fits his needs." The various types of insurance coverage and factors that influence insurance rates are discussed in the module.

Most of the information provided in this module is compiled into a data sheet series entitled, "Insurance Guide." The first page of this guide contains an explanation of why insurance is important for all drivers. This explanation reads as follows:

> Car ownership means responsibility - not only to yourself but to others. Your actions while driving can affect other people and you can be held legally liable for your actions.
>
> This is why insurance coverage is almost a necessity when you own a car. Few people are financially able to pay for costly damages caused by their automobiles to others. By purchasing insurance coverage, drivers can transfer a portion of their financial responsibility but none of their driving responsibility.

Additional resources recommended for use with the module include textbook readings, a filmstrip, another data sheet, a pre-test, a post-test and Answer Feedback.

Legal Responsibilities - Crash Scene

The legal responsibilities of a driver at the scene of a crash are described in this module. Basic first aid procedures and the correct way to report an accident also are scheduled for discussion.

The transparency series, "Recommended First Aid," is a useful teaching tool suggested for the classroom. Additional resources include textbook readings, the Iowa Drivers Manual, a pre-test, a post-test and Answer Feedback.

TRIP PLANNING

The last unit of the curriculum, "Trip Planning," includes only one module. "Trip," as used in this unit, does not refer to extended travel such as a vacation. Instead, "trip" refers to every time that a person drives an automobile, whether to the grocery store or to another city.

The sole module in this unit is discussed briefly below.

Route Selection, Equipment and Loading

The intent of this module is to teach the student to plan for both short- and long-distance trips, in terms of route selection, equipment and loading. As mentioned above, "trip," as it is used in this unit, refers to every time that a person drives a motor vehicle.

Four data sheets and a work sheet are included as resources for this module. Students should use an official Iowa highway map, published by the Iowa Highway Commission, to complete the work sheet.

Other suggested resources include textbook readings, the Iowa Drivers Manual, a post-test and Answer Feedback.

IMPLEMENTATION PROCESS

The PRIDE curriculum first was implemented during the 1973-'74 school year. A pilot implementation took place during the first semester of the school year to determine possible difficulties in teaching the curriculum. During the second school semester, a revised curriculum was implemented.

Six schools were specifically selected to implement the PRIDE curriculum. These schools were not chosen randomly but were selected for the specific purpose of assisting in implementing the curriculum. Because driver education programs in Iowa high schools range from two- to four-phase, depending on the available facilities, two schools using each type of program were selected for the implementation. In order to obtain a cross section of the state's student population, schools from widespread geographical areas were chosen.

A brief description of the schools which participated in the implementation process follows.

Ames High School

Ames High was selected as one of the schools using a four-phase driver education program to implement the PRIDE curriculum.

Facilities available to the Ames High driver education program include a mobile classroom, a mobile simulation installation equipped with 12 simulator units and an auditorium which serves as a large classroom. A multiple-vehicle driving range also is used by the high school in cooperation with Iowa State University. In addition, easy access to both urban and rural environments is available.

The format used in the Ames High driver education program during the 1973-'74 school year was unique from that of other schools which participated

in the implementation process. All driver education class sections at the high school met in a large class session in the school auditorium once each week. Small class sessions also were held once a week. In addition, a non-supervised classroom was reserved for independent study to allow driver education students to view assigned slides, transparencies and other audio-visual resources.

A total of 1,240 students were enrolled at Ames High during the 1973-'74 school year when the PRIDE curriculum was implemented. Of these students, 443 completed a course in driver education at the school.

The driver education staff at Ames High is headed by David Posegate. Other staff members include Robert Heiberger and Robert Campbell.

Waterloo Central High School

Central High in Waterloo was the second school using a four-phase driver education program selected to implement the PRIDE curriculum.

Facilities for the driver education program at Central include a classroom, a 15-unit simulation installation and a 15-car driving range.

