

Cycling  
Scotland

# Cycling games

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# Introduction

Cycling Scotland is the nation's cycling organisation. Working with others, we help create and deliver opportunities and an environment so anyone, anywhere, in Scotland can cycle easily and safely.

Every year Cycling Scotland helps more than 50,000 people develop their cycling skills as individuals, patrollers, ride leaders and instructors. This covers a wide range of audiences, from children in nursery schools cycling for the first time with Play on Pedals; school pupils undertaking Bikeability Scotland training; to professional patrollers using their bikes in challenging conditions on and off road.

Thanks to the input and contributions from trained tutors and instructors we have compiled this resource to support you to get the most out of your cycling activities. Each game has simple to follow instructions with clearly defined objectives. To help identify the most useful games for your participants, each activity is linked to the outcomes of the National standard for cycle training.

## Acknowledgements

Cycling Scotland is grateful for the expertise of one of its most experienced tutors, Cliff Smith, for his help in producing this resource.

Many of the games featured are deeply rooted in cycle-training folklore, and it is impossible to trace the original author(s).

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## 01



## Name the parts

A simple challenge to identify various parts of the bike.

### You'll need

A set of flash cards with names of bike parts.

A bike.

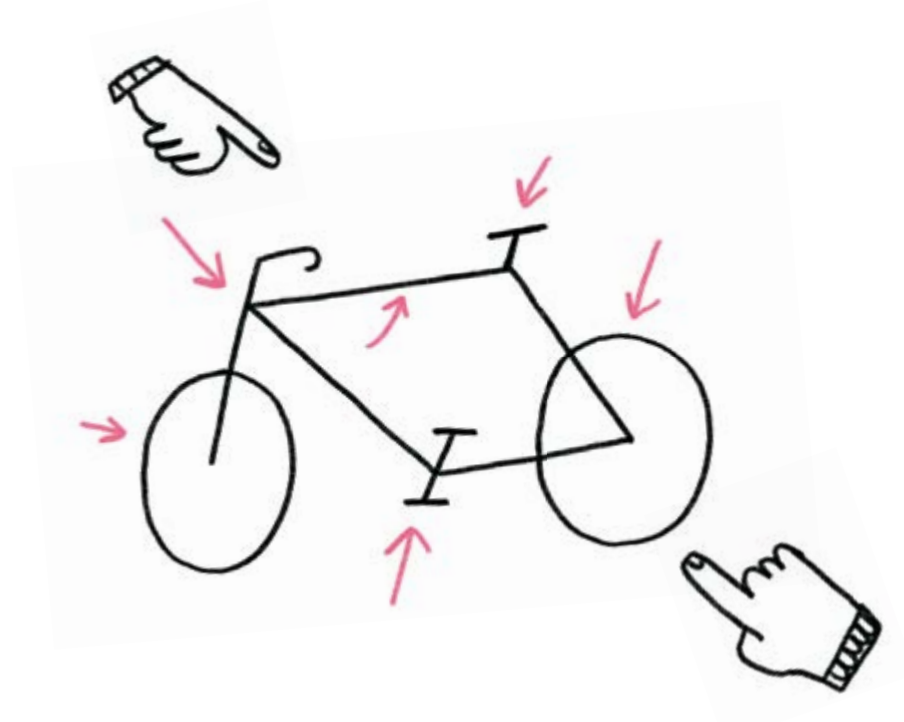
### Variations of the game

Play the game as a free-for-all - you show one flash card at a time with the first hand up getting the chance to answer.

Ditch the flash cards and simply call out the names of different bike parts for the riders to point to.

Play 'Bike Twister' - get the riders to stand up one at a time and place a hand on a part of the bike they can name. Once all riders have one hand on the bike, get them to use their other hands to name a different part.

The game could be used as a warm up exercise - have the flash cards at one end of the playground and the bike at the other. Riders have to run to the bike and match the card to the part.



### Tips & rules

Have the riders sit around a stationary bike.

One rider at a time picks a flash card at random and has to match it to the correct bike part.

Once matched correctly, the rider has to explain the function of that bike part.

### Safety

If you use the game as a warm up exercise don't let riders run too fast.

### Notes

Repeat and explain all new vocabulary.

#### National standard level

##### Name the parts

Role 1 Unit 1.2 Element 1.2.1

Check the cycle is ready for a journey

# Bike shop no. 1 Helmet heads

A simple, fun way to teach riders about correct helmet fit.

## You'll need

Helmets

## Tips & rules

Each rider is given a helmet and asked to put it on their heads.

One at a time, get them to wobble their heads from side to side, then nod backwards and forwards, with the rest of the class watching.

If the helmet wobbles, the rest of the group should shout, "Too big!" If it sits firmly, they shout, "It fits!"

Get the riders to check each other's helmets while you fasten the first helmet.

Once all helmets are fastened, re-do the "wobble" test.



## Safety

For correct fit, the helmet should sit just above the eyebrows.

The buckle should fasten with room for three flat fingers between the chin and strap.

Straps should make a V-shape beneath ear lobe.

Use the adjuster at the back of the helmet to tighten/loosen the headband.

## Variations of the game

Make it as educational as you want by driving home the message about correct helmet fit.

## Notes

Talk to the riders about the importance of wearing a helmet when learning how to cycle.

### National standard level

#### Bike shop no. 1 - Helmet heads

Role 1 Unit 1.1

Prepare myself for a journey

03



## Bike shop no. 2

# Saddle me up

Teaching riders how to adjust their saddle height.

### You'll need

Bikes.

Allen keys or adjustable spanner.

### Tips & rules

Get riders to stand next to their bikes with their legs parallel to the saddle and seat post.

Ask them to measure where their hips are in relation to the bike - it should be roughly where the saddle is.

Ask them to sit on their bikes - are their legs squashed? Can their feet touch the floor?

Demonstrate the quick release or use of an Allen key to adjust the saddle height and get them to repeat it.

### Variations of the game

Once the correct saddle height has been achieved by all, you could move straight into another cycling game.

### Safety

Make sure the seat clamp has been tightened sufficiently after adjustments and that the seat post is not beyond the safety line.



### Notes

When seated, riders should be able to touch the ground with the ball of foot, not flat-footed.

If any riders struggle to control their bikes, lower their saddles - or get them to do it.

#### National standard level

**Bike shop no. 2 - Saddle me up**

Role 1 Unit 1.2 Element 1.2.1

Check the cycle is ready for a journey

# Walk the plank

Simple exercises designed to improve riders' balance.

## You'll need

Chalk or rope to mark out the "plank".

Beanbags.

## Tips & rules

Mark out the "plank" using rope or chalk.

One at a time, get each rider to "walk the plank", one foot in front of the other, while looking straight ahead.

Repeat the exercise, but with each rider balancing a beanbag on their head.

## Variations of the game

If you have access to scooters you could use these to assess riders' balance.

You could get riders to balance on one foot on the edge of a kerb, with the last one standing the winner.

You could create a course with 'stepping stones' - carpet squares or hula-hoops - which riders have to negotiate.



## Safety

If using the kerb variation, make sure it is in a quiet road and the kerb is not too high.

## Notes

Assessing a rider's balance early on will be a good indication of how they will get on riding a bike.

### National standard level

#### Walk the plank

Contributes to Role 2 Unit 2.2  
Element 2.2.1 Glide

05



# Musical brakes

**A simple game to demonstrate the use of brakes.**

## You'll need

*Cones.*

*Bikes.*

*Music is optional.*

## Tips & rules

Demonstrate the use and function of the front and rear brakes.

Get the riders to walk their bikes around the playground with their fingers on the brakes.

Shout, "Squeeze!" for the children to apply brakes. Last one to stop is out.

Repeat game with riders riding their bikes.



## Variations of the game

Turn it into a game of 'Stop in the Box' by making a square with four cones and getting riders to coast into it before applying brakes.

Reducing the size of the box can increase the challenge.

## Safety

Make sure the riders are not riding too fast or braking too sharply.

## Notes

Demonstrate the difference between front and rear brakes.

### National standard level

#### Musical brakes

Role 2 Unit 2.1 Element 2.1.1 Set off

Role 2 Unit 2.1 Element 2.1.2

Slow down and stop





# What's the time, Mr. Wolf?

A fun way to teach riders the use of their brakes.

## You'll need

A large, flat area.

Bikes.

## Tips & rules

One rider takes the role of Mr. Wolf and stands with their back to the riders. The other riders line up on their bikes at the opposite end of the games area.

The riders shout out, "What's the time, Mr. Wolf?"

His reply will determine how many pedal strokes the riders can take. For example, if he says "Two o'clock", they can advance two pedal strokes.

They must come to a stop and repeat the question.

If Mr. Wolf replies, "Dinner time!" it means he is going to try to catch one of them so the riders have to try to escape.

Continue the game until there is only one rider left.



## Variations of the game

If unsure about riders' confidence, get them to play the game on foot first.

## Safety

There is potential for collisions. Make sure the play area is big enough, or reduce the number of riders per game.

## Notes

To discourage collisions, maybe disqualify any riders who cause one.

### National standard level

#### What's the time Mr. Wolf?

Role 2 Unit 2.1 Element 2.1.1 Set off  
Role 2 Unit 2.1 Element 2.1.2  
Slow down and stop  
Role 2 Unit 2.2 Element 2.2.2 Pedal



## Frogs legs

**Learning the art of balance by impersonating a frog.**

### You'll need

*Bikes with pedals removed.*

*Chalk or cones to mark out a "stop box" or finish line.*

### Tips & rules

Riders sit astride their bikes and have to "jump like a frog" by pushing off with both feet simultaneously.

They have to glide as far as they can before using their "frog's legs" again.

Make sure they use both feet, not just one.

When they reach the "Stop Box" they must brake to a halt.

### Variations of the game

You could have each rider push off one at a time and mark the point at which they put their feet down. The one who travels furthest is the winner.



### Safety

With less confident beginners, the risk of them losing their balance is ever present.

### Notes

This game leads neatly into the next one, Sea of Sharks.

### National standard level

**Frogs legs**  
Role 2 Unit 2.2 Element 2.2.1  
Glide



## Sea of sharks

**Riders must keep their feet off the ground or risk being bitten by sharks.**

### You'll need

*Bikes with pedals removed.*

*Cones - at least three different colours.*

### Tips & rules

Mark out a corridor with cones.

One section is the "sea of sharks". Mark this out with different coloured cones.

The final section is the "stop box". Use different coloured cones to distinguish this.

Riders push off with both feet and have to glide through the "sea" without putting their feet down.

Once in the "stop box", they must brake to a halt.

Any rider who puts a foot down in the sea of sharks is eliminated (or loses one toe).

### Variations of the game

The "sea" could be made longer.



### Safety

With less confident beginners, the risk of them losing their balance is ever present.

### Notes

You can add a bit of maths into the formula - if a rider puts a foot down, they lose one toe. Ask them to keep count of how many toes they have before each attempt.

#### National standard level

**Sea of sharks**  
Role 2 Unit 2.2 Element 2.2.1  
Glide

09

# Snake slalom

**Glide smoothly or you might wake the snake!**

## Tips & rules

Form two parallel lines of cones - each one is a sleeping snake - with a "stop box" at the end.

Riders have to push off using both feet and glide in between the "snakes".

If they touch a cone, they "wake the snake" and are eliminated.

