

# Bicycle Rodeo Stations

The following descriptions can be used to help guide the station leader who may be performing the assessment/inspection or leading the activity at each individual station

## Station 1: Inspection

(Use Bicycle Rodeo Ticket on back of registration)

### Air in Tires and Wheels

- Are the tires properly inflated? The correct pressure is shown on the tire wall.
- Does the tire valve extend straight out from the rim? If not, deflate the tire, pull on the valve to straighten it, then re-inflate the tire.
- Are the wheels out-of-true (i.e. a little twisted)? If so, some spokes must be missing or loose.
- Is there any slackness in the ball bearing in the hub? Check this by holding the wheel and trying to move it from side to side. If any slackness is apparent, the hub mechanism at the axle should be reset.
- Are the tire treads and walls extremely worn? Replace as needed.

### Brakes and Handlebars

- When you operate the brakes, are the levers an appropriate distance (at least two fingers' width) away from the handlebars?
- Are the brake handles close enough that you can operate them firmly?
- Are the brake pads only in contact with the rim – not with the tire? Are they overly worn?
- Do the brake pads firmly grip the rim? While standing next to the bicycle, push it using the handlebars while applying only the front brake. The front wheel should lock up and the back wheel comes up off the ground. Next, apply the rear brake and move the bike forward. The back wheel should lock and skid.
- Are the brake cables worn or damaged?
- Is there any slackness in the steering head (the part that attaches the handlebars to the frame)? Apply both brakes and move the bicycle forward and backward. If it feels slack, the ball bearing housing needs to be tightened. Secure the nut located on the base of the stem that connects the steering wheel to the headset.

- Is there any slackness – either side-to-side or up-and-down – in the handlebars? Grasp the front wheel with your knees and try to move the handlebars from side to side. If they move, tighten the bolt at the top of the stem. Try to move the handlebars up and down. If they move, tighten the bolt at the point where the stem is attached to the handlebars.

### Chain and Crank

- Is the chain properly positioned and well oiled?
- Do the pedals spin freely?
- Are the gear shifters in place?
- Is there any slackness in the bottom bracket axle (the point where the axle is attached to the pedals and the cranks to the frame)? If so, the bottom bracket must be tightened as soon as possible.

### Frame Size and Seat Height

- When straddling the tube at the top of the frame, the cyclist should have both feet completely on the ground.
- There must be enough space between the crotch and the tube.
- Adjust the seat based on the cyclist's height. When sitting on the seat, the cyclist should be able to touch the ground with their toes.
- As a general rule, the cyclist should be able to grasp the handlebars while leaning forward slightly. The back and shoulders should not be overly stretched.

### Quick Release

- Have the nuts or levers been tightened?
- Have the levers been aligned flush with the forks to protect them?

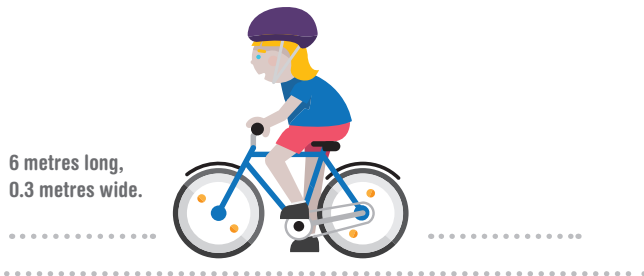
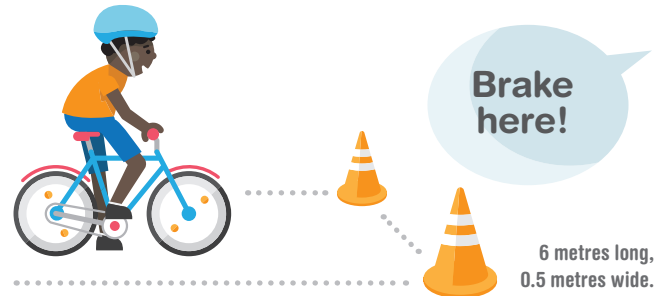
**Note:** If the bicycle is unsafe, provide the cyclist with a safe one for the remainder of the stations. All participants should also be provided with helmets.

