

Games

One to Two of these games could be played each day, depending on the time allowed.

Slug Race

Set up: Students line up in a row side by side, front tire on a line, or back tire on a fence

Overview: The last person to cross the finish line wins (i.e., the slowest person on a bike). The rules are that students:

- Must keep riding / cannot put a foot down
- Must move forwards (no riding sideways or backward)
- If someone stops in front, you have to stop - you are both out

No Foot-down Derby

Set up: Cones in a large circle

Overview: Students all ride in the same direction within a large circle of cones. Over time, the cones are moved in to shrink the circle. The last person still riding wins. If you get 'out', you leave the circle and help move the cones to shrink the circle gradually. The rules are that students:

- Must keep riding / cannot put a foot down
- Must stay inside the circle of cones

Red Light, Green Light

Set up: Students line up in a row, front tire on a line, or back tire on a fence, or have them circling

Overview: Call out "red light" to have students stop where they are, or "green light" to have them go.

What Time Is It Mr. Wolf?

Set up: Students get in a row, front tire on a line, or back tire on a fence, or have them circling

Overview: Students line up side-by-side on their bike, and one person (“the wolf”) stands in front of them with their back to the group. The wolf calls out a number/time between 1-5 (e.g., 3-o’clock), and all riders take that number of pedal strokes to advance forward, then stop again. When the wolf calls “lunchtime,” all riders ride forward freely, and the wolf tries to touch them.

Last Person Standing

Set up: Start students riding in the same direction.

Overview: Blow the whistle once and students should stand up and keep pedalling. Blow the whistle again and students should stop pedalling but remain standing. See how far they can travel before their bike stops rolling. The pedals should be horizontal (not one up and one down) when standing up.

Musical Bikes

Set up: Start students riding around the space in the same direction. Scatter cones - one less than there are students

How to Play: Instructor whistles or sings, and when you stop students put their front tire on a cone. Student that didn’t get to the cone in time is out. Play more than once to give everyone a fair shake.

Follow the Leader: Explore single-hand riding and cycling on various surfaces

Set up: Line students up behind Leader cyclists

Overview: Riders should stay 2 bike lengths apart and not pass other cyclists. The leader at the front of the line models a one-handed action on the bike. Everyone riding behind the leader copies this action. Alternate hands so that students become comfortable with either hand off of the handlebars.

How to Play: Tap your helmet with one hand, waving with a right or left hand. Pretending to swim with one arm, be creative! Explore riding on ledges, curbs, grass, sand, gravel riding, and hill riding.

Scatter

Set Up: Split the class into two groups and assemble on the grass in the middle of the track.

- Position each group in a row, back-to-back, on their bikes facing away from each other.
- Number students off in the rows (eg, 1 – 15 in each row). Have them say their numbers out loud.

Overview: Students ride from the middle of the field, complete a lap, and arrange themselves back in the order they started

How to Play: Call out 'scatter', and students ride around in a clockwise direction. Call 'scatter back' or use a whistle, and students ride back to the middle and line up in their lines in the correct numerical order. Repeat, but this time, the students ride anti-clockwise.

Level Up: Instead of sending all students simultaneously, call out 'scatter odd numbers' or 'scatter prime numbers', for example, so students enter the track at different times and have to give way to each other.

Soap Bubble Catching

How to Play: The game leader makes soap bubbles float around over the whole playing area. The idea of the game is to catch as many soap bubbles as possible –

first with your hands, then with your feet, cycling helmet, the wheels of the bike etc. If there is no wind, you can also ride over soap bubbles resting on the ground. It's usually a good idea for the leader to move around the playing area so the soap bubbles are spread out, making the cyclists stay constantly alert and face in the direction the bubbles are coming from.

Level Up: The cyclists must count how many bubbles they can catch, this can also be done in pairs, counting how many bubbles they catch per pair. Use tools, such as fly swatters or rolled-up newspapers to hit the soap bubbles.

Obstacle Course

Set up: Cones, activity rings, buckets, chalk etc. Optionally, a long piece of material to make a bike tunnel with, a water atomizer for making rain, or drums, ladles, sticks, etc. for making 'bike music'.

Preferably, use a space with small hills and a variety of surfaces, e.g. grass, sand, small puddles, mud etc. Make an all-round obstacle course including turns, a slalom, narrow sections, wide sections, places where you have to ride slowly and places where you just need to go fast. There can also be living obstacles in the form of adults or children using spray bottles to make rain, throwing balls or making bike tunnels with carpets, parachutes etc. The only limit is your imagination!

How to Play: Let the students ride through the many obstacles at their own pace. The course must be one-way to prevent too much chaos, but riders may pass each other and skip obstacles, as long as it isn't a nuisance to the other participants.

Tip: Ride or run around the course yourself, so the students all see and understand how they have to do it.

Level Up: The children have to carry rings or other objects round with them, and deliver them to a particular place. OR Everyone gets a stick, ladle or similar and plays 'cycling music' on pipes, wastebaskets, boards etc while riding.

Tilting at the Ring

Set up: Activity rings – at least one per pair of riders. Mark out a big circle. It must be big enough for half the students to stand around the edge at approximately three-metre intervals.

How to Play: Divide the students into pairs. One of each pair stands on the edge of the circle with a ring in one hand. The other kids ride round inside the circle. When a child rides past his or her partner, he or she has to try to grab the ring. If they succeed, they ride one lap with the ring and hand it back to their partner. If they don't manage it, they simply try again next time they go past their partner. After a while, they change direction and the riders and ring-holders swap roles.

Level Up: If the standing partners constantly change places, it makes it harder for the riders. A variation is to have the standing partners set the riders new tasks each time they pass by, such as 'Ride one-handed', 'Ride slalom', 'Ride slowly', 'Put the ring on your helmet', 'Put the ring on the handlebars' etc. Or you could simplify by having everyone ride, apart from two adults (or one adult and one child), who stand on either side of the circle. One hands out the rings to the riders, while the other collects the rings.

Cycle Swarm

How to Play: The students are divided into pairs, one on foot, the other riding. The riders' task is to stay just behind their walking partner, who swarms around with the other pedestrians, weaving in and amongst. In the beginning, the pedestrians walk well apart from each other, but the game gets both harder and more fun as the pedestrians start to swarm more densely.

The pedestrians can move in many different ways: slowly, quickly, making wide or tight turns etc. The pedestrian can also stop altogether and do star jumps while the cyclist rides in circles round them. After a while, they change places.

Level Up: The pedestrian makes a gesture – e.g. a high five – with one hand to another pedestrian, and the cyclists do the same, as they go past each other. OR A stopping game. Every so often, the pedestrian says, '1-2-3-stop!', turns round and gives a 'stop' signal with his or her hand. The cyclist must stop before colliding with the pedestrian.

Name Relay

How to Play: All the students get on their bikes and ride in and among each other. One child is given the baton, then he or she calls out the name of somebody in the group. The child whose name is called must now ride up and take the baton. The others make way. The new baton-holder calls a different name, and the game carries on like this until everyone has had the baton.

Level Up: Play several rounds in which the cyclists have to remember the order of the names. For a simpler game, you could have the adult hold the baton. When someone's name is called, they ride over and take the baton, ride one lap and give the baton back.

Tip: Ensure that the riders don't always choose the same people – for example, make it a rule that they have to alternate between picking boys and girls, or students older than themselves, and so on.