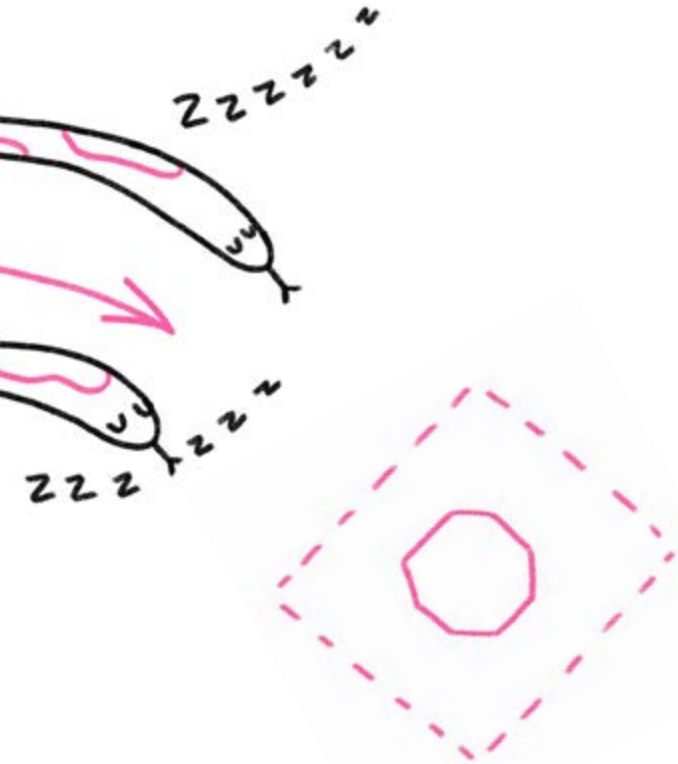
Make sure they use both feet to push off.

Once they reach the "stop box", they have to brake to a halt.

## You'll need

Bikes with pedals removed.

Cones.



## Variations of the game

You could form the cones in a circular lane instead of a line so that the riders keep going.

## Safety

Gliding while steering at the same time will be a challenge for some.

## Notes

If riders are going too fast, place the "snakes" closer together as this will require more control from them.

### National standard level

#### Snake slalom

Role 2 Unit 2.2 Element 2.2.1

Glide



# King/queen of the castle

**Who will glide closest to the castle?**

## You'll need

*Bikes with pedals removed.*

*A cone.*

## Tips & rules

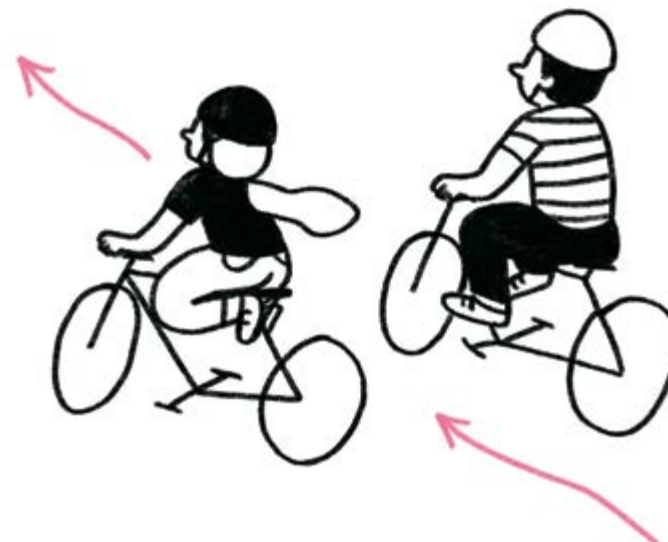
Place the cone at one end of the playground - this is the "castle".

Get riders to start from a distance one at a time.

They have to push off with both feet and glide to the castle until they come to a stop (without using their feet or brakes).

Once stopped, they stay in that position while the next rider tries to get closer.

Once all riders have stopped, the one who is nearest the "castle" is declared King or Queen.



## Variations of the game

Play with two riders at a time or with the whole group at once.

## Safety

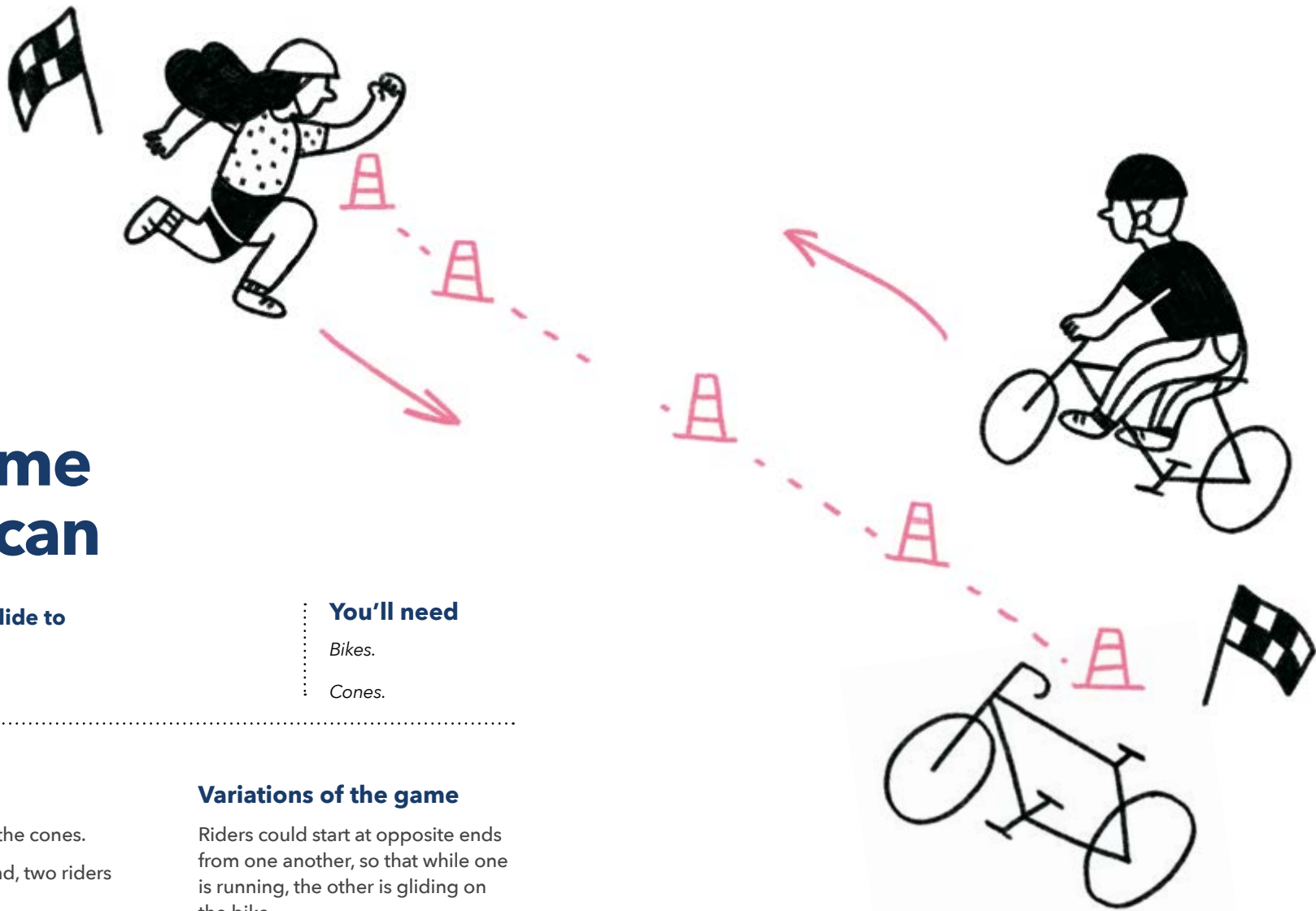
Watch out for riders colliding with stationary riders and be alert if the surface is slightly downhill.

## Notes

Repeat several times so that riders have a chance to judge the distance and how hard they should push off.

### National standard level

**King/queen of the castle**  
Role 2 Unit 2.2 Element 2.2.1  
Glide



# Catch me if you can

Run to your bike, glide to the finish.

## You'll need

Bikes.

Cones.

## Tips & rules

Set out two lanes with the cones.

Put two bikes at one end, two riders at the other.

The riders have to run to the bikes, mount them and glide back to the start/finish by repeatedly pushing off with both feet.

## Variations of the game

Riders could start at opposite ends from one another, so that while one is running, the other is gliding on the bike.

This could be played between teams as a relay race.

## Safety

Make the lanes wide enough to prevent accidental collisions.

## Notes

This game can be played on pedal or balance bikes.

### National standard level

#### Catch me if you can

Role 2 Unit 2.1 Element 2.1.1 Set off

Role 2 Unit 2.1 Element 2.1.2

Slow down and stop



# Musical bikes

**Like Musical Chairs, but with bikes instead of chairs.**

## Variations of the game

Could be played as a braking practice game where the last rider to stop is out.

## Tips & rules

All bikes are laid flat on the ground – make sure there is one bike LESS than the number of riders.

Riders walk or skip around them while the music is played.

When the music stops, riders have to find a bike and mount it.

The rider who doesn't find a bike is out.

## You'll need

*An area large enough to accommodate all your riders' bikes laid flat.*

*Something to play music that's loud enough for everyone to hear.*

The music restarts and the riders ride around on their bikes.

When the music stops, they have to dismount and lay down their bikes.

One bike is removed.

The music restarts and the process is repeated until a rider mounts the last remaining bike and wins the game.



## Safety

All those bikes lying on the ground could be trip hazards. It might be safer to have your riders walk rather than run.

When riding the bikes, it might prevent collisions if you have the riders ride in the same direction.

## Notes

Make sure riders lay their bikes down carefully and correctly, with the chain side facing upwards.

### National standard level

#### Musical bikes

Role 2 Unit 2.1 Element 2.1.1 Set off

Role 2 Unit 2.1 Element 2.1.2

Slow down and stop

Role 2 Unit 2.2 Element 2.2.2 Pedal

# Windmills

## Imitating the motion of windmills with your legs.

### Variations of the game

Have the riders put their windmill motion to the test riding a bike, with you acting as the "wind" behind them.

### Tips & rules

Explain how and what makes a windmill operate.

Riders lie down on their backs with their legs in the air.

Get them to demonstrate the motion of a windmill by making a clockwise (forwards) motion with their legs.

### You'll need

A dry surface for the riders to lie down on - might be better played indoors.



### Safety

Make sure the surface is dry and clean.

Make sure the riders aren't too close to each other, to prevent them accidentally kicking one another.

### Notes

Emphasise the purpose of the game is to demonstrate a smooth pedalling motion.

#### National standard level

##### Windmills

Contributes to Role 2 Unit 2.2  
Element 2.2.2 Pedal



# Molehills

A test of steering and control.

## You'll need

Bikes.

Small cones or, better, flat discs to represent the "molehills".

## Tips & rules

Lay out your "molehills" in a confined area of the games area.

Get four riders to ride around without touching the molehills.

