The Big Five

Think-on-Your-Feet Peet and the Slimeville Monsters

LOCKDOWN/BARRICADE LESSON PLAN:
Implemented when a violent intruder is identified directly on the campus, or law enforcement directs the school to implement the protocol.

Grades: 4th & 5th
Time: 20-35 Minutes

| Lesson Overview | • Provides an overview of the Big Five and the Immediate Action Response of Lockdown/Barricade.
|                | • Helps students learn about the Big Five Emergency Response Protocol in a developmentally appropriate and trauma-informed way.
|                | • Builds on lessons students may have received in TK-3rd grade.
|                | • Takes the place of a traditional Lockdown drill.
| Lesson Objective | • Students will gain a more in-depth understanding and awareness of the Big Five.
|                 | • Students will gain a more comprehensive understanding of what they need to do if there is a violent intruder on campus.
|                 | • 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.
| Important Vocabulary or Concepts | • **Lockdown:** A security measure taken during an emergency that protects people by directing them to remain in a secure indoor space behind a locked door.
|                                    | • **Barricade:** Anything that prevents people or vehicles from getting through.
|                                    | • **Intruder:** A person who enters a building, grounds, etc. without permission.
|                                    | • **Think On Your Feet:** To make quick decisions in the middle of an emergency situation that increases your safety and the safety of others.
|                                    | • **Escape/Get Off Campus:** 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.
|                                    | • **Protect or Defend:** If an intruder confronts you, use common objects around you to protect yourself. Distract the intruder and get away if possible.
| Activity | Option 1:
- Have students take turns reading the book aloud. Use the physical book in the classroom or project the digital format on a screen.
- Use the Lesson Plan slide deck to support the guided discussion along with the activity below.

**Option 2:**

- Work with teacher colleagues to partner older students with younger students. Have older students lead an interactive reading of the book with their younger “safety buddy.”
- Have students engage in questions and discussion in a whole group setting after reading. Use the [TOYFP Lesson Plan 4-5](#) Slide Deck to support the guided discussion.
- Have students participate in the activity below.

### Materials

- *Think-on-Your-Feet Peet and the Slimeville Monsters* Book
- Think-on-Your-Feet Peet Digital Book (Spanish & English)
- TOYFP: Lockdown/Barricade Lesson Plan Slide Deck 4-5
- Big Five Classroom Posters

### Trauma-Informed Tips

- Allow students to hold a calming item (stuffed animal, sensory/fidget toy).
- Reinforce the concept that preparedness is key to overall school safety.
- Encourage students to ask questions related to the topic.
- Engage class in a movement break after the lesson.
- Move back to instruction when class is ready.

### Activity

Talk through two different scenarios of what might happen if an intruder comes on to campus. Reinforce the concept “Think On Your Feet.”

- **Scenario 1:** You are in class and you hear your principal/teacher announce that the class needs to go into a Lockdown/Barricade.
- **Scenario 2:** You are out at recess or lunch and you hear the teacher/principal announce there is an intruder on campus. You can’t see the intruder from where you are standing.
### Scenario 1:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Potential Answers</th>
</tr>
</thead>
</table>
| What could we use in this classroom to help us barricade this door? (Allow time for students to offer suggestions) | - Desks  
- Chairs  
- Tables that you can move, etc.                                           |
| What would we as a class need to do in the classroom before we barricade? (Allow time for students to offer suggestions) | - Lock the door.  
- Lock the windows.  
- Close the blinds.  
- Turn off the lights and technology.                                        |
| What should we do after we build the barricade? (Allow time for students to offer suggestions) | - Hide in the room.  
- Be very quiet and still.  
- Hold a sensory object/stuffy or stress ball.  
- Wait for Police/Fire to unlock the door.                                    |

### Scenario 2:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Potential Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What action would you take? (Allow time for students to offer suggestions)</td>
<td>- Escape/get off campus.</td>
</tr>
</tbody>
</table>
| What are some places you could go? (Allow time for students to offer suggestions) | - Nearby church  
- Home  
- Store                                                                             |
| Once you get to a safe place off campus, what should you do? (Allow time for students to offer suggestions) | - Call 911 and tell the police what is happening and where you are.  
- Stay put and wait for help.                                                       |