

# INSTRUCTOR'S GUIDE - STOP LOOK WAVE

## INTRODUCTION

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### **Background information**

More than 1 million people die in traffic accidents every year and heavy trucks are involved in around 15%\* of these. Children are particularly vulnerable on the roads, and according to WHO (World Health Organization), road traffic injuries are the leading cause of death for children and young adults aged 5–29.

### **Safety. A core value**

Volvo Trucks has been focusing on safety since the start in 1927. We have a clear safety vision; Zero accidents with Volvo trucks. To reach this vision, we are continuously developing products and systems that prevent accidents from happening in the first place as well as ways to reduce the consequences if an accident should occur. But we want to do more.

### **Stop Look Wave**

With the Stop Look Wave initiative, we want to make a real difference within traffic safety. We want to help children understand how to act safely in traffic and we want to spread the three important words *Stop Look Wave* to as many children as we can. This message can make a life-saving difference.

It is important to emphasize during the activity that it is not the responsibility of the children to make sure that accidents do not happen. The main responsibility lies with the drivers, truck manufacturers and infrastructure providers. Stop Look Wave is not about responsibility, it is about spreading knowledge. Spreading knowledge to enable a safer interaction between different groups of road users.

## HOW TO USE THE MATERIAL

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This guide has been developed as a support to you as an instructor to carry out the Stop Look Wave activity. To further assist you, a kit with several components is available, described further in this document.

In addition to the interactive story, you are free to add other components such as a practical demonstration on the street mat and/or outside with a real truck. In other words, you choose the components that will best suit your target group and the time you have available.

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\*Figure based on European statistics. May vary slightly in different parts of the world.

### **Disclaimer**

Before conducting any training with children, ensure that you have parent or teacher approval, in writing if necessary. Be aware of – and follow – all applicable school safety policies and all local laws and regulations.

The training should be conducted in the presence of the teacher, or parents. Conduct the training with the children in a safe way, being particularly mindful of surrounding vehicles or traffic. Limit the training to raising awareness of the importance of the Stop Look Wave message, and do not include any other messages, even those that may relate to road safety.

Thank you for your participation!

## TARGET GROUP

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The main target group for this activity is school children, ages 6-12. If the children are older, you can still use all components in the kit, but you will need to adapt the level and language to suit your target group.

## PROFILE OF INSTRUCTOR

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For the interactive story: A Volvo Trucks representative, a transport company representative, a schoolteacher, or an educator who:

- Is comfortable talking in front of an audience
- Enjoys meeting and interacting with children

For the outdoor exercise: A Volvo Trucks representative or a transport company representative that in addition to the things mentioned above also:

- Has interest in and good knowledge of trucks and safety
- Is skilled in reading people and situations, and able to adjust accordingly

## COMPONENTS IN THE STOP LOOK WAVE KIT

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### **Interactive story**

The main purpose of the interactive story is to set the scene for further discussions about trucks and traffic safety. The story includes basic facts about trucks (what they do and how big they are), it explains that the truck driver might not always be able to see you due to limited visibility and clarifies how to best act in various traffic situations.

The story is told by you (a script is available) and visualised through a PowerPoint presentation. To bring the story to life a mix of photos, illustrations, sound effects and animations are used. To further engage the children, the story has been made interactive. Therefore you, as the narrator, will continuously ask the children questions to move the story forward. In doing this, the children will be encouraged to think for themselves. The questions to ask and when to ask them are clearly described

in the script. To move along in the story, you click to the next slide when you are ready. On each slide, the animation and sound will loop until you are ready to move on.