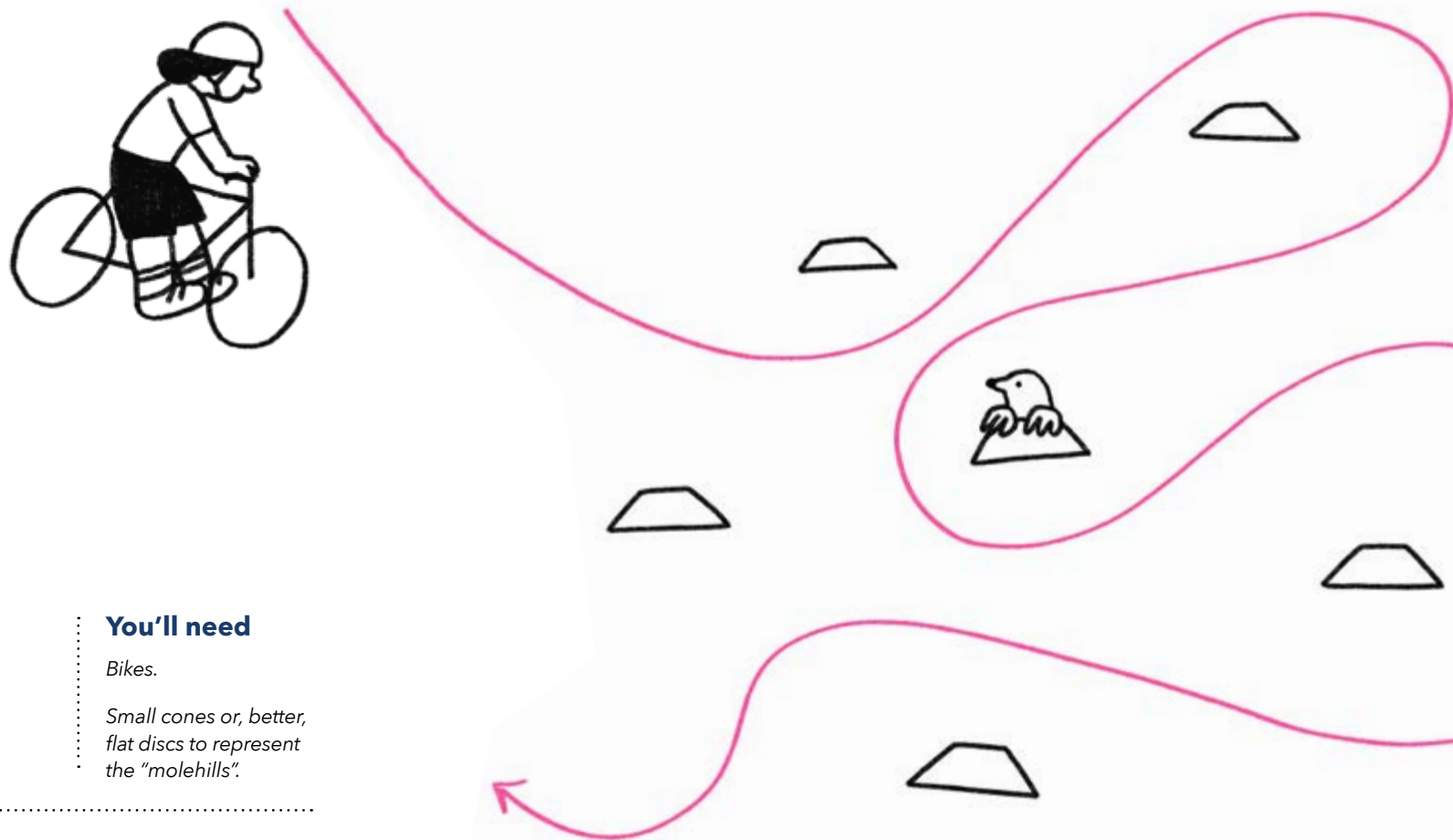
Each rider has five lives and if they touch a molehill, they lose a life.

## Variations of the game

You can make it more of a challenge by reducing the size of the area or increasing the number of the molehills and/or riders.

You could put the riders into teams of two and make them "follow the leader".

Get the riders to brake to a halt by shouting, "Stop!"



## Safety

With so many riders pedalling in different directions, collisions are likely, so regulate numbers and speed.

## Notes

This can be played using either pedal or balance bikes.

### National standard level

#### Molehills

Role 2 Unit 2.2 Element 2.2.2

Pedal

# Round the garden

A game to test steering and control.

## You'll need

Bikes.

Cones.

## Tips & rules

Make a circle with the cones.

As a progression, each rider continues by riding in and out of the cones as they go around the circle.

Each rider rides in and out of the cones.

Start two riders at opposite sides of the circle. They chase around the outside of the circle until one is caught. You can repeat this, but with the riders weaving in between the cones.

## Variations of the game

The game can be made harder by reducing the distance between cones.

To make it easier, you could make a smaller circle inside the larger circle, and the riders have to ride between the two circles without touching cones (instead of slaloming between them).



## Safety

Make sure the "chase" element of the game doesn't get out of hand.

## Notes

If using balance bikes, make sure the riders push off using their "frog's legs" (See Game 07).

### National standard level

#### Round the garden

Role 2 Unit 2.2 Element 2.2.2

Pedal

# Dot to dot

## Joining the dots on a bike.

### You'll need

Bikes.

Cones.

### Tips & rules

Make two small circles next to each other with the cones.

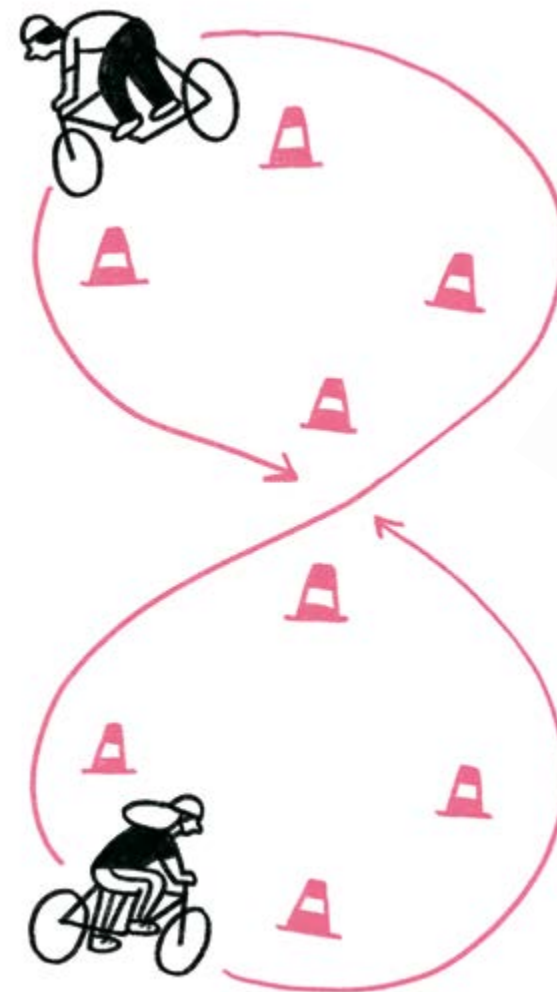
Demonstrate riding a figure of eight between them.

Get each rider to complete a figure of eight.

Get two riders to start at opposite ends of the figure of eight. The challenge will be for them to maintain control as they pass each other in the middle.

### Variations of the game

Make the circles bigger or smaller to match your riders' skill levels.



### Safety

Keep a careful eye on riders at the crossover point. If the risk of collision appears high, widen the space between circles.

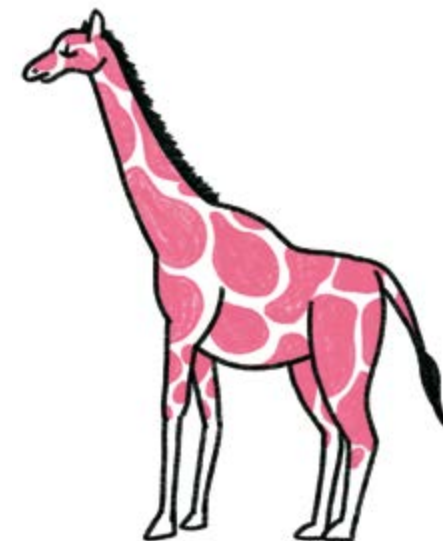
### Notes

Only add riders to the course once everyone has shown they can negotiate the figure of eight confidently.

#### National standard level

##### Dot to dot

Role 2 Unit 2.2 Element 2.2.2  
Pedal



## Animals in the zoo

### A race to the zoo.

#### Tips & rules

Place the pictures of the animals in the four corners of the games area.

Place the cones randomly in the centre.

Riders have to ride around, avoiding the cones.

Call out the name of an animal. Riders have to ride to that animal.

Last one there is out. Any rider who makes contact with a cone is also out.

Continue until there is only one rider left.

#### You'll need

Bikes.

Pictures - or other representations - of at least four animals.

Cones.



#### Variations of the game

Instead of shouting out the name of the animal, hold up a picture or name so that riders are forced to look at you before heading to the zoo.

#### Safety

Keep an eye out for unruly behaviour as riders' competitive nature kicks in.

#### Notes

Stress to riders that this game is as much about control, steering and use of brakes to control speed.

#### National standard level

##### Animals in the zoo

Role 2 Unit 2.2 Element 2.2.2

Pedal

# Pirate's treasure

## Who'll be first to find their treasure?

### You'll need

*Bikes.*

*A lot of multi-coloured clothes pegs.*

## Tips & rules

Choose a spacious area.

Pick out around 4 - 6 distinctive locations within this area, for example a window, a bench, a door, etc.

Leave a random pile of clothes pegs at each location - this is the "treasure".

Line up the riders. Tell them they are the "pirates" and explain the locations. Ask them if they can identify each one by pointing to it.

Get each rider to pick at random a clothes peg from the bunch you have left over.

The colour they pick represents the colour of their "treasure". It doesn't matter if two riders choose the same colour.

Set the riders off to visit each location, either in random order or in a set sequence. They have to find pegs of their colour, but they are only allowed ONE from each location.

At some locations, there may be NONE of their colour, so they have to move on to the next one.



## Safety

With groups of riders moving at speed from different locations - possibly in opposite directions - be alert for collisions.

## Notes

As this game is determined by random amounts and colours of pegs, some riders will be luckier than others with the colours they choose. Explain this to the group. Say it will all be evened out over the course of several games.

### National standard level

#### Pirate's treasure

Role 2 Unit 2.2 Element 2.2.2

Pedal



# Ride the line

**A test of riders' observational and steering skills.**

## You'll need

*Bikes.*

*Multi-coloured cones.*

## Tips & rules

Set up a lane with cones. An 'observation point' about halfway along is marked by a different coloured cone.

Riders set off at intervals from one end of the lane.

At the 'observation point', they have to look back over their left shoulder at the instructor and shout out how many fingers he or she is holding up.

Repeat this with riders looking over their right shoulder. Adjust your position in their line of sight accordingly.

Finish the session by getting riders to complete the manoeuvres necessary for left and right turns - look back, signal for three seconds, make a final look and turn.



## Variations of the game

If you have an assistant, you could set riders off at intervals and make them double back down the other side of the cones - after looking back and signalling - and repeat the exercise.

## Safety

If playing the game with more than one rider at a time, watch out for possible collisions.

## Notes

It's easy for riders to become confused and get their 'lefts' and 'rights' mixed up, so be firm to drive home the message about correct signalling.

### National standard level

#### Ride the line

Role 2 Unit 2.2 Element 2.2.2

Pedal



20



# High fives

From waving to exchanging objects on moving bikes.

