

# The Big Five

## Think on Your Feet Lesson Plan

### LOCKDOWN/BARRICADE:

Implemented when a violent intruder is identified directly on the campus, or law enforcement directs the school to implement the protocol.

**Grades: Middle School**

**Time: 20-35 Minutes**

<p><b>Lesson Overview</b></p>	<ul style="list-style-type: none"> <li>● Provides an overview of the Big Five and the Immediate Action Response of Lockdown/Barricade.</li> <li>● Emphasizes the concepts of Think-On-Your-Feet and Situational Awareness.</li> <li>● Reviews action based options for an intruder on campus.</li> <li>● Requires students to move around the classroom to practice the actions in a Lockdown/Barricade Incident.</li> <li>● Takes the place of a traditional Lockdown drill.</li> </ul>
<p><b>Lesson Objective</b></p>	<ul style="list-style-type: none"> <li>● Students will gain a more in-depth understanding and awareness of the Big Five.</li> <li>● Students will gain a more comprehensive understanding of what they need to do if there is a violent intruder on campus.</li> <li>● Students will deepen their understanding of the Big Five language and the “Think on Your Feet” concept when there is an intruder on the school campus.</li> </ul>
<p><b>Important Vocabulary or Concepts</b></p>	<ul style="list-style-type: none"> <li>● <b><u>Lockdown:</u></b> A security measure taken during an emergency that protects people by directing them to remain in a secure indoor space behind a locked door.</li> <li>● <b><u>Barricade:</u></b> Anything that prevents people or vehicles from getting through.</li> <li>● <b><u>Intruder:</u></b> A person who enters a building, grounds, etc. without permission.</li> <li>● <b><u>Think On Your Feet:</u></b> To make quick decisions in the middle of an emergency situation that increases your safety and the safety of others.</li> <li>● <b><u>Escape/Get Off Campus:</u></b> If it is safe to do so, leave the campus and get to a safe location. Once off campus and safe, call 911 to report your safe location.</li> <li>● <b><u>Protect or Defend:</u></b> If an intruder confronts you, use common objects around you to protect yourself. Distract the intruder and get away if possible.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Situational Awareness:</b> Being aware of your surroundings and what is going on around you.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>● Use the Lesson Plan Slide Deck to present the Big Five Overview and Guided Discussion: <a href="#">TOYFP Lesson Plan Middle School</a> .</li> <li>● Lead students in a structured walkthrough practice of Lockdown/Barricade procedures in the classroom.</li> <li>● Hold a discussion and debrief after the walkthrough.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>● TOYFP: Lockdown Barricade Lesson Plan Slide Deck Middle School</li> <li>● Big Five Classroom Posters</li> </ul>
<b>Trauma-Informed Tips</b>	<ul style="list-style-type: none"> <li>● Allow students to hold a calming item (sensory/fidget toy).</li> <li>● Encourage students to ask questions related to the topic.</li> <li>● Engage class in a movement break after the lesson.</li> <li>● Move back to instruction when class is ready.</li> </ul>

**Activity**

- Students will walk through the steps they would take in a classroom during a Lockdown/Barricade.
- Students will think about what to do in a violent intruder situation and reflect on the activity afterwards.

## Walkthrough of Lockdown/Barricade

Questions	Potential Answers
<b>What steps need to be taken to secure the room?</b>	<ul style="list-style-type: none"><li>● Lock the door.</li><li>● Lock the windows and close the blinds.</li><li>● Turn off the lights and technology.</li></ul>
<b>Whose responsibility will it be to help secure the room, based on the seating chart?</b>	<ul style="list-style-type: none"><li>● Have students raise their hands for each action item listed above to identify it is their responsibility.</li><li>● Offer the chance to practice their tasks.</li></ul>
<b>What could we use to help us barricade this door?</b>	<ul style="list-style-type: none"><li>● Desks, chairs, and tables that you can move, etc.</li></ul>
<b>Whose responsibility will it be to help barricade the door, based on the seating chart?</b>	<ul style="list-style-type: none"><li>● Have students raise their hands for each action item listed above to identify it is their responsibility.</li><li>● Offer the chance to practice their tasks.</li></ul>
<b>What should we all do after we barricade?</b>	<ul style="list-style-type: none"><li>● Hide in the room.</li><li>● Be very quiet and still.</li><li>● Hold a sensory object or stress ball.</li><li>● Wait for Police/Fire to unlock the door.</li></ul>

### Tips for Practicing:

- Have a few students practice each element together.
- Remind them to move slowly and calmly.
- When building a barricade, have a few students move an item at a time.
- Take turns to ensure safe lifting/building.

## Reflection/Process Time

### Questions/Prompts

**What was it like to practice the tasks?**

**What, if anything, surprised you about the activity?**

**What did you think the class did well?**

**What, if any, challenges did you notice during the activity?**

### Tips for Reflecting:

- Allow students to write/journal their responses.
- Ask/encourage students to share.
- Give encouragement and highlight how well you noticed they worked together.
- Discuss challenges that came up that you noticed as the leader.
- Notice students who seem to be anxious or upset. Check in with them later and/or notify the counselor.
- When finished, ask students to participate in a movement break (stretching/yoga) or a preferred choice activity (classroom game/ice breaker/snack).