

# SAFEOREGON Curriculum



**For Middle & High School Students**

SAFEOREGON

# CURRICULUM

Middle/High School



- 
- Equip students with tools to recognize risks, speak up, and seek help when needed
  - Aligns with Oregon State Standards (Health)
  - Includes share-out opportunities and student activities
  - Designed to supplement existing curricula
- 

[www.safeoregon.com](http://www.safeoregon.com)

# TEACHERS GUIDE

SafeOregon Curriculum



The SafeOregon curriculum is designed to supplement and reinforce existing violence prevention and other health programs, equipping students with skills to identify, report, and prevent safety threats. It covers risk factors, warning signs of dangerous behaviors, available resources for help, and ways to advocate for a safe school environment.

This teacher's guide is intended to provide support in implementing the curriculum in classrooms with additional suggestions and resources.

## Teaching Strategies

The following is a list of suggested activities to maximize the impact of the SafeOregon curriculum.

- **Interactive Discussions:** Encourage open and respectful conversations about safety and reporting procedures.
- **Scenario-Based Learning:** Use real-life scenarios to help students apply curriculum principles.
- **Collaborative Activities:** Promote teamwork through group projects such as a poster project.
- **Guest Speakers:** Invite law enforcement or mental health professionals to share their expertise.
- **Multimedia Resources:** Utilize videos and other multimedia resources to enhance engagement.
- **Role-Playing:** Practice reporting concerns through role-playing to boost confidence.

## Resources/Activities

The following resources are available to assist teachers in implementing the SafeOregon curriculum:

- The **SafeOregon website** is [www.safeoregon.com](http://www.safeoregon.com). It offers detailed program information, reporting procedures, and what can be reported.
- The **Student Study Guide** aligns with the curriculum to help students follow along and reinforce the lesson.
- Sample **Middle School and High School Student Scenarios** are available to help reinforce instruction and encourage discussion.
- A list of **Additional Student Resources** is available to provide to students.
- A printed copy of the end-of-lesson **Student Survey** is included as an alternative to the QR code/website.

Please review this guide and utilize the provided resources to implement the SafeOregon curriculum effectively in your classroom.

Feel free to reach out to the SafeOregon support team at [safeoregon@osp.oregon.gov](mailto:safeoregon@osp.oregon.gov) or your school administration if you have any questions or require additional assistance.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

# SAFEOREGON Student Study Guide

Warm Up: Why wouldn't someone speak up when someone needs help? (They are engaging in risky behavior, self-harming, abusing drugs or alcohol, etc...)

Match the word to the correct definition. Write the letter next to the term.

- |                       |  |
|-----------------------|--|
| ___ Bullying          | A. Thinking about or being preoccupied with death or suicide |
| ___ Suicide           | B. Hurting yourself on purpose                               |
| ___ Self-Harm         | C. Violence with a firearm, including crimes and accidents   |
| ___ Gun Violence      | D. Repetitive intentional harm involving a power imbalance   |
| ___ Suicidal Ideation | E. Ending your own life                                      |
| ___ School Violence   | F. Acts that disrupt learning and hurt the school community  |

1. What is SafeOregon?
2. List three types of reports you can submit to SafeOregon.
3. Name two ways you can submit a tip to SafeOregon.
4. What is something you shouldn't report to SafeOregon?
5. Name two signs that someone may be in danger.



# Student Scenarios

Middle School (6th-8th)



The following student scenarios can be used to support classroom discussions about safety, reporting concerns, and looking out for one another.

## Scenario Title: "Too Different"

### Topic: Bullying

Jordan is a 7th-grade student who recently moved to a new school. Jordan enjoys drawing anime, wears bright-colored clothes, and sometimes brings sketchbooks to lunch to draw. Since starting at the new school, Jordan has struggled to make friends and mostly keeps to themselves.

Lately, a group of three students has been making fun of Jordan during lunch. They call them names like "weird" or "freak," and one student even took Jordan's sketchbook and passed it around the table while laughing at the drawings. Jordan didn't tell anyone but has been eating lunch in the bathroom to avoid the group.

