

SAINTS GLOBAL ACTIVITY PLAN

CYCLING

PHYSICAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

The 30-mile day ride

Between Sessions 3 and 4, each saint rides a planned 30-mile route in a single day with the group, carrying his own food, water, and repair kit. Buddy pairs share route-leader and tail roles. The ride satisfies Req 3e and provides the long ride that anchors the 60-mile total in Req 3d; it is also where each saint actually leads or assists in leading (Req 3f).

OUTDOOR — MEASURED 30-MILE ROUTE ON ROADS AND PATHS THE GROUP HAS SCOUTED, WITH A FIXED TURNAROUND OR FULL LOOP AND AT LEAST ONE WATER STOP

SESSION 1 · PHYSICAL CORE

⌚ 60 min target

Inspect the bike, fit the helmet

Handle every safety point on the bike before you ride it anywhere.

SESSION AIM

Saints walk the ABC quick-check on their own bikes, fit their helmets correctly, and run through the most common cycling hazards as scenarios. Each saint leaves with a road-ready bike, a properly fit helmet, and a 10+ mile ride scheduled before Session 2.

🎯 WALK AWAY WITH

- Has run the ABC quick-check on his own bike and fixed at least one issue
- Has a correctly fit helmet using the two-finger rule
- Has named the five common cycling hazards and a first action for each
- Has a 10+ mile ride on the calendar before Session 2

📦 BRING / SET UP

- Each saint brings: his bike, his helmet, and any clothing he plans to ride in
- Floor pump with a pressure gauge
- Multi-tool with the common hex sizes (4mm, 5mm, 6mm) and a small adjustable wrench
- A rag and chain lube
- Printed ABC Quick-Check + Signals card (one per saint)
- BRC printouts (one per saint), pens

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Last thing that went wrong**

⌚ 5 min

Ask the group: "When was the last time something went wrong on a ride — a flat, a chain off, a near-miss with a car, getting caught in the rain — and what was the first thing you did?" Two or three saints share, briefly. The point is to put real failures in the room before the inspection block. The hour turns those failures into a checklist.

SESSION 1 · INSPECT THE BIKE, FIT THE HELMET (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Run the ABC quick-check**

⌚ 20 min

1. Hand out the ABC card. Walk the group through it together: A is Air — tires pumped to the pressure on the sidewall, no bulges, no embedded glass. B is Brakes — both levers, pads aligned, cable not frayed, tested before rolling. C is Chain & cranks — chain lubricated and seated, no skipping, quick-releases on both wheels closed.
2. Each youth runs the full ABC on his own bike at his own pace. Use the pump, the multi-tool, and the rag.
3. Walk the room. For each bike, the saint demonstrates one point of the check aloud — what he found, what he adjusted, what he could not adjust here.
4. Anything beyond a roadside fix (a worn brake pad, a stretched chain, a wobbly wheel) goes on the BRC margin as 'shop before Session 2.'
5. Teaching point: the ABC is the habit that prevents most ride-day surprises. Run it before every ride, not just before the long ones.

REQ 3A

BLOCK 3 · SKILL PRACTICE **Fit the helmet, dress for visibility**

⌚ 15 min

1. Each youth puts on his helmet the way he usually wears it. Walk the room and note what is off — most helmets sit too far back or have loose straps.
2. Walk the two-finger rule together: helmet level on the head, edge one finger-width above the eyebrows, side straps forming a V just below the ears, chinstrap snug enough that one finger fits between strap and chin.
3. Each youth adjusts his own helmet to pass the rule. Pair up and check each other's fit aloud — call out what is correct and what is still off.
4. Walk the visibility points: bright or reflective clothing, ankle bands or pant clip, front white light and rear red light for any ride that may run into dusk. Visibility is not a personal preference — it is what makes a driver see you in time.
5. Each youth names one upgrade he needs before the long ride (ankle band, brighter jersey, rear blinker) and writes it in the BRC margin.

REQ 1C

SESSION 1 · INSPECT THE BIKE, FIT THE HELMET (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION Name the five hazards

⌚ 15 min

1. Walk the five hazard categories together: (1) traffic — drivers turning across your line, doors opening, blind spots; (2) weather — rain, heat, headwinds, lightning; (3) terrain — gravel, potholes, painted lines when wet, tracks; (4) visibility — dawn, dusk, glare, shadow lines; (5) fatigue — late-ride attention loss, dehydration, low blood sugar.
2. Split into three pairs. Each pair gets two hazards. For each hazard, the pair writes the first three actions in order — anticipate, prevent, respond.
3. Pairs report back to the group. The correct first actions usually start with the same move: look further down the road, choose a line that gives you an out, and slow before you have to brake hard.
4. Teaching point: the earlier you spot a hazard, the slower you have to be moving when you deal with it. Looking further down the road buys that time.
5. Each youth picks the one hazard that scares him most and writes one line on his BRC: 'When I see X, I will Y.'