## Tips & rules

Two riders on opposite sides of a white line - or line of cones - start at opposite ends of the white line.

When they reach each other, they wave at or high five each other.

A rider who fails to wave, misses the high five or swerves across the line is out.

## You'll need

*Cones or chalk to mark out lanes.*



## Variations of the game

Instead of high fives, riders can pass an object such as a plastic water bottle or a cone to each other.

## Safety

Make sure the high fives aren't too forceful!

## Notes

Start with riders waving at each other first. Making actual physical contact may be daunting to some less confident riders.

### National standard level

**High fives**  
Role 2 Unit 2.2 Element 2.2.2  
Pedal

# Pass the bottle

## A test of single-handed control.

### Tips & rules

Two riders set off at the same time in a straight line side by side.

They each have a bottle on their bike.

They have to swap bottles with each other.

If they drop a bottle or swerve from their path, they are out.

### Variations of the game

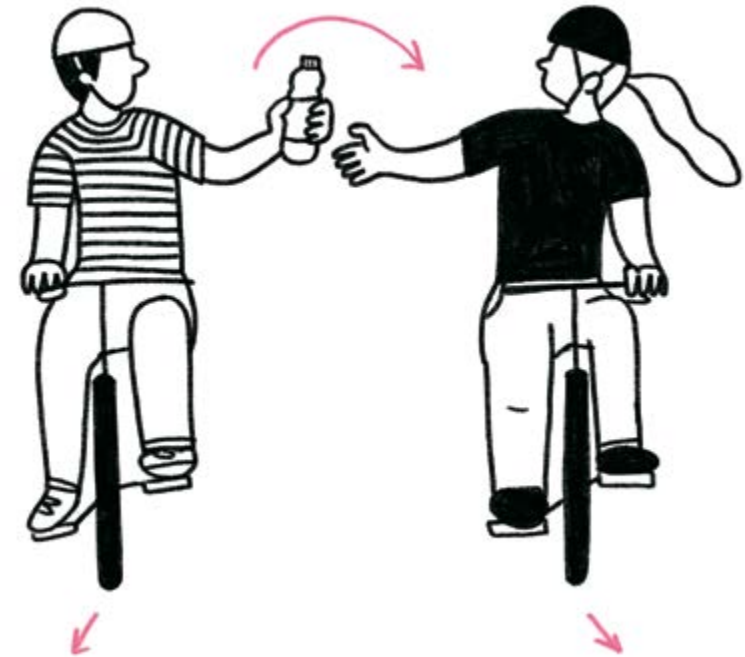
You could mark out each rider's lane with chalk or cones, and if they swerve from it they are out.

If you have the space, you could make it three or even four riders abreast and get them to pass the bottle between them.

## You'll need

Bikes with bottle cages or baskets.

Plastic bottles.



## Safety

One-handed steering by two riders in close proximity has inevitable risks, so be prepared.

## Notes

The key to the success of this game is getting the riders to pedal at the same speed. It is not a race.

### National standard level

#### Pass the bottle

Role 2 Unit 2.2 Element 2.2.2

Pedal



# Simon says

**Follow the instructions correctly or risk elimination.**

## You'll need

Bikes.

Plenty of space.

## Tips & rules

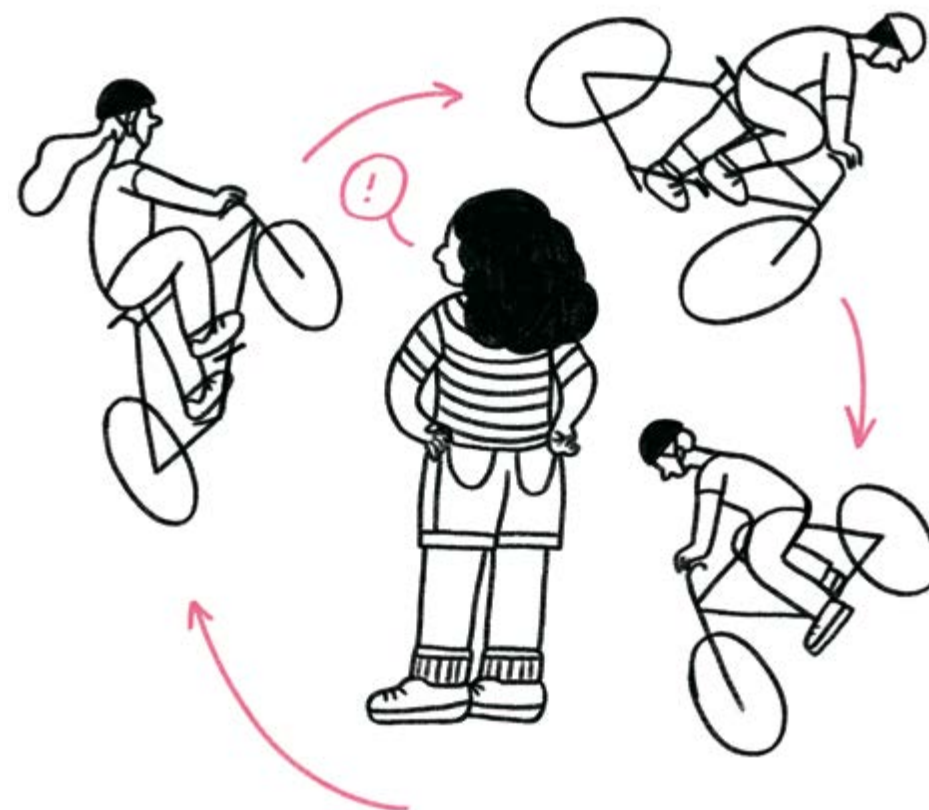
One rider is "Simon". They stand in the middle of the games area without bike.

The other riders are cycling around them on their bikes.

Simon issues simple instructions, such as "Signal right!", "Look over your left shoulder!" "Stop", etc.

If Simon prefaces the instruction with "Simon says", it **MUST** be obeyed. If this preface is not used, the instruction should **NOT** be obeyed.

Riders who follow the wrong instruction or fail to follow the right instruction are eliminated until the last rider is declared the winner.



## Variations of the game

You could make the game more challenging by reducing the size of the play area.

## Safety

With a combination of riders obeying and not obeying instructions, there is a potential for collisions.

## Notes

Riders who are eliminated can help Simon observe who is following the instructions correctly/incorrectly.

### National standard level

#### Simon says

Role 2 Unit 2.1 Element 2.1.1 Set off

Role 2 Unit 2.1 Element 2.1.2

Slow down and stop

Role 2 Unit 2.2 Element 2.2.2 Pedal

# Ratchet racing

**A race to the line without pedalling a complete circle.**

## Tips & rules

Set out a straight course.

Riders have to race from one end to the other but instead of pedalling circles, they push their pedals up and down without making a full circle (this is called ratcheting)

First to the line without their feet touching the ground is the winner.

## You'll need

Bikes.

Cones or chalk to mark lanes and/or finish line.



## Variations of the game

Could be played as a relay.

## Safety

Warn riders not to be too enthusiastic or they risk slipping off the pedals.

## Notes

Riders whose feet touch the ground or who do a full pedal stroke could be eliminated.

### National standard level

#### Ratchet racing

Role 2 Unit 2.2 Element 2.2.2

Pedal

# Bike limbo

## How low can you go on two wheels?

### Tips & rules

Get your two tallest riders to hold the string or garden cane as high as they can. This is the limbo bar.

The other riders have to ride under it one at a time.

The limbo is lowered slightly after all riders have ridden under it.

Any riders who touch the limbo, or who put a foot down, are eliminated.

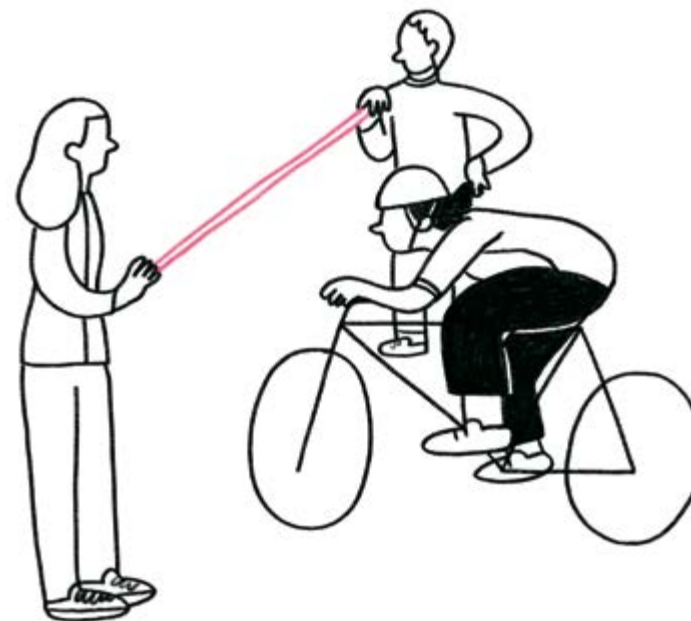
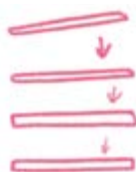
Continue lowering the height of the limbo until there is only one rider left.

Repeat the game with new riders holding the limbo.

### You'll need

Bikes.

A length of string or garden cane.



### Variations of the game

If you have enough riders, you could have more than one limbo challenge - with different heights - dotted around the course.

### Safety

As long as it's a lightweight cane and that the string isn't pulled too tightly, there should be no risk to riders who hit the limbo, but watch out for riders losing their balance as they try to squeeze beneath it.

### Notes

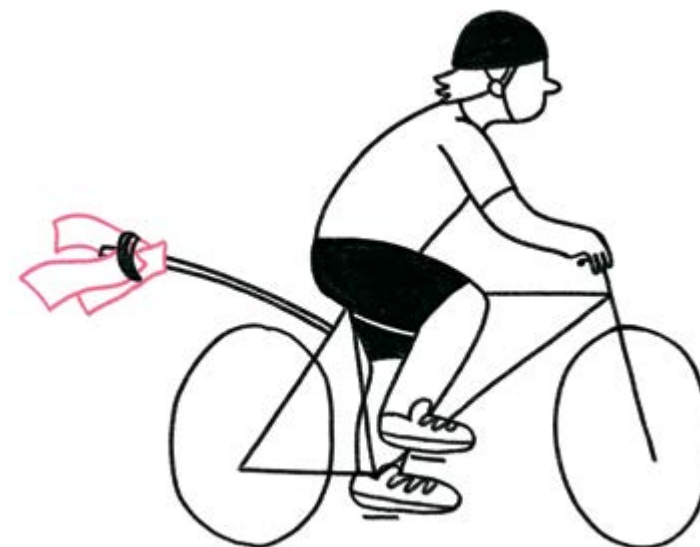
An alternative set up - especially if you have a shortage of taller riders - is for the instructor to hold the cane, maybe with the other end pushed against a wall or lamppost (or, in the case of string, tied around a lamppost or railing).

#### National standard level

##### Bicycle limbo

Role 2 Unit 2.2 Element 2.2.2

Pedal



## Steal the tail

Each rider has a number of 'tails' added to the back of their bike. The object is to try to steal as many tails as you can. The winner is the person with the most tails.

### Tips & rules

There are a number of ways of adding tails:

The easiest is to get a long piece of cloth (ribbon, tape or cut up cloth) and simply tuck this into a back pocket or trouser band (However, be sure it isn't long enough to get caught in the spokes of the back wheel).

