IPMBA
International Police Mountain Bike Association

Thank you for your interest in the IPMBA Police Cyclist Course. This document contains the following to familiarize you to the IPMBA curriculum:

IPMBA Police Cyclist Course Fact Sheet: this is an overview of the various components (lectures, skills, mock scenes, etc.) which comprise the course.

IPMBA Police Cyclist Course Model Schedule: this is a model schedule based on the minimum 32-hour core curriculum. It can be modified by the instructor to accommodate scheduling constraints and agency-specific concerns. It can be expanded to include firearms training, additional maintenance, off-road riding, and other topics of interest. Many IPMBA Courses are 40 hours in duration, but the minimum course length is 32 hours.

IPMBA Police Cyclist Course Sample Required Materials & Equipment Checklist: this provides a list of material and equipment generally required of all students enrolling in the IPMBA Police Cyclist Course.

IPMBA Unit Plans: this contains Unit Plans for each chapter in *The Complete Guide to Public Safety Cycling* that appears in the IPMBA Police Cyclist Course as either a required or optional lecture. Please note that the IPMBA Course involves extensive skill practice, as indicated by the Model Schedule, but these Skill Stations do not have separate Unit Plans; rather, they are referenced within the Units of Instruction which involve skill practice.

Please visit www.ipmba.org or contact the IPMBA office at info@ipmba.org or 410-744-2400 with questions, more information, or for assistance in locating an IPMBA Police Cyclist Course.

IPMBA promotes the use of bikes for public safety, provides resources and networking opportunities, and offers the best, most complete training for public safety cyclists.

IPMBA POLICE CYCLIST COURSE FACT SHEET

Course	Police Cyclist Course
Length	32 hours excluding non-instructional time; 40 hours if optional/additional skills are added.
Intended Audience	Licensed law enforcement officers, sheriff's deputies, part-time officers, reserve officers, security personnel at the discretion of the agency and instructor
Lectures	• Bicycles • Bicycle Maintenance and Repairs • Bicycle Response Teams • Clothing and Personal Protective Equipment • Electric Bicycles • Firearms Training • Hazards and Crashes • Low-Light Cycling • On-Bike Equipment • Patrol Equipment • Patrol Procedures and Tactics • Vehicular Cycling
Skills Practiced	• ABC Quick Check • Bike Fit • Braking Techniques • Crossover Dismounts • Crossover Mounts • Curb Ascents and Descents • Falling Techniques • Firearms Training Exercises (optional) • Helmet Fit • Hook (Power) Slide • Night Ride • Off-Road Riding (optional) • Pedal Retention • Quick Turn • Rear Scan • Rear Tire Change • Response/Pursuit • Road Ride

	• Rock Dodge • Shifting and Gear Use • Slow Speed and Balance • Stair Carries • Stair Climbs • Stair Descents • Starting and Stopping • Trackstand • Transitioning
Mock Scenes	• Armed Felon—Possible Foot Pursuit • Behavioral Health Crisis • Burglary-in-Progress • Terry Stop of Suspicious Person (Nonarrest) • Traffic Stop (Moving Violation)
Student Equipment and Materials	• *The Complete Guide to Public Safety Cycling,* Third Edition • See *Sample Required Equipment and Materials Checklist*

Assessment Criteria	To pass the class and be eligible for IPMBA certification, an individual must:
	• Miss no more than 10% of the class time
	• Score a minimum of 76% on the written test
	• Obtain a satisfactory rating on the on-bike tests:
	  • Road ride
	  • Bicycle handling skills

IPMBA Certification	IPMBA Police Cyclist Certification is available to licensed (P.O.S.T.-certified or equivalent) law enforcement personnel only. To obtain IPMBA certification, an individual must: • Be a member of or join IPMBA. Obtain a satisfactory rating on all on-bike tests. • Submit the certification application and fee.

