

SAINTS GLOBAL

LEADER GUIDE

CYCLING

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in cycling. Through structured learning and hands-on activities, participants will gain practical experience and deepen their understanding of key concepts.

DEVELOPMENT CORE: PHYSICAL

This badge develops physical attributes through focused activities and reflection. Saints will grow in this area while building practical skills.

CORE FOCUSES

- Understanding fundamental concepts and principles
- Developing practical application skills
- Building confidence through hands-on experience
- Connecting learning to daily life

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

12+ years



SAFETY CONSIDERATIONS

SUPERVISION

Ensure appropriate adult supervision for all activities following Saints Global guidelines. Never leave youth unsupervised during badge activities.

PRIVACY

Respect personal experiences and information shared during activities. Maintain confidentiality and help youth understand appropriate boundaries.

ENVIRONMENTAL SAFETY

Assess outdoor locations and weather conditions before activities. Ensure proper shelter, hydration, and protection from hazards appropriate to the environment.

FIRST AID

Maintain a first aid kit and ensure at least one leader is trained in basic first aid. Know the location of the nearest medical facility and have emergency contact information readily available.

EMERGENCY CONTACTS

Troopmaster: _____

Emergency: _____



THE DPAR METHOD

Saints Global uses the DPAR method for skill badge completion. As a leader, you should practice DPAR yourself when preparing to teach.

D

DISCOVER

Learn foundational knowledge and concepts. Research, study, and explore the topic.

YOUR ROLE AS LEADER:

- Immerse yourself in the material before teaching
- Study each requirement—understand what AND why
- Anticipate questions saints might ask

P

PLAN

Create a personal action plan with goals and timeline.

YOUR ROLE AS LEADER:

- Design your teaching approach for each requirement
- Gather materials and prepare discussion questions
- Consider how to adapt for different learning styles

A

ACT

Execute through hands-on practice with leader guidance.

YOUR ROLE AS LEADER:

- Shift from teacher to guide—step back
- Create safe space for practice and mistakes
- Model the skills yourself when helpful

R

REFLECT

Review what was learned and share experiences gained.

YOUR ROLE AS LEADER:

- Facilitate meaningful conversations
- Ask open-ended questions, listen more than speak
- Celebrate growth and help saints see their progress



STEP 1: DISCOVER

LEADER PREPARATION

- ☐ Review all DISCOVER requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

STEP 1: DISCOVER — TEACHING GUIDE

Requirement 1a: Explain common cycling hazards (traffic, weather, terrain, visibility, fatigue) and how to anticipate, prevent, and respond to them.

HOW TO TEACH

- Walk through each hazard category with a real bike nearby (traffic, weather, terrain, visibility, fatigue)
- Use a scenario (sudden rain, blown tire, distracted driver) and rank the first three actions
- Have the Saint name 'stop rules' that override the planned route
- Connect preparedness to responsibility for the rider behind you in a group

Completion: Saint names common cycling hazards and gives anticipation, prevention, and response actions for each.

Requirement 1b: Demonstrate first aid knowledge for cycling-related injuries and illnesses, including abrasions, concussions, heat and cold injuries, dehydration, and bites or stings.

HOW TO TEACH

- Demonstrate first-aid steps for abrasions, head impact, dehydration on a Saint role-playing the injury
- Discuss the difference between road rash that can wait and a concussion that cannot
- Have the Saint walk through the response sequence aloud for each injury
- Reinforce that knowing when to call EMS matters more than first-aid technique

Completion: Saint demonstrates first aid for abrasions, concussions, heat and cold injuries, dehydration, and bites or stings.

Continued on next page...

STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Explain the importance of proper cycling clothing and a correctly fitted helmet, and demonstrate correct helmet fit.

HOW TO TEACH

- Show what a properly fit helmet looks like vs. a loose or tilted one
- Have the Saint fit his own helmet using the two-finger rule
- Discuss why bright clothing matters more than expensive gear
- Reinforce that visibility is a moral duty to drivers, not just self-protection

Completion: Saint explains the importance of proper cycling clothing and demonstrates correct helmet fit.



STEP 2: PLAN

LEADER PREPARATION

- ☐ Review all PLAN requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

STEP 2: PLAN — TEACHING GUIDE

Requirement 2a: Explain state and local bicycle laws and how they compare to motor vehicle laws, including lane position, signaling, and intersection behavior.

HOW TO TEACH

- Read the state cycling code passages together, not just the summary
- Have the Saint identify three differences between cycling and motor vehicle law
- Discuss lane position, signaling, and intersection behavior with real intersection examples
- Reinforce that the law makes cyclists predictable, which is what keeps them alive

Completion: Saint explains state and local bicycle laws and how they compare to motor vehicle laws on lane position, signaling, and intersections.

Requirement 2b: Prepare a written ride plan for a long ride including route, distance, surface, traffic considerations, weather, water, nutrition, and emergency plan.

