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 sharing.

Teacher Reflection

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