BOOWAJOE® School Safety & Preparedness Program™

Sample Evaluation Packet

Program 02 · Stranger Awareness · Featuring Loree Lovely®

This packet is a short preview for school and district evaluators. Every page is taken directly from the finished educator documents, so you see the real layout, artwork, lesson structure and family materials exactly as licensed schools receive them. The full Program 02 set includes five educator documents and an 11×17 classroom poster.

What's inside

2	Program cover	Supplemental Program Guide
3	Meet Loree Lovely® & program brief	Supplemental Program Guide
4	National Framework Alignment	Supplemental Program Guide
5	Sample lesson sequence	Supplemental Program Guide
6	Teacher quick-reference card	Classroom Printables & Scenario Cards
7	Sample scenario cards	Classroom Printables & Scenario Cards
8	Sample student activity worksheet	Student Handouts & Family Letters
9	Family take-home page	Student Handouts & Family Letters

Scenario cards are optional; instructional format is at educator discretion. Learn more or request the full program at boowajoe.com.

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BOOWAJOE®

School Safety & Preparedness Program™

PROGRAM 02

Stranger Awareness: Personal Safety, Boundaries & Trusted Adults

Supplemental Program & Integration Guide

For administrators, counselors and teachers • Grades PreK–5 • Featuring Loree Lovely®



Check First. Trust Your Signals. Keep Telling Until Help Comes.

LICENSED MATERIAL — NOT FOR PUBLIC DISTRIBUTION

v2.6 · 2026–2027 Academic Year • Supplemental enhancement • Review with local policy and procedures before school use

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Meet Loree Lovely®



Loree Lovely® and BOOWAJOE® welcome your class to Program 02.

Loree Lovely® is a lavender elephant and a proud member of the Safety Crusaders®, the team of friendly animal heroes who each lead one BOOWAJOE® safety program. Her best friend is Boowajoe®, the program's friendly mascot who cheers children on as they practice. She has a big heart, loves the colors pink and lavender, and her favorite treat is bubblegum ice cream. Because she cares so much about her friends, Loree® leads the lessons on personal safety, boundaries and trusted adults.

Loree®'s reminder: "An elephant never forgets to Check First!"

Loree® trait	What it teaches
Big heart	Caring about friends means helping everyone stay safe.
Big ears	Loree® listens to her "uh-oh" feelings and to the grown-ups on her safety team.
Herd circle	Elephant families circle around their young — just like a trusted-adult safety team.

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National Framework Alignment

This program is an original, evidence-informed supplement. Its lessons were shaped by the public national guidance below and adapted into age-appropriate classroom language. These are alignment connections, not endorsements, certifications or compliance claims; always follow your district plan and local procedures.

National guidance	How this program applies it
NCMEC KidSmartz	Check First with a trusted adult, take a friend, and tell a trusted adult when something feels wrong.
NCMEC NetSmartz	Pause, do not reply, and tell an adult when an online message or request feels unsafe.
Body-safety education standards (e.g., state Erin's Law requirements)	Personal boundaries, safe and unsafe touch, and keep telling until an adult helps.
Child-safety prevention research (safe vs. unsafe secrets)	Safe surprises are shared soon; unsafe secrets are always told to a trusted adult.
SHAPE America National Health Education Standards	Refusal skills, advocacy for personal safety, and identifying trusted helpers.
CASEL SEL framework	Self-awareness of body warning signs and relationship skills for building a Safety Circle.
Trauma-informed practice guidance (SAMHSA)	Calm, choice-based language, no forced sharing, and adult-led follow-up through school reporting procedures.

Standardized 6-Part Safety & Preparedness Booster Kit

Every BOOWAJOE® program uses the same standardized six-part booster sequence so schools can reinforce multiple safety and preparedness topics without asking teachers to learn a new format each time. Each topic includes a chaptered anchor video, six optional supplemental micro-lessons per grade pathway, 36 discussion scenarios, guided classroom practice, low-stakes learning checks, a family bridge activity, and a 30-day booster. Educator materials retain finer developmental differentiation where needed, including separate PreK–K and Grades 1–2 teaching notes within the PreK–2 pathway.

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4. Ready-to-Teach Classroom Sequence



PreK–K

Suggested pacing: 15–20 minutes per lesson; high repetition and movement.