A classmate named Riley notices Jordan isn't in the cafeteria anymore and remembers seeing the group tease Jordan last week. Riley isn't sure what to do but feels like it's wrong.

Discussion Questions:

1. How might Jordan be feeling?
2. What are some safe and supportive ways Riley could respond?
3. What should Jordan do if they don't feel safe?
4. How could a trusted adult (like a teacher or counselor) help in this situation?
5. How could SafeOregon be used to report what's happening?

## Scenario Title: "Just One Time"

### Topic: Drug Use

Aiden is in 8th grade and has recently started hanging out with some older students after school. One weekend, while at a small get-together, someone offers Aiden a vape with THC and says, "It's not a big deal—everyone tries it eventually." Feeling pressured and wanting to fit in, Aiden takes a hit.

Later that night, Aiden posts a photo on a private social media story showing the vape with a caption: "Chill night 🧘🏻💨"

# Student Scenarios

Middle School (6th–8th)



A few classmates see the story and start talking about it at school. Some laugh and say Aiden’s “finally cool now,” while others feel uncomfortable. One student, Sam, is worried. They know this could be serious and don’t think Aiden understands how risky this could be—especially posting it online.

Sam wants to help but doesn’t want to be seen as a snitch.

Discussion Questions:

1. What risks is Aiden taking—both with trying the drug and posting about it?
2. How could this decision affect Aiden at school or with family?
3. Why might Aiden have felt pressured to try the vape?
4. What could Sam do if they’re concerned for Aiden’s safety?
5. How does posting risky behavior online make the situation more serious?
6. What are some safe and confidential ways to report concerns (like SafeOregon)?

## Scenario Title: "Not So Funny Anymore"

### Topic: Cyberbullying

Eli is a 6th-grade student who just got a phone and joined social media for the first time. At first, things were fun—he was excited to join group chats with classmates and post pictures of his dog.

But soon, some students started making fun of one of Eli’s photos, saying he “looked like a baby.” A few kids took a screenshot and turned it into a meme, sharing it in a group chat called “LOL Zone,” which Eli wasn’t part of. Eventually, someone sent him the meme with the caption: “You really thought you looked cool? 😏”

Now, Eli is getting messages from unknown accounts calling him names, and he’s scared to post anything online. He’s even started pretending to be sick to stay home from school. Eli hasn’t told anyone because he’s embarrassed and thinks maybe it’s his fault.

Discussion Questions:

1. How might Eli be feeling, and why might he be afraid to tell someone?
2. What are some safe and supportive actions a friend or bystander could take?
3. How should a student respond if they see bullying online—even in a group chat?
4. What trusted adults or resources could help in this situation?
5. How could SafeOregon be used to report this behavior?

# Student Scenarios

High School (9th-12th)



The following student scenarios can be used to support classroom discussions about safety, reporting concerns, and looking out for one another.

## **Scenario Title: "Blocked and Blamed"**

### **Topic: Cyberbullying**

Sofia is a sophomore who recently ended a friendship with a close group of students after a falling out. A week later, she starts noticing cruel comments under her social media posts—things like “No wonder no one likes you” and “Stay out of our lives.” She also finds out there’s a group chat where students are sharing edited pictures of her with mean captions and laughing emojis.

Even though the posts aren’t public, other students are talking about them, and Sofia feels humiliated and alone. She deletes most of her social media apps but still sees screenshots and messages being sent through others.

Sofia hasn’t told anyone. She’s afraid it’ll get worse if she speaks up—and part of her is starting to believe what they’re saying.

#### Discussion Questions:

1. How might this experience affect Sofia emotionally and academically?
2. Why do you think Sofia is afraid to report it?
3. What could a friend, classmate, or bystander do to help?
4. What are safe ways to report cyberbullying—both to the school and through resources like SafeOregon?

