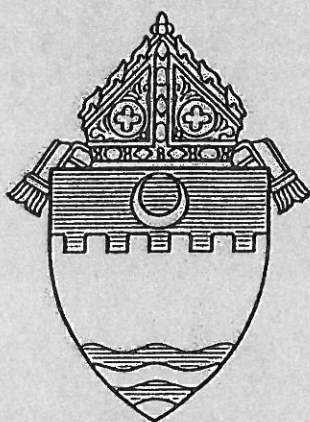


# **Diocese of Evansville**

## Catholic Schools Office



# Safe Environment Curriculum

## Directions for School Administrators

The scope and sequence charts that follow are divided into four grade divisions: primary (Gr. PreK-2), intermediate (Gr. 3-5), middle school (Gr. 6-8), and high school (Gr. 9-12). For each learning objective listed, an "X" in an adjacent column indicates that the particular objective must be addressed in at least one of the grade levels within the grade division. For example, an "X" in the "primary" column next to the learning objective, "Students will learn the warning signs of potential perpetrators," indicates that the school must cover the concept sometime within the PreK-2 grade range. It is not necessary for each learning objective to be taught at every grade level every year. For instance, a school could elect to cover the objective, "Students will learn the warning signs of potential perpetrators," each year in Grade 2.

Most learning objectives in this curriculum guide have an "X" in at least two grade columns; many have an "X" in all four columns. At the beginning of the school year, the administrator will need to engage faculty members in one or more articulation sessions in order to review the content of the safe environment curriculum and determine the specific grade level(s) in which the objectives will be taught, as well as the depth of coverage. For example, the objective, "Students will learn the warning signs of potential perpetrators," has an "X" in all four columns. Therefore, the school could determine that the concept will be introduced in the primary grades, developed in the intermediate grades, mastered in the middle school grades, and reinforced at the high school level. Also, as part of the articulation process, schools will need to determine the particular course or subject area in which a specific objective will be covered. Some objectives will fit into the school's physical education or health curriculum, others will be taught in computer courses, and many will undoubtedly be addressed in the school's family life or religion/theology classes.

A list of resources is included with the curriculum guide. The resource list includes publications, videos, and web sites that can assist teachers with designing and teaching lessons on child safety and abuse prevention. Title IV (Safe & Drug Free Schools) funds can be used to purchase videos, books, teacher manuals, and the like.

The United States Conference of Catholic Bishops (USCCB) periodically audits each diocese to ensure compliance with the principles and requirements outlined in the *Charter for the Protection of Children and Young People*. Consequently, schools must maintain appropriate documentation of their safe environment programs and procedures.

Diocese of Evansville Safe Environment Curriculum  
COMPUTER SAFETY

**Students will learn...**

**Primary    Intermediate    Middle School    High School**

1. To immediately inform a teacher, parent, or other trusted adult when they come across any material that makes them feel scared, uncomfortable, or confused.	X	X	X	X
2. That it is unsafe to open spam or e-mails from people they don't know in person.	X	X	X	X
3. That it is never appropriate to respond to any online communication in a sexually provocative way.		X	X	X
4. To show suspicious communications to a teacher, parent, or other trusted adult.	X	X	X	X
5. That some Internet sites ask users to list their age, gender, and interests, and that perpetrators use these profiles to search for potential victims.	X	X	X	X
6. That on the Internet, perpetrators may pose as a person with a different age or name without others knowing in order to entice or sexually exploit children.	X	X	X	X
7. That they cannot "take back" the online text and images they post on the web. Once online, "chat" as well as other postings become public information that can be exploited. Many web sites are cached by search engines, allowing photos and text to be retrievable long after a web site has been deleted.		X	X	X
8. To restrict access to their online profiles so only those on their contact lists are able to view them.			X	X
9. To use screen names that do not reveal their gender or location.	X	X	X	X
10. To use privacy settings on social-networking sites to restrict access to their personal "spaces" or blogs to only those they personally know.		X	X	X
11. To regularly share with a teacher, parent, and/or other trusted adult the people they are communicating with online.	X	X	X	X
12. To never give out personal information or arrange to meet in person with someone they have met online.	X	X	X	X

