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

**IPMBA Security Cyclist Course Fact Sheet:** this is an overview of the various components which comprise the course.

**IPMBA Security Cyclist Course Model Schedule:** this is a model schedule based on the minimum 24-hour core curriculum. It can be modified by the instructor to accommodate scheduling constraints and agency-specific concerns. It can be expanded to include tactics, additional maintenance and other topics of interest, but the minimum length is 24 hours.

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

**IPMBA Unit Plans:** this contains Unit Plans for each chapter in *The Complete Guide to Public Safety Cycling* that appears in an IPMBA Course as either a required or optional lecture. Please note that not all chapters are relevant to the IPMBA Security Cyclist Course; please refer to the Fact Sheet for a list of the included lectures. Also note that the IPMBA Course involves extensive skill practice, as indicated by the Model Schedule, but these Skill Stations do not have Unit Plans.

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

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*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 SECURITY CYCLIST COURSE FACT SHEET

<table>
<thead>
<tr>
<th>Course</th>
<th>Security Cyclist Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>24 hours excluding meals and breaks</td>
</tr>
<tr>
<td>Intended Audience</td>
<td>Security guards, cadets and Explorers, downtown ambassadors, code enforcement officers, executive protection, and other non-law enforcement patrol personnel</td>
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<tr>
<td>Lectures</td>
<td>• A Brief History of Public Safety Cycling (optional)</td>
</tr>
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<td></td>
<td>• Basic Nutrition</td>
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<td>• Basic Physical Fitness</td>
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<td></td>
<td>• Bicycle Maintenance and Repairs</td>
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<td></td>
<td>• Bicycle Safety Education for Children (optional)</td>
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<tr>
<td></td>
<td>• Bicycles</td>
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<td></td>
<td>• Clothing and Personal Protective Equipment</td>
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<tr>
<td></td>
<td>• Cycling at Night</td>
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<tr>
<td></td>
<td>• Firearms Training (optional)</td>
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<tr>
<td></td>
<td>• Fundamental Cycling Skills and Vehicular Cycling</td>
</tr>
<tr>
<td></td>
<td>• Hazards and Crashes</td>
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<tr>
<td></td>
<td>• On-Bike Equipment</td>
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<td></td>
<td>• Patrol Equipment</td>
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<tr>
<td></td>
<td>• Patrol Procedures and Tactics</td>
</tr>
<tr>
<td></td>
<td>• The Public Safety Bike Unit (optional)</td>
</tr>
<tr>
<td>Scenarios</td>
<td>• Disturbance/Shoplifting to NonArrest</td>
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<td></td>
<td>• Officer Witnessed Assault</td>
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<td>• Suspicious Party/Intoxicated Panhandler</td>
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<tr>
<td>Skills Practiced</td>
<td>• ABC Quick Check</td>
</tr>
<tr>
<td></td>
<td>• Bike Fit</td>
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<td>• Braking Techniques</td>
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<td>• Crossover Dismounts</td>
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<td></td>
<td>• Curb Ascents and Descents</td>
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<tr>
<td></td>
<td>• Decision-Maker</td>
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<tr>
<td></td>
<td>• Falling Techniques (optional)</td>
</tr>
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<td></td>
<td>• Firearms Skills (optional)</td>
</tr>
<tr>
<td></td>
<td>• Helmet Fit</td>
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</table>
### Skills Practiced (continued)
- Hook Slide
- Night Ride
- Quick Turn
- Rear Scan
- Rear Tire Change
- Road Ride
- Rock Dodge
- Shifting and Gear Use
- Slow Speed and Balance
- Stair Ascents
- Stair Carry
- Stair Descents
- Stretching Routine
- Toe Clips
- Transitioning

