



EduTrend Contents

G4C · INDIVIDUAL SPORTS GAMES · PRIMARY

Slow Wheels

A cycling or scooter game where the slowest rider without a foot down wins, building balance and control

Ages 6–10

Level: Developing

40 minutes

Groups of 2–6 riders ·
up to 24

Activity 02

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 02 • AT A GLANCE

Slow Wheels

On a flat, traffic-free surface, lanes about 10 metres long are marked with chalk or cones. Two to six riders on bikes or scooters start together on a signal. Any rider who puts a foot down, leaves the lane or stops completely returns to the start. The last rider to cross the line wins. Children not riding act as judges and record foot touches.

Learning outcomes

By the end of the session pupils can:

- control speed at low pace;
- balance on a bike or scooter;
- judge fairly using rules;
- record and improve personal times.

KEY WORDS

balance • control • slow • lane • judge • helmet

CURRICULUM LINKS

PE: balance and control. Science: forces and balance. PSHE: road safety.

1**WARM UP**

Get moving safely

2**EXPLAIN**

One rule at a time

3**PLAY**

Short rounds

4**ADAPT**

Easier or harder

5**TALK**

What helped?

6**COOL DOWN**

Calm and review

Materials (per lane)

- Bikes or scooters
- Helmets for every rider
- Chalk or cones for lanes
- Stopwatch
- Worksheets 1, 2 and 3

Before the session

- Choose a flat, traffic-free surface.
- Check bikes, scooters and helmets.
- Mark lanes about 10 metres long.
- Train judges on rules.

SAFETY

Helmets on for every rider, every time. Traffic-free area only. Check brakes before riding.

ACTIVITY 02 · SESSION PLAN

Step by step

Only children who can already ride take part as riders; others judge and time.

Time	What happens	Say or ask
0–5 min Safety check	Helmets, brakes, surface.	<i>“Is your helmet fastened?”</i>
5–10 min Explain	Rules and judging.	<i>“What sends you back?”</i>
10–35 min Play	Heats with rotating riders and judges.	<i>“How did you stay balanced?”</i>
35–40 min Cool down	Record personal times and targets.	<i>“What helped you go slowly?”</i>

CHALLENGE CARD (print or copy onto the board)

Take as long as possible to reach the line without putting a foot down or leaving your lane.

ACTIVITY 02 · FACILITATOR NOTES

The game know-how in brief

Riding slowly is harder than riding fast because a bike is less stable at low speed, so riders must make small steering and balance corrections.

Turning the usual race upside down rewards control rather than speed, so different children can succeed.

Common ideas to listen for

- “Faster is always better.” Control matters here.
- “Look at your front wheel.” Look ahead down the lane.
- “Helmets are only for fast riding.” Always wear one.

Adapting the activity

Support

Widen lanes and allow one foot touch.

Stretch

Add a cone to weave round halfway.

WORKSHEET 1

My slow rides

Name: _____

Class: _____ Date: _____

Time each ride.

My slow rides

Ride	Time (seconds)	Foot down?
1		
2		
3		

WORKSHEET 2

Judge sheet

Record for one lane.

Judge sheet

Rider	Foot touches	Left lane?	Finished

WORKSHEET 3

How I stayed balanced

Explain.

To ride slowly I...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Controls speed	Stays balanced	Judges fairly

Suggested codes: W = working towards • E = expected • G = greater depth

ABOUT THIS ACTIVITY

Slow Wheels is a sample activity from the EduTrend Contents G4C Individual Sports Games programme (primary, level: developing). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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