

**Fairfax County Public Schools Family Life Education**  
**OPT-OUT REQUEST FORM**  
**Emotional and Social Health Safety Unit**  
**Modified Lessons for Grades 7-12 (Selected Special Education Students)**

The modified lessons on Emotional and Social Health (ESH) are designed for students with low incidence disabilities as part of the Family Life Education (FLE) Program. There are three units within the modified curriculum for ESH – relationships, safety, and self, described below. Please note that not all lessons will be conducted each year. Please consult with your child's special education teacher for specific lessons of instruction each year. If you wish to opt your child out of all or some of the modified Family Life Education lessons, please complete this form and **return it to your child's classroom teacher prior to FLE instruction**. Additional information for lesson objectives and media descriptions is available at <http://www.fcps.edu/is/hpe/fle.shtml>. Lessons are available in FCPS 24/7 (Blackboard) Parent View.

**PLEASE NOTE: You do not need to return this form unless you are opting your child out of all or some of the modified lessons for Emotional and Social Health.**

CHILD'S NAME \_\_\_\_\_ TEACHER \_\_\_\_\_

**Emotional and Social Health - Relationships Topics and Lesson Objectives**

**I wish to opt my child out of the following lessons:**

*(Please check those lesson topics in which you do not want your child to take part.)*

\_\_\_\_\_ **Lesson 1: Introduction to relationships; what is a family?**

The student will identify the members of his or her own family.

The student will recognize that everyone is a member of a family and that a family is the first experience of community, which is made up of many families that are alike and different.

The student will develop an increased understanding of the roles, duties, and responsibilities of family members.

\_\_\_\_\_ **Lesson 2: The role of the family**

The student will develop an increased understanding of the roles, duties, and responsibilities of family members.

\_\_\_\_\_ **Lesson 3: What is your responsibility in a family?**

The student will become aware of the need to assume responsibility within the family, within groups, and within the larger community.

The student will develop an increased understanding of the roles, duties, and responsibilities of family members.

\_\_\_\_\_ **Lesson 4: Dealing with the loss of a family member or friend**

The student will identify grieving as a normal process which follows a loss.

\_\_\_\_\_ **Lesson 5: Dealing with changes in a family**

The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.

The student will recognize that change is an inevitable part of life.

\_\_\_\_\_ **Lesson 6: Appropriate ways to express affection in a friendship**

The student will realize that physical affection can be an expression of friendship, celebration, and love.

\_\_\_\_\_ **Lesson 7: What it means to be a friend**

The student will explore changes in peer relationships during adolescence.

\_\_\_\_\_ **Lesson 8: Dating and appropriate dating behaviors**

Students will become aware of basic dating skills.

<b>Emotional and Social Health Safety Lesson Topics and Lesson Objectives</b>
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**I wish to opt my child out of the following lessons:**

*(Please check those lesson topics in which you do not want your child to take part.)*

**School Safety Rules**

\_\_\_\_\_ **Lesson 1: Introduction to the 3 Steps to Safety**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

Descriptive Statement: Instruction includes identifying and avoiding risky situations. Topics discussed include being home alone, babysitting, and neighborhood and community safety.

\_\_\_\_\_ **Lesson 2: School Rules 1-3**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

\_\_\_\_\_ **Lesson 3: Rule # 4: Be Nice to People and their Things**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

The student will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for all types of exploitation.

Descriptive Statement: Types of exploitation discussed include negative peer pressure; bullying; hazing; physical, emotional, and sexual abuse; and neglect.

\_\_\_\_\_ **Lesson 4: Rule # 5: Riding the Bus Safely**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

**Community Safety Rules**

\_\_\_\_\_ **Lesson 5: Community Rules 1-2**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

The student will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for all types of exploitation.

\_\_\_\_\_ **Lesson 6: Rule #3: Pedestrian Safety**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

\_\_\_\_\_ **Lesson 7: Rule #4: Stay with the Group**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

\_\_\_\_\_ **Lesson 8: Rule #5: Keep Private Parts Private**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

The student will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for all types of exploitation.

**Home Safety Rules**

\_\_\_\_\_ **Lesson 9: Rules 1-2**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

The student will explore safety issues related to the Internet.

Descriptive Statement: Instruction includes how predators can use the Internet to exploit young people, common techniques and lures used by Internet predators, and strategies for protecting personal information and seeking adult support in uncomfortable situations.

\_\_\_\_\_ **Lesson 10: Rule #3: Calling 9-1-1 in an Emergency**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

\_\_\_\_\_ **Lesson 11: Rule #4: No Playing with Dangerous Things**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

\_\_\_\_\_ **Lesson 12: Rule #5: Internet Safety**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

The student will explore safety issues related to the Internet.

\_\_\_\_\_ **Lesson 13: Review of all Safety Rules**

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

The student will explore safety issues related to the Internet.

The student will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for all types of exploitation.

<p style="text-align: center;"><b>Emotional and Social Health Self Unit</b> <b>Lesson Topics and Lesson Objectives</b></p>
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**I wish to opt my child out of the following lessons:**

*(Please check those lesson topics in which you do not want your child to take part.)*

\_\_\_\_\_ **Lesson 1: Introduction to Self unit; what do we mean by self?**

The student will examine his or her own capabilities. This includes assisting in the enhancement of self-concept by identifying personal strengths.

\_\_\_\_\_ **Lesson 2: Introduction to the IEP Meeting**

The student will examine his or her own capabilities. This includes assisting in the enhancement of self-concept by identifying personal strengths.

- Introduction to the IEP meeting – what is it and why is it important?
- Writing interests, strengths, capabilities and career goals on transition page of IEP.

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**Lesson 3: Practice running your IEP meeting (this lesson is intended for students who will be/are participating in their IEP meetings)**

The student will examine his or her own capabilities. This includes assisting in the enhancement of self-concept by identifying personal strengths.

- Practice running your IEP meeting.
- Discuss your personal strengths, capabilities and goals at your IEP meeting.

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**Lesson 4: What is responsibility?**

The student will take responsibility for his or her behavior.

- To learn what responsibility means.
- To learn how to act responsibly.

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**Lesson 5: What are emotions?**

The student will express his or her feelings of happiness, sadness, and anger to the teacher. The student will become aware of appropriate behavior to use in dealing with his or her feelings.

- What are emotions?
- Students will learn about different emotions and how to handle them.

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**Lesson 6: Depression (This short lesson can be used as an extension lesson to Lesson 5: Emotions. Teachers are to use their discretion to decide if this lesson is beneficial for student(s)).**

The student will express his or her feelings of happiness, sadness, and anger to the teacher. The student will become aware of appropriate behavior to use in dealing with his or her feelings.

- Define depression.
- Students will learn about depression and what to do.

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**Lesson 7: Dealing with change**

The student will identify physical, emotional, and social changes that occur during the middle school years.

- Help students understand that change is an inevitable part of life.
- Help students cope with different situations that arise when change occurs.

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**Lesson 8: Stress**

The student will recognize the effects of varying degrees of stress on the mind and body. The student will use a variety of techniques to relieve stress.

- Define stress.
- Identify causes of stress in the environment and how to overcome stressors.

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Parent/Guardian Signature

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Date