BOOWAJOE® School Safety & Preparedness Program™

Sample Evaluation Packet

Program 01 · Street-Smart & Traffic Safety · Featuring Mia®

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 01 set includes five educator documents and an 11×17 classroom poster.

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

BOOWAJOE® School Safety & Preparedness Program™ · v2.6 · 2026–2027 Academic Year

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BOOWAJOE®

SCHOOL SAFETY & PREPAREDNESS PROGRAM™

PROGRAM 01 · FEATURING MIA®, THE CITY SPARROW

Street-Smart & Traffic Safety

Walking, Riding & School-Travel Readiness

Supplemental Program Guide

Stop. Look. Listen. Think. Every time, every street.



PreK–2

Grades 3–5

Supplemental Enhancement

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1. Program Overview



Prepare for the journey with help from a trusted adult.

A multimodal traffic-safety program that builds automatic pedestrian habits, then advances to street-reading, school-bus safety, bicycle/scooter readiness, route planning, passenger safety and age-appropriate micromobility decisions.

What schools receive

One anchor video in six short chapters, each ending with a built-in pause for guided class discussion.

Eighteen optional supplemental micro-lessons: six lessons per grade band, designed for classroom or simulated-course delivery without requiring students to enter live traffic.

Optional student pre/post learning checks, a simulated crossing/route performance task, teacher observation rubric, booster lesson, and program-use/reinforcement checklist.

Family practice guide, school-route hazard feedback process, local-law/policy customization, accessibility supports, and optional school-use measures.

Printable classroom resources for crossing/intersection cards, bus-zone visuals, route maps, helmet- fit cues, family sheets, learning-check forms, and certificates.

Program guardrails

BOOWAJOE® supplements—not replaces—safe street design, crossing guards, school transportation procedures, adult supervision, traffic law, engineering controls, or a district Safe Routes to School plan.

Core lessons should be taught in the classroom, gym, blacktop or other closed/simulated setting. No child should be sent into live traffic as a supplemental-program exercise.

Any outdoor walk, bike or scooter practice requires school approval, a site-specific risk review, appropriate staffing/supervision, accessible participation options, and compliance with district policy and local law.

Teach children skills without assigning them responsibility for driver behavior or unsafe infrastructure.

Adults, drivers, agencies and schools retain responsibility for creating safer travel environments.

Do not teach eye contact as proof that a driver will stop. Teach students to confirm that traffic has actually stopped or the path is clear, follow crossing-guard/bus-driver signals, and continue scanning.

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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
NHTSA Child Pedestrian Safety Curriculum	Stop at the edge, look left-right-left again and keep scanning, listen, then think before crossing; parking-lot and driveway awareness.
NHTSA bicycle-safety guidance	Properly fitted helmets, predictable riding, signs and signals, and noticing hazards before moving.
NHTSA school-bus safety	Safe waiting distance, boarding and unloading, the bus danger zone, and telling the driver before picking up a dropped item.
FHWA / National Center for Safe Routes to School	Walking with adults, being visible, safe school-zone routes, and sharing route concerns with responsible adults.
American Academy of Pediatrics (AAP) injury-prevention guidance	Adult supervision near traffic, driveway blind spots, and buckling up as a passenger.
SHAPE America National Health Education Standards	Safety knowledge, decision-making, self-management and asking for help.
CASEL SEL framework	Self-management (pausing before acting) and responsible decision-making when plans change.

Standards and framework alignment

These are standards and framework connections, not claims of certification or standalone compliance. District curriculum/safety and transportation staff should review these framework connections against state/local health, physical education, transportation and school-safety requirements before supplemental use.

NHTSA Child Pedestrian Safety Curriculum: walking near traffic, crossing streets, intersections, parking lots and school-bus safety across K–1, 2–3 and 4–5 grade groupings.

NHTSA bicycle-safety guidance: properly fitted helmets, pre-ride readiness, predictable riding, signs/signals and hazard awareness.

NHTSA school-bus safety: safe waiting distance, boarding/unloading, staying out of the bus danger zone, driver communication and what to do if an item is dropped.

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FHWA Safe Routes to School framework: education plus evaluation, and a school process for routing infrastructure/operations concerns to responsible adults rather than treating education as the only solution.