Lesson	Core activity / teacher moves	Quick check
1. My Safety Team	Build a three-person trusted-adult picture circle; practice “I need help.”	Student points to two helpers and says/chooses the help phrase.
2. Check First	Picture-sort: ask first / okay with grown-up / stop and check.	Student identifies when to check first.
3. My Body, My Voice	Personal-space bubbles, “No/Stop,” move away, tell. No personal disclosure required.	Student demonstrates words + movement.
4. Surprise or Safety Secret?	Sort birthday surprise vs. secret that makes someone worried, scared, or involves private touch.	Student says unsafe secrets can be told.
5. Lost but Not Alone	Role-play staying put when appropriate, finding a worker/helper, giving caregiver first name only as locally appropriate.	Student chooses a safe helper.

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Teacher Quick-Reference Card



PROGRAM 02 • Personal Safety & Trusted Adults

Check First. Trust Your Signals. Keep Telling Until Help Comes.

CORE RESPONSE SEQUENCE

- CHECK FIRST
- NO / STOP
- MOVE AWAY
- GET TO A SAFER PLACE
- TELL A TRUSTED ADULT
- KEEP TELLING

WHEN TO SEEK HELP FROM AN ADULT: You can tell about unsafe behavior even if the person is known, friendly, important, or told you to keep it secret.

Adult response guardrail

If a child discloses harm: stay calm, listen, thank them for telling, say you will get help, avoid leading questions, document per policy, and follow mandatory reporting/school procedures immediately. Do not investigate the allegation yourself or ask the child to repeat details to multiple people unnecessarily. Never imply the child should have prevented the situation; safety skills reduce risk but responsibility always rests with the person causing harm.

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PreK–K Scenario Cards 1–4



PROGRAM 02 • Personal Safety & Trusted Adults

CARD 01 Loree Lovely® is at school and needs help finding the nurse. Who can Loree Lovely® ask? SHOW / SAY / WRITE: _____	**CARD 02** Your first trusted adult is busy talking to someone. What can you do? SHOW / SAY / WRITE: _____
CARD 03 A familiar grown-up says, “Your grown-up said you can come with me,” but you were not told about a plan change. What should you do? SHOW / SAY / WRITE: _____	**CARD 04** Someone offers you a treat and says, “Come over here where I keep the good ones.” What should you do? SHOW / SAY / WRITE: _____

TEACHER NOTE & FLEXIBLE DELIVERY: Instructional format is entirely at educator discretion. Facilitate directly from this page for whole-group discussion, project on a classroom display, or optionally print and cut apart for hands-on station practice. Answers for these cards are in the Teacher Answer Key at the back of this document.

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P02-PKK-ACT-01 • STUDENT WORKSHEET / ACTIVITY

PreK–K Activity 1: My Safety Team

PROGRAM 02 • Personal Safety & Trusted Adults

STUDENT DIRECTIONS: Teacher reads aloud. Students may point, circle, move a card, draw, act, gesture, sign, or use AAC. No reading/writing is required.

TRY IT 1

Loree Lovely® is at school and needs help finding the nurse.

Who can Loree Lovely® ask?

MY RESPONSE — point, circle, draw, act it out, say, or sign. Writing is optional.

TRY IT 2

Your first trusted adult is busy talking to someone.

What can you do?

MY RESPONSE — point, circle, draw, act it out, say, or sign. Writing is optional.

MY WORDS / MY PLAN

One sentence, drawing, or symbol I can use next time: _____

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P02-FAM-01 • FAMILY

Family Take-Home: What We Are Practicing

PROGRAM 02 • Personal Safety & Trusted Adults

Check First. Trust Your Signals. Keep Telling Until Help Comes.

Choose 2–3 trusted adults and one backup together.

Agree on pickup/change-of-plan rules and where children should go if separated.

Practice one calm sentence: “I need to check first.”

Explain that unsafe secrets can always be told, even if someone said not to tell.

For Grades 3–5 students, review online privacy, location sharing, and the rule that online-only contacts never become in-person meetings without caregiver involvement.

FAMILY REMINDER

Practice together; do not test a child by creating a risky, frightening, secretive, or unsupervised real-world situation. Adults remain responsible for safety and local rules.

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