

Learning Objectives

- Students will be able to follow the rules of a simple game.
- Students will be able to execute a variety of balances.
- Students will be able to perform a variety of locomotor skills.

Learning Targets

- I can hold balance on 1 or more body parts.
- I can perform locomotor skills in general space.
- I can warm up my large muscles.

Teaching Cues

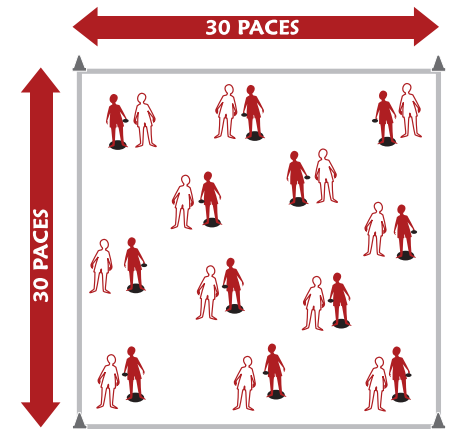
- Use self-control as you move through general space.
- Be safe and avoid contact with other students.
- Listen carefully to the prompts.

PREP

- 4 cones for boundaries
- 1 spot marker per 2 students
- 1 tiny object that can be hidden in a student's hand (button, coin, pompom, etc.) per 2 students

SET

- Create a large (30 x 30 paces) activity area.
- Scatter spot markers (rocks) within area.
- Pair students and divide pairs into Snakes and Lizards.
- Give each snake an object and have each stand on a "rock" (spot).
- Lizards stand next to their snake partner.



TEACH

1. Lesson Objective

- The object of *Snakes and Lizards* is for 1 partner to try and guess which hand an object is in and 1 of you will move around their partner while the other partner performs a balance.

2. Instructions

- I'll announce different ways for our lizards to move in a circle around our snakes. On the start signal, lizards will move around your snake 3 times.
- Snakes, stay on your rock and perform a balance I call.
- Lizards, after moving around your snake 3 times, stop in front of your partner.
- Snakes, put your hands behind your back and hide an object in 1 hand. Bring your hands out in front.
- Lizards, you have 3 seconds to guess which hand holds the object.
- If you guess correctly, switch roles with your partner. If you guess incorrectly, you will again move 3 times around your snake.
- If the Lizard guesses incorrectly 3 times in a row, they automatically switches with the snake partner.

3. Perimeter Move

- We'll do this again, but this time, lizards will move clockwise around the perimeter of the activity area until hearing the stop signal.
- On the stop signal you will return to your snake and guess which hand holds the object.
- (Sample locomotor skills and balances include: skip/stand on 1 foot, side-slide/stand on the other foot, gallop/stand on tip-toes, jog/balance on 1 foot and 1 hand, fast walk/balance on 1 knee, etc.)

REFLECTION QUESTIONS

- What does it mean for someone to show self-control?
- How can you apply self-control during physical education class?
- Snakes and lizards live in the desert where it is hot. Why is it important to drink water during and after physical activity - especially when it's hot?



Snakes and Lizards

Standards Alignment

Standard 1: Outcome 1

Performs locomotor skills while maintaining balance.

Standard 1: Outcome 7

Balances on different bases of support, combining levels and shapes.

Standard 4: Outcome 4

Works independently with others in partner environments.

SEL Competencies

Self-Awareness

Peer interaction

Self-Management

Social interaction

Relationship Skills

Taking turns

Vocabulary

- approach
- correct
- incorrect

Teaching Suggestions

- Teach and remind students to pace themselves as they move around the perimeter.
- Praise lizards who gently tap their snake's hand when guessing.
- Encourage lizards to spread out when moving clockwise around the perimeter.

SPARK It Up!

1. Any Snake

- This time you are not in pairs.
- Lizards can now move throughout the general area between all other snakes.
- On my signal, approach any snake and guess which hand holds the object.
- Switch roles with that snake if you guess correctly (*just 1 guess per round*).

2. Right or Wrong

- If you guess correctly, both partners perform 3 jumping jacks before switching roles.
- If you guess incorrectly, both do 3 curl-ups.

Integrations

Read *Lizard's Home* by George Shannon. In this story, the snake tries to double-cross the lizard that outsmarted him. Discuss demonstrating respect for self and others, acceptable responses to challenges, successes and failures, and the characteristics of

Teacher Reflection