## **Scenario Title: "A Cry Behind the Screen"**

### **Topic: Suicidal Ideation**

Taylor is a junior in high school. Over the past few weeks, Taylor’s social media posts have started to shift in tone. Once filled with photos of soccer games and hanging out with friends, their recent posts now include quotes about feeling invisible, exhausted, and like they “can’t keep up anymore.”

Late one night, Taylor posts on their private story: “Would anyone even notice if I disappeared?” A few students see it but aren’t sure what to do. Some scroll past. One friend, Maya, is really worried. Taylor hasn’t been answering texts, skipped soccer practice twice, and seems withdrawn at school.

# Student Scenarios

High School (9th-12th)



Maya wants to help, but she's scared she'll make things worse—or that Taylor will get mad.

Discussion Questions:

1. What are the warning signs in this scenario that Taylor may be struggling with their mental health?
2. What could Maya do to support Taylor?
3. Why is it important not to ignore posts like the one Taylor made?
4. Who are trusted adults or resources Maya could talk to?
5. How could someone use SafeOregon or call/text 988 to get help for a friend?
6. What should you do if you're worried about a classmate's safety—even if you're not close friends?

## Scenario Title: "A Dangerous Secret"

### Topic: Weapon Possession/School Threat

Chris is a 10th-grade student who has been increasingly isolated over the past few months. He's been dealing with bullying, family stress, and feeling like no one listens to him. Chris has been making dark jokes in class and recently posted vague but concerning messages on social media, like "Don't be surprised when I finally do something about it."

One morning, another student, Alex, overhears Chris in the locker room telling someone, "I'm not kidding—I brought it today. I've had enough." Chris briefly opens his backpack and shows what looks like a gun wrapped in a hoodie. The student he shows looks shocked but says nothing.

Alex is shaken. He doesn't know if it was real, or if Chris was bluffing, but it felt serious. Alex worries: What if something happens today?

Discussion Questions:

1. What signs did Chris show that something was wrong?
2. What should Alex do next?
3. Why is it important not to assume someone else will report it?
4. What are safe ways to report something serious like this?
5. How could SafeOregon, a trusted adult, or school security help in this situation?
6. What might happen if no one reports this?

# SAFEOREGON STUDENT SURVEY

1. Name of School \_\_\_\_\_

2. What grade are you in?

- 5th-7th
- 8th-9th
- 10th-12th
- Other (please specify)\_\_\_\_\_

3. How much did you know about SafeOregon before today?

- A lot
- A little
- None at all

4. Where have you heard about SafeOregon

- Posters at school
- In class/my teacher
- In a school assembly/rally
- On the back of my school ID card
- During morning announcements
- From a friend/family/classmate
- A student leadership group
- School website
- Social media
- I've never heard of SafeOregon
- Other (please specify)\_\_\_\_\_

5. Have you ever used SafeOregon to submit an anonymous/confidential tip?

- Yes
- No

6. What type of tip(s) did you submit through SafeOregon (choose all that apply)

- Bullying/harassment
- Mental health concern (self-harm, depression, suicidal ideation)
- Threat of planned school attack
- Alcohol/drug concern
- Possession of a weapon
- Dating violence/sexual harassment
- Fighting/gang activity
- School complaint/school rule violation
- Theft/vandalism
- Child abuse/serious injury
- Other (please specify)\_\_\_\_\_

# SAFEOREGON STUDENT SURVEY

7. Do you believe submitting a tip through SafeOregon helped the situation or person?

- Yes
- Somewhat
- Not at all
- I don't know

8. When you used SafeOregon, was your identity protected/kept confidential?

- Yes
- Somewhat
- Not at all
- I don't know
- I submitted my tip anonymously/didn't give my name

9. Would you feel comfortable using SafeOregon in the future?

- Yes
- No

10. If you answered NO to question #9, why do you think you wouldn't feel comfortable using the SafeOregon tip line? (Choose all that apply)

- I worry someone will find out and I will be made fun of/retaliated against
- I don't trust the school to handle the situation
- I worry it will make the situation worse
- I worry about the police getting involved
- I worry my friend/classmate who needs help will be angry at me for telling someone
- I worry my friend/classmate who needs help might get in trouble
- I don't know how to submit a tip
- Other (please specify)\_\_\_\_\_

11. Any other comments or questions?

***THANK YOU!***

# SAFEOREGON



SAFEOREGON

# Learning Objectives (HS)

- HS.SEM.6 Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.
- HS.SFA.7 Evaluate strategies for using social media safely, legally, and respectfully.
- HS.HRVP.9 Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.
- HS.SEM.8 Advocate for safer school communities to prevent bullying and violence and improve mental health.