IPMBA POLICE CYCLIST COURSE MODEL SCHEDULE

DAY ONE (8 instructional hours)

Check-In	Course Registration and Equipment Inspection	15 minutes
Introduction	Welcome and Course Overview	15 minutes
Lecture	Bicycles On-Bike Equipment	15 minutes 15 minutes
Lecture	Clothing and Personal Protective Equipment Patrol Equipment	15 minutes 15 minutes
Break		10 minutes
Lecture and Video Presentation	Fundamental Cycling Skills and Vehicular Cycling	60 minutes (including 23-minute video)
Break		10 minutes
Skill Station	Skill Station 8-1 • Helmet Fit Skill Station 4-1 • Bike Fit	30 minutes
Skill Station	Skill Station 7-1 • ABC Quick Check Skill Station 9-1 • Starting and Stopping	60 minutes
Lunch		60 minutes
Skill Station	Perform • ABC Quick Check • Stretching Routine Skill Station 9-2A–B (Braking Techniques) • A: Lockdown • B: Planned Braking Skill Station 6-1 • Pedal Retention Skill Station 9-3 • Falling Techniques Skill Station 9-4 • Shifting and Gear Use Skill Station 9-2C (Braking Techniques) • C: Maximum Braking	90 minutes
Break		10 minutes

Skill Station	Skill Station 9-5 • Rock Dodge Skill Station 9-6 • Quick Turn Skill Station 9-7 • Slow Speed and Balance	120 minutes
Skill Station	Skill Station 11-1 • Rear Scan Skill Station 11-2 • Transitioning	45 minutes

DAY TWO (8 instructional hours)

Lecture	Hazards and Crashes	30 minutes
Lecture	Bicycle Maintenance and Repairs	60 minutes
Break		10 minutes
Skill Station	Skill Station 7-2 • Rear Tire Change	60 minutes
Skill Station	Perform • ABC Quick Check • Stretching Routine Skill Station 9-7 • Slow Speed and Balance	90 minutes
Lunch		60 minutes
Skill Station	Perform • ABC Quick Check • Stretching Routine Skill Station 9-8 • Curb Ascents and Descents Skill Station 9-9 • Stair Descents Skill Station 9-10A–B • A: Crossover Dismounts • B: Crossover Slalom	180 minutes
Break		10 minutes
Skill Station	Skill Station 11-3 • Road Ride	60 minutes

DAY THREE (8 instructional hours)

Lecture	Patrol Procedures and Tactics	50 minutes
Break		10 minutes
Lecture	Low-Light Cycling	30 minutes
Skill Station	Perform • ABC Quick Check • Stretching Routine Skill Station 13-1 • Trackstand Skill Station 13-2 • Stair Climbs Skill Station 13-3 • Stair Carries Skill Station 9-10C • Rolling Crossover Dismounts	160 minutes
Dinner		60 minutes
Skill Station	Perform • ABC Quick Check • Stretching Routine Skill Station 13-4 • Crossover Mounts Skill Station 15-1 • Hook (Power) Slide Skill Station 15-2 • Response/Pursuit	80 minutes
Mock Scenes	Mock Scenes (Instructor's Choice) • Terry Stop of Suspicious Person (Nonarrest) • Traffic Stop (Moving Violation) • Behavioral Health Crisis	50 minutes
Break		10 minutes
Mock Scenes	Mock Scenes (Instructor's Choice) • Burglary-in-Progress • Armed Felon–Possible Foot Pursuit	50 minutes
Skill Station	Skill Station 12-1 • Night Ride	60 minutes

DAY FOUR (8 instructional hours, including testing)

Lecture	Introduction to E-Bikes	30 minutes
Lecture	Introduction to BRT	30 minutes
Break		10 minutes
Lecture	Firearms Training	40 minutes
Group Discussion	Review/Question and Answer	10 minutes
Skill Station	Perform • ABC Quick Check • Stretching Routine Practice Tested Drills (as needed)	130 minutes
Lunch		60 minutes
Examination	Practical Test Part I: Vehicular Cycling Road Ride	60 minutes
Examination	Practical Test Part II: Bicycle Handling Skills	95 minutes
Break		10 minutes
Presentation	IPMBA: An Invitation to Join	10 minutes
Examination	Written Test	60 minutes
Lecture	Evaluations, Concluding Remarks	15 minutes

