

## I. Course Overview

### A. Instructor/Student Introductions

1. Experience
2. Riding
3. Instructing

### B. Brief history of public safety cycling

1. Overview of origins of public safety cycling
2. Demise
3. Resurgence
4. Expansion

## II. Public safety bike unit

### A. Benefits of bicycles in public safety

1. Versatility
2. Effectively integrate them into emergency services delivery

### B. Limitations of public safety bike units

1. No cover
2. Limited space
3. Unable to transport in-custody subjects
4. Can be limited by weather

## III. Public Safety Bike Unit Equipment

### A. Types of Bikes

1. Mountain
2. Hybrid
3. Electric (e-bikes)

### B. Frame Material

1. Aluminum
2. Carbon Fiber

### C. Inspection

1. Mechanical
2. Equipment

### D. Safety equipment inspection

1. Mountain bicycle (issues police bike preferred)
2. ANSI/Snell bicycle helmet
3. Eye protection
4. Bicycle gloves
5. Bicycle shorts with padded lining
6. Department issued bullet proof vest

7. Nylon gear
- E. Bike Components
1. Suspension
  2. Drive-train
  3. Wheel assembly

#### IV. Selecting appropriate components for a public safety bicycle

- A. Specialized on-bike needs of a public safety cyclist
1. Importance of saddle selection
  2. Rationale for pedal retention devices
  3. Purpose of headlamps and audible warning devices
  4. Different types of racks, bags, and panniers
  5. Types of kickstands
  6. Practicality of water bottle cages, bar ends, and cyclo-computers
- B. Clothing and personal protective equipment
1. Mandatory and optional safety equipment based on agency standards
  2. Reasons for bike-specific uniforms
  3. Proper way to wear a bicycle helmet

#### V. Basic Nutrition – food and liquids must be consumed in the proper amounts and proportions for optimal performance and continued good health

- A. Factors faced by public safety professionals that can contribute to the risk of an early death
1. Insulin Resistance
  2. High Stress Incidents
  3. Long Sedenitary Periods of sitting
- B. Nutrients and their roles in good nutrition
1. Basic Nutrition – Proteins, Carbs & Fats used in the body
- C. Sources from which important nutrients are derived
1. Good quality foods – choosing correct foods.
    - a) *In-N-Out #1 meal compared to El Pollo Loco Chicken Bowl*
    - b) *Use realistic LE applications to engage class*
  2. Protein & Meal Supplements
  3. “Energy Drinks” – Bad Bad Bad...
- D. Different food groups and the USDA’s food pyramid
1. Students will use pyramid to design a personalized, healthy diet

## VI. Basic physical fitness

### A. Energy systems of the body

1. Major Muscle Groups
2. Body Consumption of food ingested

### B. Performance indicators lactate threshold and heart rate

1. Max heart rate calculation
2. Basic Review of general target HR zones

### C. Stretching

1. Students will identify the reasons why stretching and flexibility are very important to public safety cyclists

### D. Hydration

1. Importance
2. A bicyclist should have a daily intake of at least 64 oz. of water (Eight 8oz. glasses)
3. Two to three hours prior to starting your shift, drink at least a quart of water.

### E. Injuries

1. Students will list some of the injuries and ailments commonly associated with public safety cycling, and how to prevent and treat them

### **ASSESSMENT:**

Students will complete a 15 mile bicycle ride which will be used as a basis to assess the students' strength, stamina and level of fitness. The class will ride in a group with instructors monitoring the group and students. The ride will be conducted in the community surrounding the training division. Instructors will be monitoring traffic, road and weather conditions on a continual basis.

## VII. Instructor Development

### A. Your role as a student

- 1.

### B. Your role as an instructor

1. Safety responsibilities
2. Example of psychomotor skills training topics
3. Reliable emergency communications shall be easily accessible, and that both students and instructional staff should have knowledge of its use
4. Equipment used during any training or instruction should be inspected by the instructor to ensure its safety for its intended use

### C. Instructor goals and objectives

1. Ensure Understanding
2. Meet course objectives

### D. Concepts of Adult Learning- Today's Classroom

1. Student-centered training
2. Experiential (hands on)
3. SME's are trained instructors
4. Training is enjoyed
5. Classroom outlaid by design based on goals
6. Learners are responsible for their growth