Or get some elastic bands, put them around each rider's arm and tuck the tails into these.

Alternatively, get a garden cane about one metre long. Tape this to the bike frame so it sticks out above the back wheel - taping it to the seat tube works well. Then add as many tails as you want or will fit.

### You'll need

*Bikes.*

*Tails - strips of material that are 30cm long by 10cm wide.*

*One garden cane per rider.*

*A roll of gaffer tape.*

*Any flat area that will accommodate your riders.*

### Variations of the game

Give riders just one tail and turn it into an elimination game. As soon as you lose a tail you're out. The winner is the last rider with their tail left.

Add obstacles or "hiding places" to your game area - cones, carpet squares, chairs, etc.

### Safety

Make sure the tails are long enough to be easily grabbed but not long enough to get caught in the back wheel.

Keep on eye out for excessive speed or boisterous behaviour.

No pushing or physical 'bike to bike' action allowed.

### Notes

If you play this game a few times be mindful of the rider who never gets any tails. You can give them a helping hand by giving them shorter tails and other riders longer tails.

#### National standard level

##### Steal the tail

Role 2 Unit 2.2 Element 2.2.2  
Pedal

# Bangers and mash

**Lay the rope in a sausage shape on the ground. Participants ride into and out of the sausage.**

## Tips & rules

Riders must enter at one end of the sausage and aim to spend five seconds riding through the roped off area (the sausage) without putting a foot down.

Encourage riders to see if they can increase the time it takes to ride through the sausage. Start counting/timing as front wheel crosses the rope and finish when the rear wheel leaves the sausage.

## Safety

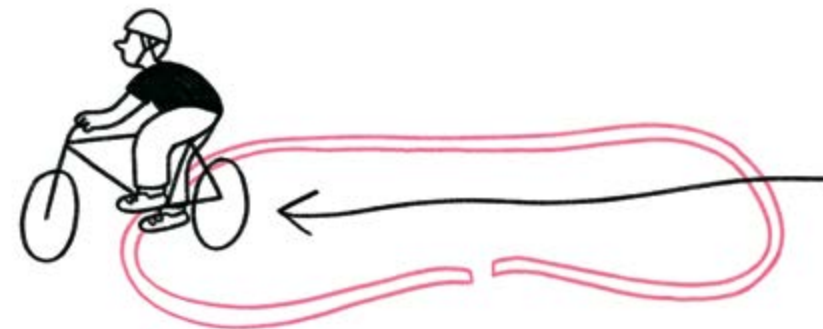
Keep an eye on speed, especially if you introduce some competition to the game.

## You'll need

*Bikes.*

*A rope 10 to 15 metres long.*

*A playground or other traffic free environment.*



## Variations of the game

Make the sausage wider for wobbly riders and thinner for more competent riders.

Put a bend or wiggle in the sausage to encourage turning at slow speeds.

Make the sausage smaller to increase the challenge as riders improve.

Make a team challenge to see if a group can get their riders to spend 30 seconds (adjust to group size/competency) in the sausage. Alternatively, can the group get every rider through the sausage ensuring that there is at least one bike in the sausage at all times? For example, as the first rider is about to leave the sausage the second rider is entering.

Can be done on a shallow slope to improve braking.

Do it through a puddle to encourage riders not to put feet down. Ensure puddle is shallow!

## Notes

You can probably play this game with cones but the rope gives a different feel and a more distinct boundary. More importantly, it's a change from using cones as markers which will help to keep the riders' attention during a session.

### National standard level

#### Bangers and mash

Role 2 Unit 2.2 Element 2.2.2  
Pedal

# The bike memory game

Get a collection of bike-related items and put them all under a big cover.

Whip off the cover briefly and ask your participants to try and remember what they saw.

## Tips & rules

Experiment a bit with how long for the 'reveal'.

Start with just a few items (maximum 10) for 30 seconds. Gradually increase the number of items and/or reduce the time they are on show.

## Notes

You can make the items under the cover match the topic you are covering. For example, if you are looking at bike safety checks put stuff they can use to do this under the cover.

Make it as easy or complicated as you wish depending on the skill level of your group.

## You'll need

Anything bike related you can get your hands on, such as the following:

Puncture repair kit, copy of Franklin, hi-viz vest, bike lock, tyre lever, multi tool, cycle map, water bottle, pump, bike light, Allen key set, helmet, badge/certificate, gloves, ankle reflector, bell, etc.

A big sheet to cover your articles.



## Variations of the game

Try a 'spot the odd one out' variation. For example, put loads of items that could be used to fix a puncture (pump, tyre lever, inner tube, repair kit, CO2 canister, etc) but slip in a 'red herring' to see if they can spot that.

This can be played as a relay. Sort your group into teams, each person gets five seconds, then has to return to base to record their answer. Duplicate answers don't score so they have to remember a) what's under the cover and b) what items their team have already recorded. After they have listed all the items they can remember, the next team member can go.

## Safety

If doing the relay version watch out for collisions as the riders go backwards and forwards.

### National standard level

#### The bike memory game

Role 1 Unit 1.2 Element 1.2.1

Check the cycle is ready for a journey



# Chinese whispers

**A version of the game Chinese Whispers, but on bikes.**

## Tips & rules

Get half the group in one lane and the other half of the group at the opposite end of the other lane.

Take the first rider to one side and give them a short phrase related to cycling.

They then ride down the lane while, at the same time, the next rider is approaching in the opposite lane. As they draw close they will both slow down so the phrase can be whispered from rider A to rider B. Rider B continues to the end of their lane and whispers the phrase to Rider C who then repeats the process until everyone has been 'whispered' to.

Once a rider has passed on the 'whisper', they do not mention it to anyone else.

Get the last rider to reveal the phrase.

## You'll need

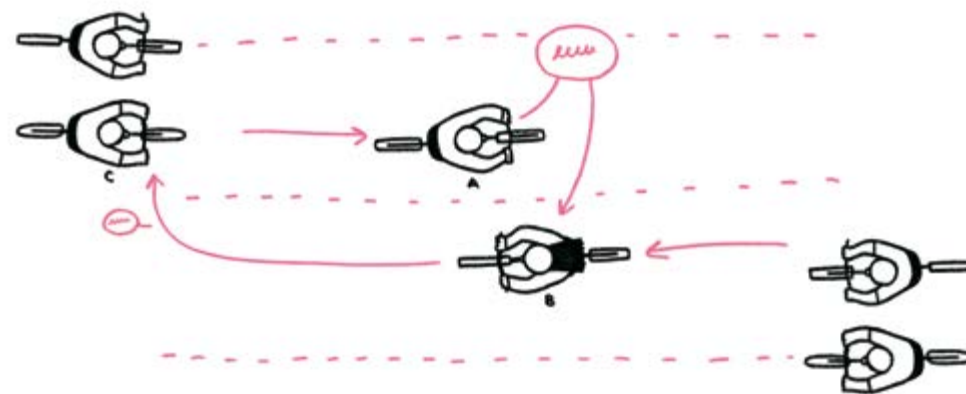
Bikes.

*Enough cones to set up two lanes next to each other (or to make a big circle).*

*Make the lanes two metres wide.*

## Safety

Watch out for the two riders as they come together. They will be going quite slowly and could wobble into each other.



## Notes

Suggestions for phrases include:

- Stop at a red traffic light.
- Don't pass a bus on the left.
- Look, Signal, Position, Final Look.
- Give me Cycle Space.
- I always do an M check before riding my bike.
- Under inflated tyres can slow me down and cause punctures.

Use your imagination and remember the longer the phrase the harder it is for the right answer to come out at the end (but the results are often hilarious).

## Variations of the game

Instead of doing it in lanes, do it inside a big circle. Once a rider has whispered they have to ride around with a hand over their mouth. Once everyone has 'whispered' then you can reveal the answer.

### National standard level

**Chinese whispers**  
Role 2 Unit 2.2 Element 2.2.2  
Pedal

# Crazy cycle golf

Like Crazy Golf but played on bikes. A popular game involving riders being given a 'golf club' and ball and then trying to negotiate their way around a crazy golf course.

## Tips & rules

Depending on the size of your area you could have a number of 'holes' on your course. When one person finishes a hole the next can start.

## Notes

Experiment with getting the participants to set up courses with cones, tunnels, standing flags, hoops, etc.

The best set up is that which allows the riders to start in different places and all be riding and on the move at the same time.

## You'll need

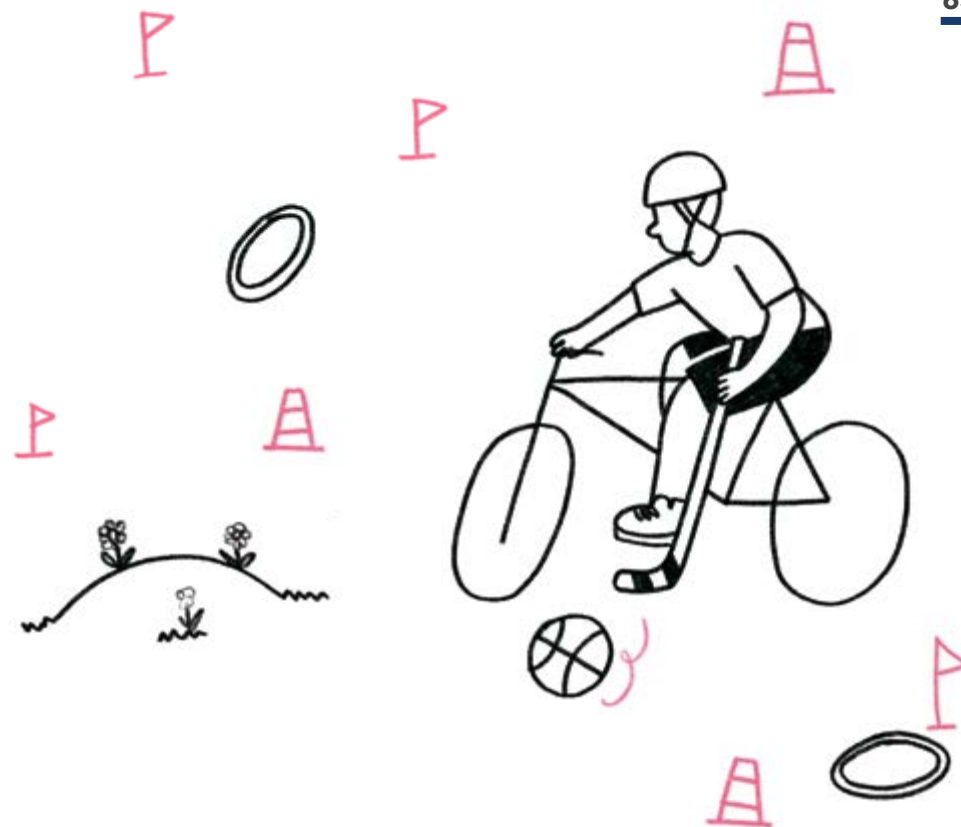
*Bikes.*

*Any traffic-free area will do. Somewhere with different surfaces works well (some grass, some tarmac, a gentle slope) but it can easily be played on any flat area.*

*Hockey sticks. Plastic hockey sticks are good if you can get hold of them.*

*Different sized balls. Using a real golf ball is quiet challenging so maybe use a football or basketball.*

*Things to make obstacles (hoops, cones, planks, logs, use your imagination). Have a look in the PE cupboard, etc.*



## Variations of the game

Try different ways of scoring the game - the winner could be the person who takes the fewest putts around the course or completes it in the fastest time.

