



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

**IPMBA Instructor Course Syllabus:** this is the student syllabus for the 44-hour Instructor Course.

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

**IPMBA Unit Plans:** this contains Unit Plans for each unit of instruction comprising the IPMBA Instructor Course.

**Please contact IPMBA at [www.ipmba.org](http://www.ipmba.org), [info@ipmba.org](mailto:info@ipmba.org) or 410-744-2400 with questions, more information, or for assistance in locating an IPMBA Instructor 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 Instructor™ Course Syllabus

## **Day One: 0800 – 1800 Hours**

### **Welcome, Introductions and Guidelines**

The class will begin with a welcome and both instructor and student introductions. The guidelines, safety rules, and course expectations will be provided. All course paperwork will be completed during this period.

### **Break**

### **Basic Knowledge Written Test**

The 50-question basic knowledge written test will be administered. Each student must score at least 90% on the test. Those who do not achieve the necessary score during this period will have one additional chance, on Day Two. Any student who does not score at least 90% on the second attempt will not be permitted to continue in the course.

Upon completion, each student will proceed to the designated station to receive his/her oral presentation topics, skill station topics, and supporting materials.

### **Break**

### **Basic Cyclist Course Theory**

This unit of instruction introduces students to the foundation and curricula of the IPMBA Public Safety Cyclist (PC/EMSC/SC) Courses. The student will become familiar with the elements of the courses and the topics that comprise each element.

### **Theories of Instruction and Adult Learning**

This unit of instruction addresses the established theories and principles of adult learning and instruction, particularly as they apply to the instruction of the IPMBA Public Safety Cycling Courses.

## **Lunch**

### **Written Test Review**

Instructor Trainers will conduct a review of the written test. Those individuals who missed questions will research the correct answers, and those that achieved 100% will begin studying the supporting material for Basic Maintenance and Safety Procedures during the review.

### **Helmet Fit/ABC Quick Check**

Instructor Trainers will demonstrate the proper way to conduct the Helmet Fit and ABC Quick Check Skill Stations. Students will make any necessary adjustments to their own helmets and perform the ABC Quick Check on their own bicycles prior to beginning the Basic Skills Testing process.

### **Cone Courses/Basic Skills Testing**

Instructor Trainers will formally evaluate each instructor-candidate's on-bike skills. The following skills must be performed at an instructor level.\*

- 4' Lock-to-Lock, 4' Offset Serpentine and 9' Slow Box
- Curb Ascent (Lofting Method)
- Curb Descent (Controlled Method)
- Stair Ascent (Police/Security: three minimum, Lofting Method; EMS: six minimum; Carry Method)
- Stair Descent (EMS - Controlled Method) (six minimum)

*\*Instructor level is defined as successfully completing each maneuver while demonstrating balance, stamina, and smooth, flawless technique.*

Students must attain a satisfactory rating within three attempts. Those who do not achieve a satisfactory rating during this period will have one additional chance, on Day Two. Any student who does not succeed during the second testing period will not be permitted to continue in the course.

### **Skill Station: Basic Maintenance and Safety Procedures – Part 1**

Working within their assigned groups, students will take turns demonstrating (at an instructor level) their assigned maintenance skill(s) and teaching them to the other members of their group. Skills to be covered in this section are:

- Tire Change
- Bike Fit Procedure
- Bar End Angles

- Brakes
  - Rule of Thumb
  - Brake Lever Angles
  - Brake Pad Alignment
- Cable Barrel Adjustments for Brakes and Shifters

Students will be evaluated on their ability to teach their assigned skill(s) and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to pass the course.

## **Day Two: 0800-1800 Hours**

### **The Delivery**

This unit of instruction introduces the concepts of class structure and organization, and identifies various methods to communicate educational material to students. Presentation tips that improve delivery and enhance presentation skills are included.

### **Break**

### **Instructional Aids and the Classroom Environment**

This unit of instruction describes the various types of audio-visual and other instructional aids and how they can be utilized to maximize the adult learning process. Tips for the effective use of the most common instructional aids are included.