Diocese of Evansville Safe Environment Curriculum  
COMPUTER SAFETY

**Students will learn...**

**Primary    Intermediate    Middle School    High School**

13. To block the sender if they receive an instant message (IM) from someone they do not know.		X	X	X
14. To IM only those people they know in person and who have been approved by a teacher or parent.		X	X	X
15. Not to respond to any rude, threatening, or annoying messages they receive.		X	X	X
16. That webcam sessions and photos can be easily captured, and other users can continue to circulate those images online.			X	X
17. To use webcams or post photos online only with the knowledge and supervision of a teacher or parent.		X	X	X
18. To ask themselves if they would be embarrassed if their friends or family saw the images they post or view online, and to avoid posting or viewing any images that would cause embarrassment.		X	X	X
19. To be aware of what is in a webcam's field of vision and to turn cameras off when not in use.		X	X	X
20. That it is not safe to post identity-revealing photos.		X	X	X
21. To avoid posting photos of others, even their friends, without the permission of their friends' parents.		X	X	X
22. To immediately notify a teacher, parent, or other trusted adult if they encounter anything on the Internet that is obscene (indecent) or unlawful.	X	X	X	X
23. That it is illegal to share copyrighted materials online without permission.		X	X	X
24. That by sharing files, they may unknowingly download and distribute viruses and even illegal material such as child pornography.		X	X	X



Diocese of Evansville Safe Environment Curriculum  
ENVIRONMENTAL SAFETY

**Students will learn...**

**Primary   Intermediate   Middle School   High School**

1. To watch out for the safety of their younger brothers and sisters.			X	X
2. To recognize safe and unsafe people and situations.	X	X	X	X
3. Who they can turn to for help at home, at school, and in the community.		X	X	X
4. How to incorporate the “buddy system” into their everyday lives--riding bicycles, going to the mall, playing at the park, etc.	X	X	X	X
5. That they should never answer the door unless they know the person.	X	X	X	X
6. To have emergency numbers, including the phone number of a friend or neighbor, if they are home alone.	X	X	X	X
7. That one is never safe if they become intoxicated by alcohol, or drugs, or are with people who are intoxicated.			X	X
8. The warning signs of potential perpetrators.	X	X	X	X
9. If they have sought help from someone in authority and that person does not take action, to seek help from another person in authority.		X	X	X
10. That when a perpetrator is unrelated to a student, the perpetrator is just as likely to be someone known to the student as to be a stranger.	X	X	X	X
11. To check first with their teacher, parents, or other trusted adults before they accept a gift from anyone.	X	X	X	X
12. That adults should never ask children for directions, and to avoid approaching cars if they do not know the driver.	X	X	X	X
13. That they should never accept a ride from someone they do not know or someone who makes them feel uncomfortable.	X	X	X	X
14. To lock the door if they are staying home alone.		X	X	X
15. To get away as quickly as they can if someone is following them, and to inform a trusted adult about what happened.	X	X	X	X
16. That if they are staying home alone, they should check out the house before entering it, and go to a safe place to call for help if something does not seem right.		X	X	X
17. To avoid telling callers that their parents are not home.		X	X	X
18. To notify their parents that they made it home safely if they are staying home alone.		X	X	X

Diocese of Evansville Safe Environment Curriculum  
ENVIRONMENTAL SAFETY

**Students will learn...**

**Primary    Intermediate    Middle School    High School**

19. That they should never go anywhere with anyone without the permission of their parents or teacher.	X	X	X	X
20. That they need to avoid shortcuts and isolated areas when traveling to and from school.	X	X	X	X
21. That they must notify their parents and receive their permission if they change their planned activities or whereabouts.		X	X	X
22. That those who prey on children may entrap or lure children.	X	X	X	X
23. To understand that a gift may be a bribe.	X	X	X	X
24. To be alert to the fact that a seemingly innocent game can lead to sexual exploitation.		X	X	X
25. To be wise to the fact that that the offer of a short-term job or errand may be a trick to abduct and/or abuse.		X	X	X
26. To ignore requests from strangers who claim they are friends of their parents and try to lure a child to leave school or home.	X	X	X	X
27. That they should not leave with a stranger, even if it is an emergency.	X	X	X	X
28. Strategies to protect themselves if they are abducted.	X	X	X	X
29. To inform a teacher, parent, or other trusted adult of any sexual solicitation or the availability of pornography.		X	X	X
30. That a perpetrator may introduce children and young adults to drugs, alcohol, and/or pornography in an attempt to make them feel responsible and not report abuse.		X	X	X
31. To tell a teacher, parent, or another trusted adult if they know that a friend is being or has been abused.	X	X	X	X
32. To be aware that being on their own is a big responsibility which must be taken seriously.	X	X	X	X