You could play as individuals or teams.

Varying the size of the ball adds interest and/or difficulty - using a rugby ball makes it interesting.

## Safety

As this activity relies on one-handed riding, it is best carried out at a slow speed in a zoned-off area of the games area.

Watch out for any one whacking the ball too enthusiastically, especially if you are using a hard ball (golf or hockey ball).

### National standard level

#### Crazy cycle golf

Role 2 Unit 2.2 Element 2.2.2

Pedal



30

# Devil take the hindmost

Riders all set off together at the same time and do one lap of a pre-marked course.

At the end of every subsequent lap, the last one to cross the line is eliminated.

## You'll need

Bikes.

A big, flat, traffic-free area such as a playground or park.

Cones, chalk, rope to mark out the course and start/finish line.

Objects, clothing, to use in the relay version.

## Variations of the game

Vary the length of the course to suit the fitness of your group. Add obstacles that could result in elimination, for example a cone slalom - if a rider touches a cone, they are out.

This can be played as a relay race with each rider doing one lap before handing over to the next.

At the end of each lap you could get the rider to complete a task before they hand over to the next one. This could be taking off and handing over gloves or a hi-viz vest, swapping a saddle bag from one bike to the other, answering a question (show them a road sign and ask them to tell you what it is), etc.



## Tips & rules

Set up a course. Anything will do, circle, square, etc. Have start/finish line marked with cones/chalk/rope.

## Safety

Speed is the biggest issue here as it is a genuine race so watch out for overly competitive behaviour.

You can limit speed by getting all riders in a very easy gear (smallest ring at the front and/or biggest ring at the back).

## Notes

This is a great game for burning off "excess" energy.

### National standard level

**Devil take the hindmost**  
Role 2 Unit 2.2 Element 2.2.2  
Pedal

## 31

# The ever-decreasing circle

The riders line up inside a circle of cones, and set off facing in the same direction to start with.

Riders are eliminated in a variety of ways with the winner being the last one left.

## Tips & rules

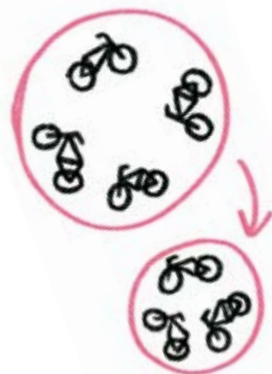
Anyone placing a foot on the ground is eliminated.

No deliberate collisions - this will result in elimination.

No riding out of the circle - this too will result in elimination.

As the numbers reduce, make the circle smaller by moving the cones inwards.

As riders are eliminated, station them at a safe distance to be your "eyes" looking for rule infringements.



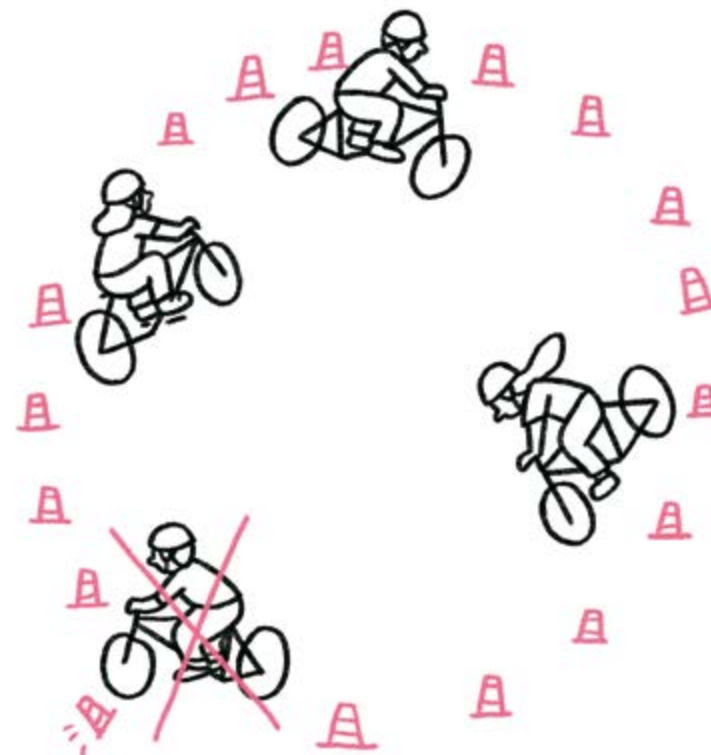
## You'll need

Bikes.

Cones or rope to form a circle that can be decreased in size.

A 10-metre circle is OK for a group of 6-8 riders (depending on skill & confidence level).

This game can be played on most surfaces - works well on tarmac or grass.



## Variations of the game

Put obstacles inside the circle.

## Notes

If anyone can track stand then make it a rule that forward momentum must always be maintained. (A track stand is where someone on a cycle can balance on a stationary bike with both feet on the pedals)

## Safety

Watch out for excessive speed, boisterous behaviour or deliberate collisions.

### National standard level

The ever-decreasing circle  
Role 2 Unit 2.2 Element 2.2.2  
Pedal



## Eye spy

A version of the popular children's game 'I Spy With My Little Eye', on bikes.

### Variations of the game

Set up the game so all the riders are riding around the outside of a circle of cones.

You can also play this game where the riders are riding randomly inside a set area. This means they have to try and position themselves so they can hear the words of the 'Eye Spyer'.

You could eliminate anyone who guesses wrong.

### Safety

There is a high risk of collisions as riders can be distracted by looking for the "spied object" and not watching where they are going.

### You'll need

Bikes.

*Enough space for your riders to be able to cycle safely around.*

*Cones or chalk to mark out area.*

*Ideally there should be lots of things dotted around the site that can be used as the object being spied.*

### Tips & rules

You nominate the first person - the 'Eye Spyer' - who goes through this routine (one stage at a time):

- Raises right hand in the air and shouts, 'I'.
- Raises left hand to their eyebrow and shouts, 'Spy'.
- Puts right hand out to the side and shouts, 'Something'.
- Puts left hand out to the side and shouts, 'Beginning with'.
- Stands up and shouts out a letter.

Riders wishing to guess must put a hand on their head.

Either the instructor or the Eye Spyer can invite that person to take a guess.

If they are correct they become the Eye Spyer.

If they are wrong you move on to the next guess.

### Notes

For the safety reason above, it might be better to stick to riding around a circle in the same direction, especially with less confident riders.

#### National standard level

**Eye spy**  
Role 2 Unit 2.2 Element 2.2.2  
Pedal

# Follow the leader

As it says on the tin - set off on a ride and ask your riders to follow you.

## Tips & rules

A group of 8-10 riders works well.

If you put the least confident riders at the front of the line you are less likely to lose them.

## Variations of the game

You can get each rider to lead the ride. Ask them to make the route as challenging as possible.

If someone puts a foot down you can get them to drop to the back of the line or eliminate them.

## You'll need

Bikes.

An area with lots of opportunities to practice manoeuvring a bike. Trees, park benches, etc., can all be used as impromptu obstacles or slalom gates. Be creative and have fun exploring your local area.

Alternatively you can play this game on any reasonably flat area with a load of cones spread randomly about.



## Notes

Try riding a figure of eight course as this lets you see how your riders deal with crossing the path of other people on cycles. It also makes it easier for you to keep an eye on them.

With bigger groups, keep the speed slow so you don't risk losing riders off the back.

## Safety

Brief your group to keep a safe distance from the bike in front. They must always have adequate braking distance.

### National standard level

#### Follow the leader

Role 2 Unit 2.2 Element 2.2.2

Pedal



# Cycle jousting

Like Knights of Yore except with bikes and water pistols instead of horses and lances.

## Tips & rules

Setup a line of cones, 20 metres long with a metre between cones. Change colour of cones approximately 2.5 metres in each direction from the mid point—this is the “squirting zone”.

Riders should be started from either end of the cone line, one on either side, and should ride towards each other at a given command.

They are not allowed to squirt until they are in the “squirting zone”.

No “squirting” at faces. Offenders may be disqualified.

First rider to put a foot down loses.

In the event of a tie, the wettest person loses.

## You'll need

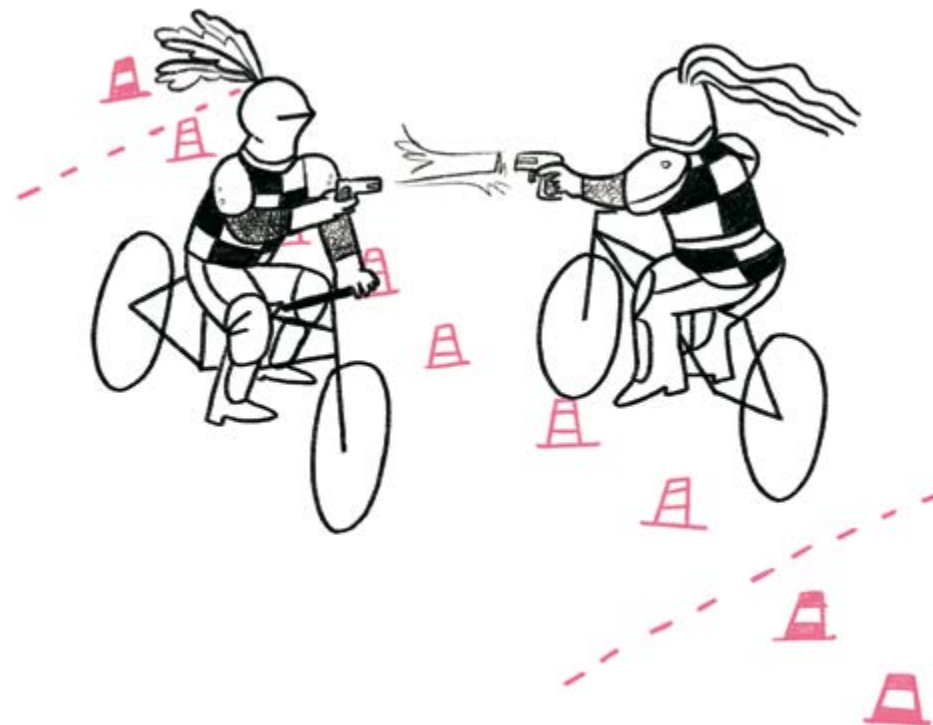
*Bikes.*

*20 cones of at least two different colours.*

*A minimum of two water pistols but ideally more to allow for breakages.*

*Two buckets filled with water to allow fast refills of pistols.*

*Ideally a grass area.*



## Variations of the game

Try adding a cone or two into the jousting lane so riders have to concentrate on manoeuvring as well as squirting.

Get riders to try squirting with different hands during each joust.

## Safety

Obvious risk of collisions and riders getting “carried away” with their role-play. To avoid this, stress the rules about when and where they can squirt, and perhaps use a grass, i.e. soft, surface.

## Notes

This game should only really be attempted by riders you are confident will be able to maintain control while riding one-handed.

### National standard level

#### Cycle jousting

Role 2 Unit 2.2 Element 2.2.2  
Pedal

# Musical chairs

A version of musical chairs but played on bikes. Could be re-christened 'musical squares' or 'musical rings' depending on your choice of alternative 'chair'.