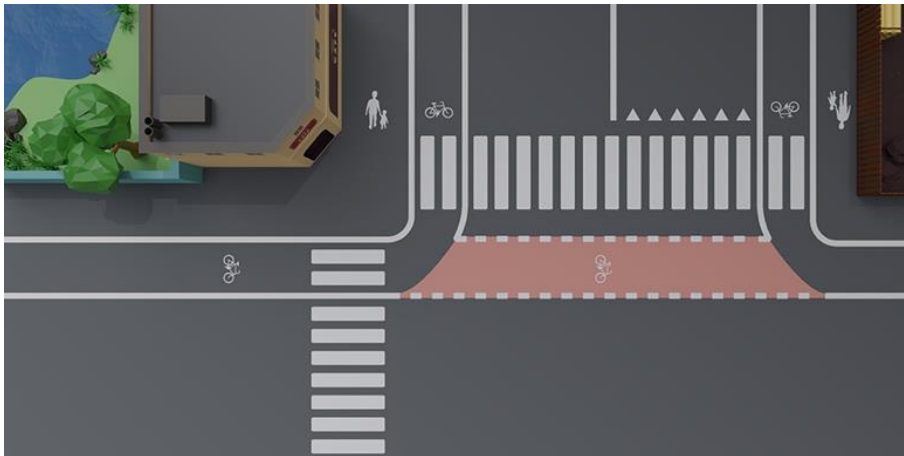
### The film version of the story

If there is limited time or if there is no presenter to tell the story with the PowerPoint presentation, there is a film version available, with the same messages. In the seven minutes long film, the story is told by the truck driver.

### Street mat

The purpose of the street mat is to further emphasize/develop the main messages of the interactive story. Use the mat to show examples of dangerous traffic situations and how to handle them. A recommendation on how to execute this exercise is available below (please see "Traffic situations to demonstrate on street mat").

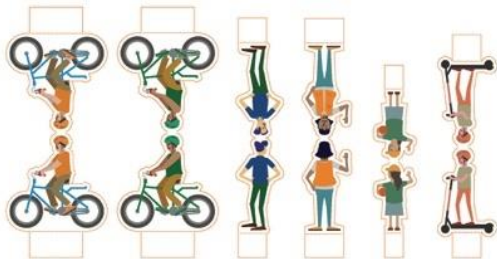
You will need to print/produce the street mat prior to the activity. Artwork is available as a separate file at [volvotrucks.com](http://volvotrucks.com) (see image below). The street mat should be printed on thick vinyl (approximately 900 g/sqm, size: 1400x705mm). If you would like a budget version of the mat, it is possible to print it on twelve A3 size papers, cut the edges and tape them together to make one full size mat.



### Figures and bicycles

It is recommended to use figures or toys when presenting different traffic situations. There are different figures available in the kit that can be printed/produced. Artwork is available as a separate file in A4 at [volvotrucks.com](http://volvotrucks.com) (see image below). There are two versions to choose between, one with a figure adjusted margin and one with a square white background. We recommend the figure adjusted version. As an option the folded paper foot can be omitted, and a plastic clip used as foot instead.

If you produce the material at a printing company the figures/bicycles should be printed in 1:1. We recommend printing in 4+0 on approximately 300 gram paper (then cut out and fold). If you would like a budget version, you can print the figures yourself on A4, cut out and fold manually. Please use a thicker paper if possible – if not, you may need to add something to stabilize the figure.



You can also use small toy figures that is available for purchase in your local toy's stores.

### Truck

To show the different traffic situations, it is recommended to use a scale truck model. The street mat has been adapted to the following scale model:

FH 1:43, Item number 112828 at <https://shop.volvogroup.com/>

### Stop Look Wave licence

To emphasize the main message to the children, you can give them a “licence” at the end of the activity. On one side of the licence the words Stop Look Wave are written and on the other side the children can add a photo or draw a picture of themselves and fill in their personal details (name, surname, date of birth, date of issue and signature).

You will need to print the licence prior to the activity. Final artwork is available as a separate file at [volvotrucks.com](http://volvotrucks.com)

### Giveaways

If possible, hand out giveaways at the end of the interactive story. Examples of giveaways are reflectors, safety vests or similar traffic safety items that you can order from

<https://shop.volvogroup.com/>



- Slap wrap reflector with Volvo logo print: Item number 113079
- Reflective Kids Vest: Item number 113278
- Reflective Hanger: Item number 113379

Please note that at the end of the story the main character, Sam, delivers a brown box to the class with something in it. If you have no giveaway to hand out, this slide needs to be adjusted.