REQ 1A

BLOCK 5 · REFLECTION Close — Schedule the first ride

⌚ 5 min

1. Confirm Req 3d: a ride of at least 10 miles must land before Session 2. This is ride one of the 60-mile total.
2. Each youth picks a date and a route. Roads he knows, daylight hours, with a parent or buddy on call. Write the date and route on the BRC tonight.
3. Bring the BRC and the log of date, distance, and conditions back to Session 2.

AT THE CLOSE · DEBRIEF

1. Which step of the ABC did you have to fix on your own bike today?
2. When you adjusted your helmet to the two-finger rule, what changed about how it sat?
3. Which of the five hazards do you see most often on your own routes?

☑ *Initial 1a, 1c, and 3a on each saint's BRC after this session. Note any bike that needs shop work before Session 2 and any helmet that needs replacing.*

SESSION 2 · PHYSICAL CORE

⌚ 60 min target

Read the law, write the ride plan

Plan the route now so decisions in traffic and at intersections are simple.

SESSION AIM

Saints read the actual state cycling code passages, identify three differences from motor vehicle law, then build a written ride plan for the 30-mile day ride. Saints leave with a draft ride plan, the long-ride date pencilled in, and a second 10+ mile ride scheduled before Session 3.

🎯 WALK AWAY WITH

- Can name three ways cycling law differs from motor vehicle law on lane position, signaling, and intersections
- Has a draft written ride plan for the 30-mile day with route, water, traffic, and emergency contacts
- Has the 30-mile day pencilled on the calendar
- Has a second 10+ mile ride scheduled before Session 3

📦 BRING / SET UP

- Printed copies of the state cycling code sections on lane position, signaling, intersections, and required equipment (one packet per saint, not just a summary)
- Printed Ride Plan Worksheet (one per saint)
- A printed map of the planned 30-mile route, large enough to mark on (one per saint, plus one master)
- Highlighters and pens
- Forecast pulled up on a phone for the candidate long-ride date
- BRC printouts

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — First ride report**

⌚ 5 min

Round the room, under 30 seconds per saint: how did your first 10+ mile ride go? Distance, route, one thing that worked, one thing that didn't. Anyone who hasn't done it yet picks a date now and writes it on the BRC before the session continues.

SESSION 2 · READ THE LAW, WRITE THE RIDE PLAN (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION Read the cycling code

⌚ 18 min

1. Hand each youth the printed code sections — not the summary, the actual statute. Walk together to the section on lane position first. Read it aloud, slowly.
2. Three points to mark with the highlighter: (1) where the law says you must ride — usually 'as far right as practicable,' with named exceptions; (2) how you signal turns and stops — the standard left arm signals are written into the code in most states; (3) what the law says about intersections — full stop at stop signs, yield rules, who has the right of way in conflict.
3. Each youth names three differences between cycling law and motor vehicle law for his state. Examples: a bicycle may legally ride two abreast in some lanes; the same rear-light rule does not apply in daylight; the lane-position rule does not exist for cars. Write the three differences in the BRC margin.
4. Open round: where do most drivers misunderstand the law? Where do most riders break it? Honest answers — this isn't the place to make the rider sound innocent.
5. Teaching point: the law makes a cyclist predictable, and predictable is what keeps a cyclist alive in traffic. Riding by the law is also riding for the driver who can't read your mind.

REQ 2A

BLOCK 3 · CREATIVE Build the ride plan

⌚ 25 min

1. Hand out the Ride Plan Worksheet and the printed map. The map shows the planned 30-mile route the group will ride between Sessions 3 and 4.
2. Walk the route on the map together. Mark the start, the first water stop, the climb, the high point, the turnaround or far end, and the descent home. Use a numbered circle for each.
3. Each youth fills out his worksheet, segment by segment. Use 12–14 mph as the planning pace on flat road and 7–9 mph on the climb for a loaded teen rider; older saints with more miles adjust their own targets.
4. Pull up the forecast. Identify the worst plausible window — a thunderstorm band, an early heat spike, a headwind on the return. For each, write down what gear or schedule adjustment you would make (start an hour earlier, add a sag stop, postpone if lightning is forecast).
5. Fill in the water, nutrition, and emergency-plan blocks: how much water per saint, what calories every hour, who you call if a saint goes down, what bike-shop or sag vehicle is reachable along the route.
6. Each youth pencils the candidate long-ride date on his BRC. The leader confirms or holds it for Session 3's close once weather is firmer.