1

Understand the SafeOregon program.

2

Analyze risk factors and signs of dangerous actions and behaviors.

3

Learn where to go for help and how to report concerning actions and behaviors.

4

Evaluate and learn tips for staying safe online.

5

Advocate for safe school communities.

# Learning Objectives (MS)

- 7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, trauma, self-harm, and suicide.
- 8.SFA.4 Work cooperatively to create projects that advocate for practices that promote safe and accessible communities.
- 8.SEM.4 Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress, including self-harm, eating disorders and disordered eating, substance use and abuse, and suicidal ideation.

1

Understand the SafeOregon program.

2

Analyze risk factors and signs of dangerous actions and behaviors.

3

Learn where to go for help and how to report concerning actions and behaviors.

4

Evaluate and learn tips for staying safe online.

5

Advocate for safe school communities.



# DISCLAIMER

- During this lesson, we will be discussing sensitive topics like violence, self harm, bullying, and drug and alcohol abuse.
- While these topics may be uncomfortable to talk about, it is necessary for our safety and wellbeing as a community.
- If you need a break or would like to talk to someone during or after the lesson, please let someone know.



# WARM UP



Why wouldn't someone speak up when they see another person who needs help? (i.e., engaging in risky behavior, self harming, abusing drugs or alcohol, etc.)

---

Can you think of a time when you wish someone would have helped you or a friend?



# Important Vocabulary



## Bullying

Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Can happen in person, or online (cyberbullying).

---

## Suicide

The act or an instance of ending one's own life voluntarily and intentionally.

---

## Suicidal Ideation

Think about, consider or feel preoccupied with the idea of death and suicide.

---

## Self-Harm

When a person hurts their own body on purpose.

---

## Gun Violence

Violence against a person committed with the use of a firearm which includes homicide, violent crime, attempted suicide, suicide, and unintentional death and injury.

---

## School Violence

Violent acts that disrupt learning and have a negative effect on students, schools, and the broader community.

# What is SafeOregon?



**A place to report safety concerns directly to your school - confidentially or anonymously.**

Examples of what can be reported:

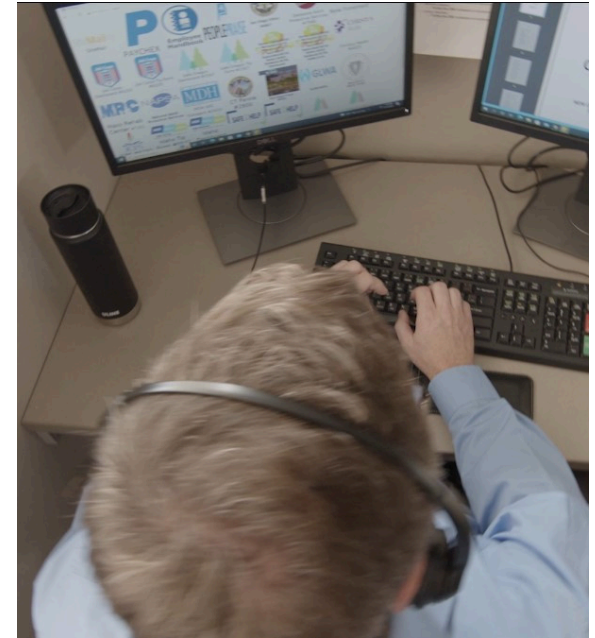
- Bullying and harassment (online and/or in-person).
- Threats of violence against people.
- Threats of violence against schools.
- Drug and alcohol abuse.
- Self harm or self-destructive behavior.
- Sexual violence and/or sexual assault.

