

The snake slalom



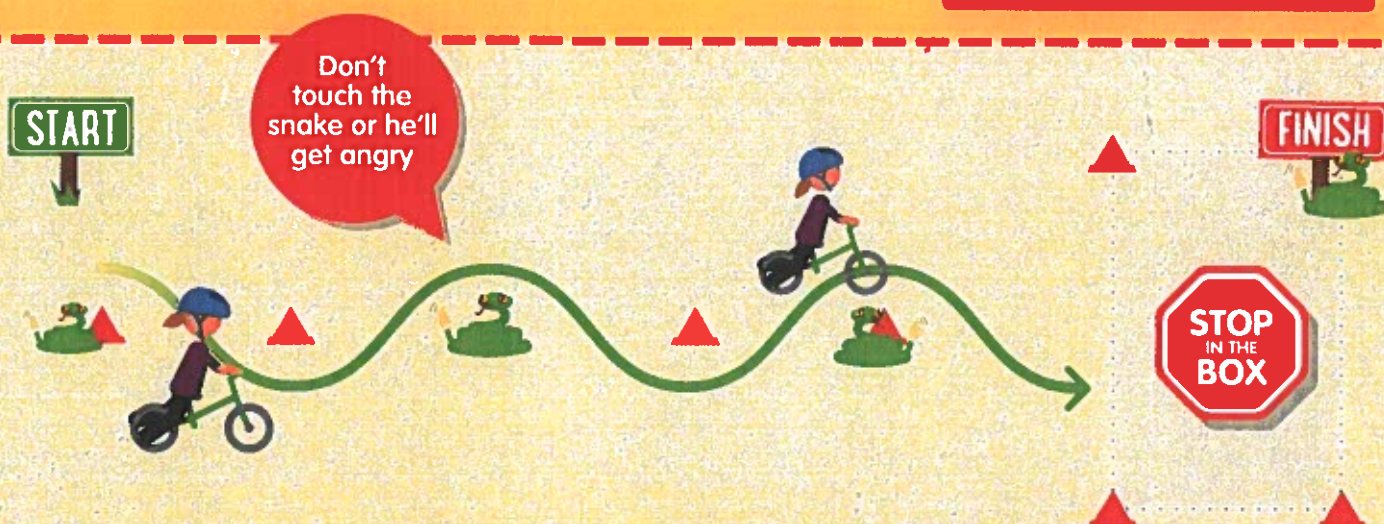
How to play:

1. Set up a 'sleeping snake' line of cones and a 'stop in the box'
2. Demonstrate weaving around the 'sleepy snake' - if they touch a cone then the sleeping snake will wake up so be careful not to ride over a cone
3. Children to practice weaving in and out of the cones
4. Children to glide (using frogs legs) around cones
5. If child touches the cones then the snake gets angry
6. Squeeze the brakes to stop in the box

Themes:
Steering

Outcome:

- ★ To be able to steer around obstacles
- ★ To control the bike while gliding



Tips for instructors:

1. Children will want to walk with the bike around the cones to start with as steering is more difficult when gliding
2. Encourage children to use 'frogs legs' to glide
3. The closer together the cones are, the harder it is to steer
4. If children are going too fast around the cones, bring the cones closer together to demand more control

Don't make the snake angry or he might bite!



Links to C for E:

MTH 0-17a HWB 0-23a
MNU 0-02a LIT 0-09a
HWB 0-21a
HWB 0-22a

King/Queen of the castle



How to play:

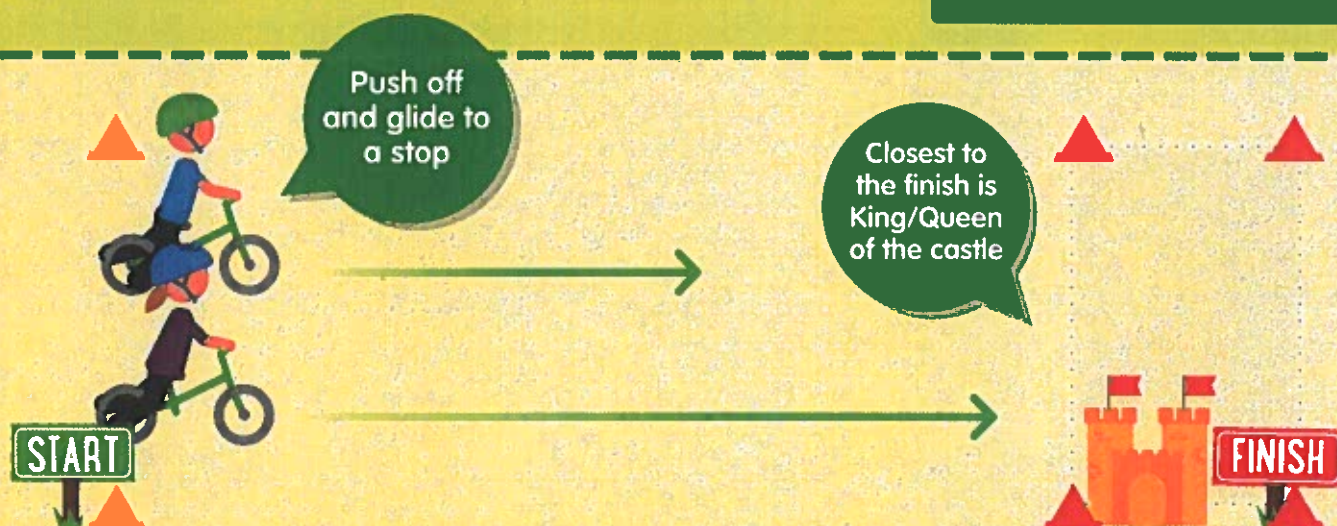
1. Set up a start point and a 'castle' (a cone placed further down the playground)
2. Ask two children to line up at the starting point
3. Demonstrate to children pushing off with frogs legs and gliding the bike towards the castle, allowing bike to come to a natural stop without applying brakes or putting feet down
4. The aim is to get as close to the castle as possible
5. First child tries to reach the castle and waits on bike where she stops
6. Second child tries to get closer to the castle than the first
7. The closest to the castle is crowned the 'King/Queen of the castle'

Themes:

Gliding and judging distance

Outcome:

- ★ To be able to judge distances
- ★ To be able to judge speed



Tips for instructors:

1. Encourage children to judge how hard they need to push off in order to come to a stop by the castle
2. The bike must roll to a stop, the child should not use a brake or feet to stop
3. Ensure children wait with bike where they stop in order to judge the winner
4. Any gradient in the playground will affect the speed at which children glide - try not to play the game going up hill to start with

Who will become the next King or Queen of the Castle?



Links to C for E:

LIT 0-04a	HWB 0-19a
SCN 0-07a	HWB 0-21a
MTH 0-17a	HWB 0-22a
HWB 0-11a	HWB 0-23a
HWB 0-15a	HWB 0-24a

Musical bikes



How to play:

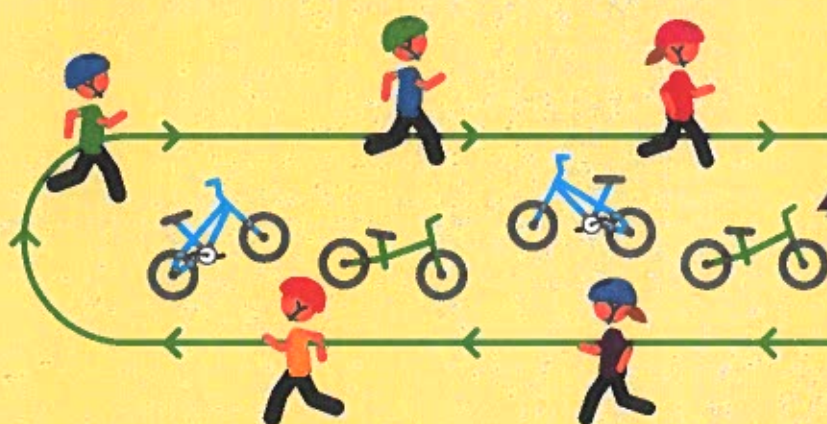
1. Play normally using chairs first
2. Replace the chairs with bikes - when playing with the bikes the purpose is to practise mounting and dismounting
3. Bikes are laid down flat in the centre of the space - make sure there is one less bike than there are children playing
4. Children are to run around until music stops
5. Children have to find a bike and safely mount it, the child who didn't find a bike is out
6. The music starts and children cycle around until it stops and then have to dismount the bike
7. Children then run around until the music stops, when they have to find and mount a bike
8. Each time the child without a bike is out and one bike is removed

Themes:

Mounting and dismounting

Outcome:

- ★ To be able to mount a bike



Tips for instructors:

1. Think of health and safety when asking children to run around the bikes laid on the floor - is it too much of a trip hazard? Should they walk instead?
2. Ensure children have lots of space to move around
3. Make sure to put an unequal number of bikes to children out so that each child has to race to find a bike
4. Spread out the bikes randomly, rather than placing them in a line so the children can use all the space

Extend the game:

- This can be played as a stopping practise game whereby the last person to stop is out

You've got to be quick to grab your bike or you'll be out!