### Equipment and Materials
- See *Sample Mandatory Equipment and Materials Checklist*

### Successful Completion
IPMBA Security Cyclist Certification is available to properly credentialed, nonsworn patrol personnel only. In order to be eligible for IPMBA certification an individual must:
- Score a minimum of 76% on the written test.
- Obtain a satisfactory rating on all on-bike tests.
- Miss no more than 10% of the class time.
- Be a member of or join IPMBA.
- Submit the membership and certification application and fee.
# IPMBA SECURITY CYCLIST COURSE SCHEDULE

## DAY ONE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Check-In</td>
<td>Course Registration and Equipment Inspection</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Introduction</td>
<td>Welcome and Course Overview</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Lecture</td>
<td>Bicycles</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Lecture</td>
<td>On-Bike Equipment</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Lecture</td>
<td>Clothing and Personal Protective Equipment</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Break</td>
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<tr>
<td>Lecture and Video Presentation</td>
<td>Fundamental Cycling Skills and Vehicular Cycling</td>
<td>75 minutes</td>
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<tr>
<td>Skill Station</td>
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<td>• Helmet Fit</td>
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<tr>
<td>Skill Station</td>
<td>Skill Station 2</td>
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<tr>
<td></td>
<td>• Bike Fit</td>
<td></td>
</tr>
<tr>
<td>Skill Station</td>
<td>Skill Station 3</td>
<td>30 minutes</td>
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<tr>
<td></td>
<td>• ABC Quick Check</td>
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</tr>
<tr>
<td>Lunch</td>
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<td>60 minutes</td>
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<tr>
<td>Skill Station</td>
<td>Perform</td>
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<td>• ABC Quick Check</td>
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<td>• Stretching Routine</td>
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<td>• Toe Clips</td>
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<td>• Shifting and Gear Use</td>
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### Skill Station

<table>
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<tr>
<td></td>
<td>• Rear Scan</td>
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<td>• Rock Dodge</td>
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<td>Skill Station 10</td>
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<td>• Quick Turn</td>
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<td>• Slow Speed and Balance</td>
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<td>• Road Ride</td>
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### DAY TWO

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<thead>
<tr>
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<tr>
<td>Lecture</td>
<td>Basic Nutrition</td>
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<td>Lecture</td>
<td>Basic Physical Fitness</td>
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<td>Lecture and Skill Station</td>
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<td>70 minutes</td>
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<td></td>
<td>Skill Station 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rear Tire Change</td>
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<tr>
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<td>Patrol Equipment</td>
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<tr>
<td>Lecture</td>
<td>Patrol Procedures and Tactics</td>
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<tr>
<td>Dinner</td>
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<tr>
<td>Lecture</td>
<td>Cycling at Night</td>
<td>30 minutes</td>
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<tr>
<td>Skill Station</td>
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<td></td>
<td>• Stretching Routine</td>
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<td>• Decision-Maker</td>
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<td></td>
<td>• Slow Speed and Balance</td>
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<td>Skill Station 17 A-D</td>
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<td></td>
<td>• Curb Ascents and Descents</td>
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<tr>
<td>Break</td>
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| Skill Station                          | Skill Station 21           | 60 minutes  |
|                                        | • Crossover Dismounts      |             |
|                                        | Skill Station 23           |             |
|                                        | • Hook Slide               |             |
### Skill Station

<table>
<thead>
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<th>Skill Station</th>
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<tbody>
<tr>
<td></td>
<td>- Night Ride</td>
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<td></td>
<td>Skill Station 16</td>
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<td>- Transitioning</td>
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### DAY THREE

<table>
<thead>
<tr>
<th>Optional Lecture (select topic or topics)</th>
<th>A Brief History of Public Safety Cycling</th>
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<tbody>
<tr>
<td></td>
<td>The Public Safety Bike Unit</td>
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<tr>
<td></td>
<td>Bicycle Safety Education for Children</td>
</tr>
<tr>
<td></td>
<td>Firearms Training</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>Review/Question and Answer</td>
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<tr>
<td>Skill Station</td>
<td>Perform</td>
</tr>
<tr>
<td></td>
<td>- ABC Quick Check</td>
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<td>- Stretching Routine</td>
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<tr>
<td>Skill Station</td>
<td>Skill Station 18</td>
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<td></td>
<td>- Stair Descents</td>
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<td>Skill Station</td>
<td>Skill Station 19</td>
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<td></td>
<td>- Stair Ascents</td>
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<td>Skill Station</td>
<td>Skill Station 20 B</td>
</tr>
<tr>
<td></td>
<td>- Stair Carry</td>
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</tbody>
</table>