**TOP SECRET**

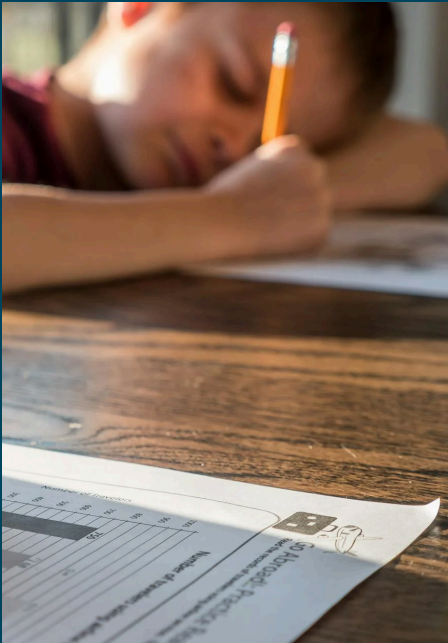
# How Does SafeOregon Work?



- Information is submitted by email, phone, text, a mobile app or a web portal.
- All tips are received by a live person at a call center, 24 hours a day, 7 days a week (even on holidays and during school breaks).
- Tips are quickly forwarded to a few specially selected school personnel.
- If the situation is very serious and needs outside immediate assistance, school personnel and/or the call center may contact the local police.



# What SafeOregon ISN'T for:



- Teacher complaints
- Homework issues
- Getting others in trouble
- Lost property
- Pranks/jokes



.....

When using SafeOregon, think of the word '**Safe**'. If something is making you feel unsafe at school or you are worried about a friend or classmates' safety, **report it**.

# Recognize the Signs of Danger



Talking about suicide/wanting to disappear.

Talking about violence against others or the school.

Withdrawing from friends and family.

Giving away belongings.

Talking, writing, or drawing about death and/or killing.

Doing risky things, like driving too fast.

Using alcohol and/or drugs.

Being angry, hostile, hopeless, anxious, and/or depressed

Changes in eating or sleeping patterns

# How Many Signs Do You See?



Lena, a 7th grader, has changed. Recently, she's skipping meetings, missing homework, avoiding friends, and wearing long sleeves in the heat. She's also hanging out with a troubled older student.

Lena's friend, Mia, saw a text on Lena's phone: 'Did you take it again today? Don't let anyone find out.' Mia is now very concerned.

# Take it Seriously. Act Immediately.

---

1

## Take It Seriously.

Take every threat or disclosure seriously. They are often a cry for help.

2

## Act Immediately.

Be an upstander rather than a bystander. Make the choice to intervene.

3

## Get Help.

Tell a trusted adult or use the SafeOregon tip line. Others don't have to know you reported it.



SAFEOREGON

**REPORT**  
*don't* **REPOST**



**NOT EVERYTHING  
NEEDS A REPOST.**

IF YOU SEE A  
THREAT OR  
SOMETHING SCARY  
ONLINE, TELL A  
TRUSTED ADULT  
OR REPORT IT AT  
SAFEOREGON.COM.



Let's keep our schools safe  
together.

www.safeoregon.com | tip@safeoregon.com  
844-SAFE-OR (844-472-3367)

# Online Safety

---

If you are the victim or witness of cyberbullying or you see something unsafe or scary online...