REQ 2B

SESSION 2 · READ THE LAW, WRITE THE RIDE PLAN (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION Plan check in pairs

⌚ 7 min

1. Pair up and trade worksheets. Each youth spots one thing his partner has not accounted for — a missing water source, an aggressive pace target on the climb, an emergency contact left blank, an unrealistic start time.
2. Trade back and note the fix on the worksheet. Bring the revised plan to Session 3.
3. Teaching point: a written plan separates a ride from a wander. The worksheet is also what a parent or spouse sees when you tell them the route — vague plans worry people, specific plans don't.

REQ 2B

BLOCK 5 · REFLECTION Close — Schedule ride two

⌚ 5 min

1. Confirm Req 3d ride two: another ride of at least 10 miles before Session 3. Different route from ride one if you can — different terrain teaches different lessons.
2. Write the date and route on the BRC tonight. Bring the BRC and the cumulative mileage log to Session 3.
3. Reminder: come to Session 3 ready to ride. Bring your bike, your helmet, water, your flat-repair kit, and your Ride Plan Worksheet with the revisions.

AT THE CLOSE · DEBRIEF

1. Which difference between cycling law and motor vehicle law surprised you most when you read the code?
2. Where did your ride plan break first when your partner reviewed it?
3. What weather contingency would actually change whether you ride the long day?

☑ Initial 2a after the code-reading block. Initial 2b after the plan check in pairs once the worksheet has a partner edit. Note who is behind on the 60-mile total mileage log.

SESSION 3 · PHYSICAL CORE

🕒 60 min target

Handling, flats, and first aid

Practice the field skills you'll need on the long ride before the long ride.

SESSION AIM

Saints drill the three skills they'll need on the 30-mile day — bike handling under control, flat repair from start to finish, and cycling first aid for the most common injuries. The session ends with the long ride locked in: date, route, roles, and buddy pairs confirmed.

🎯 WALK AWAY WITH

- Has demonstrated mounting, scanning, signaling, emergency stop, and gear shifts in a controlled space
- Has fixed a flat from wheel-off to wheel-back-on by his own hands
- Has walked through the response to abrasions, head impact, and dehydration on the bike
- Has the 30-mile day locked: date, depart time, buddy pair, and route role

📦 BRING / SET UP

- Each saint brings: his bike, helmet, flat-repair kit (spare tube or patches, tire levers, mini-pump or CO2, multi-tool), water bottle
- A safe handling space — empty parking lot, closed cul-de-sac, or large flat path. Chalk or cones to mark a line, a slalom, and a stop box.
- Two spare wheels with intentionally flat tubes (for saints whose bike is not flattened today)
- A road-rash and first-aid demo kit: gauze, saline, gloves, an instant cold pack
- Ride Plan Worksheets from Session 2 (saints bring their own; have spares)
- BRC printouts

🔗 THE HOUR**BLOCK 1 · DISCUSSION Opener — Last things to lock in**

🕒 5 min

The long ride is days away. Round the room: each youth names one thing he has already done to be ready (mileage logged, gear bought, plan revised) and one thing he is still scrambling to finish. Note the open items — they get addressed in the close when buddy pairs and the date are confirmed.

SESSION 3 · HANDLING, FLATS, AND FIRST AID (PAGE 2 OF 4)

THE HOUR — CONTINUED

BLOCK 2 · PHYSICAL Quick ABC, then the handling circuit

⌚ 25 min

1. Three-minute ABC check on every bike before rolling. Air, Brakes, Chain. This is the trailhead version — fast, hands-on, without a checklist. Fix anything found now or note it for the shop before the long ride.
2. Set up four marked points in the parking lot: a straight 50-foot line, a slalom of five cones spaced 8 feet apart, a stop box marked with chalk, and a 'scan and signal' segment where each rider must turn his head and signal a left turn before crossing a line.
3. Each youth runs the full circuit: mount and start cleanly, ride the straight line without weaving, slalom through the cones, scan-and-signal across the line, and brake to a controlled stop inside the stop box.
4. Two rounds. Round one is at moderate pace. Round two is at riding pace — the speed you'd actually move in traffic.
5. Add the emergency stop on round three: at a signal from the leader, each rider must come to a full stop in the shortest safe distance, both hands on the brakes, weight back. Practice it three times.
6. Add gear shifting on round four: each rider must shift up on the straight and shift down before the slalom. Watch for cross-chaining and over-shifting at low speed.
7. Teaching point: handling under pressure comes from rehearsed habits. The scan-before-signal is the one most riders skip — they signal without checking. Fix it here.