### **Breakout Sessions: Police & Armed Security/EMS**

Firearms Training for Bike Officers (Police & Armed Security): This unit of instruction discusses the importance of bicycle-specific firearms training. Topics include developing and implementing a course of fire, training and qualification standards, weapon manipulation, safety procedures, and tactical issues, including shooting from a moving bicycle.

EMS Load Placement and Scene Safety: This unit of instruction addresses such topics as approaching the scene, bicycle positioning, scene safety, defensive measures, and the proper placement of equipment on the bicycle.

### **Lunch**

### **Skill Station: Constructing the Cone Course**

This exercise will introduce the students to the efficient method and effective design of the IPMBA standardized cone obstacle course. Students will learn how to measure and set up the cone patterns properly and how to use it to demonstrate slow speed skills to their students.

**Skill Station: Teaching Basic Bike Handling Skills – Part 1**

Working within their assigned groups, students will take turns demonstrating (at an instructor level) their assigned on-bike skill(s) and teaching them to the other members of their group. Skills to be covered in this section are:

- Toe Clips
- Shifting and Gear Use
- Rolling Crossover Dismount (Police/Security only)
- Sprint, Response, Pursuit (Police/Security only)
- Maximum Braking
- Rear Scan
- Rock Dodge
- Quick Turns
- Hook (Power) Slide (Police/Security only)
- Cone Courses
  - 9' Slow Box,
  - 5' Lock to Lock,
  - 5' Offset Serpentine
- Curb Ascents
  - 90 degree
    - Compression and Lift
    - Lofting Method
  - Angled
- Stair Ascent
  - PC/SC: Lofting Method, three stairs
  - EMS: Carry Method, six stairs
- Stair Descent (Controlled Method)

**Skill Station: Basic Maintenance and Safety Procedures – Part 2**

Students will be evaluated on their ability to teach their assigned skill(s) and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to pass the course.

Working within their assigned groups, students will take turns demonstrating (at an instructor level) their assigned maintenance skill(s) and teaching them to the other members of their group. Skills to be covered in this section are:

- Tire Change
- Bike Fit Procedure
- Bar End Angles

- Brakes
  - Rule of Thumb
  - Brake Lever Angles
  - Brake Pad Alignment
- Cable Barrel Adjustments for Brakes and Shifters

Students will be evaluated on their ability to teach their assigned skill(s) and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to pass the course.

### **Re-testing of Candidates/Written and On-Bike Skills**

Instructor candidates who need to retake either the written or on-bike skills test will be given an opportunity to meet the standards needed to continue in the course.

*Note: Day Three will comprise the night-riding portion of the course. Students are advised to use the morning hours to purchase supplies, practice, and prepare their presentations. Students are also advised to charge their lighting systems for the night-riding segment.*

## **Day Three: 1300-2200 Hours**

### **Skill Station: Teaching Basic Bike-Handling Skills – Part 2**

Working within their assigned groups, students will take turns demonstrating (at an instructor level) their assigned skill(s) and teaching them to the other members of their group. Skills to be covered in this section are:

- Toe Clips
- Shifting and Gear Use
- Rolling Crossover Dismount (Police/Security only)
- Sprint, Response, Pursuit (Police/Security only)
- Maximum Braking
- Rear Scan
- Rock Dodge
- Quick Turns
- Hook (Power) Slide (Police/Security only)
- Cone Courses
  - 9’ Slow Box,
  - 5’ Lock to Lock,
  - 5’ Offset Serpentine
- Curb Ascents
  - 90 degree
    - Compression and Lift
    - Lofting Method
  - Angled

- Stair Ascent
  - PC/SC: Lofting Method, three stairs
  - EMS: Carry Method, six stairs
- Stair Descent (Controlled Method)

Students will be evaluated on their ability to teach their assigned skill(s) and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to proceed in the course.

### **Skill Station: Diagnosing and Correcting Rider Error**

Working within their assigned groups, students will learn how to identify technical riding errors, give verbal direction to correct mistakes, demonstrate proper technique, and facilitate effective student practice.