### E. Characteristics of an effective trainer – Instructional Effectiveness

1. Knowledge of the subject
2. Willingness to teach
3. Teaching ability
4. Practice, practice, practice

### F. Fundamental expectations of adult learners

1. Relevancy and practicality
2. Involvement
3. Comfortable environment

### G. Instructional strategies – To be truly effective, the trainer must use a variety of instructional methods

1. Small groups
2. Debriefing
3. Case studies
4. Role play
5. Scenarios
6. Visualization
7. PowerPoint

8. Handouts
- H. Facilitation Skills
  1. “Facilitation is teaching vicariously through your students”
- I. Topic Assignment for Facilitation
  1. 30 minutes to facilitate
    - a) *You have 2 minutes to set your context*
    - b) *You can use a max of 3 minutes of video*
    - c) *Props may be used*
    - d) *PowerPoint can be used – but used sparingly*
    - e) *time limitations will be kept by course facilitators*
  2. Lesson planning
  3. This is facilitation, not a lecture or a presentation
    - a) *You must facilitate an active, learner-centered and outcome-based segment about a “policing” topic*
  4. 5 minutes of thinking questions
  5. 5 minutes of group feedback

### **LEARNING EXERCISE:**

Each student will demonstrate knowledge of basic bicycle patrol skill drills – each student will diagram in the class each of the skills listed below in the classroom and then demonstrate at a closed, secure facility on the training center grounds. This area will be free of hazards and vehicular traffic. This exercise will continue throughout the week as each student is evaluated and prepares the class for the day’s activities. Instructors will closely monitor and observe students for accuracy and content.

Cone patterns

S-turns

Split turn around

Key hole

Figure 8

Evaluation: Students will be evaluated on their performance after each presentation.

Instructors will evaluate each instructor student

Student must complete each maneuver with confidence

## VIII. Patrol procedures and tactics

### A. Communication

1. Verbal vs. nonverbal

### B. Officer safety techniques

1. Contact/cover
2. Advantages, limitations and safety considerations of night patrol operations
3. Stealth operations

### **LEARNING EXERCISE 2:**

Students will perform a safe and proper low, medium and high risk subject contact and a safe and proper vehicle stop using contact/cover techniques

### C. Managing energy when responding to urgent calls

1. Breathing

## IX. Avoiding Hazards and Crashes

### A. Hazards

1. Surface
2. Visual
3. Moving

### B. Crashes

1. Common motor vehicle/bicycle crashes involving adult cyclists

## X. Cycling at night

### A. Hazards of night time and low-light cycling

1. Nighttime has been shown to be the most hazardous time for cycling
2. Various techniques for increasing their ability to be detected and recognized as a cyclist
3. Conspicuity
4. Differences between active and passive lighting
5. Suggested minimum headlight strength necessary for a public safety cyclist
6. Techniques for creating a “signature image” to increase recognition

## XI. Presentations/Critiques/Certificates/Evaluations

### A. Student Presentations

1. Students will complete instructor development presentations
- B. Critiques
1. Instructors will provide feedback to students on presentations
- C. Certificates and Course Evaluations

## **LEARNING ACTIVITY**

This activity will highlight the demands and challenges a bicycle patrol officer faces during a shooting incident. The activity will address dealing with an increased heart rate from the physical activity of riding and the physiological effects of stress. Students will be exposed to dismounting the bike and applying the fundamental skills of pistol marksmanship under those conditions.

### **Safety Guidelines:**

This exercise requires two qualified firearms instructors to act as safety officers. Each will accompany one student throughout the exercise. Only two students at a time will perform the exercise. All students will receive a firearms safety briefing before the start of the exercise, to include; the four core range safety rules, the designated loading and unloading area, not drawing their weapon until they are on the firing line, keeping the weapon in the low ready position and pointed downrange when not engaged with a target and to follow the safety officers commands at all times. Students will utilize the tactical duty belt and shooting equipment required by their department. Hearing and eye protection is mandatory for all participants and safety personnel.

### **Course of Fire Description:**

Students will be instructed to load, make ready and holster their weapons in the designated loading area. Students will stage at the designated location with a safety officer. When told by the safety officer, one student will ride from the designated area to a range where another safety officer will direct them to a firearms instructor. The course of fire will commence upon the firearms instructor's command.

Student will ride to the 15 yard line, straddle bicycle from a standing position. From that position, student will draw and fire three (3) rounds from the right hand and three (3) rounds from the left hand and re-holster. Student will then ride to the 10 yard line, straddle bicycle from a standing position. From that position, student will draw and fire three (3) rounds from the right hand and three (3) rounds from the left hand and re-holster.

Student will ride to the 7 yard line and dismount the bicycle. Student will draw and fire six (6) rounds from the right hand and six (6) rounds from the left hand and re-holster.

Student will run to the 5 yard line. Student will draw and fire six (6) rounds from the right hand and six (6) rounds from the left hand and re-holster.

Student will then fire remaining rounds into the target from the 5 yard line under the instructor's direction.