| Break                                     | 10 minutes                               |

| Scenarios                                 | Mock Scenes                              |
|                                          | - Disturbance/Shoplifting to Non-Arrest  |
|                                          | - Suspicious Party/Intoxicated Panhandler|
|                                          | - Officer Witnessed Assault              |

| Skill Station                             | Practice Tested Drills (as needed)       |
| Lunch                                     | 60 minutes                               |
| Examination                               | Practical Test Part I: Bicycle Handling Skills |
| Examination                               | Practical Test Part II: Vehicular Cycling Road Ride |
| Break                                     | 10 minutes                               |
| Video Presentation                        | IPMBA: An Invitation to Join             |
| Examination                               | Written Test                             |
| Lecture                                  | Evaluations, Concluding Remarks          |

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# IPMBA SECURITY CYCLIST COURSE

## SAMPLE MANDATORY EQUIPMENT AND MATERIALS CHECKLIST

### Duty Bicycle
- Reputable manufacturer mountain bike in good working order, properly fitted
- Street/combo tires (size 26 x 1.5–26 x 2.1)
- Pedal retention devices (toe clips or clipless pedals)
- Two water bottle cages and bottles
- Hydration delivery system (recommended)
- Headlight (42 lumens measured at 10 ft.)
- Steady or flashing red taillight
- Rear mount kickstand
- Rear rack with full size rack bag
- Off-road tires (optional)

### Attire
- Full duty uniform *(worn daily)*
  - Shirt
  - Shorts/Pants
  - Shoes
- Rain gear *(jacket, pants)*
- Off-road cycling clothes *(optional)*

### Tools
- Patch kit
- Tire levers
- Two spare tubes
- Frame-mounted tire pump or CO2
- Allen wrenches (4, 5, 6, 8mm)
- Wrenches (8, 10mm)

### Safety Equipment
- Eye protection *(wraparound, clear and tinted)*
- Bicycle helmet *(ANSI, Snell, or CPSC-approved)*
- Padded cycling gloves
- Body armor protective vest *(if worn on duty)*

### Other
- *The Complete Guide to Public Safety Cycling*
- Pencil/Pen/Notebook
- Bug spray
- Sunscreen skin protection
- Physical Activity Readiness Questionnaire *(PAR-Q) (required)* and medical clearance sheet *(if indicated by PAR-Q)*
- IPMBA waiver *(to be signed on-site)*
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CHAPTER 1: A BRIEF HISTORY OF PUBLIC SAFETY CYCLING
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide students with an overview of the origins of public safety cycling and introduce the various applications of public safety bike units.

Learning Objectives
Upon completing this unit of instruction, the student will be able to:
- Explain the history of police cycling.
- Describe the origins and expansion of EMS bike operations.
- Identify private security bicycle applications.

Method of Instruction
Lecture, discussion

Time Allotted
Optional Lecture

Unit Synopsis
In order to understand the current status of public safety cycling within emergency services, it is important to appreciate its history, including its origins, demise, resurgence, and expansion.

References
CHAPTER 2: THE PUBLIC SAFETY BIKE UNIT
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide students with an understanding of the benefits and limitations of bicycle operations.

Learning Objectives
Students completing this unit of instruction will be able to:
- Describe at least three benefits of bicycles in public safety.
- Describe at least three limitations of public safety bike units.
- Explain ways to overcome misconceptions about public safety bike units.