## DIFFERENT TRAINING SETUPS

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The training can be performed in different ways, depending on the circumstances and availability of components and trucks. Please find recommendations of different setups for the training:

1. Use the film version of the story. If possible, use the road mat with figures to show different traffic situations or just talk to the children afterwards to hear their reflections and questions.
2. Use the PowerPoint presentation and involve the children by asking questions along the story. If possible, use the road mat with figures to show different traffic situations, either during the presentation or afterwards.

If you have contact with a transport company, Volvo dealer or know a truck driver and have the possibility to bring a real truck to the schoolyard we recommend a hands-on experience of visibility.

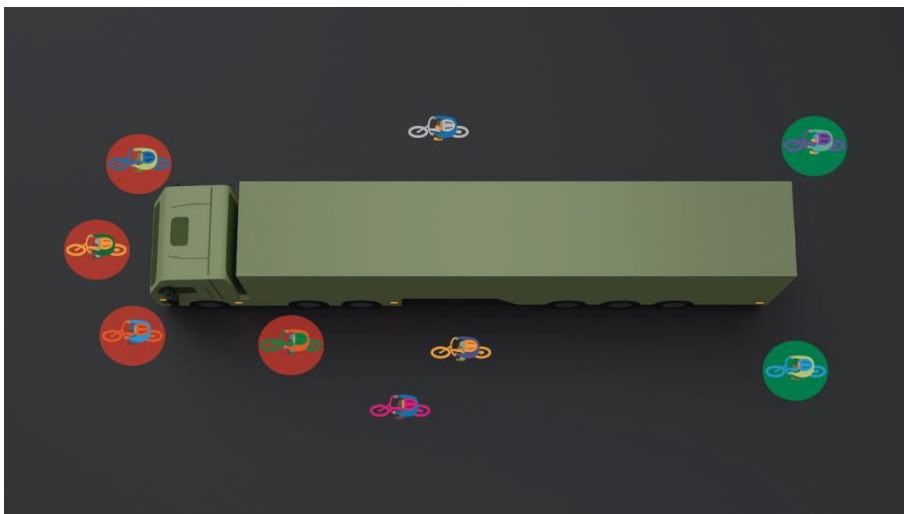
In this training, you can talk about the importance of making eye contact with the truck driver to ensure you are seen. It is best to give children the opportunity to get into the driver's seat and experience the visibility themselves. A recommendation for how to execute this exercise is available below (see "Outdoor exercise schoolyard").

## TRAFFIC SITUATIONS TO DEMONSTRATE ON THE STREET MAT

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### **Driver visibility**

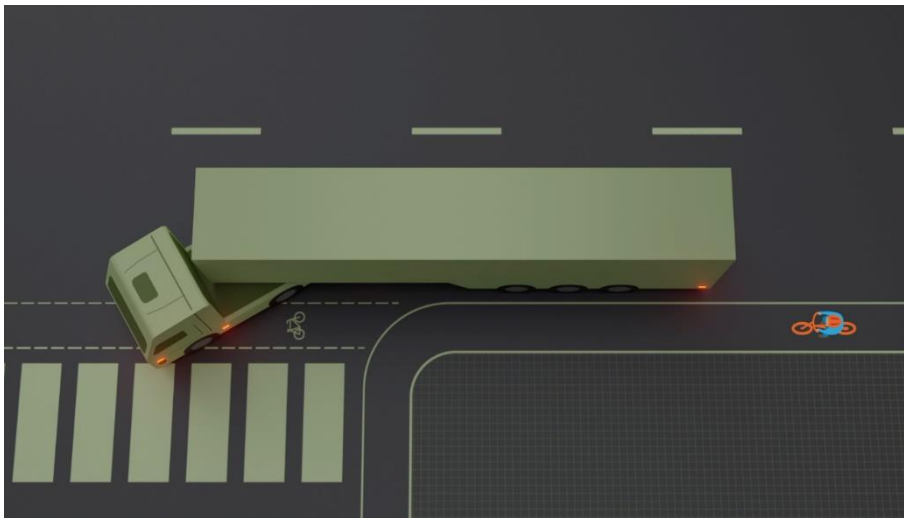
It is important for the children to know that even though they see the truck, the truck driver might not see them. Place the figures in different places on the street mat, according to the image below. Ask the children questions about the different positions and the driver's visibility. Point out that the driver must lean over and use the mirrors to see all the people on the mat. The most difficult ones to see are the three people in front of the truck. The person closest to the cab on the left side of the truck is also difficult to spot for the driver. The two people furthest back have the safest position.