## Tips & rules

Set the physical boundaries for the game area.

Position the "chairs" randomly.

Start the music (or get the group singing/shouting/banging bin lids). When the music/din stops the riders have to get into a 'chair' by placing their front wheel on it.

Before the music starts, remove one of the chairs.

Anyone who doesn't reach a chair is eliminated.

The winner is the last one 'in'.



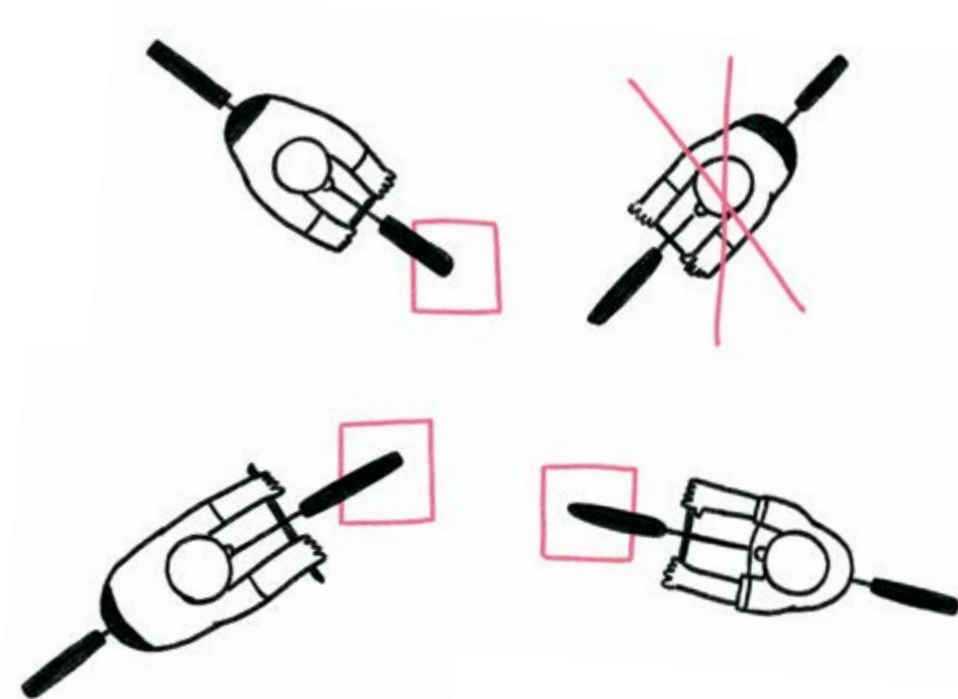
## You'll need

Bikes.

A flat area big enough to accommodate all your riders.

A music player loud enough for everyone to hear or a group of participants who like to sing or make some noise.

Something to act as the 'chairs' - hula-hoops, carpet squares (or something similar) can all be used. It needs to be something the rider can put their front wheel into.



## Variations of the game

Give riders a number of 'lives' that they can use up before they get eliminated. The more confident riders get given less lives.

You could place other obstacles such as cones around the playing area - touching one means immediate disqualification for the rider.

## Notes

If you don't have a music source, you could simply ask the cyclists to ride around the "chairs" until you shout "Stop!" (or "Sit!")

## Safety

As always watch out for collisions especially if you have two riders approaching the same chair at speed.

The best way to control speed is to make the area as small as possible and place the chairs quite close together.

### National standard level

#### Musical chairs

Role 2 Unit 2.2 Element 2.2.2

Pedal



# Not on my ship

Riders on one ship work together to deliver their 'unwanted cargo' to the other team's vessel.

## Tips & rules

Teams line up at opposite ends of the play area.

Each team has a 'ship' (hoop or a circle marked by rope or chalk) containing their 'cargo' (a number of cones).

Riders from each team set off one at a time with a cone and have to place it in the other team's 'ship'. They return to their team and tag or "high five" the next rider who repeats the process.

The first team to deliver all their cones to the other team's ship is the winner.



## You'll need

Bikes.

Hoops, rope or chalk to represent the 'ships'.

Cones (or something else that can be carried in one hand) to represent the 'cargo' - each team should have a different coloured set.

A flat area that is long and wide enough to accommodate two or more teams.

## Variations of the game

You could include additional challenges, such as a cone slalom they have to navigate between 'ships'.

Riders have to deliver their 'cargo' without stopping/feet touching floor.

## Safety

Ensure each team keeps to its own side of the playing area to avoid head-on collisions.

## Notes

Careful positioning is needed to make sure the waiting riders of each team don't obstruct the rider arriving with the 'cargo'.

### National standard level

**Not on my ship**  
Role 2 Unit 2.2 Element 2.2.2  
Pedal

# Slalom

## A two-wheeled slalom.

### You'll need

*Bikes.*

*Cones - the more the better.*

*A large, flat area*

## Tips & rules

Your line of cones should ideally be about 10-cones in length. The distance they are apart will depend on the confidence/ability of your riders.

2.5 metres apart is adequate for all levels.

Two metres should be manageable by most riders.

1.5 metres is a good gauge of how confident they'll be on the road.

One metre is a good challenge for the more confident riders.

Using one line of cones, get riders to ride the slalom one at a time without missing a "gate" or putting their feet on the ground.

With two parallel lines of cones, you could turn it into a race.



## Variations of the game

Ask riders to do it one-handed.

Vary the distance between cones to make it easier/harder.

## Notes

One metre can be roughly measured by taking one large step. If you want a bit more accuracy get a piece of wood or garden cane cut to length.

The size of the bike makes a difference to these exercises. A very small child's bike or a small-wheeled adult's bike will make things easier. Conversely, a big bike or big wheels will make things that little bit harder.

## Safety

Emphasise to riders this is more about control than speed.

Think about where you need people to slow down and put the cones closer together there - at the start and finish of the line, for example.

### National standard level

#### Slalom

Role 2 Unit 2.2 Element 2.2.2

Pedal





## Slow race

**Last one to finish is the winner!**

### Tips & rules

Riders set off at the same time.

They must pedal and keep moving forward at all times.

Putting a foot down means elimination.

Last one to the finish is the winner.

### Variations of the game

Place obstacles on the course such as cones or hoops that must be ridden around.

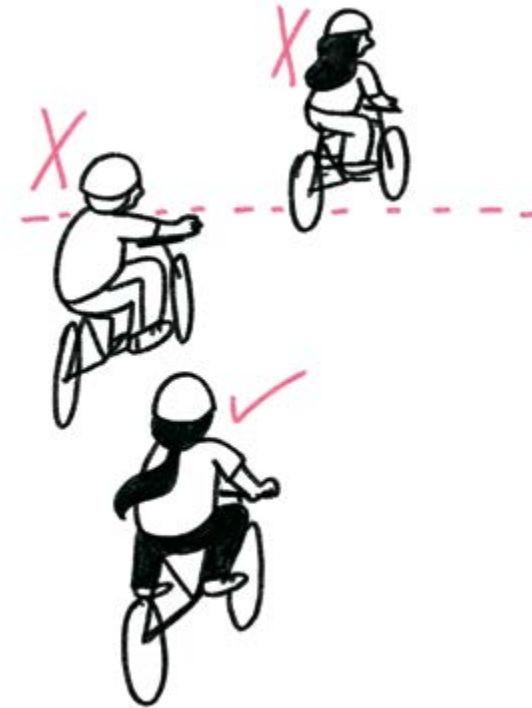
Get riders to do a U-turn and return to the start, which then becomes the finish.

Add other cones along the course or lane at which point you can ask each participant to complete a task (signal left/right or look behind, etc.).

### You'll need

Bikes.

Cones or chalk to mark the start and finish lines and lanes.



### Safety

Expect lots of wobbling! Though the emphasis is on control rather than speed, accidents can still happen, so make sure riders are spaced apart widely enough to prevent collisions. You could use cones to mark out individual lanes. Anyone leaving their lane is disqualified.

### Notes

You can also include riders who can't cycle yet. Let them scoot along and balance (making sure you relax the foot down rule).

#### National standard level

##### Slow race

Role 2 Unit 2.1 Element 2.1.1 Set off

Role 2 Unit 2.1 Element 2.1.2

Slow down and stop

Role 2 Unit 2.2 Element 2.2.2 Pedal

# Mind the gap

**Practising the art of “singling out” to negotiate a pinch point in the road.**

## Tips & rules

If space is limited, start with just four riders.

They have to ride two abreast, one pair behind the other, around the playground.

Two cones are placed on the course, just far enough apart to allow one rider through at a time.

Every second lap, the riders have to ride through this gap by “singling out”.

Any rider who touches a cone or puts a foot down, is eliminated and replaced by another rider.

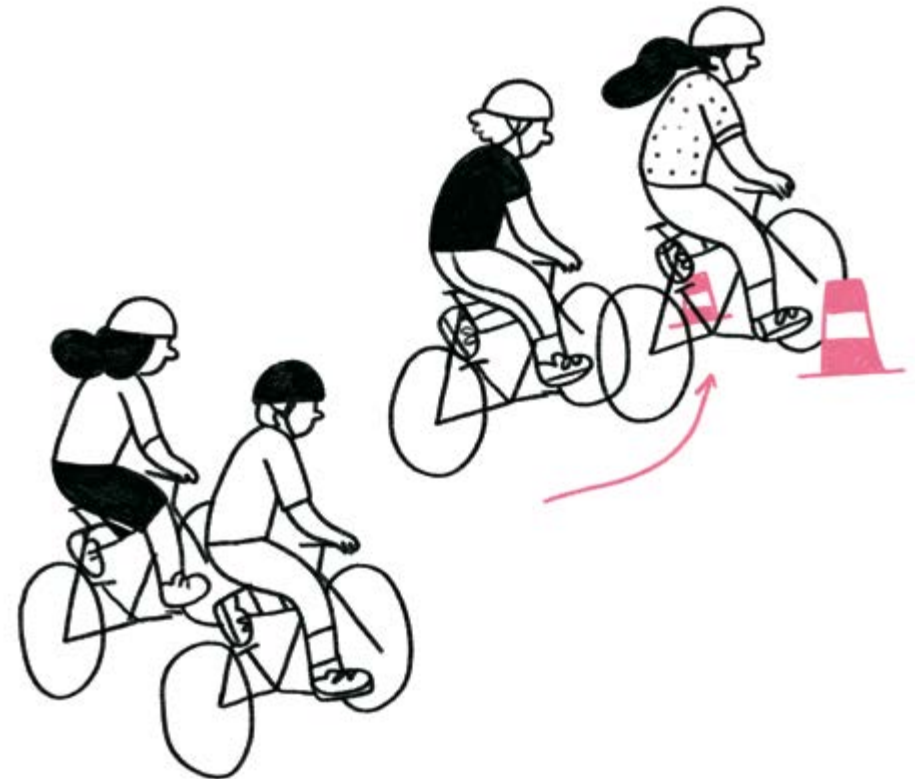
## You'll need

Bikes.

Cones.

## Safety

Two into one may not always go smoothly. Make sure the riders are well drilled on how to position themselves in a single file formation.



## Notes

Make sure the cones are placed near the end of a straight section so there is plenty of time for the riders to single out.

Having a gap formed by cones makes it visually more interesting for riders, but it's possible to play without. Instead, riders get into a single line on the shouted command, “Single out.”

