

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.
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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. 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.

Contact the SafeOregon support team at safeoregon@osp.oregon.gov or your school administration if you have questions or require additional assistance.

SAFEOREGON Student Study Guide

Name: _____ Date: _____ Period: _____

Warm-up Discussion: Why wouldn't someone speak up when someone needs help (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. Sam knows this could be serious and doesn’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 (Pg. 2)

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!