### **Dinner**

### **Skill Station: Teaching Vehicular Cycling Skills – Part 1**

Working within their assigned groups, each student will take turns leading a group ride, transitioning to and from double file, and demonstrating proper vehicular cycling. Their knowledge of vehicular cycling principles and skills will be discussed and informally critiqued by instructors and other students. When instructed to do so by the Instructor-Trainer, they will demonstrate their assigned vehicular cycling skill(s) and teach the skill(s) to the other members of their group.

- Gears, Cadence
- Straight Line Travel
- Proper Distance from Road Edge
- Lane Position (Wide/Narrow Lanes)
- Speed Positioning in Lanes
- Overtaking (Scan, Signal)
- Lane Changes (Scan, Signal)
- Intersections, Turns
- Transitioning

Students will be evaluated on their ability to teach their assigned skill(s) and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to proceed in the course.

### **Skill Station: Conducting a Night Ride**

This skill station incorporates low-light exercises designed to enable IPMBA Instructors to effectively illustrate night riding hazards and teach their students how to mitigate the inherent risks.

## **Day Four: 0900-1800 Hours**

### **IPMBA Course Planning and Safety**

This unit of instruction familiarizes students with the planning considerations and safety standards that should be implemented in every class in order to maximize the learning experience while minimizing the risk of injury, property damage, and liability.

### **Responsibilities of an IPMBA Instructor**

This unit of instruction reviews paperwork submission requirements, how to maintain instructor certification, responsibilities to students, IPMBA, the bike unit, and the community.

### **Breakout Sessions: Police & Armed Security/EMS**

Conducting a Police / Security Scenario: Students will become familiar with the scenarios used in the IPMBA Police and Security Cyclist Courses and how to teach students how to apply bike skills in practical situations. If time permits, this will be a practical exercise.

Conducting an EMS Scenario: Students will become familiar with the scenarios used in the IPMBA EMS Cyclist Course and how to teach students how to apply bike skills in practical situations. If time permits, this will be a practical exercise.

### **Lunch**

### **Tour de ITK**

This unit of instruction provides an introduction to the Instructor ToolKit (ITK) CD-ROM, which contains the lecture outlines, PowerPoints®, skill stations, testing materials, administrative guidelines, and other material needed to conduct the IPMBA Basic Cyclist Courses.

### **Break**

### **Ten-Minute Presentations**

The class will be divided into breakout groups. Each student will present his or her prepared ten-minute presentations. Knowledge of the subject and teaching ability will be discussed and informally critiqued by instructors and other students. A *Classroom Presentation Evaluation Form* will be completed to rate the student, provide valuable feedback, and help guide the process.



## **Day Five: 0800 – 1700 Hours**

### **Skill Station: Teaching Vehicular Cycling Skills – Part 2**

Working within their assigned groups, each student will take turns leading a group ride, transitioning to and from double file, and demonstrating proper vehicular cycling. Their knowledge of vehicular cycling principles and skills will be discussed and informally critiqued by instructors and other students. When instructed to do so by the Instructor-Trainer, they will demonstrate their assigned vehicular cycling skill(s) and teach the skill(s) to the other members of their group.

- Gears, Cadence
- Straight Line Travel
- Proper Distance from Road Edge
- Lane Position (Wide/Narrow Lanes)
- Speed Positioning in Lanes
- Overtaking (Scan, Signal)
- Lane Changes (Scan, Signal)
- Intersections, Turns
- Transitioning

Students will be evaluated on their ability to teach their assigned skill(s) and perform the skills taught by the other members of their group. Their performance will be documented by the Instructor Trainer on the *Skills Proficiency Record*. The students must achieve a “proficient” rating on those skills in order to proceed in the course.

### **Instructor Course Written Test**

The Instructor Course written test will be administered. Students must attain at least an 80% in order to pass the course.

### **Lunch**

### **Fifteen-Minute Presentations**

Each student will present his or her prepared presentation. At the conclusion of each presentation, the student’s performance will be critiqued by Instructor Trainers and other students. These presentations will be formally evaluated utilizing the *Classroom Presentation Evaluation Form*. The student must achieve an “acceptable” rating in order to pass the course.