Method of Instruction
Lecture, discussion, and visual aids

Time Allotted
Optional Lecture

Unit Synopsis
This block of instruction will introduce students to some of the benefits and limitations of public safety cycling. The student will become familiar with the versatility of public safety bike units and how to effectively integrate them into emergency services delivery.

References
Menton, Chris. Proving the Effectiveness of Police Bicycle Patrols. 2007 IPMBA Conference. April, Baton Rouge, LA.
CHAPTER 3: BICYCLES
UNIT PLAN

LEARNING GOAL

The purpose of this unit of instruction is to introduce students to bicycles, their parts and components, and the concept of bike fit.

Learning Objectives

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

- Name the different bike types.
- Describe the materials used in bike frames.
- Identify the parts of a bicycle.
- Select appropriate components for a public safety bicycle.
- Identify the parts of the drive train.
- List the parts that comprise the wheel assembly.
- Discuss the pros and cons of front and rear suspension.

Method of Instruction

Lecture, discussion, demonstration, and practice

Time Allotted

20 minutes

Unit Synopsis

This block of instruction introduces the student to the types of bike and their uses. The student will identify the parts of a bike and explain their functions. Each student will gain an understanding of bike fit and learn to perform a proper fitting.

References

CHAPTER 4: ON-BIKE EQUIPMENT UNIT PLAN

LEARNING GOAL

The purpose of this unit of instruction is to provide students with an understanding of the on-bike equipment necessary to properly perform the duties of a public safety cyclist.

Learning Objectives

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

- Understand the importance of saddle selection.
- Explain the rationale for pedal retention devices.
- Discuss the purpose of headlamps and audible warning devices.
- Describe the different types of racks, bags, and panniers.
- List the three types of kickstands.
- Explain the practicality of water bottle cages, bar ends, and cyclo-computers.

Method of Instruction

Lecture, discussion

Time Allotted

20 minutes

Unit Synopsis

This block of instruction will introduce students to some of the specialized on-bike needs of a public safety cyclist. The students will learn about equipment that has proven to be valuable to their mission.

References

CHAPTER 5: CLOTHING AND PERSONAL PROTECTIVE EQUIPMENT

UNIT PLAN

LEARNING GOAL

The purpose of this unit of instruction is to provide students with an understanding of the uniform and protective equipment needs of a public safety cyclist.

Learning Objectives

Students completing this unit of instruction will be able to:

- List mandatory and optional safety equipment based on IPMBA standards.
- List three reasons for bike-specific uniforms.
- Describe and demonstrate the proper way to wear a bicycle helmet.

Method of Instruction

Lecture, discussion, and visual aids

Time Allotted

20 minutes

Unit Synopsis

This block of instruction will introduce students to some of the specialized clothing and personal protective equipment that a public safety cyclist needs. Students will learn how bike-specific uniforms will contribute to their comfort, safety and professional appearance. They will also gain an understanding of the importance of wearing appropriate safety equipment to reduce the risk of injury.

References

CHAPTER 8: VEHICULAR CYCLING UNIT PLAN

LEARNING GOAL

The purpose of this unit of instruction is to provide students with an understanding of the rules and principles for riding a bicycle in the same manner in which they would drive a motor vehicle.

Learning Objectives

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

- Define vehicular cycling and list its basic tenet and principles.
- Understand the rules of the road and the importance of adhering to them.
- Explain the speed positioning principle.
- Demonstrate hand signals.
- Define the “one-third of the lane” rule and its implications in various situations.
- Safely merge and change lanes.
- Recognize and avoid the moving blind spot.
- Explain riding defensively and assertively.
- List different bicycle and pedestrian facilities.

Method of Instruction

Lecture, discussion

Time Allotted

75 minutes, including video presentation

Unit Synopsis

In order to ride safely and effectively, a public safety cyclist must follow the rules of the road. Students will gain an understanding of how these rules affect cyclists and how to apply them while riding with other traffic. Riding appropriately enables different types of vehicles to share the road, creating a safer environment for all users.