Links to C for E:

HWB 0-11a	HWB 0-22a
HWB 0-15a	HWB 0-23a
HWB 0-16a	HWB 0-24a
HWB 0-17a	

Windmills



How to play:

1. Talk to the children about windmills - what kind of movement do they make? They go round and round in a clockwise motion
2. Lie on your back on the ground (this might be best done inside) and demonstrate to children the forward circular movement your legs make when pedalling a bike
3. Ask children to lie on their backs on the ground (outside if dry, inside if wet) and copy the movement
4. Check the children are moving their legs in a clockwise (forward) motion

Themes:
Pedalling

Outcome:

- ★ To understand the movement required to pedal a bike

Lie flat on your back



Make big windmill circles with your legs



Tips for instructors:

1. Think of health and safety of children when asking them to lie on the ground - would this activity be safer indoors?

Pedal hard like the wind!



Extend the game:

- Demonstrate to children that if the wind stops blowing, the 'legs' of the windmill will slow down and stop - show them that the same happens when you stop pedalling
- When child is ready to try pedalling on a bike, pretend to be wind behind the child when cycling, 'blow' their legs along to encourage them to continue to pedal

Links to C for E:

LIT 0-02a	MTH 0-17a
LIT 0-04a	HWB 0-21a
LIT 0-09a	HWB 0-19a
SCN 0-07a	HWB 0-22a
SCN 0-04a	

Pedal power

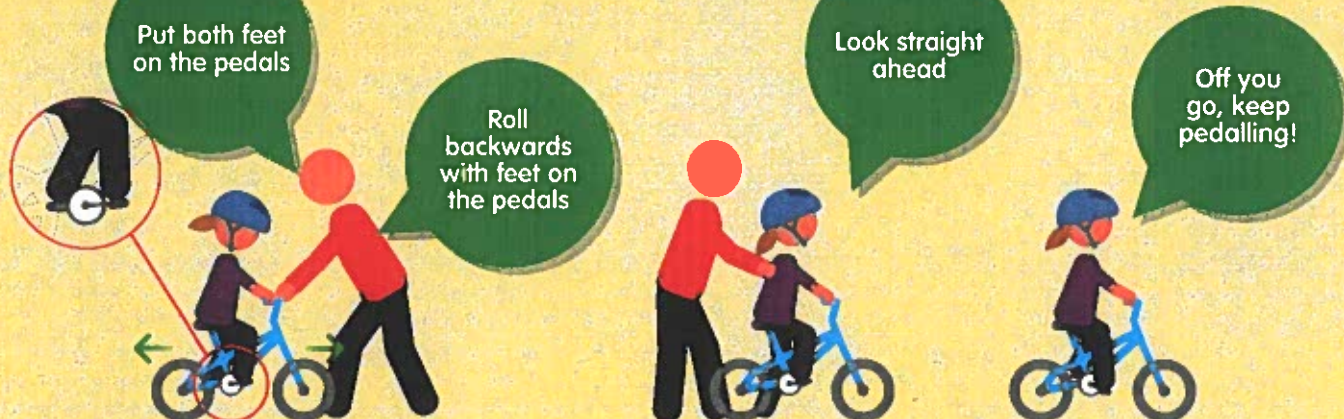


How to play:

1. Hold the handlebars of the pedal bike and ask the child to sit in the saddle
2. While holding the handlebars firmly in place to secure the bike, ask the child to put both feet on the pedals
3. Ask child to put alternate feet on the pedals (left then right)
4. Ask child to put both feet on the pedals and while child has feet on pedals slowly push bike backwards until the child's right foot is almost at a 2 o'clock angle
5. This position is the starting position for pedalling
6. Ask child to put left foot on the ground and keep right foot on the pedal
7. Let go of handlebars and walk to position behind the child to steady the child by placing a hand on the top of the back
8. Ask child to push down hard with their right foot
9. Then push down hard with the left, then the right, then the left and so on until the child is pedalling

Themes: Pedalling

Once you've started off remember to keep pedalling! Push your right foot, then your left foot, then your right foot, then your left...