IPMBA POLICE/SECURITY CYCLIST COURSE
SAMPLE REQUIRED EQUIPMENT AND MATERIALS CHECKLIST

Duty Bicycle

- ❑ Reputable manufacturer public safety bicycle in good working order, properly fitted
- ❑ Street/combination tires *(26–29 x 1.5 to 26–29 x 2.1 recommended; no knobbies)*
- ❑ Pedal retention *(including acceptable flat pedal/footwear systems)*
- ❑ At least one water bottle cages and bottle
- ❑ Hydration delivery system *(recommended)*
- ❑ High-intensity headlight with 4-hour run-time
- ❑ L.E.D. steady or flashing red taillight
- ❑ Rear mount kick stand
- ❑ Derailleur guard *(recommended)*
- ❑ Agency-mandated carrying system *(e.g., rear rack with rack bag, frame pack, panniers, etc.)*
- ❑ Off-road tires *(recommended if the class will ride off-road; consult instructor)*

Tools

- ❑ Patch kit
- ❑ Tire levers
- ❑ Two spare tubes
- ❑ Frame-mounted tire pump or CO_2 inflator with cartridges
- ❑ Allen wrenches (4-/5-/6-/8-mm)
- ❑ Wrenches (8-/10-mm)
- ❑ Bicycle lube
- ❑ Shop towel
- ❑ Disposable gloves

Safety Equipment

- ❑ Bicycle helmet *(approved by ANSI, Snell, CPSC, CSA, or equivalent)*
- ❑ Eye protection *(wraparound, clear and tinted)*
- ❑ Padded cycling gloves *(highly recommended)*
- ❑ Body armor protective vest (*if worn on duty)*

Attire

- ❑ Full duty uniform *(worn daily)*
- ❑ Padded cycling shorts (*highly recommended)*
- ❑ Footwear compatible with pedal retention
- ❑ Foul weather gear
- ❑ Off-road cycling clothes *(recommended if the class will ride off-road; consult instructor)*

Duty Belt/Vest

- ❑ Agency-mandated duty gear

Range Equipment

(if class will include live-fire exercises; consult instructor)

- ❑ Duty weapon
- ❑ 100 rounds
- ❑ Foam ear protection

Other

- ❑ *Complete Guide to Public Safety Cycling (if not provided by instructor; www.psglearning.com, 800-832-0034)*
- ❑ Note-taking materials
- ❑ Insect repellent
- ❑ Sunscreen
- ❑ Hand sanitizer
- ❑ Disinfecting wipes
- ❑ Get Active Questionnaire (GAQ) *(required)* and medical clearance sheet *(if indicated by GAQ)*

Participants will be required to sign a liability release/waiver on-site.

CHAPTER 4: BICYCLES

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to introduce students to the primary types of bicycles and their uses; familiarize them with bicycle parts and components; and, in the accompanying Skill Station, teach them how to adjust a bicycle to fit the rider.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- List several different bicycle types.
- List and describe materials used in bike frames.
- Identify the parts of a bicycle and explain their functions.
- Select appropriate components for a public safety bicycle.
- Identify the parts of the drivetrain and explain how they work together to drive the bicycle.
- List and describe the two types of brake systems.
- List the parts that comprise the wheel assembly.
- Discuss the pros and cons of front and rear suspension in the context of public safety.
- Fit a bicycle to the rider (Skill Station 4-1: *Bike Fit*).

Method of Instruction

Lecture, discussion, demonstration, and practice

Time Allotted

15 minutes (not including Skill Station)

Bibliography

Brown, Sheldon and Allen, John (n.d.). *Bicycle Rim Brakes*. https://www.sheldonbrown.com/rim-brakes.html.

Cohen, David (2019). Gears & Gadgets: One, Two Three. *IPMBA News,* Vol. 28, No. 1, pages 27–28.

May, Monte (2006). How to Buy a Public Safety Mountain Bike. *IPMBA News,* Vol. 15, No. 1, pages 5–6.