Diocese of Evansville Safe Environment Curriculum  
INTERPERSONAL SAFETY

**Students will learn...**

**Primary   Intermediate   Middle School   High School**

1. To understand the importance of communication, both verbal and non-verbal, in avoiding maltreatment (physical abuse, sexual abuse, emotional abuse, and neglect).	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
2. To recognize and avoid situations such as date rape, date rape drugs, and unacceptable social relationships.				<b>X</b>
3. To use self-defense and personal safety tactics.			<b>X</b>	<b>X</b>
4. To recognize the impact of violence and abuse on self and others.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
5. How to deal with anger.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
6. To recognize various types of abuse including physical, sexual, verbal, emotional, and neglect.		<b>X</b>	<b>X</b>	<b>X</b>
7. That each person must be treated with dignity and respect because each person is made in the image of God. This dignity and respect included the privacy of their physical bodies. The body is sacred and holy.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
8. That the God-given gift of choice in words and actions has consequences.		<b>X</b>	<b>X</b>	<b>X</b>
9. That behaviors or actions that harm self or others physically, psychologically, or spiritually are wrong.		<b>X</b>	<b>X</b>	<b>X</b>
10. That it is important to dress modestly.		<b>X</b>	<b>X</b>	<b>X</b>
11. To protect and assert their own emotional and psychological boundaries.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
12. To understand and use conflict resolution skills.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
13. To demonstrate respect for self and others.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
14. That sexist attitudes can lead to harmful behaviors.			<b>X</b>	<b>X</b>
15. To recognize the differences between flirting and sexual harassment.			<b>X</b>	<b>X</b>
16. The facts and myths about violence in relationships.			<b>X</b>	<b>X</b>

Diocese of Evansville Safe Environment Curriculum  
INTERPERSONAL SAFETY

**Students will learn...**

**Primary**

**Intermediate**

**Middle  
School**

**High  
School**

17. To identify and differentiate between passive, aggressive, and assertive responses.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
18. To develop Christian virtues, especially the virtues of respect, chastity, and prudence.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
19. To recognize and appreciate differences in people.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
20. To recognize that bullying or harassing a classmate is wrong and must be reported to school authorities.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
21. The dynamics inherent in abuse.			<b>X</b>	<b>X</b>
22. The factors inherent in abuse.			<b>X</b>	<b>X</b>
23. That abuse will recycle (occur again and again) unless intervention occurs in some form.			<b>X</b>	<b>X</b>



Diocese of Evansville Safe Environment Curriculum  
TOUCHING SAFETY

**Students will learn...**

**Primary    Intermediate    Middle School    High School**

1. That their private body parts are those places covered by their bathing suit.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
2. That they should say no, get away, and tell a trusted adult if someone tries to touch their private body parts.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
3. That no one has the right to touch their private body parts except to keep them clean and healthy.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
4. That while touch can be a wonderful way to express caring, sometimes they may not want to be touched, or some touches may make them feel uncomfortable.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
5. That they should tell a teacher, parent, or trusted adult if someone tries to touch them in a way that makes them feel uncomfortable, especially if the touch involves their private body parts.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
6. That it is important not to keep secrets about touching, even if someone made them promise not to tell anyone.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
7. That they are not at fault if someone touches or tries to touch them.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
8. That not all unsafe touches feel “bad” and not all safe touches feel “good.”	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
9. That there will be consequences and help for people who touch children in an inappropriate way.		<b>X</b>	<b>X</b>	<b>X</b>
10. That it is important to tell about improper touching even when it can be hurtful to family members or others.			<b>X</b>	<b>X</b>
11. That any minor who is touched inappropriately or has experienced inappropriate touch in their past needs healing, help, and support from family, community, and professionals.			<b>X</b>	<b>X</b>
12. To differentiate between safe, unsafe, and unwanted touches.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

## Glossary

**Abduction:** When a perpetrator takes a child by the use of physical force or threat or detains a child in an isolated place without lawful authority.