SHAPE America National Health Education Standards connection points: functional health/safety knowledge, decision-making, self-management and advocacy/help-seeking.

3. Anchor Video Guide

The anchor video is organized into six short chapters. Each chapter can be replayed on its own as a 2–4 minute booster, with captions and the teacher chapter menu. When you reach [PAUSE VIDEO FOR CLASS DISCUSSION], stop the video and use the chapter's discussion question before continuing.

Chapter	On-screen learning	[PAUSE VIDEO FOR CLASS DISCUSSION]
1. Meet Mia®: The Street-Smart Routine	Mia® revisits the original near-miss story without showing danger. She models stopping at the edge, looking left-right-left again and continuing to scan, listening, then thinking: Is the path clear? Has traffic stopped? Is there a signal/guard/adult direction to follow?	Show the four actions with your body. What does "Think" add after looking and listening?
2. Walk Where Drivers Expect You	Sidewalks and paths; staying with an adult when developmentally appropriate; driveway checks; parking-lot/carline safety; device-down near traffic; bright/reflective visibility for low light while emphasizing that visibility does not make an unsafe crossing safe.	Find two places a vehicle could enter your walking path.
3. Cross Smart at Streets & Intersections	Crosswalks, corners, pedestrian signals, crossing guards, turning vehicles, multi-lane crossings, parked vehicles blocking sight lines, and continuing to scan while crossing.	A walk signal appears, but a vehicle is turning. What do you check before stepping out?

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Grades 3–5

Suggested pacing: 30–40 minutes per lesson with scenario reasoning, route analysis and a short written/performance product.

Lesson	Core activity / teacher moves	Quick check
1. Route Risk Map	Students map a familiar school/community route or provided fictional map, marking sidewalks, crossings, driveways, construction, visibility problems and safer alternatives.	Route includes 3 hazards and 3 safer choices.
2. Intersection Decision Lab	Analyze turning vehicles, multi-lane crossings, pedestrian countdowns, parked-car occlusion and “one lane stopped, another may not.” Practice continued scanning.	4 of 5 scenarios with evidence-based reason.
3. Can the Driver See Me?	Use car/bus/truck diagrams and sight-line demos. Teach blind zones, backing paths and that eye contact is not proof; students wait for actual yielding/clear path.	Labels risk zones and explains one safe response.

Lesson	Core activity / teacher moves	Quick check
4. School Arrival & Dismissal Systems	Compare bus, carline, walking, biking and transit-style drop-off routes. Students identify mixing points and write a hazard report for an adult/ school lead; they do not change traffic controls themselves.	Writes one specific hazard + adult action/ request.
5. Bike, Scooter & Micromobility Choices	Helmet fit, equipment check, hand signals, route choice, signs/signals, predictability, device-free riding. E-bike/e-scooter use only if caregiver/ school/local age and equipment rules allow; discuss higher speed and stopping distance.	Completes ride/no-ride decision grid with reasons.
6. Street-Smart Capstone	Complete route plan + simulated crossing + travel-mode safety explanation, then teach one younger-student skill or create a family route reminder. Include passenger restraint and low-light/distraction choices.	Performance rubric + 1-minute teach-back.

Teacher routine for every lesson

Connect: review one prior decision rule.

Model: demonstrate the target action and name the reason behind it.

Practice: students analyze, plan, simulate and explain.

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P01-QR-01 | TEACHER

Teacher Quick-Reference Card

PROGRAM 01 • Street-Smart & Traffic Safety

Stop. Look. Listen. Think. Every time, every street.

CORE RESPONSE SEQUENCE

- STOP
- LOOK left–right–left again + keep scanning
- LISTEN
- THINK: signals, traffic, adult guidance
- CROSS only when actually safe

WHEN TO GET / ROUTE ADULT HELP: If the route changes, visibility is poor, or something feels unsafe: STOP • CHANGE THE PLAN • TELL AN ADULT.