Students enrolled in Central's driver education program during the PRIDE implementation received 30 hours of classroom instruction, six hours of instruction in the simulation lab, six hours of range instruction and an average of four hours of on-road instruction. To provide additional on-road experience for less advanced students, some Central students were allowed to withdraw from on-road instruction after three hours of driving experience.

Out of a total enrollment of 1,005 students at Waterloo Central, approximately 350 completed a course in driver education during the PRIDE implementation in 1973-'74.

The head of Central's driver education staff is Raymond Wright. Other staff members are John Denny and Roger Hoel.

The head of the driver education program for all Waterloo high schools is Richard Meyerhoff; John Kaus served as head during Mr. Meyerhoff's interim with the PRIDE project.

Clinton High School

A three-phase driver education program is employed at Clinton High, where instructional facilities include a classroom, a 12-unit simulation installation and easy access to both rural and urban driving environments.

The program format at Clinton High during the 1973-'74 school year consisted of 30 hours of classroom instruction, 12 hours of instruction in the simulation lab and three hours of on-road instruction. Students met for classroom instruction twice weekly and attended simulation and on-road instruction sessions an average of one and one-half times each week.

During the PRIDE implementation, 1,643 students were enrolled at Clinton High. In addition, parochial students attended driver education classes at the school. As a result, a total of 612 students completed courses in driver education at Clinton High during the 1973-'74 school year.

Rudy Emmel is the head of the driver education staff at Clinton High School. Other staff members include Douglas Baker, Robert Noecker, Frank Norris and Douglas Owen. Dennis Struck also was a driver education instructor at Clinton High during the PRIDE implementation although he is no longer teaching at the school.

Sioux City North High School

As the second school with a three-phase driver education program to implement the PRIDE curriculum, Sioux City North is equipped with a driver education classroom and a 12-unit simulation installation. Both rural and urban driving environments also are available to provide a variety of on-road driving experiences.

During the 1973-'74 school year, North High driver education students received 30 hours of classroom instruction, 12 hours of instruction in the simulation lab and three hours of on-road instruction. Students attended classroom sessions twice each week and simulation and in-car sessions about once a week.

A total of 1,211 students were enrolled in Sioux City North during the implementation of the PRIDE curriculum. About 300 of the enrolled students completed a driver education course at the school while the curriculum was in use.

Roger Schultz is the head of North High's driver education staff. Byron Beers and Robert Dorr are the other staff members. In addition, Robert Davis, who is in charge of the driver education program for all Sioux City high schools, taught at North High during the PRIDE implementation.

Carroll High School

Facilities for the two-phase driver education program at Carroll High School include a classroom and an off-street practice area in the stadium parking lot. In addition, rural and urban driving situations are readily available for on-road instruction sessions.

During the 1973-'74 school year, the driver education program format at Carroll High consisted of 54 hours of classroom instruction and eight hours of on-road instruction. Classroom sessions were held three times each week and driving sessions were held twice each week.

Although enrollment at Carroll High totalled only 406 students during the 1973-'74 school year, many students from Kuemper High, a parochial school, attended driver education classes at Carroll High. As a result, 413 students completed driver education classes at Carroll while the PRIDE curriculum was in use.

Robert Witowski is the sole member of Carroll's driver education staff during the school year. However, additional instructors are hired for summer school sessions.

Fremont-Mills High School

Facilities for the Fremont-Mills driver education program include a small classroom and many nearby rural roadways which are convenient for on-road instruction sessions.

The driver education program format at the school during the 1973-'74 school year included 30 hours of classroom instruction and six hours of on-road instruction. Students met twice weekly for both classroom and on-road sessions.

Total enrollment at Fremont-Mills, located near Tabor, Iowa, was 167 students during the PRIDE implementation in 1973-'74. Of these students, 56 completed a driver education course at the school.

Scott Kemp is the only driver education instructor at Fremont-Mills.

Teacher Training Workshop

A teacher training workshop was held July 30 through August 4, 1973, at the Waterloo High School. The purpose of the workshop was to familiarize driver education teachers with the PRIDE curriculum and to anticipate and discuss problems that might be encountered. Teachers who attended the workshop represented the six schools in which the curriculum was to be implemented during the 1973-'74 school year.