**Abuse:** Harm or threatened harm to a minor's health or safety by a person responsible for the minor's health or safety or a person in a position of power or control over a minor. It includes physical, verbal, emotional, or sexual abuse and exploitation or child neglect.

**Blog:** Short for web log. An instantly updatable online journal used for publishing short, informal comments and ideas. The act of keeping a blog is known as blogging.

**Boundaries:** The physical and emotional limits a person establishes in his/her relationships.

**Buddy system:** The practice of pairing two or more people together for mutual assistance or safety.

**Bullying:** Repeated exposure to intentional injury or discomfort inflicted by one or more persons against another. Bullying behavior may include physical contact, verbal assault, social ostracism, obscene gestures or other aggressive acts that cause the victim to feel fearful or distraught.

**Cache:** The area of a computer's hard drive where web pages and page elements are stored when they are downloaded from the Internet, making it easier and faster for the user to revisit those pages.

**Chastity:** The virtue which tempers, regulates, and moderates one's sexual desires, thoughts, and actions.

**Chat room:** A virtual room where people can communicate in real time while on the Internet. When using a chat room, computer users type their messages with a keyboard and the entered text appears on the monitor, along with the text of the other chat room visitors.

**Date rape:** Often called acquaintance rape, this is unwanted sexual contact perpetrated by someone known to the victim. Most commonly, the perpetrator is a boyfriend, ex-boyfriend, or acquainted in some way with the victim. The victim can be female or male and the perpetrator can be male or female.

**Date rape drug:** A drug administered surreptitiously (as in a drink) to induce an unconscious or sedated state in a potential victim of sexual abuse.

**Emotional abuse:** A pattern of behavior by an adult that can seriously interfere with a child's cognitive, emotional, psychological, or social development. Emotional abuse can include ignoring, rejecting, isolating, terrorizing, verbally assaulting, exploiting, and/or corrupting a child or young person.

**File sharing:** The act of making files on one computer that are accessible to others on a network.

**Grooming:** Behavior that indicates that a person is trying to set up and prepare another person to be the victim of sexual abuse.

**Instant messaging (IM):** Technology similar to that of chat rooms which enables real-time text-based online communication. A user is noted when one of their "contacts" or "buddies" is online, allowing them to communicate with each other by exchanging text messages and files via special software.

**Internet safety:** The concept of being educated and empowered to take control of online experiences. It involves recognizing and making smart and responsible decisions in potentially dangerous situations.

**Minor:** A child or young person who is under the age of legal competence (18 years of age).

**Modesty:** The virtue that regulates one's actions and exterior customs concerning sexual matters. Modesty in dress is to avoid clothing that can be expected to cause sexual arousal in oneself or others.

**Neglect:** The failure or omission of an adult to provide adequate food, clothing, shelter, medical care, and/or supervision to a minor; or the failure to provide special care to a minor that is made necessary by their physical or mental condition; and/or child abandonment.

**Obscene:** Anything that is offensive to the virtues of decency or modesty.

**Perpetrator of child abuse:** Someone who has harmed children or young people.

**Physical abuse:** Knowingly or intentionally causing serious physical harm to a minor.

**Pornography:** Graphics and/or text that is sexually explicit in nature and designed to cause sexual arousal or stimulation in the viewer.

**Posting:** Sending a message, photo, or document to an online message board to be viewed by others.

**Prudence:** First among the cardinal virtues – the correct knowledge of things to be done or avoided. Prudence requires three things: 1) considering the consequences of future actions; 2) judging correctly from the evidence at hand; and 3) directing one's activity accordingly.

**Respect:** The virtue of speaking and acting with courtesy. Respect means treating others with the dignity due to all humans as children of God.

**Self-esteem:** How a person feels about himself/herself. Positive self-esteem indicates that a person feels worthwhile and valuable; poor self-esteem implies the opposite.