### **Conclusion**

#### **Class Evaluations**

#### **Certificates**

#### **Graduation**

#### **Closing Comments**



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## IPMBA INSTRUCTOR COURSE Required Equipment & Materials Checklist

### DUTY BICYCLE

- Reputable manufacturer public safety mountain bike in good working order, properly fitted
- Street/combo tires (*size 26-29 x 1.5 – 26-29 x 2.1; no knobbies*)
- Pedal retention devices (*BMX-style platform pedals are not acceptable*)
- At least one water bottle cage & bottle
- On-body hydration delivery system (*recommended*)
- Headlight (*42 lumens measured at 10 ft.*)
- L.E.D. steady or flashing red taillight
- Rear mount kick stand
- Rear rack with full size rack bag
- Panniers (*EMS students only*)

### TOOLS

- Patch kit
- Tire levers
- Two spare tubes
- Compact tire pump or CO<sub>2</sub>
- Allen wrenches (4, 5, 6, 8mm)
- Wrenches (8, 10mm)

### SAFETY EQUIPMENT

- Bicycle helmet (*ANSI, Snell, or CPSC-approved*)
- Eye protection (*shatter-resistant, wraparound, clear and tinted*)
- Padded cycling gloves
- Body armor (*if worn on duty*)

### ATTIRE

- Full duty bike uniform (*worn daily*)
  - Shirt
  - Shorts/Pants
- Padded cycling shorts (*recommended*)
- Shoes
- Foul weather gear (*jacket, pants*)

### FULL DUTY BELT (*police and security only*)

- Duty weapon (*optional; this class does not include live-fire exercises*)
- Magazine
- Baton
- Handcuffs
- Cuff key
- Keepers
- Flashlight

### OTHER

- 25' Tape Measure
- Pen/Pencil
- Notebook
- Sunscreen
- Bug spray
- Laptop computer (*strongly recommended*)
- Flash drive or memory stick, min 1 GB capacity (*strongly recommended*)
- Instructor materials for in-class presentations (*materials/equipment to prepare visual aids, e.g., laptop with PowerPoint, CD, memory sticks, flipchart, etc. Projectors, screens, and flipcharts for in-class use only will be provided. See Letter of Expectations in application for clarification.*)
- Complete Guide to Public Safety Cycling* ([www.jblearning.com](http://www.jblearning.com), 800-832-0034)
- Physical Activity Readiness Questionnaire (PAR-Q) (*required*) and medical clearance sheet (*if indicated by the PAR-Q*)
- IPMBA waiver & copyright agreement (*to be signed on-site*)

## **LESSON PLAN FOR IPMBA BASIC CYCLIST COURSE THEORY**

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### **UNIT PLAN**

#### **LEARNING GOAL**

Students will be able to discuss the foundation, elements, and curricula of the IPMBA Basic Cyclist Courses. Recognizing and applying these will enable them to maintain uniformity and standardization in all basic course instruction.

#### **UNIT OBJECTIVES**

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

1. Identify the three elements of the basic IPMBA course.
2. Describe the topics that comprise each of the three elements.
3. Explain the importance and relevance of each class topic.

#### **METHOD OF INSTRUCTION**

Lecture, discussion, visual aids

#### **TIME ALLOTTED**

50 minutes

#### **METHOD OF EVALUATION**

Informal evaluation based on class participation.

## LESSON PLAN FOR THEORIES OF INSTRUCTION AND ADULT LEARNING

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### UNIT PLAN

#### LEARNING GOAL

The students will be introduced to the established theories and principles of adult learning and instruction, particularly as they apply to the instruction of the IPMBA Public Safety Cycling courses.

#### UNIT OBJECTIVES

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

1. Identify the levels that comprise Maslow's Hierarchy of Needs.
2. Identify Thorndike's Laws of Learning.
3. Name the three learning styles and explain the importance of teaching to each.
4. Explain the *Coach-Pupil*, *Directed Method*, and *Guided Discovery* methods of instruction and provide examples related to teaching public safety cyclists
5. Explain and demonstrate the concept of "Tell, Show, Do" (Explain, Demonstrate, Perform).
6. Describe ways to help students overcome performance anxiety.