References

CHAPTER 9: HAZARDS AND CRASHES
UNIT PLAN

LEARNING GOAL

The purpose of this unit of instruction is to provide students with a basic understanding of the types of hazards and crashes which endanger them, and how to avoid them.

Learning Objectives

Students completing this unit of instruction will be able to:

- List at least five surface hazards.
- List at least three visual hazards.
- List at least three moving hazards.
- List the three most common motor vehicle/bicycle crashes involving adult cyclists.

Method of Instruction

Lecture, discussion

Time Allotted

30 minutes

Unit Synopsis

This block of instruction will introduce students to the types of hazards faced by bicyclists: surface hazards, visual hazards, and moving hazards. Students will also become familiar with common crash types and the causes of bicycle-motorist crashes. This information will assist them in avoiding collisions.

References

CHAPTER 11: CYCLING AT NIGHT
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to familiarize the student with the hazards of nighttime patrol. The student will be exposed to various techniques for reducing the risks of riding during low-light conditions and be introduced to the concept of conspicuity. The strengths and weaknesses of different types of lighting systems will also be discussed.

Learning Objectives
At the end of this unit of instruction, the student will be able to:

- Identify the hazards of night time and low-light cycling.
- Explain the various techniques for increasing their ability to be detected and recognized as a cyclist.
- Define “conspicuity”.
- Identify the differences between active and passive lighting.
- Define the suggested minimum headlight strength necessary for a public safety cyclist.
- Identify techniques for creating a “signature image” to increase recognition.

Method of Instruction
Lecture, demonstration

Time Allotted
30 minutes

Unit Synopsis
Nighttime has been shown to be the most hazardous time for cycling. This unit of instruction exposes the student to the hazards associated with night cycling as well as steps that can be taken to mitigate risk. Various types of lighting are discussed to enable students to make informed decisions about the type of light system to use.

References
CHAPTER 12: BICYCLE MAINTENANCE AND REPAIRS
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide students with the information and skills necessary to perform preventive maintenance and minor repairs to their patrol bicycles.

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

- Identify and explain the two types of maintenance.
- Make minor repairs and adjustments.
- Repair and change a flat tire.
- Use basic bicycle tools.
- Determine when repair by a professional/bike shop is appropriate.

Method of Instruction
Lecture, video, demonstration, and class participation

Time Allotted
120 minutes

Unit Synopsis
This block of instruction will review bicycle nomenclature, frames, wheels, and components. It will familiarize students with basic bicycle repair and maintenance tools. Students will learn how to perform basic maintenance and minor repairs and will learn to recognize when adjustments and/or repairs by a professional bike mechanic are advisable.

References
CHAPTER 13: BASIC NUTRITION
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide the student with an understanding of the proper nutrition required for optimum performance.

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

- Recognize the unique factors faced by public safety professionals that can contribute to the risk of an early death.
- Identify nutrients and explain their roles in good nutrition.
- Identify the sources from which important nutrients are derived.
- List the different food groups and use the USDA’s food pyramid to design a personalized, healthy diet.

Method of Instruction
Lecture, discussion

Time Allotted
15 minutes

Unit Synopsis
This block of instruction will emphasize the importance of good nutrition for public safety cyclists. Public safety cyclists can minimize severe health risks by practicing a lifestyle of sensible nutrition and adequate physical activity. Food and liquids must be consumed in the proper amounts and proportions for optimal performance and continued good health.

References
Cooper Institute. Physical Fitness Specialist Manual, The Cooper Institute, Dallas, TX.
Food & Drug Administration (2003). *FDA Consumer Magazine* September–October, Pub #FDA04-1329C.


CHAPTER 14: BASIC PHYSICAL FITNESS UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide students with general knowledge of the level of physical fitness required to perform at an optimal level while fulfilling their required duties.

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

- Identify the energy systems of the body.
- Define the acronym “FID”.
- Discuss the differences between performance indicators lactate threshold (LT) and heart rate.
- Identify the reasons why stretching and flexibility are very important to public safety cyclists.
- Explain the importance of hydration.
- List some of the injuries and ailments commonly associated with public safety cycling, and how to prevent and treat them.