Adult response guardrail

If a student reports a hazardous crossing, speeding, blocked sidewalk, unsafe driver pattern, bus-stop concern, inaccessible route or repeated near-miss, acknowledge the report and route it to the school's designated administrator/transportation/safety contact. Do not send students to gather evidence in traffic. If an injury or actual near-miss occurs, follow school medical/emergency and incident-reporting procedures first. The BOOWAJOE® program is not an incident-response protocol. Crossing guards and bus drivers follow jurisdiction/district procedures. Teachers should not invent hand signals or override transportation staff instructions. Any on-bike/scooter skills clinic should use a closed course, properly fitted helmets, equipment checks, trained supervision and district-approved risk controls. Do not use public roads for core supplemental-program learning checks. Passenger-restraint education is family-facing unless staff are specifically trained. Do not tell a child to stop using a caregiver-selected restraint based only on classroom discussion; direct families to NHTSA/state resources or certified child-passenger-safety technicians. Use route-hazard reports as program data. Recurring concerns should inform administrator/transportation review, not simply more reminders to children.

P01-PKK-SEQ-01 | STUDENT / CLASSROOM VISUAL



Mia® watches over BOOWAJOE® Blvd. Every crossing starts with Stop, Look, Listen & Think.

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P01-PKK-SCN-01 | STUDENT CARDS

PreK–K Scenario Cards 1–4

PROGRAM 01 • Street-Smart & Traffic Safety

CARD 01 Mia® leads her chicks to the edge of a quiet street. No cars are close right now. **What should Mia® and her chicks do?** SHOW / SAY / WRITE: _____	CARD 02 A ball rolls from the sidewalk into the street. **Should you run after it? What should you do?** SHOW / SAY / WRITE: _____
CARD 03 You are walking on a sidewalk. A car is slowly backing out of a driveway ahead. **Where should you stop?** SHOW / SAY / WRITE: _____	CARD 04 A sidewalk ends and the street begins. **What does your body do first?** 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. Teacher answer keys are at the back of this document.

P01-PKK-SCN-02 | STUDENT CARDS

PreK–K Scenario Cards 5–8

PROGRAM 01 • Street-Smart & Traffic Safety

CARD 05 There is a painted crosswalk at the corner and a crossing guard is holding up a stop sign. **Where should you cross and whose directions do you follow?** SHOW / SAY / WRITE: _____	CARD 06 The walk signal changes while you are waiting with your teacher. **Do you go right away?** SHOW / SAY / WRITE: _____

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P01-PKK-ACT-01 | STUDENT WORKSHEET / ACTIVITY

PreK–K Activity 1: Stop-Look-Listen-Think With Mia®

PROGRAM 01 • Street-Smart & Traffic Safety

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

Mia® leads her chicks to the edge of a quiet street. No cars are close right now.

What should Mia® and her chicks do before crossing?

MY RESPONSE:

TRY IT 2

A ball rolls from the sidewalk into the street.

Should you run after it? What should you do?

MY RESPONSE:

PUT THE STEPS IN ORDER

STOP at the edge • LOOK left–right–left again and keep looking • LISTEN for traffic and adult directions • THINK: Is the path safe? • GO only with the approved adult/crossing cue

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P01-FAM-01 | FAMILY

Family Take-Home: What We Are Practicing



Wait at the designated bus stop and follow the driver's directions.

PROGRAM 01 • Street-Smart & Traffic Safety

Stop. Look. Listen. Think. Every time, every street.

Use the same words at home that your child hears in class, and remember: practice together—never test your child in traffic. Your school may add local route and bus information.

Take a 10-minute practice walk or use a map. Let the child show Stop-Look-Listen-Think at a calm, familiar crossing while the caregiver remains responsible for the decision.

Identify driveways, parking-lot exits, turning-vehicle paths, bus stops and one place where visibility is limited. Decide what the family will do there.

Create a device-down rule near crossings and when riding. In low light or bad weather, improve visibility and choose a safer route/time when possible.

Review the child's school-bus procedure, including where to wait and what to do if an item drops near the bus. Follow the driver/school procedure rather than generic hand signals.

Check helmet fit: level and low on the forehead, side straps forming a V near the ears, chin strap snug; follow the helmet manufacturer's instructions and replace a helmet after a crash/impact as recommended by the manufacturer.

Grades 3–5: set family rules for scooters/e-bikes based on child readiness, local age/law, helmet use, speed, route and supervision. Do not assume a device marketed for children is legal or appropriate for a public road.

Passenger safety: buckle every trip; caregivers should use the correct car seat/booster/seat belt for the child's size and fit, and follow NHTSA, manufacturer and state-law guidance.

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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