**Report it! Don't repost it!**

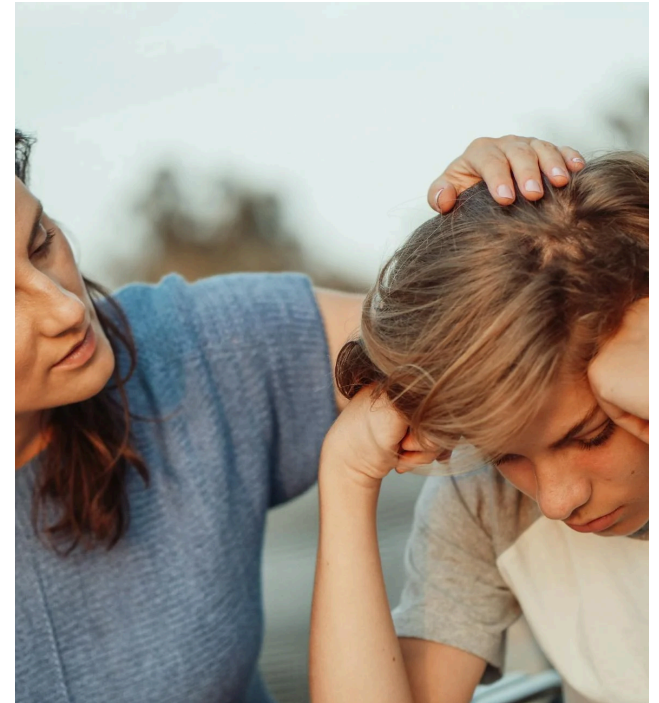


**SAFEOREGON**

# Talking to a Trusted Adult



- When you need support or advice.
- When you encounter an issue or problem that you need guidance or support with.
- If you're being bullied, harassed, or in emotional distress and need someone to talk to.
- When you're making important decisions and need guidance to find a solution.
- If you feel unsafe or at risk in any situation.



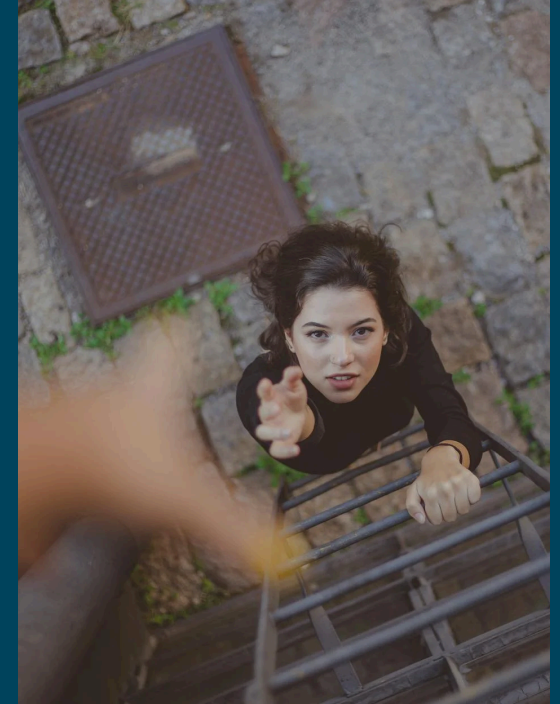
# Code of Silence

An unwritten rule where people don't report harm due to fear of being called a snitch or peer pressure.



**TATTLING:** To get someone IN trouble for an action or behavior that is harmless, unimportant, or an accident.

**TELLING:** To get someone OUT of trouble for an action or behavior that's concerning, harmful, or dangerous.



Reporting safety concerns is never tattling.  
SafeOregon can be completely anonymous.

# How Can You Help?



1. You notice a student being bullied in the lunchroom every day. Today, the student is eating in the bathroom to avoid the group.
- 
2. A classmate's post is turned into a hurtful meme. Students tease them about it at school the next day.

# Submitting a Tip Through SafeOregon

- Tipline is available 24 hours a day, 7 days a week. Even during holidays.
- A real, live person is on the other end to receive information.
- Information goes directly back to your school so they can determine the best action.

**Call**

844-472-3367

**Text**

844-472-3367

**Email**

tip@safeoregon.com

**Mobile App**

iPhone or Android

**Online**

www.safeoregon.com



Make sure your school is listed in this box.



School Name Caldera High School (Change?)

Who are you? Select...

Where did you hear or see this incident? Select...

When did it happen? 6/25/2025 @

How many times has this situation happened? Select...

Have you reported this to an adult? Select...

Who was causing harm or talking about causing harm? Include first name, last name and grade if known.

Who was or will be harmed?

Describe what you saw or heard.

What is your name? Optional

Even if you decide to leave your name, the school will keep it confidential.