BY TIER

ENTRY Run each station at moderate pace until clean before adding the next.**ESTABLISHED** Run the full circuit at riding pace from round one. Add the emergency stop and gear shifts in round two.**MENTOR** Run the circuit once, then coach one other saint through his rounds. Call form fixes aloud — scan, signal, brake, weight back.

REQ 3A

REQ 3B

SESSION 3 · HANDLING, FLATS, AND FIRST AID (PAGE 3 OF 4)

THE HOUR — CONTINUED

BLOCK 3 · SKILL PRACTICE **Fix the flat, hands on**

⌚ 15 min

1. Each youth takes a flattened wheel (his own bike's or a spare). Walk the steps together once: release the brake, open the quick-release or thru-axle, remove the wheel, deflate fully, unseat one bead of the tire with the levers, find and inspect the tube, find the cause of the flat by checking the inside of the tire with your fingers, replace or patch the tube, reseal the tire, re-inflate, remount the wheel, check the brake.
2. Each youth then runs the full sequence on his own wheel, start to finish, without the leader walking him through it. The leader watches and corrects only if a step is missed.
3. Common errors to catch: not checking the tire for the cause of the flat (the same sharp will re-flat the new tube in two miles); pinching the new tube under the bead while re-seating; not closing the quick-release fully; not checking that the brake released properly after the wheel goes back in.
4. Teaching point: the time to learn flat repair is in a parking lot, not on the shoulder of a road. By the long ride, you should be able to fix a flat in ten minutes without thinking about the steps.

REQ 3C

BLOCK 4 · ROLEPLAY **Trail first aid on the bike**

⌚ 10 min

1. Three scenarios, run in pairs. (A) Road rash — a saint goes down at low speed, has scrapes on his palm and knee, no head impact. (B) Possible concussion — a saint hits his head, helmet is cracked, he's groggy and can't remember the last minute. (C) Dehydration on a hot day — a saint stops sweating, gets confused, complains of nausea twenty miles in.
2. For each scenario, name the first three actions in order. Correct first actions: (A) stop, gloves on, clean the wound with saline, dress it, monitor; the saint can usually finish the ride. (B) stop, call the parent or 911, do not put him back on the bike, replace the helmet before riding again. (C) stop, shade, water with electrolytes, cool the neck, do not let him ride on; call for a pickup if symptoms worsen.
3. Bites, stings, and heat or cold injuries follow the same shape: stop, assess, treat, monitor, decide whether to ride on or call out.
4. Teaching point: knowing when to call for help matters more than knowing the exact first-aid step. If a saint can't ride home safely, he doesn't ride home.

REQ 1B

SESSION 3 · HANDLING, FLATS, AND FIRST AID (PAGE 4 OF 4)

THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **Close — Long ride: when, where, who**

⌚ 5 min

1. Confirm the date and the departure time for the 30-mile day ride. Each youth writes both on his Ride Plan Worksheet. Parents get a separate notification, but each youth should know both from memory.
2. Assign buddy pairs. Each pair shares route-leader and tail roles for the ride. Pairs are named by the leader. Each youth reads his partner's name back aloud. Mentors pair with entry-tier saints where possible — leading the ride is on the BRC (Req 3f), and the long day is where that gets earned.
3. Final gear check together: flat kit, spare tube, multi-tool, two water bottles, food for every hour, helmet, lights, ID, emergency contact card. Each youth has the days between Session 3 and the ride to fix anything missing.
4. Saturday morning is too late to discover a brake pad is worn or a tube is the wrong size. Fix it this week.

BY TIER

ENTRY	Ride paired with an established or mentor-tier saint. Your partner sets the pace; you stay glued to him and report how you feel at each water stop.
ESTABLISHED	Carry your own kit and lead one named segment of the route. Take the route-leader role for the climb or the return.
MENTOR	Pair with an entry-tier saint and take the route-leader role for at least one segment. Call breaks, watch for fatigue, and bring up the rear if your partner needs to ride at the front.