Method of Instruction
Lecture

Time Allotted
30 minutes

Unit Synopsis
Because of the physical demands experienced by public safety cyclists, they must have an excellent physical fitness level. This unit will provide students with basic information on measuring and improving their fitness levels. The student will become familiar with the common injuries and ailments associated with cycling. Proper stretching techniques and hydration will be discussed as preventive measures for avoiding injuries.

References


CHAPTER 16: BICYCLE SAFETY EDUCATION FOR CHILDREN UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to introduce students to the fundamentals of bike safety education for children and familiarize them with available resources and programs.

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

- Explain the importance of teaching by example.
- Understand the purpose of bike safety education.
- Discuss bike safety education for parents.
- Conduct a bike rodeo.
- Obtain resources through a variety of bike safety education programs.

Method of Instruction
Lecture, discussion

Time Allotted
Optional Lecture

Unit Synopsis
This block of instruction will introduce students to some of the ways in which bicycle safety education can be effectively delivered to both parents and children. Students will learn how to conduct a basic bike rodeo and where to locate resources to enable them to tailor their programs for a variety of audiences.

References

Federal Highway Administration (FHWA) Bicycle Safety Education Resource Center and Pedestrian & Bicycle Information Center (PBIC), (919) 962-2203 or www.bicyclinginfo.org.
CHAPTER 17: PATROL EQUIPMENT
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to familiarize students with the equipment needed to successfully perform their duties as patrol cyclists and enable them to make informed decisions with respect to selecting and carrying that equipment.

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

- Discuss the different options for carrying their equipment.
- Recognize the importance of proper and consistent placement of patrol equipment.

Method of Instruction
Lecture

Time Allotted
30 minutes

Unit Synopsis
This unit of instruction will provide an overview of the unique equipment needs of the bike officer and how to satisfy them in ways which will enable the officer to function safely and comfortably. It will include a discussion about equipment selection criteria and various carrying options.
CHAPTER 18: PATROL PROCEDURES AND TACTICS
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide students with the information needed to maximize the effectiveness of bike patrol and the safety of associated contacts and arrests.

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

- Explain why communication is essential to officer safety.
- Explain and demonstrate the officer safety technique known as contact/cover.
- Perform a safe and proper low-, medium- and high-risk subject contact.
- Explain the benefits of the stealth operations.
- Explain the advantages, limitations, and safety considerations of night patrol operations.
- Effect a safe and proper vehicle stop using contact/cover techniques.
- Explain the importance of managing energy when responding to urgent calls.

Method of Instruction
Lecture, discussion, demonstration, and practice

Time Allotted
60 minutes

Unit Synopsis
This block of instruction will introduce the fundamental concepts of bicycle patrol operations. Students will learn how to apply the contact/cover technique in situations ranging from low- to high-risk. Topics discussed include stealth operations, plain-clothes patrol, night patrol, and traffic enforcement. The importance of managing energy when responding to calls and being cognizant of the limitations and risks of bike patrol will be emphasized.

References
CHAPTER 19: FIREARMS TRAINING
UNIT PLAN

LEARNING GOAL

The purpose of this unit of instruction is to provide the student with an overview of
the unique factors affecting the use of firearms by bicycle patrol officers and to em-
phasize the importance of bike-specific firearms training.

Learning Objectives

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

- Describe why firearms training specifically for bicycle officers is important.
- List the Three Rs of training.
- Discuss how wearing bicycling gloves and helmets can affect the officer’s ability
to manipulate a firearm.
- Explain the reasons that bike patrol officers must be especially aware of weapon
retention issues.
- Explain types of exercises that can be conducted on indoor and outdoor ranges
and how to overcome the limitations posed by many indoor ranges.
- List the tactical considerations that are unique to bicycle patrol.