**Sexual abuse:** Any contact between a minor and an adult, or a person significantly older or in a position of power over the minor, where the minor is being used for sexual stimulation of the older person.

**Trusted adult:** An adult who will not intentionally confuse, scare, or harm a child. Trusted adults respect the dignity of children and the rules established by a child's parents, guardians, and caretakers.

**Verbal abuse:** Words that attack or injure a person, cause one to believe an untrue statement, or speak falsely of an individual. Making a person the butt of jokes, cursing someone, calling a person degrading names, defaming one's character, and/or similar behavior is considered verbal abuse.

**Virtue:** Character traits which lead people to do what is right and avoid what is wrong; the habitual disposition of a person to act with goodness.

**Warning signs:** Behavior in children that may indicate they are victims of abuse or neglect. Warning signs include such behaviors as poor hygiene, sudden changes in mood or personality, low self-esteem, unusual nervousness around adults, aggression towards others, inability to stay awake or concentrate, loss of appetite, self-destructive behavior, promiscuity, and/or unexplained bruises or injuries.

## Resources

### Publications

- Alimonti, Frederick and Tedesco, Ann. (2003). *Not Everyone is Nice: Helping Children Learn Caution with Strangers*. Far Hills, NJ: New Horizon Press.
- Coen-Posey, Kate. (1995). *How to Handle Bullies, Teasers and Other Meanies*. Highland City, FL: Rainbow Books, Inc.
- DeBecker, Gavin. (2000). *Protecting the Gift: Keeping Children and Teenagers Safe and Parents Sane*. New York, NY: Dell Publishing.
- Delgatto, Laurie. (2007). *Creating Safe and Sacred Places for Young Adolescents: Sexual Abuse Educational Sessions for 5<sup>th</sup> to 8<sup>th</sup> Graders*. Winona, MN: Saint Mary's Press.
- Girard, Linda Walvoord. (1992). *My Body is Private*. Morton Grove, IL: Albert Whitman & Company.
- Horton, Connie Burrows. (2001). *Child Abuse & Neglect: The School's Response*. New York, NY: Guilford Press.
- McCarty, Dr. Robert J. (2002). *Protecting Young People: Our Sacred Trust*. Washington, DC: National Federation for Catholic Youth Ministry.
- McClone, Dr. Gerald J. & Shrader, Mary. (2003). *Creating Safe and Sacred Places*. Winona, MN: St. Mary's Press.
- Plummer, Carol. (1997). *Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents*. Holmes Beach, FL: Learning Publications.
- Raatma, Lucia. (2004). *Safety Around Strangers*. Chanhassen, MN: Child's World, Inc.
- Reid, Kathryn Goering. (1994). *Preventing Child Sexual Abuse Ages 5-8*. Cleveland, OH: Pilgrim Press.
- Reid, Kathryn Goering & Fortune, Marie M. (1989). *Preventing Child Sexual Abuse Ages 9-12*. Cleveland, OH: Pilgrim Press.
- Rogers, Susan E. (2006). *K-5 Personal Protection Empowerment Program*. Clovis, CA: Safety Awareness & Family Education Network, Inc.
- Rogers, Susan E. (2006). *6-8 Personal Protection Empowerment Program*. Clovis, CA: Safety Awareness & Family Education Network, Inc.
- Rogers, Susan E. (2006). *9-12 Personal Protection Empowerment Program*. Clovis, CA: Safety Awareness & Family Education Network, Inc.
- Rogers, Susan E. (2006). *My Teen Scene Safe Dating Journal*. Clovis, CA: Safety Awareness & Family Education Network, Inc.

- Sawyer, Kieran and Amidei, Kathie. (2006). *Learning about L.I.F.E. – Love, Infatuation, Friendship, Exploitation: A Family-Based Program on Relationships and Abuse Prevention*. Notre Dame, IN: Ave Maria Press.
- Sommer, Carl. (2003). *The Sly Fox and the Chicks*. Houston, TX: Advance Publishing, Inc.
- Schamburg, Tracy M. (2006). *Catie the Caterpillar*. Liguori, MO: Liguori Publications.
- Spellman, Cornelia Maude. (2000). *Your Body Belongs to You*. Morton Grove, IL: Albert Whitman & Company.
- Voelkel-Haugen, Rebecca & Fortune, Marie. M. (1996). *Sexual Abuse Prevention: A Course of Study for Teens*. Cleveland, OH: Pilgrim Press.
- Wachter, Oralee. (2002). *No More Secrets for Me*. Boston, MA: Little, Brown & Company.