AT THE CLOSE · DEBRIEF

1. Which of tonight's three skills (handling, flat repair, first aid) felt least solid when you tried it?
 2. Where did your scan-and-signal break down on the handling circuit?
 3. What is one thing you are still uncertain about for the long ride, and who will you ask before Saturday?
- 📝 *Initial 1b, 3a (second pass), 3b, and 3c on each saint's BRC after this session. The long ride earns 3e, contributes to 3d, and is where 3f is actually demonstrated. Record buddy pairs and the date in the trek log.*

SESSION 4 · PHYSICAL CORE

⌚ 60 min target

Ride debrief and BRC sign-off

Debrief the long ride together and sign off the badge.

SESSION AIM

Saints arrive having just finished the 30-mile day ride. The session opens with a ride report, moves through paired strain stories (4a), a connection to discipline and discipleship (4b), and a written charge of three cycling habits to keep. The session ends with a BRC walk-through and sign-off.

🎯 WALK AWAY WITH

- Has told the story of his hardest stretch on the long ride and what got him through
- Has named one habit cycling built that shows up off the bike
- Has named three cycling disciplines to keep and one civilian habit to drop
- Has a signed BRC

📦 BRING / SET UP

- Each saint brings: his Ride Plan Worksheet from Session 2, his mileage log, his BRC
- Half-sheets of paper and pens (one per saint for the writing block)
- Open Bibles or scriptures (one per pair), 1 Corinthians 9:24–27 bookmarked
- The trek log from the long ride (leader holds the master copy with each pair's lead segments noted)

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Ride report**

⌚ 5 min

Go around the circle. Each saint answers in one sentence: what was the long ride like? Do not comment or compare; let each saint name his version. The answers usually range from 'harder than I expected' to 'better than I thought.' That range sets up the strain stories next. Confirm cumulative mileage as each saint speaks — every saint should be at or past 60 miles total by tonight.

SESSION 4 · RIDE DEBRIEF AND BRC SIGN-OFF (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Strain stories and the buddy report**

⌚ 18 min

1. Pair up with a saint who was not your buddy on the long ride. Seven minutes each — one talks, the other listens. No advice and no comparing. Each youth describes his hardest stretch on the ride, what he thought about, and what got him through (the buddy next to him, the gear in his pocket, the next water stop, his own pride).
2. Switch and repeat for seven minutes.
3. Each pair reports back to the group one phrase from the partner's story — only what the partner gave permission to share.
4. Then the buddy-system harvest: each youth answers two questions about his actual ride buddy. What did you do for him on the ride that he needed? What did he do for you?
5. Teaching point: leading a ride means keeping the slowest rider safe, not the fastest. The long day was the place where that became real. Riding fast solo is a different skill from leading a group safely.
6. Each youth writes in his BRC margin: 'My hardest stretch was ____, and what carried me through was ____.' Specific enough to read in a month.

REQ 3E

REQ 3F

REQ 4A

BLOCK 3 · SCRIPTURE **Discipline off the bike**

⌚ 12 min

1. Read 1 Corinthians 9:24–27 aloud. Paul names running, training, and discipline of the body in plain terms — the runner trains so he can finish, not just so he can start.
2. Quiet sit, two minutes. Each youth thinks about one habit cycling built in him that shows up off the bike.
3. Open round: each saint names that habit in one sentence. The room does not respond.
4. Brief closing point: the habits that keep a cyclist safe in traffic — checking the bike before riding, signaling before turning, riding the same line every day — are the same habits of preparation and follow-through that show up at home, at work, and in service.

REQ 4B

SESSION 4 · RIDE DEBRIEF AND BRC SIGN-OFF (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Three keep, one drop**

⌚ 15 min

1. Each youth writes for three minutes on a half-sheet, in two columns. Column A: 'Three cycling disciplines I will keep doing — ABC check, hand signals, lights at dusk, weekly mileage, route planning, riding the law, whatever.' Column B: 'One off-bike habit I am dropping because cycling showed me I do not need it.'
2. Each youth reads both columns aloud to the group. No commentary from the group. The leader listens for who is stretching, who is being tepid, and who needs a follow-up next week.
3. Teaching point: the real test of the badge is the next month, not the long ride. The point of keeping three habits and dropping one is to carry the cycling discipline into ordinary life, where it makes you someone people can rely on.