Richard Boyer, a member of the PRIDE Curriculum Advisory Committee, was selected to manage workshop activities. PRIDE staff members, Leland Tack, Dwight Carlson and Richard Meyerhoff, and Steven Hamann, another member of the Curriculum Advisory Committee, served as instructors and consultants at the workshop.

Activities scheduled for the six-day workshop included group meetings, laboratory sessions and conferences with teachers from the various high schools.

The individual units and modules of the PRIDE curriculum were reviewed and discussed at the group meetings, held three times daily. At these meetings, workshop instructors encouraged participants to make suggestions concerning the curriculum and its components.

Laboratory sessions were scheduled daily to allow the high school instructors to perform the various drills and driving maneuvers included in the PRIDE curriculum. During the laboratory sessions, particular emphasis was placed on evasive action drills.

The PRIDE staff held conferences at the workshop with the driver education instructors from each high school. Plans for implementing the PRIDE curriculum at the individual schools and possible problems in adapting it were discussed at the conference sessions.

Driver education instructors attending the workshop were given many resource materials to accompany the PRIDE curriculum. Such materials included transparency booklets and the various components of the curriculum. In addition, resource materials were given to each participating high school for use in driver education classes.

Listed below are the workshop instructors, participants and resource materials that were distributed. The daily schedule that was followed at the workshop also is included.

Instructors

Leland R. Tack, Ph.D.
Research Specialist
and Director, Project PRIDE
Iowa Department of Public Instruction

Dwight R. Carlson, Chief
Driver and Safety Education Section
Iowa Department of Public Instruction

Richard A. Meyerhoff
Curriculum Specialist
Project PRIDE

Steven A. Hamann
Curriculum Advisory Committee
and Driver Education Instructor
West High School, Davenport, Iowa

Participants

Ames High School

Robert Campbell
Robert Heiberger
David Posegate

Carroll High School

Leo Steffen
Robert Witowski

Clinton High School

Rudy Emmel
Robert Noecker
Frank Norris
Douglas Owen

Fremont-Mills High School

Scott Kemp

Sioux City North High School

Byron Beers
Robert Davis
Robert Dorr
Roger Schultz

Waterloo Central High School

John Denny
Roger Hoel
John Kaus
Raymond Wright

Materials Provided to Instructors

1. Road Performance Guide
2. Student Guide
3. Teacher Guide
4. Parent Involvement Guide
5. Transparency booklet
6. A Resource Curriculum in Driver and Traffic Safety Education, published by the Automotive Safety Foundation
7. Booklets entitled, "Facts on Car Care" and "In Case of an Accident"
8. Road Performance Checklists
9. Official Iowa highway maps, published by the Iowa Highway Commission

Materials Provided to Schools

1. Fifteen 28" traffic cones
2. One set of transparencies
3. One set of 35 mm slides
4. Five to fifteen copies and one teacher's edition of the following textbooks:

   Driver Education and Traffic Safety, Prentice-Hall, Inc., 1967,
   Let's Drive Right, fifth edition, Scott, Foresman and Co., 1972
   Sportsmanlike Driving, sixth edition, McGraw-Hill, Book Co., 1970,
   Tomorrow's Drivers, Lyons and Carnahan, 1974.

5. One of each of the following filmstrips:

   "Junkyard,"
   "Signs and Symbols,"
   "Signals and Markings."

Daily Workshop Schedule

8:00	-	10:45	Group Meeting
10:45	-	11:45	Laboratory Experience
11:45	-	1:00	Lunch

1:00 - 3:00 Group Meeting

3:00 - 3:30 Evaluation

3:30 - 4:30 Individual School Conference

7:00 - 9:00 Group Meeting

Group Meeting Topics

Monday - Introduction and Basic Control

Tuesday - System Interaction

Wednesday - Driving Environment and Critical Situations

Thursday - Factors Influencing Performance and Survivability, Trip Planning

Friday - Parent Involvement Guide, Road Performance Checklist

Saturday - Evaluation of Curriculum Components

First Semester Implementation of the Model Curriculum

Original plans were to implement the PRIDE curriculum during the first semester of the 1973-'74 school year. However, it was suggested that a trial implementation be conducted at the selected high schools during the first semester of the school year, with actual implementation occurring during the second semester.