## Videos

- A Time to Tell* (available from [www.scouting.org](http://www.scouting.org))
- Breaking the Silence* (available from [www.rcbo.org/breakingsilence](http://www.rcbo.org/breakingsilence))
- Great Escapes Anti-Abduction* (available from [www.safenetwork.org](http://www.safenetwork.org))
- I Am the Boss of My Body* (available from [www.unitedlearning.com](http://www.unitedlearning.com))
- Little Bear* (available from [www.jist.com/kidsrights](http://www.jist.com/kidsrights))
- Love – All That and More* (available from [www.faititrustinstitute.org](http://www.faititrustinstitute.org))
- Safety Net Kids: No Easy Targets* (available from [www.videoswithvalues.org](http://www.videoswithvalues.org))
- Stranger Safety* (available from [www.thesafeside.com](http://www.thesafeside.com))
- Talk for Parents and Kids – Safety* (available from [www.goodtouchbadtouch.com](http://www.goodtouchbadtouch.com))
- Tricky People* (available from [www.yellodyno.com](http://www.yellodyno.com))
- True Love: God's Plan for Abstinence Until Marriage* (available from [www.mediakids.com](http://www.mediakids.com))
- What Tadoo with Secrets* (available from [www.empowerkids.com](http://www.empowerkids.com))
- Yes You Can Say No* (available from [www.cfchildren.org](http://www.cfchildren.org))
- Your Right to Respect* (available from [www.flannerycompany.com](http://www.flannerycompany.com))
- Youth Protection: Personal Safety Awareness* (available from [www.learning-for-life.org](http://www.learning-for-life.org))



## **Web Sites**

ACT for Kids ([www.actforkids.org](http://www.actforkids.org))

Committee for Children ([www.cfchildren.org](http://www.cfchildren.org))

Child Welfare Information Gateway ([www.childwelfare.gov](http://www.childwelfare.gov))

Faith Trust Institute ([www.faithtrustinstitute.org](http://www.faithtrustinstitute.org))

Girls and Boys Town ([www.girlsandboystown.org](http://www.girlsandboystown.org))

Good-Touch/Bad Touch<sup>®</sup> ([www.goodtouchbadtouch.com](http://www.goodtouchbadtouch.com))

Got2BSafe ([www.honeywell.com/sites/hhs/got2bsafe](http://www.honeywell.com/sites/hhs/got2bsafe))

i-SAFE, Inc. ([www.isafe.org](http://www.isafe.org))

Katie Brown Educational Program ([www.kbep.org](http://www.kbep.org))

Kid Safety of America (<http://kidsafetystore.com>)

National Catholic Risk Retention Group, Inc. ([www.virtus.org](http://www.virtus.org))

National Center for Missing & Exploited Children ([www.missingkids.com](http://www.missingkids.com))

International Center for Assault Prevention ([www.ncap.org](http://www.ncap.org))

National Federation for Catholic Youth Ministry ([www.nfcym.org](http://www.nfcym.org))

NetSmartz<sup>®</sup> Workshop ([www.netsmartz.org](http://www.netsmartz.org))

Prevent Child Abuse America ([www.preventchildabuse.org](http://www.preventchildabuse.org))

Red Flag Green Flag Resources ([www.redflaggreenflag.com](http://www.redflaggreenflag.com))

Safety Awareness & Family Education Network ([www.safenetwork.org](http://www.safenetwork.org))

Safer Society Foundation, Inc. ([www.saferociety.org](http://www.saferociety.org))

The Safe Side<sup>®</sup> ([www.thesafeside.com](http://www.thesafeside.com))

Touching on Safety, Inc. ([www.touchingonsafety.org](http://www.touchingonsafety.org))

Yello Dyno, Inc. ([www.yellodyno.com](http://www.yellodyno.com))