CHAPTER 5: ELECTRIC BICYCLES

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to familiarize students with electric bicycles (e-Bikes). The addition of an electric motor to a pedal-powered bicycle affects its legal status as well as its operation. This unit will introduce e-Bike types and classes and provide an overview of the advantages, disadvantages, benefits, and hazards of operating e-Bikes in the line of duty.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- Define an e-Bike per the applicable legal system (United States or Canada).
- List the three e-Bike classes defined by the U.S. model legislation.
- List the e-Bike system components and describe how they power an e-Bike.
- Identify three types of drive units (motors) and list some advantages and disadvantages of each.
- List factors to consider when selecting an e-Bike.
- List the advantages and disadvantages of e-Bike use for public safety.
- Identify potential effects on tactics and scene safety.
- Articulate the need for e-Bike training in addition to a public safety cycling course on a conventional bicycle.

Method of Instruction

Lecture, discussion, visual aids

Time Allotted

30 minutes

Bibliography

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BOSCH e-Bike Systems, North America (n.d.). https://www.bosch-ebike.com.

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Sandusky, Clint and Pearce, Erik (2019). *Electrified: An Introduction to e-Bikes for IPMBA Instructors* workshop. IPMBA Conference, Fort Worth, Texas.

The Next Web (March 25, 2021). *Buying an e-Bike? What You Should Know About Torque and Cadence Sensors*. https://thenextweb.com/news/buying-an-ebike-you-should-know-about-torque-and-cadence-sensors.

Toler, Ron (2021). *Electric Bike Overview.* PowerPoint Presentation for IPMBA Instructor Course.

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Trek Bicycle Corporation (2016). *Ride+ Electric Bicycle Owner's Manual*, pages 3 and 161.

United States Congress (2002). 116 STAT. 2776 PUBLIC LAW 107–319—DEC. 4, 2002. https://www.congress.gov/107/plaws /publ319/PLAW-107publ319.pdf.

Wasko, Claudia (2018). "Is an e-Bike Right for Your Bike Patrol?" *Officer.com*. https://www.officer.com/vehicles-fleet/vehicles-equipment/bicycles-accessories/press-release/20991237 /electronic-bikes-bosch-ebikes-systems-increase-your-bike-patrol-effectiveness-with-an-ebike-electric-bicycle.

CHAPTER 6: ON-BIKE EQUIPMENT

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to introduce students to some of the on-bike equipment necessary to safely and effectively perform the duties of a public safety cyclist, and provide the justification for purchasing it.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- Explain the importance of saddle selection.
- Explain the rationale for pedal retention and demonstrate how to use it (Skill Station 6-1: *Pedal Retention*).
- Discuss the purpose of lighting, audible warning devices, and emergency lights and sirens.
- Describe the different types of equipment carrying systems.
- Explain the purpose of handlebar grips and bar ends.
- List the three types of kickstands.
- Explain the practicality of water bottle cages, bar ends, and cyclo-computers/smart devices.

Method of Instruction

Lecture, discussion

Time Allotted

15 minutes (not including Skill Station)

Bibliography

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Wilson, James. *The Flat Pedal Revolution Manifesto*. http://www.bikejames.com/strength/the-flatpedal-revolution-manifesto-how-to-improve-your-riding-with-flat-pedals.

CHAPTER 7: BICYCLE MAINTENANCE AND REPAIRS

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to provide students with information and skills necessary to perform preventive maintenance on and make minor repairs to their duty bicycles.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- Identify and explain the two types of maintenance.
- Perform an ABC Quick Check (Skill Station 7-1: *Bike Fit*).
- Cite IPMBA's three basic rules of maintenance.
- Assemble and use a basic bicycle tool kit.
- Clean and lubricate a bicycle.
- Repair and change a flat tire (Skill Station 7-2: *Rear Tire Change*).
- Adjust cable tension.
- Check for chain elongation and remove/install a chain.
- Determine when repair by a professional/bike shop is appropriate.
- Explain the importance of regular maintenance and record-keeping to ongoing fleet management.