Method of Instruction

Lecture and discussion

Time Allotted

60 minutes

Unit Synopsis

This block of instruction will expose students to bike-specific firearms training and
emphasize its importance. They will be provided with practical information that can
be used by qualified firearms instructors to design an effective training regimen, in-
cluding live-fire and weapon retention exercises. The students will become familiar
with the unique circumstances of bicycle patrol and how they affect equipment choice
and usage. This unit will also address the physical effects cycling has on the officers’
ability to operate effectively on the street.

References

Hamblin, Lou Ann (2002). Firearms Training for the Police Cyclist. Law and Order
LouKa LLC. Firearms Training Issues for the Police Cyclist video.
CHAPTER 20: THE BICYCLE RESPONSE TEAM
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide students with an overview of how bicycle response teams can be utilized for maintaining order and dispersing crowds.

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

- Explain the importance of officer selection as it pertains to the success of a bicycle response team.
- Explain the necessity of regular training and practice.
- List the various circumstances in which a bicycle response team may be effective.
- Explain the factors and considerations involved in deploying a bicycle response team.
- Identify the equipment necessary for deployment of a bicycle response team.
- Demonstrate the static and moving maneuvers commonly employed by bicycle response teams.

Method of Instruction
Lecture and demonstration

Time Allotted
Optional Lecture

Unit Synopsis
With the rising potential of civil unrest, the use of bicycle response teams is a growing niche in police cycling. This unit will present the unique circumstances surrounding the formation, training and deployment of a bicycle response team.

References
CHAPTER 22: EMS BIKE TEAMS
UNIT PLAN

LEARNING GOAL

The purpose of this unit of instructor is to provide students with an overview of the different types of EMS bike teams and to familiarize students with planning for deployment, including equipment, supplies, and communications. It will also highlight ways in which EMS bike teams can generate positive public relations.

Learning Objectives

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

- Describe the uses for bike teams.
- Explain the importance of planning for special event deployment and list the elements of an operations plan.
- Discuss the advantages of EMS bike teams for public relations.

Method of Instruction

Lecture and discussion

Time Allotted

30 minutes

Unit Synopsis

This block of instruction will introduce students to the basics of EMS cycling. The student will learn the various ways in which EMS bike teams can be deployed as well as their public relations value. The importance of planning for deployment during regular patrol and special events will be emphasized.

References

Lorenzi, Darrell and Youngsma, Jeffrey (2003). Fremont’s Bike Medic Program. fireEMS, September/October, pages 40–43.
CHAPTER 23: EMS EQUIPMENT AND LOAD PLACEMENT
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide students with an understanding of the different types of medical equipment available for use by EMS bike teams and the various carrying options, as well as the need for customization based upon circumstances.

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

- List the factors affecting equipment selection.
- Discuss the pros and cons of several carrying options.
- Demonstrate the organization and care of medical equipment.
- Identify the equipment carried by most EMS bike teams.

Method of Instruction
Lecture and discussion

Time Allotted
70 minutes

Unit Synopsis
This block of instruction will introduce students to EMS equipment selection for bike teams and various methods for loading, carrying, and storing this equipment. The student will learn the importance of conducting a needs assessment as part of the medical equipment and supplies selection process.

References
CHAPTER 24: SCENE MANAGEMENT AND SAFETY
UNIT PLAN

LEARNING GOAL
The purpose of this unit of instruction is to provide students with an understanding of the importance of assessing a medical scene upon approach, establishing and maintaining scene safety, and being prepared to protect themselves if a scene becomes hostile.

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

- Safely approach a scene and conduct a “handlebar survey.”
- Explain how to establish scene safety and properly leave the scene.
- Employ defensive techniques if a scene becomes hostile.

Method of Instruction
Lecture and discussion

Time Allotted
40 minutes

Unit Synopsis
This block of instruction will introduce students to scene safety and incident stabilization. Students will learn how to properly establish a scene, maintain positive relationships with the patient and bystanders, and leave a scene. Students will also learn how to protect themselves if a scene becomes unmanageable.