Tips for instructors:

1. It is easier for instructors to position the pedals of the bike by pushing bike backwards until child's feet are in correct position
2. If child is unstable, practise pushing and pulling gently on handlebars while child's feet are on pedals so child can get used to pedals moving under foot
3. Encouraging children to start with right foot in high position (rather than left foot) will be helpful to children in later life when cycling on roads because of starting off from pavements where the left foot will be placed on the pavement
4. If child is wobbling to start off, stand behind child with your hand flat between the shoulder blades and give child a gentle push to start the momentum
5. Do not place your hand on the child's saddle as this makes it harder for them to balance

Outcome:

- ★ To be able to pedal a bike

Links to C for E:

LIT 0-09a	MTH 0-17a
SCN 0-04a	HWB 0-07a
SCN 0-07a	HWB 0-19a
HWB 0-15a	HWB 0-24a
HWB 0-16a	

Molehills



How to play:

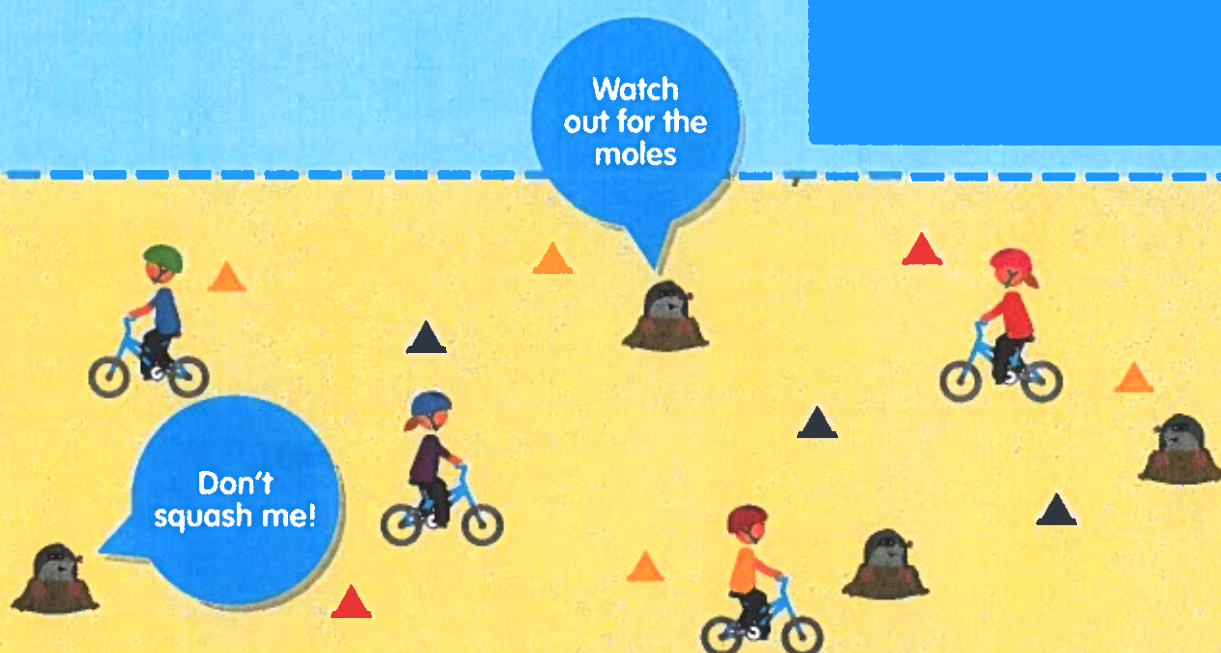
1. Set out a square with 'molehills' dotted at random
2. Demonstrate to children pushing (or pedalling) around the molehills
3. Four children at a time are to set off and weave around the molehills without touching them or bumping into other children
4. Children have five lives, if a child squashes a molehill, they lose a life

Themes:

Control and steering

Outcome:

- ★ To be able to steer around obstacles



Tips for instructors:

1. Think of health and safety of children using space together - how to avoid collision?

How well can you control your bike so you don't squash the molehills?