Method of Instruction

Lecture, video, demonstration, and class participation

Time Allotted

60 minutes (not including Skill Stations)

Bibliography

Jones, Calvin (2019). *Big Blue Book of Bicycle Repair*, 4th edition. Park Tool Company, Saint Paul, MN.

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Selected text by Lennard Zinn and illustrations by Todd Telander and Mike Reisel appear in *Zinn and the Art of Mountain Bike Maintenance*, 6th edition (VeloPress, 2018), and are used here with permission of the publisher.

CHAPTER 8: CLOTHING AND PERSONAL PROTECTIVE EQUIPMENT

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to provide students with the information they need to select appropriate uniforms and personal protective equipment. If equipment and clothing do not meet industry standards, the safety, productivity, and performance of the public safety cyclist may be negatively impacted.

Learning Objectives

After completing this unit of instruction, students will be able to:

- Describe the features of bicycle-specific uniforms and explain why they should be worn.
- List mandatory and optional safety equipment, according to IPMBA standards.
- Explain the importance of each item of personal protective equipment.
- Describe and demonstrate the proper way to wear a bicycle helmet (Skill Station 8-1: *Helmet Fit*).
- Explain why external vest carriers are often preferable for public safety cyclists.

Method of Instruction

Lecture, discussion, and visual aids

Time Allotted

15 minutes (not including the Skill Station)

Bibliography

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CHAPTER 9: FUNDAMENTAL CYCLING SKILLS

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to teach students the fundamental cycling skills necessary for performing their jobs confidently, comfortably, safely, and effectively. In this unit, students will develop proficiency with basic bicycle-handling skills through effective instruction, progression, and practice of the skill stations. Development of these skills is essential to ensure rider safety and effectiveness and is necessary for the acquisition of more advanced skills.

Mastery of basic riding skills is important because riders must have absolute confidence that they have acquired the fundamental skills before they can progress to more advanced skills. That confidence is the foundation that will enable the rider to attempt new things. Basic skills are at the core of even the most difficult and complex maneuvers.

Learning Objectives

Upon completing this unit of instruction, students will be able to demonstrate proficiency in the following skills:

- 9-1: *Starting and Stopping*
- 9-2: *Braking Techniques*
- 9-3: *Falling Techniques*
- 9-4: *Shifting and Gear Use*
- 9-5: *Rock Dodge*
- 9-6: *Quick Turn*
- 9-7: *Slow Speed and Balance*
- 9-8: *Curb Ascents and Descents*
- 9-9: *Stair Descents*
- 9-10: *Crossover Dismounts*

Method of Instruction

Explanation, demonstration, and practice

Instructor Note: There are no lecture outlines or PowerPoint presentations for Chapter 9.

Time Allotted

Varies based on class size, existing skill level, and speed at which the skills are mastered

Bibliography

Allen, John (2019) *Bicycling Street Smarts, Cycling Savvy Edition*. American Bicycling Education Association, Orlando, FL.

Allen, John & Brown, Sheldon (n.d.). *Starting and Stopping*. https://www.sheldonbrown.com/starting.html.

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Yeager, Selene (2018). *Climb! Conquer Hills, Get Lean, and Elevate Every Ride*. Hearst Publishing, New York, NY.

CHAPTER 10: HAZARDS AND CRASHES

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to introduce students to the cycling-related hazards that they are likely to encounter and provide strategies for recognizing and avoiding them, thus reducing the risk of crashes and injury.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- List the three types of hazards commonly encountered by cyclists.
- List at least five surface hazards.
- List at least three visual hazards.
- List at least three moving hazards.
- Define and describe the "door zone" and explain how to avoid getting "doored."
- List the three most common motor vehicle/bicycle crashes involving adult cyclists.
- Define and describe the "moving blind spot."
- List measures a cyclist can take to avoid being hit by a turning truck or other oversized vehicle.

Method of Instruction

Lecture, discussion

Time Allotted

30 minutes

Bibliography

Allen, John (2001). *Bicycling Street Smarts*, 2nd edition. Rubel BikeMaps/Rodale Inc.