Objectives of the pilot implementation were as follows:

1. To familiarize the driver education instructors from the six selected schools with the content and methodology of the PRIDE curriculum

2. To determine the effectiveness of the various learning activities and instructional approaches used in the PRIDE curriculum

3. To revise the curriculum content and format where needed as determined by implementing instructors and the PRIDE staff

4. To determine the feasibility of teaching driver education using the PRIDE curriculum

PRIDE staff members visited each participating school several times during the first semester to assess their progress in adapting the curriculum. During these visits, the driver education instructors were observed in the classroom and interviewed. After the schools were visited, teaching suggestions were mailed to the instructors to aid them in using the PRIDE instructional techniques.

A meeting was held December 7, 1973, at Ames High School to assess the pilot implementation and to prepare for the actual curriculum implementation scheduled for the second semester. It became apparent at this meeting that the Teacher Guide was not being used by the driver education instructors as it was intended. The quantity of materials in the Teacher Guide and the comprehensiveness of the Student Guide resulted in only the Student Guide being used. As a result, the student and teacher guide sheets were combined into their present form in the Student Guide.

Suggestions made by the driver education instructors at the December meeting prompted a few additional revisions in the curriculum. The only necessary change in content was a reduction in the length of the classroom phase of the Student Guide's "Basic Control" unit. The Road Performance Checklist also was modified to provide instructors with more space in which to write comments. In addition, the Pre-Tests, Post-Tests and Answer Feedback were bound into booklet form for easier handling. These revisions all were incorporated into the curriculum prior to the second semester implementation.

Second Semester Implementation of the Model Curriculum

Actual implementation of the PRIDE curriculum took place during the second semester of the 1973-'74 school year. The six previously discussed schools were the implementation sites. As during the first semester, the PRIDE staff focussed attention on in-car teaching activities.

During visits early in the second semester, it was observed that the driver education teachers involved in the implementation were making better use of their in-car instruction time than they had during the first semester.

The PRIDE staff noted during later visits to the schools that the driver education students were demonstrating an ability to deal successfully with driving problems in the immediate traffic environment. In addition, it was observed that the level of driving skill among students at a particular school was consistent.

Casual observation of student performance in the driver education vehicle denotes that student performance can be influenced considerably by differences in driver education instructors. Observation also indicates that an instructor's in-car teaching performance may best be improved by demonstrating preferred techniques while a student is driving.

Driver education instructors from the six schools implementing the PRIDE curriculum met in March, 1974 at the Annual Spring Safety Conference at the University of Northern Iowa to discuss problems that the group had encountered in presenting the PRIDE curriculum. However, it was found that such problems were minimal.

Description of School Visits

When visiting the schools involved in the curriculum implementation, PRIDE staff members observed both classroom and laboratory phases of instruction. A brief description of what PRIDE staff members observed during the school visits is included on the following pages.

Classroom Instruction

PRIDE staff members paid particular attention to the teacher's performance in the classroom. They noted how closely the instructor followed the PRIDE curriculum outline, how he utilized the components of the PRIDE package and how well he involved the student in classroom activities.

PRIDE staff members discussed their observations with each driver education instructor after observing him in the classroom. If a problem had been noted in his presentation, PRIDE observers offered suggestions for improvement.

Simulation Instruction

The PRIDE staff in the simulation laboratory was concerned with how well the teacher introduced and guided the lesson, how closely he followed the PRIDE curriculum and how well he critiqued the students' performance following a simulation film. When necessary, suggestions were made to the instructor after class.