## Variations of the game

Increase the number of riders and/or narrow the gap.

### National standard level

**Mind the gap**  
Role 2 Unit 2.2 Element 2.2.2  
Pedal



# Duck duck goose

## Be a goose, not a duck!

## You'll need

Bikes.

Cones - one per rider.

## Tips & rules

Form a large circle with the cones, with one cone for each rider.

Assign numbers to riders. Riders place their bikes on the ground inside the circle next to a cone. They sit next to their bikes.

Instructor calls out two numbers. Those riders must correctly mount their bikes and ride around the circle in the designated direction, before braking, stopping, dismounting and laying their bike down at their cone.

First to do so is the winner.

## Variations of the game

Give riders a task to do as they ride around the circle, such as signalling or stopping, dismounting and remounting.

Have riders pedal in opposite directions to each other.

Have more than two riders in action at the same time.



## Safety

This is a race, with all the competitive urges and exuberance that entails, so watch out for unruly behaviour.

## Notes

Make sure riders lay their bikes down correctly, i.e. with the chain side facing upwards.

### National standard level

#### Duck duck goose

Role 2 Unit 2.1 Element 2.1.1 Set off

Role 2 Unit 2.1 Element 2.1.2

Slow down and stop

Role 2 Unit 2.2 Element 2.2.2 Pedal



# Bike tig

## Playing 'tig' on a bike.

### Tips & rules

One rider is "it" and has to "tig" other riders.

Each "tigger" rider helps "tig" the others until there is only one rider left "untigger" - he or she is the winner.

The winner is "it" in the next round of the game.

### Variations of the game

Riders who are "tigger" are eliminated.

"Untigger" riders are eliminated if they put a foot down.

A rider who "tiggers" another becomes "untigger".

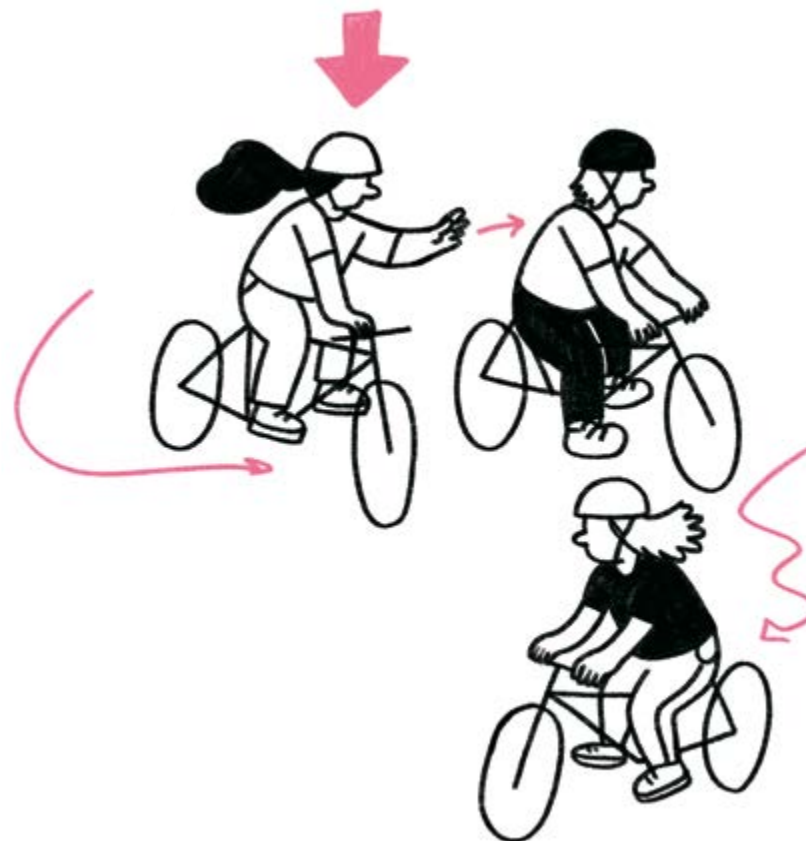
You could use a soft ball to "tig" riders. The ball is thrown at riders' legs and if they are hit they are eliminated.

## You'll need

Bikes.

A large enough space to accommodate the game.

Soft ball (optional).



## Safety

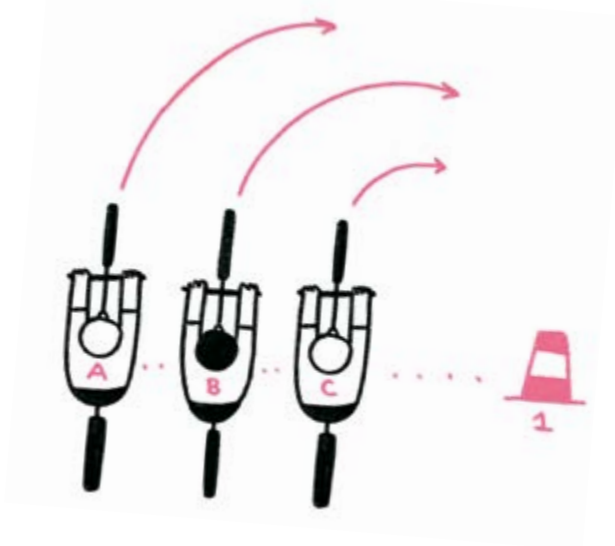
Lots of riders cycling in different directions could be a recipe for disaster so be alert.

## Notes

Reducing or increasing the size of the games area will increase/reduce difficulty of the game.

### National standard level

**Bike tig**  
Role 2 Unit 2.2 Element 2.2.2  
Pedal



## Cavalry turns

A game of "formation riding".

### Tips & rules

Have the riders line up side-by-side and place a cone about three metres from the end of the line.

They now ride, side-by-side, around the cone, like the hand of a clock.

After they have successfully completed this a couple of times, place another cone at the opposite end of the line of riders. The rider furthest from the original cone now becomes the pivot for the rotating line as it circles around the new cone (the hand of the clock has now changed direction).

Place a third cone where it will effectively split the line of riders in half, with each half now rotating around a different cone.

### You'll need

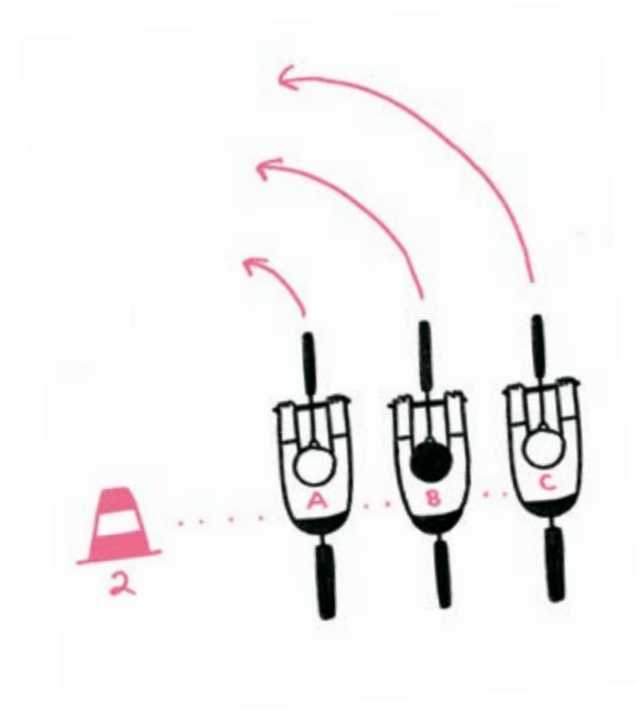
Bikes.

Plenty of space.

Cones.

### Notes

The riders furthest from the cone may have to pedal slightly faster to keep in line with the riders nearest the cone as they are effectively pedalling a greater distance.



### Variations of the game

Have riders pass an object such as a ball or plastic bottle between them as they complete the turns.

### Safety

Depending on the number of riders, the manoeuvres in this game demand plenty of space to prevent bunching up and collisions.

#### National standard level

##### Cavalry turns

Role 2 Unit 2.2 Element 2.2.2

Pedal



# Obstacle course

## An obstacle course tackled on two wheels.

### Tips & rules

Find an off-road area where you can plot a course making the most of natural obstacles, such as a park featuring trees, paths, hills, etc.

Get riders to negotiate each obstacle individually.

Link all obstacles together in an easy-to-follow route. Use cones if necessary.

Set riders off one at a time.

Deduct points or add time penalties if they miss any obstacles, put their feet down, etc.

Fastest rider is the winner.

### Variations of the game

Make it a team challenge, with points deducted for putting a foot down, missing an obstacle, etc.

### You'll need

Bikes.

An area featuring readymade obstacles, such as trees, kerbs, gates, etc.

Cones.



### Safety

If in a public place such as a park, watch out for other people, vehicles, dogs, etc.

### Notes

You can supplement the natural obstacles with cones.

#### National standard level

##### Obstacle course

Role 2 Unit 2.2 Element 2.2.2

Pedal



## National standard for cycle training

Cycling Scotland is represented on the Cycle Training Standards Board, and is committed to developing and delivering courses in line with the National standard for cycle training. The standard is maintained by the Department for Transport and provides a series of outcomes covering the skills necessary for cycle instructors and people cycling in different road conditions. There are three levels to the National Standards that will be familiar to current Cycle Trainers and Cycle Training Assistants. Each game in this book is designed to achieve attainment of at least one of the National Standard outcomes.

For more information on the National Standards visit [bikeability.scot](http://bikeability.scot)

## Curriculum for Excellence:

### *Health and Wellbeing Experiences and Outcomes; Physical Education Significant Aspects of Learning (SALs)*

As the majority of Bikeability Scotland training is delivered in schools and increasingly forms part of the Physical Education and/or wider curriculum, Cycling Scotland recognises the importance of explicitly demonstrating how cycle training fits within the context of the Curriculum for Excellence. The following information details the specific Health and Wellbeing Experiences and Outcomes that the activities in this book support, and sets out how the Physical Education SALs can be applied directly to the activity of cycling. It is hoped, that in both planning and assessing sessions, this will help teaching staff make the relevant connections and gain the maximum benefit from the activities herein.

## Experiences and outcomes

### **HWB 2-21a**

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.

### **HWB 2-22a**

I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.

### **HWB 2-23a**

While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.

### **HWB 2-24a**

By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.

### **HWB 2-25a**

I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.

### **HWB 2-15a**

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

### **HWB 2-16a**

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

### **HWB 2-17a**

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

### **HWB 2-18a**

I know and can demonstrate how to travel safely.

## Cycling SALs

### Cognitive skills

I can recognise cues when performing manoeuvres in the correct order and respond to the environment around me.

I can use decision-making skills before and during manoeuvres to decide the safest option for me.

I can concentrate on my actions, and those of others, to cycle safely.

### Physical competences

I use my balance and control to maintain my cycling position.

I can co-ordinate my whole body and my gross and fine motor skills to cycle fluently.

I can control the rhythm and timing of my actions to cycle at different speeds.

### Physical fitness

I have the stamina to keep active throughout my journey.

I can vary the speed of my movement to stay in control.

I can use my core stability to maintain balance and control and keep good posture on my bike.

### Personal qualities

I am determined and resilient to keep trying as I discover new cycling skills and increase my confidence.

It is my responsibility to behave in a safe and appropriate manner when taking part in cycling activities.

I can communicate in a variety of ways to stay safe as I cycle.



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