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CHAPTER 11: VEHICULAR CYCLING

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to provide students with an understanding of the rules as road as they pertain to cyclists, who operate among other users of the transportation system, including motorists, pedestrians, and other cyclists. Cyclists travel on roads alongside automobiles, motorcyclists, commercial trucks, and other cyclists; therefore, they must learn to ride in a safe, legal, and cooperative manner.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- Explain the rules of the road and the importance of adhering to them.
- Define vehicular cycling, cite its basic tenet, and list key principles.
- Demonstrate safe and legal vehicular cycling techniques (Skill Station 11-2: *Road Ride).*
- Explain the dangers associated with wrong-way riding.
- Demonstrate hand signals and explain why using them is important.
- Explain the lane positioning principle.
- Define "Far Right as Practicable Laws" and list exceptions to the requirement to stay right.
- Explain riding mindfully, defensively and assertively.
- Explain how and when to employ the "control and release" technique.
- Describe how cyclists should approach intersections and make turns.
- Explain how to safely merge and change lanes.
- Explain and demonstrate how to perform a rear scan (Skill Station 11-1: *Rear Scan*).
- Demonstrate partner and group riding (Skill Station 11-3: *Transitioning*).
- List different types of bicycle, pedestrian, and multi-use facilities, and explain the cyclist's responsibilities when operating on them.

Method of Instruction

Lecture, discussion

Time Allotted

60 minutes, including video presentation (not including Skill Stations)

Bibliography

Allen, John (2001). *Bicycling Street Smarts*, 2nd edition. Rubel BikeMaps/Rodale Inc., Cambridge, MA.

Allen, John (2019) *Bicycling Street Smarts, Cycling Savvy Edition*. American Bicycling Education Association, Orlando, FL.

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CHAPTER 12: LOW-LIGHT CYCLING

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to familiarize students with the hazards of low-light cycling. The student will be exposed to techniques for reducing the risks of riding during low-light conditions, be introduced to the concepts of detection and recognition, and become familiar with basic lighting technology.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- Identify the hazards of low-light cycling.
- Explain the various techniques for increasing their ability to be detected and recognized as a cyclist.
- Explain the difference between illumination and visibility.
- Identify the differences between active and passive lighting.
- List factors to consider when selecting front and rear lights for public safety use.
- Explain the difference between detection and recognition.
- Identify techniques for creating a "signature image" to increase recognition.
- Demonstrate how to operate a bicycle safely during low-light conditions (Skill Station 12-1: *Night Ride*)

Method of Instruction

Lecture, demonstration

Time Allotted

30 minutes (not including the Skill Station)

Bibliography

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CHAPTER 13: CONTINUING SKILL DEVELOPMENT

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to provide students with opportunities to develop and refine their riding skills. The skills introduced in this unit build upon the skills acquired in Chapter 9, *Fundamental Cycling Skills*. These more advanced skills are equally important for the safe and effective operation of a public safety bicycle.

Learning Objectives

Upon completing this unit of instruction, students will be able to demonstrate proficiency in the following skills:

- 13-1: *Trackstand*
- 13-2: *Stair Climbs*
- 13-3: *Stair Carries*
- 13-4: *Crossover Mount*
- 13-5: *Off-Road Riding* (optional)

Method of Instruction

Explanation, demonstration, and practice

Instructor Notes:

- There are no lecture outlines or PowerPoint presentations for Chapter 13.
- Remind students that it is necessary to master the basic cycling skills prior to attempting more advanced ones.
- Explain to students that most intermediate to advanced skills are simply basic skills carried to extremes or executed in rapid succession; it is necessary to master basic cycling skills before attempting more advanced ones.
- When introducing more advanced skills, advise students to walk the bicycle through the obstacle or maneuver prior to attempting to ride it.
- If students become frustrated, have them return to the basic skill, which they have already mastered, in order to enable them to build confidence.
    - Frustration results in bad decisions.
    - Do not try going faster or making extreme moves; focus on proper technique.
    - Always ride under control, even on a failed attempt.