Range Instruction

Although the observation of range instruction was limited, PRIDE staff members noted how well students were prepared for the lesson, how well the instructor guided the practice session and how well the instruction sequence followed the curriculum outline. The quality and amount of feedback to the student also was noted.

On-Road Instruction

The on-road instructional techniques of the driver education teachers involved in the implementation process received the most attention during school visits. The PRIDE staff was concerned particularly with how well

the instructor utilized the in-car time. In addition, they noted how well the teacher introduced and guided the driving lesson. The quality and amount of feedback given to the student also was of interest and assessed.

When a problem was apparent in a teacher's on-road instructional approach, the PRIDE staff asked permission to demonstrate the preferred technique. Such in-car demonstrations appear to be the most effective way to improve a teacher's on-road instructional performance.

Student Comments

In addition to observing classroom and laboratory instruction sessions, PRIDE staff members talked with driver education students to determine their opinions regarding driver education, in general, as well as the strengths and weaknesses of the PRIDE curriculum. The PRIDE staff usually talked with small groups of students who were released from study hall or from a driver education class.

Students who talked with the PRIDE staff members were asked what they were studying in the classroom and laboratory phases of their driver education class. They also were asked to specify their likes and dislikes about the driver education program, in general, and, more specifically, about the various components of the PRIDE curriculum, including the Road Performance Guide, Student Guide, Pre-Tests, Post-Tests and Answer Feedback.

From these discussions with students, PRIDE staff members attempted to determine the students' opinion of the curriculum, as well as the extent to which instructors were following it.

SUMMARY

The goal of Project PRIDE was to develop a curriculum with potential effectiveness as an accident countermeasure and with the general education benefits that are desirable and traditional in any course of study. Although the PRIDE curriculum has the potential to be effective as a tool for minimizing the results of crashes and as a countermeasure against accidents, there is no guarantee that the curriculum will be proven to have such effectiveness. However, the best knowledge available in the area of safe driving performance was utilized in developing the curriculum.

Four basic parts make up the PRIDE curriculum: the Road Performance Guide, the Student Guide, Pre-Tests, Post-Tests and Answer Feedback and the Parent Involvement Guide. The first three components of the curriculum are aimed at the student, while the fourth, the Parent Involvement Guide, is directed at the parent whose teen-ager is enrolled in driver education.

The Instructional material included in the curriculum is organized into seven hierarchal units, entitled, "Introduction," "Basic Control," "System Interaction," "Driving Environment," "Critical Situations," "Factors Influencing Performance and Survivability" and "Trip Planning." These units are sub-divided into several modules, each discussing a particular driving task. This hierarchal structure allows the student to learn basic driving skills before attempting more difficult driving procedures.

Many instructional sheets and learning aids are included within the PRIDE curriculum. Procedure sheets, work sheets, data sheets, pre-tests, post-tests and Answer Feedback are among the teaching and learning aids

that can be used individually by the student or as the basis for class discussion. In addition, several textbooks and audio-visual resources are recommended for use with each module of study.

Six high schools were selected to implement the PRIDE curriculum. In order to obtain a cross section of the state's student population, it was necessary to choose the schools in which to implement the curriculum from a widespread geographical area and from schools having diversified driver education facilities. The schools that were selected on this basis include Ames High, Carroll High, Clinton High, Fremont-Mills High, North High in Sioux City and Central High in Waterloo.

A teacher training workshop was held July 30-August 4, 1973, to familiarize driver education teachers from the selected schools with the PRIDE curriculum. A pilot implementation took place at the participating schools during the first semester of the 1973-'74 school year. Actual implementation began in January, 1974, and continued throughout the second semester. PRIDE staff members visited the schools several times each semester to observe and assess progress in adapting the curriculum.

On reviewing the PRIDE curriculum implementation process, it is apparent that the curriculum has proven itself to be administratively feasible and acceptable to teachers, students and parents. Driver education teachers throughout the state have shown interest in obtaining and implementing the curriculum in their high schools. At the submission of this Final Report, it appears that the PRIDE curriculum development and implementation has been successful.

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