REQ 4A

REQ 4B

BLOCK 5 · REFLECTION **BRC sign-off**

⌚ 10 min

1. Walk the BRC with each saint one at a time while the rest of the group cleans up. Confirm each requirement: was it met? If yes, initial it; if not, note what is still outstanding.
2. For 3d, confirm against the cumulative mileage log — the rides from before Sessions 2 and 3 plus the long ride should total 60 miles or more, with no single ride under 10. For 3e, confirm against the trek log of the long ride. For 3f, confirm against the buddy-pair report from B2.
3. Leader and saint each sign the BRC. The saint takes the BRC home.

AT THE CLOSE · DEBRIEF

1. How does climbing a hill on a bike feel different to you now than it did a month ago?
2. Which saint on the long ride helped you in a way you did not expect?
3. Which of your three keep-habits is most likely to slip first, and what will you do to keep it?

☒ Initial 4a and 4b on each saint's BRC after this session. Confirm 3d, 3e, and 3f against the cumulative mileage log and the trek log. The BRC should fully sign off tonight.

HANDOUT 1 OF 2

FROM SESSION 1 — RUN THE ABC QUICK-CHECK

ABC Quick-Check & Hand Signals

Run the ABC before every ride. Use the hand signals when riding with traffic or in a group.

CYCLING · FIELD CARD

Run the ABC before every ride.

Three minutes at the curb prevents most of the surprises that end a ride.

1 THE ABC QUICK-CHECK

Air · Brakes · Chain

**AIR****Tires pumped, sidewalls clean, no embedded glass.**

Check the pressure printed on the sidewall. Press the tire — it should feel firm, not soft.
Scan the tread for glass, wire, or a slow leak from your last ride.

**BRAKES****Both levers firm, pads aligned, cable not frayed.**

Squeeze each lever. It should stop short of the bar, not pull all the way in.
Roll the bike, brake to a stop with each lever alone — front then rear.

**CHAIN & CRANKS****Chain lubed and seated, quick-releases closed.**

Lift the rear wheel, spin the crank, shift through the gears. No skipping.
Confirm both quick-releases or thru-axles are fully closed before you ride.

2 STANDARD HAND SIGNALS

use in traffic and on group rides

**LEFT TURN**

Left arm straight out, palm forward, held until you turn.

**RIGHT TURN (LEFT-ARM)**

Left arm bent up at the elbow, hand up. Or right arm straight out.

**STOP OR SLOWING**

Left arm bent down, palm facing back. Hold and brake.

**HAZARD ON THE ROAD**

Point down at the side the hazard is on. Call it aloud.

**SINGLE FILE**

One finger raised straight up.
Used to tighten a group line.

**PASSING (CALL OUT)**

Say "on your left" before overtaking. Signals fail in wind.

Run the ABC before every ride and signal every turn so drivers know what you'll do.

Print this handout for in-person reference during session 1 — run the abc quick-check.

HANDOUT 2 OF 2

FROM SESSION 2 — BUILD THE RIDE PLAN

Ride Plan Worksheet

Fill before Session 3. The long-ride box is locked at the Session 3 close.

CYCLING · WORKSHEET

Plan the ride before the ride.

Fill before Session 3. Bring it back with a weather contingency added and an emergency plan written.

SAINT _____ DATE PLANNED _____

1 ROUTE

segment by segment, start to finish

SEGMENT	MILES	SURFACE	WATER?	PACE	TARGET TIME
e.g. start → first water stop					
.....					
.....					
.....					
.....					

Loaded teen pace: ~12–14 mph flat road, ~7–9 mph on the climbs. Calibrate to yourself.

2 WEATHER WINDOW

Worst plausible window for the date

a rain band, heat spike, headwind, thunderstorms

Gear that adjusts

Schedule that adjusts

3 WATER, FOOD, EMERGENCY

Water carried at start

Refill points on route

Calories per hour plan

What I am carrying to eat

Who I call in an emergency

Nearest bike shop or sag pickup

If you can't ride home safely, you don't ride home. Plan the pickup before you need it.

4 THE LONG RIDE

LOCK IN AT THE SESSION 3 CLOSE

Date

Start point

Depart

Return

Buddy

My role

☐

Bike ABC-checked the day before.

Bring this sheet on the long ride to check the plan against what actually happens.

Print this handout for in-person reference during session 2 — build the ride plan.