Time Allotted

Varies based on class size, existing skill level, and speed at which the skills are mastered

Bibliography

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CHAPTER 14: PATROL EQUIPMENT

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to familiarize students with the equipment they need to successfully perform their duties as patrol cyclists and enable them to make informed decisions when selecting equipment and a carrying system.

Learning Objectives

After completing this unit of instruction, students will be able to:

- List and describe the pros and cons of several equipment carrying options.
- Explain the importance of effective and consistent placement of duty equipment on the carrying system.
- Determine the optimal placement of use of force options and other equipment for bicycle duty.
- List factors to consider when placing body-worn cameras.

Method of Instruction

Lecture

Time Allotted

15 minutes

Bibliography

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CHAPTER 15: PATROL PROCEDURES AND TACTICS

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to introduce students to the fundamental concepts of bicycle patrol operations. It will provide information needed to maximize the effectiveness of bike patrol, enhance the safety of associated contacts, and minimize risks.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- Explain why communication is essential to officer safety.
- Define and describe the mechanical advantage.
- Execute a hook (power) slide (Skill Station 15-1: *Hook Slide*) and explain how it is used.
- Provide examples of cover and concealment.
- Explain the need to have flexibility in choosing solo or partner patrol.
- Explain the officer safety technique known as contact/cover.
- Compare and contrast low-, medium- and high-risk subject contacts.
- Describe the "tactical L."
- Explain the benefits of stealth operations.
- Describe the aspects of plainclothes patrol unique to bike operations.
- Describe ways in which bike officers can conduct traffic enforcement.
- Conduct a traffic stop (Mock Scene: *Traffic Stop*).
- Explain the importance of managing energy when responding to urgent calls.
- Demonstrate pursuit techniques, including rapid acceleration, sprinting, deceleration, and dismounting (Skill Station 15-2: *Response/Pursuit).*

Method of Instruction

Lecture, discussion, demonstration, and practice

Time Allotted

50 minutes (not including Skill Stations)

Bibliography

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CHAPTER 16: FIREARMS TRAINING

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to provide students with practical information that can be used by qualified firearms instructors to design an effective, bicycle-specific firearms training regimen, including live-fire and weapon retention exercises. Students will become familiar with how bicycle patrol affects equipment choice and usage, as well as the physical effects cycling has on their ability to handle their firearms.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- Explain why bicycle-specific firearms training is necessary and important.
- Distinguish between failure to train and failure to apply training.
- List the Three Rs of training
- Explain how bicycling gloves and helmets can affect the ability to manipulate a firearm.
- Explain why bike patrol officers must be especially aware of weapon retention issues.
- Describe exercises that can be conducted on indoor and outdoor ranges and how to overcome the limitations posed by many indoor ranges.
- List tactical considerations that are unique to bicycle patrol.

Method of Instruction

Lecture and discussion

Time Allotted

40 minutes

Bibliography

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CHAPTER 17: BICYCLE RESPONSE TEAMS

UNIT PLAN

Learning Goal

The purpose of this unit of instruction is to provide students with an overview of how Bicycle Response Teams (BRTs) can be utilized in a wide variety of crowd situations. BRTs are effective for communicating with and monitoring crowds as well as serving as temporary barriers for containing and moving crowds in the desired direction. While typically associated with police, EMS personnel are sometimes embedded in a manner similar to tactical medics, and security personnel may also serve as BRT members.

Learning Objectives

Upon completing this unit of instruction, students will be able to:

- Define and describe a Bicycle Response Team.
- Describe crowd management basics.
- Explain the importance of professionalism and discipline.
- List the five levels of crowd demeanor.
- List situations in which Bicycle Response Teams can be deployed.
- List characteristics of Bicycle Response Team members.
- Identify the equipment necessary for deploying a Bicycle Response Team.
- Explain the necessity of mission-specific training and practice.
- Describe the IPMBA Bicycle Response Team model.
- Explain the role of EMS personnel within the Bicycle Response Team.
- List reasons bicycle officers are beneficial in crowd operations.

Method of Instruction

Lecture

Time Allotted

30 minutes

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