### Left turns

Talk about one of the most common accidents between a truck and a cyclist: which happens when the truck is turning left and the cyclist is unseen, as in the image below. Demonstrate the truck's wide turning radius when turning left. The truck cannot make a left turn from the left curb, so it will move straight into the intersection before starting to turn. This can create confusion, as it might look like the truck will keep going straight and when it suddenly turns it creates a dangerous situation for the cyclist next to the truck.

To get a hint of which direction the truck is going, it is important to look for the indicators. If they are blinking, the truck is about to turn. However, the driver could have forgotten to turn on the indicators, so inform the children to always stop at intersections and wait until the truck has passed before they move on. In many situations the truck is obliged to stop by law, but it is always a good idea to be extra careful and stop as soon as they see the indicators blink, or the truck is turning.



### The important words – STOP LOOK WAVE

Remind the children that if they are about to cross a street, they should always use a pelican crossing or zebra crosswalk. They should STOP completely. They should LOOK around carefully. To the right, then to the left and then to the right again. Remind them to never enter the road if a vehicle is approaching. If a vehicle stops, the children should seek eye contact with the driver and WAVE to him or her. The child should then wait for the driver to wave back before he or she can cross the road safely. This to ensure that the driver has noticed them.

Explain to the children that there might be smaller vehicles appearing from behind the larger vehicle on a street with more lanes going in the same direction. There might also be vehicles coming from the left, in the other lane. So make sure they know to be aware of this when crossing and to keep looking for other vehicles, not just the one they have just waved at.

## OUTDOOR EXERCISE SCHOOLYARD

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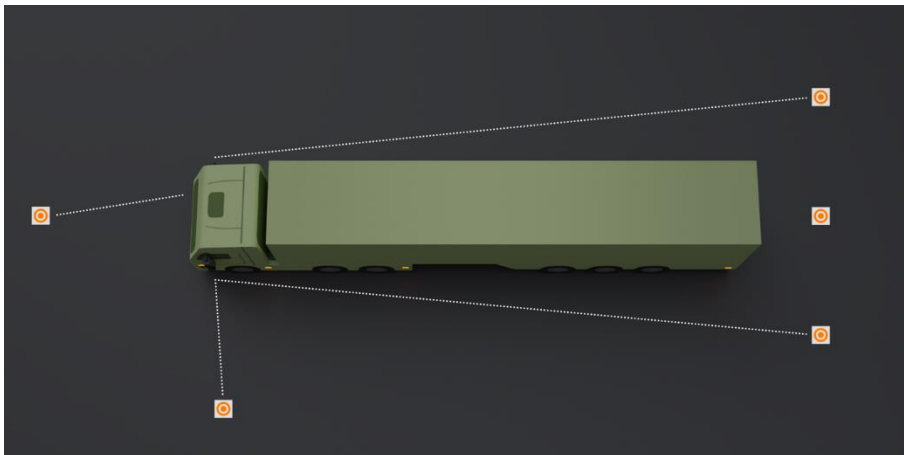
This exercise requires two instructors – one to guide the children inside the truck cab and one to guide the children outside the truck. In addition, a schoolteacher should participate in the exercise.