Extend the game:

- Add more children and/or molehills to make it harder
- At one point, the instructor can shout 'freeze' and the children have to squeeze their brakes to stop
- Playing in pairs by 'following the leader' encourages children to look up and observe what's in front of them
- This game can be done on both balance and pedal bikes

Links to C for E:

MNU 0-01a HWB 0-21a
MNU 0-02a HWB 0-23a
MTH 0-17a
SCN 0-07a
HWB 0-16a

Round the garden



Game 1:

1. Set up a circle of cones in alternating colours
2. Each child takes a turn to push/pedal around the outside of the circle
3. Each child then weaves in and out of each cone
4. Two children then start at opposite ends of the circle and race around the outside of the circle trying to catch each other

Game 2:

1. Set up two circles, one inside the other
2. Each child pushes/pedals between the two circles not touching the cones
3. Two children then start at opposite ends of the circle and race around the outside of the circle trying to catch each other

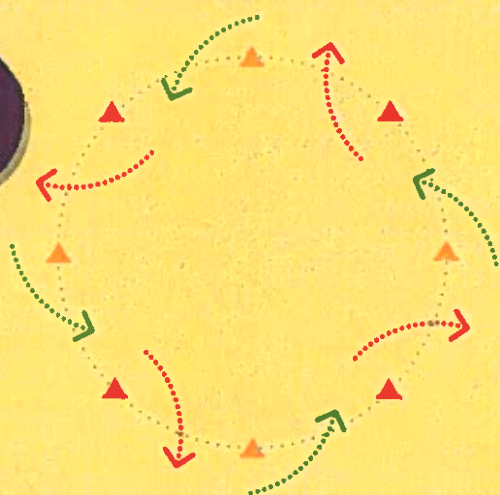
Themes:

Steering and control

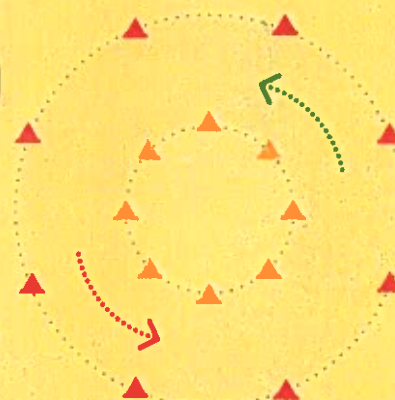
Outcome:

- ★ To be able to steer bike
- ★ To control speed and direction

Game 1



Game 2



Tips for instructors:

1. This game is for children who are already confident with the basic steering and control of bikes
2. This can be used with both balance and pedal bikes
3. If using balance bikes, encourage children to do 'frogs legs' rather than walking with the bike
4. The wider the spacing of the circle, the easier the game
5. To make a perfect circle, mark the centre point and count how many steps you walk out to lay first cone, return to centre with same number of steps, then take next 90 degrees, walk out and place cone - repeat until four corners are laid out and then walk out at 45 degrees from the centre counting same number of steps (confused? me too!)

Don't get dizzy going round in circles!



Links to C for E:

HWB 0-11a
HWB 0-22a
HWB 0-23a
MNU 0-01a

MNU 0-02a
MTH 0-17a

Dot-to-dot



How to play:

1. Set up two circles to create a figure of eight shape, marked by cones
2. Demonstrate to each child cycling around the figure of eight, joining up the cones like a dot-to-dot
3. Ask each child to push/pedal around the figure of eight
4. Add another child to start at the opposite end of the figure of eight
5. The challenge is for the children to make the crossover in the middle without colliding

Themes:

Steering and control

Outcome:

- ★ To steer a bike in particular direction
- ★ To observe others
- ★ To control bike



Tips for instructors:

1. Think of health and safety of children using space together - how to avoid collision?
2. Make sure the circle is well spaced with lots of room around the edges
3. Demonstrate the game first so children understand how to loop the figure of eight
4. Only add two children to the course once each child is confident going around the course alone
5. Encourage children to use frogs legs to push rather than walking with the bike

Make sure to look where you are going to join the dots



Links to C for E:

LIT 0-02a	HWB 0-18a
LIT 0-04a	HWB 0-21a
MNU 0-02a	HWB 0-22a
SCN 0-07a	HWB 0-23a
HWB 0-16a	

Animals in the zoo



How to play:

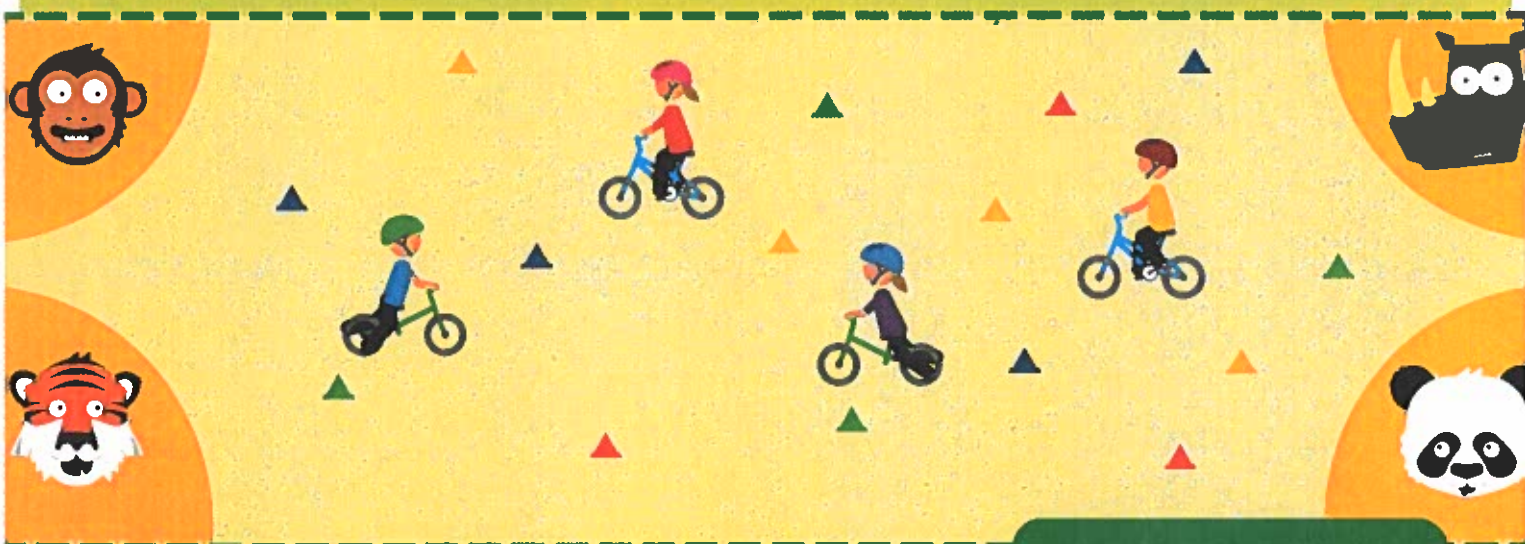
1. Print out four different animal pictures and place in four corners of the playground
2. Set out a number of cones randomly in the centre
3. Children start by pushing/peddalling around the cones
4. Call out an animal name and the children must race to the right corner without touching the cones
5. Remind the children to stop in the correct corner by 'squeezing their brakes'

Themes:

Steering and control

Outcome:

- ★ To steer a bike in particular direction
- ★ To observe others by looking up
- ★ To control bike



Tips for instructors:

1. Think of health and safety of children using space together - how to avoid collision?
2. Make sure the space is big enough
3. Demonstrate the game first
4. By grouping children into animal teams it would avoid all children racing at once - only the appropriate group moves when their animal is called
5. Encourage children to use 'frogs legs' to push rather than walking with the bike

Extend the game:

- Instead of shouting the animals name, try holding up the card so that children are forced to look up at the card to know where to go

Don't get locked out of the zoo! Pedal fast to reach your animal!



Links to C for E:

LIT 0-02a	HWB 0-19a
LIT 0-04a	HWB 0-21a
MTH - 0-17a	HWB 0-22a
HWB 0-16a	HWB 0-23a

Pirate's treasure



How to play:

1. Use a wide space
2. Identify several easy to see big features (e.g. gate, corner of fence/wall, window in building, seat/bench, play items, tree etc)
3. At each big feature put a marker card to identify it; use a colour or a picture or letters
4. Hang a short string below each marker and attach one clothes peg per pupil to the string
5. Attach each pupil's name to the clothes peg (this is their **pirate's treasure**)
6. If you have 6 different points you need 6 clothes pegs per pupil - one for each point
7. Send children off on their bikes on a pirate adventure to visit each one - this can be at random or in order (determine the order by using numbers or letters as markers)
8. They need to collect their pirate treasure (their own clothes peg from each point) and can either return after each collection with their peg to the start point or collect them all and then return

Themes:

Steering and observation

Outcome:

- ★ To move bike in particular route around playground
- ★ To observe others
- ★ To collect specific information



How many different places have you visited on your journey?

Tips for instructors:

1. Demonstrate the game
2. Try game with limited children and limited destinations
3. If children are not ready to follow a number or letter sequence, then point out a desired route
4. Don't rush the activity as it may be quite demanding on younger children



Links to C for E:

LIT 0-04a	HWB 0-11a
LIT 0-02a	HWB 0-17a
LIT 0-09a	HWB 0-22a
LIT 0-10a	HWB 0-24a
MNU 0-20a	HWB 0-28a
MNU 0-20b	