HOW TO TEACH

- Use a real planned ride, not a hypothetical one
- Have the Saint sketch the route on a map and mark water, traffic, and weather risks
- Discuss the emergency plan — where to call, who to call, what to bring
- Reinforce that a written plan separates a ride from a wander

Completion: Saint produces a written ride plan covering route, distance, surface, traffic, weather, water, nutrition, and emergency plan.



STEP 3: ACT

LEADER PREPARATION

- ☐ Review all ACT requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

STEP 3: ACT — TEACHING GUIDE

Requirement 3a: Inspect, clean, and adjust a bicycle using a safety checklist, including brakes, drivetrain, tires, and fit, and present it for inspection.

HOW TO TEACH

- Walk the safety checklist (brakes, drivetrain, tires, fit) station by station, not from memory
- Have the Saint perform each inspection step himself before riding
- Discuss what each adjustment changes for safety and effort
- Reinforce that pre-ride inspection is a habit, not an event

Completion: Saint inspects, cleans, and adjusts a bicycle using the safety checklist and presents it for inspection.

Requirement 3b: Demonstrate bicycle handling skills: mounting, starting, stopping (including emergency stop), straight-line riding, turning, scanning, signaling, and gear shifting.

HOW TO TEACH

- Demonstrate each handling skill once, then have the Saint repeat it
- Watch for scanning before signaling — most riders signal without looking
- Have the Saint practice emergency stops in a controlled space first
- Reinforce that bike handling under pressure comes from rehearsed habits

Completion: Saint demonstrates mounting, starting, stopping including emergency stop, straight-line riding, turning, scanning, signaling, and gear shifting.

Continued on next page...

STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Repair a flat tire by removing the wheel, replacing or patching the tube, and remounting the tire.

HOW TO TEACH

- Demonstrate flat repair on a real wheel, not on a video
- Have the Saint remove the wheel, find the cause of the flat, and reseal the tire himself
- Discuss why finding the cause matters as much as fixing the tube
- Reinforce that hands-on repair is a different skill from understanding the process

Completion: Saint repairs a flat tire by removing the wheel, replacing or patching the tube, and remounting the tire.

Requirement 3d: Complete a series of endurance rides totaling at least 60 miles across multiple days, with no single ride shorter than 10 miles, maintaining safe and lawful riding practices.

HOW TO TEACH

- Have the Saint log each ride with date, distance, route, and conditions
- Discuss pacing across multiple days vs. one big push
- Watch for the temptation to inflate distances to finish faster
- Reinforce that endurance is built across rides, not within one

Completion: Saint completes endurance rides totaling at least 60 miles across multiple days, no single ride under 10 miles, lawfully and safely.

Continued on next page...

STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Complete one long ride of at least 30 miles in a single day, demonstrating pacing, hydration, nutrition, and hazard awareness.

HOW TO TEACH

- Pick a 30-mile route appropriate to the Saint's training, not adult standards
- Walk the pacing, hydration, and nutrition plan before the ride
- Have the Saint identify the hardest section in advance
- Reinforce that a long ride exposes whether the training was real

Completion: Saint completes one ride of at least 30 miles in a single day, demonstrating pacing, hydration, nutrition, and hazard awareness.

Requirement 3f: Lead or assist in leading a ride using the buddy system, helping manage route, pace, safety, and morale.

HOW TO TEACH

- Pair the Saint with a less experienced rider for the buddy system
- Have the Saint set pace, call breaks, and check on the partner himself
- Discuss leadership as keeping the slowest rider safe, not the fastest
- Reinforce that leading a ride is a separate skill from riding fast

Completion: Saint leads or assists a ride using the buddy system, managing route, pace, safety, and morale.



STEP 4: REFLECT

LEADER PREPARATION

- ☐ Review all REFLECT requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

STEP 4: REFLECT — TEACHING GUIDE

Requirement 4a: Explain what you learned about safety, pacing, and preparation from your longest ride, including one challenge you overcame.

HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for a specific challenge on the long ride and what got him through it
- Discuss how preparation showed up at a specific mile marker
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains what he learned about safety, pacing, and preparation from his longest ride, including one challenge he overcame.

Requirement 4b: Describe how cycling has strengthened your discipline, confidence, and ability to act responsibly in traffic and group settings.

HOW TO TEACH

- Begin with a brief personal example to model honest reflection
- Ask the Saint to name one habit cycling built that shows up off the bike
- Discuss the discipline of riding predictably in traffic as a moral practice
- Keep the connection grounded in the Saint's own riding

Completion: Saint describes how cycling strengthened his discipline, confidence, and responsibility in traffic and group settings.



RESOURCES & CONTACT

RECOMMENDED RESOURCES

- Saints Global Resource Library — Online materials and guides
- DPAR Method Quick Reference — Printable guide for leaders
- Child and Youth Program Guidebook — LDS Church Official Documentation for Children and Youth
- For the Strength of Youth — A Guide for Making Choices

SAINTS GLOBAL CONTACT INFORMATION

 www.saintsglobal.org

 support@saintsglobal.org

 Curriculum: curriculum@saintsglobal.org

Thank you for leading Saints Global!

Your dedication makes a difference in the lives of our children and youth.