If you would like someone to contact you, please add your email or phone number here. Optional

I'm not a robot reCAPTCHA

Attachments may be submitted on the following page.

Submit



Give as much detail a possible, especially if you do not leave you name.



Include screenshots, photos, or short videos if you have them.

# Using the SafeOregon Webform



# Using the SafeOregon Mobile App



12:41  
App Store

SafeOregon

Call Help Line

Submit a Tip

Resources

12:41  
App Store

Back Form 1 Next

School Name

Where did you hear or see this incident?

When did it happen?

What time did it happen?

12:42  
App Store

Back Form 2 Next

Who was causing harm or talking about causing harm?

Who was or will be harmed?

Describe what you saw or heard.

12:42  
App Store

Back Form 3 Next

How many times has this situation happened?

This is the first time

Have you reported this incident to an adult?

12:42  
App Store

Back Form 4 Next

Other

Who?

What is your name? (Optional)

If you would like someone to contact you, please add your email or phone number here. (Optional)

You can upload a photo or short video up to 20MB by clicking on the upload button below

Upload

Submit

# Additional Resources



## 988 Suicide and Crisis Line

- Available 24 hours a day
- Call/text 9-8-8
- Online chat available at <https://chat.988lifeline.org/>

## Youthline

- Available 4-10 p.m. daily
- Call 877-968-8491 | Text 'teen2teen' to 839863 | email [teen2teen@linesforlife.org](mailto:teen2teen@linesforlife.org)
- Free & confidential. No problem is too big or too small.

## Bias Response Hotline

- Available Mon-Fri from 9 a.m.-5 p.m.
- Call 1-844-924-BIAS (2427) | <https://justice.oregon.gov/CrimeReporting/>
- Confidential, non-emergency hotline

## Take it Down

- Available 24 hours a day
- Call/text 9-8-8
- Online chat available at <https://chat.988lifeline.org/>

## The Trevor Project

- Available 24 hours a day
- Call/text 9-8-8
- Online chat available at <https://chat.988lifeline.org/>

# Poster Activity



**How to Use the SafeOregon Tipline**

**1 WHAT SHOULD I REPORT?**  
If you see or hear something that makes you worry a classmate may get hurt (or hurt someone) but you're not sure who to tell, you can report it to SafeOregon. Confidential or anonymous tips can be sent in by phone, text, email, mobile app or on the SafeOregon webpage. *NOTE: This tip line is not for emergencies! If you need immediate help, dial 9-1-1.*

**2 WHO ANSWERS MY CALL?**  
A specially trained call taker will receive the tip, 24 hours a day/ 7 day a week. Even on weekends, holidays, and school breaks! Provide as much information as possible to the call takers. You can even include a photo or video!

**3 WHERE DOES A TIP STOP?**  
The call taker sends the information to specially chosen staff at your school. If the tip is serious, law enforcement may be called. Don't worry, staff who receive the tip care about protecting your identity!

**4 WHAT HAPPENS NEXT?**  
The school (and/or law enforcement) will determine what to do with the information. Thanks to you, the information is in the hands of those who are trained to respond to these situations.

**TOGETHER, WE MAKE SCHOOLS AND STUDENTS SAFER.**

**REPORT A TIP**

**ONLINE**  
safeoregon.com

**EMAIL**  
tip@safeoregon.com

**CALL OR TEXT**  
844-4-SAFE-OR  
(844-472-3367)

**APP**  
Available on the App Store and Google Play

To advocate for SafeOregon at your school, create a poster to advertise SafeOregon to your classmates.

Your poster should include:

- A slogan
- 'SafeOregon' logo prominently displayed
- 3-4 tips for how to use SafeOregon
- An example of when to use SafeOregon

# Exit Ticket



Take the Student Survey (four options)

- Scan the QR code
- On the Web: <https://www.surveymonkey.com/r/6T8RMMK>
- Google Forms: <https://forms.gle/gketWKcfYeAy6Va46>
- Fill out the paper survey



Download the SafeOregon App