(Adapted from the MTO's Young Cyclist's Guide (<http://www.mto.gov.on.ca/english/safety/cycling/young-cyclist-guide/>))

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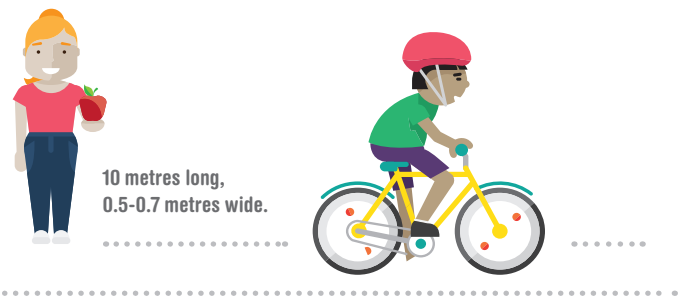
## Station 2: Stopping

The student rides the bike in straight lines; staying within a 6 x 0.5-metre rectangle at all times (must not go over the lines). Whenever he/she arrives at a cone or any other panel, as explained by the teacher, the student must brake while trying to remain within the defined width. Once the test is completed, ask the student to move on to the next station.



## Station 3: The Tightrope Cyclist

The student rides the bike in straight lines, staying within a 6 x 0.3-metre rectangle at all times (must not go over the lines). Once the test is completed, ask the student to move on to the next station.



## Station 4: The Balancing Act

The student rides the bike in a straight line, staying within a rectangle 10 metres long and 0.5 to 0.7 metres wide at all times (must not go over the lines). At a signal from the station leader, the student must look over and say what is in the leader's hand, then look to the front again and continue the course.



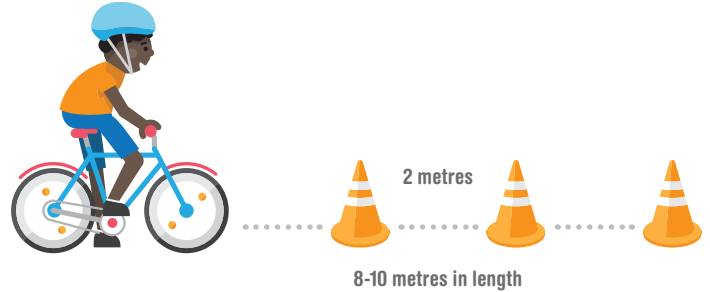
## Station 5: The Streamer

The student follows the circle set up on the ground, riding around the cones without touching them or stopping the bicycle. The student must keep his/her feet off the ground. Once the test is completed, ask the student to move on to the next station.

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## Station 6: The Slalom (ZIGZAG)

The student zigzags around the cones, which are spaced 2 metres apart (beginning at the starting line to the first cone) along a distance of 8 to 10 metres. His/Her feet should not touch the ground, nor should he/she touch the cones or stop the bicycle at any time.



## Station 7: The Clock

The student rides clockwise around the circle (marked at 3, 6, 9 and 12 o'clock) and stops at whatever "hour" is called out by the station leader, at any point in time. Use sidewalk chalk or tape to mark the various hours of the day on the pavement, so that the student has a visual marker showing them where to stop. He/she should try to keep his/her feet off the ground and avoid diverging from the line or stopping his/her bicycle before the station leader's signal.

## Station 8: Traffic Regulations (Signage)

Using his/her hands and arms, the student shows the proper signals for turning right or left, yielding, or stopping. He/she should also be riding on the right side of the road.

Set up whatever route you like and include various manoeuvre for the student to signal.



## Station 9: Caution – Wet Pavement!

The student rides between two lines, 10 meters in length, which are spaced 0.5 meters apart. He/She accelerates and brakes when the station leader signals "Stop". Before the student brakes, however, a volunteer wets the surface using a hose. Once the test is completed, ask the student to move on to the next station.