To get started, you will need:

- One truck
- Five cones
- One stool/set of small steps to facilitate climbing into and out of the truck

Make sure everything is in place before the activity begins:

- The truck is positioned in a clear area so that you can walk safely around the vehicle.
- Position the cones as the picture below.
- The purpose of the different cones is to show where it is easiest to seek eye contact with the driver at different positions around the truck. If you can see the driver's eyes, it is also possible for him/her to see you.
- The stool/small steps are placed on the driver's side to help children enter and exit the truck safely.



Now that you are ready:

Divide the class in groups of six and ask two of the groups, i.e. twelve children, to follow you outside. (Remaining groups should wait for their turn inside.)

Once outside, give a short introduction explaining that you will now take a closer look at the truck, find out where the visibility is most limited and practice how to seek eye contact with the driver. Briefly go through the type of truck displayed (length and weight with and without load if it is a truck) and ask one group of six to stand in line beside the driver's door and the other group of six to join you for a walk around the truck.

Ask the schoolteacher to stand by the driver's door to help the children enter and exit the truck to make sure no one trips, falls or jams a finger in the door. Emphasize that, for safety reasons, it is important that they pay attention to all instructions.

Inside the cab:

Allow two children at a time to enter the cab. Once they are settled behind the steering wheel, the in-cab instructor briefly explains the controls and asks the children to look for their friends in the windows and mirrors. Make sure to explain that you can seek eye contact both through the mirrors and the windows.

When the group that remained outside has made their way around the truck, ask the children inside the cab to exit – remind them to climb out backwards. After that, the next two children in line enter the cab. Also allow the schoolteacher to climb into the cab.

Outside the cab:

The group should take one turn around the vehicle for each “pair” that is inside the cab (i.e. three turns in total). While walking, repeatedly ask them if they can see their friends inside the cab and remind them to seek eye contact through the windows and mirrors. When they see their friends inside the cab, ask them to wave.

Make the following stops while walking around the truck:

- In front of the truck
- At the plastic cones
- At the rear wheels
- Behind the truck

Make sure they understand where the dangerous places are (the locations that the driver has difficulty to see) and emphasize that you should never stand there because you are less likely to be seen.

After three turns around the truck, the group walking around switches places with the group that has been inside the cab and the procedure is repeated.

In general, the activity should not take more than 30 minutes (i.e. when both groups and the schoolteacher have been inside and outside the truck). It is important to stick to the timing so that everyone gets the chance to climb into the cab and experience the truck from the outside.



## PREPARATION

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Preparation is key for a successful activity. To summarize the actions that need to be carried out before the Stop Look Wave activity, use the checklist below as a basis, and complement it with anything that is relevant to your situation.

- Plan the visit together with the schoolteacher, i.e., explain the content of the activity and ask for advice about the difficulty level.
- Go through the timing and book an appointment. The interactive story takes about 30 minutes to go through and the outside activity takes one hour in total for two groups of 12 children each.
- If you choose to present the interactive story yourself, go through the PowerPoint slides and script, so that you are comfortable and familiar with the content. Depending on the target group, make necessary adaptations to the script.
- Plan what traffic situations to demonstrate on the street mat, if used. Examples of situations to discuss is found in this document. Look for the title "Traffic situations to demonstrate on street mat".
- Check if you can get a truck for the visit. If so, plan the outdoor exercise and go through the instructions together with a co-instructor and schoolteacher.
- Make sure you have the right equipment to show the PowerPoint presentation.
- Acquire the material you will want to use for the activity:
  - Print the Stop Look Wave licence
  - Print/produce the street mat and figures
  - Order scale truck model
  - Order giveaways (reflectors, safety vests or similar traffic safety items) from Volvo Merchandise to hand out the end of the visit