#### METHOD OF INSTRUCTION

Lecture, discussion, and visual aids

#### TIME ALLOTTED

50 minutes

#### METHOD OF EVALUATION

Informal evaluation based on class participation.

## LESSON PLAN FOR THE DELIVERY

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### UNIT PLAN

#### LEARNING GOAL

Students will learn the elements of class structure and organization, and how to identify and employ various methods to effectively communicate educational material to students.

#### UNIT OBJECTIVES

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

1. Articulate the elements of a class and their purposes.
2. List the sequence in which the basic elements of a class are conducted.
3. List at least five key tips for a successful presentation.
4. Explain the value and methods of soliciting and responding to questions.
5. Describe an effective delivery.
6. Explain the acronym P.E.C.H. as it relates to instructors.

#### METHODS OF INSTRUCTION

Lecture, demonstration, and discussion

#### TIME ALLOTTED

50 minutes

#### METHOD OF EVALUATION

Informal evaluation based on class participation.

# LESSON PLAN FOR INSTRUCTIONAL AIDS AND THE CLASSROOM ENVIRONMENT

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## UNIT PLAN

### LEARNING GOAL

Students will become familiar with the wide range of instructional aids available, when to use them, and how to use them effectively.

### UNIT OBJECTIVES

After successful completion of this unit of instruction, the students will be able to:

1. Explain the value of visuals in presentations.
2. Describe the various types of visual aids.
3. Demonstrate how to make visual aids both readable and relevant.
4. Select the best instructional aids to suit the class, resources, and the topic being taught.
5. Explain general rules of use for various types of instructional aids.
6. Demonstrate how to stage the presentation and set up the room to maximize learning in various instructional situations.

### METHOD OF INSTRUCTION

Lecture, demonstration and discussion

### TIME ALLOTTED

50 minutes

### METHOD OF EVALUATION

Informal evaluation based on class participation.

## **LESSON PLAN FOR FIREARMS TRAINING FOR BIKE OFFICERS**

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### **UNIT PLAN**

#### **LEARNING GOAL**

Students will be provided with the necessary information to implement a high-quality, bike-specific firearms training program.

#### **UNIT OBJECTIVES**

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

1. Explain why firearms training for bicycle officers is essential.
2. Describe the unique hazards associated with being a bicycle officer.
3. Explain the various ways people may be affected by physical exertion.
4. Identify the characteristics of a high-quality bicycle firearms training course.
5. Describe several relevant and effective range exercises.
6. Describe ways to evaluate an individual officer's performance.
7. Identify IPMBA's recommendations for bike-specific firearms training and qualification.

#### **METHODS OF INSTRUCTION**

Lecture and discussion

#### **TIME ALLOTTED**

60 minutes

#### **METHOD OF EVALUATION**

Informal evaluation based on class participation.

## **LESSON PLAN FOR EMS LOAD PLACEMENT AND SCENE SAFETY**

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### **UNIT PLAN**

#### **LEARNING GOAL**

Students will be provided with the information and skills they need to effectively teach EMS Cyclists how to load EMS equipment correctly, approach a scene safely, maintain scene safety, and how to use the bike as a defensive barrier.

#### **LEARNING OBJECTIVES**

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

1. Describe load placement guidelines.
2. Demonstrate the organization and care of medical equipment.
3. Explain and demonstrate how to safely approach a scene and conduct a “handlebar survey.”
4. Explain and demonstrate how to establish scene safety and properly leave a scene.
5. Explain and demonstrate how to employ defensive techniques if a scene becomes hostile.

#### **METHOD OF INSTRUCTION**

Lecture and demonstration

#### **TIME ALLOTTED**

60 minutes

#### **METHOD OF EVALUATION**

Informal evaluation based on class participation.



# LESSON PLAN FOR IPMBA BASIC COURSE PLANNING AND SAFETY

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## UNIT PLAN

### LEARNING GOAL

Students will recognize the planning considerations and safety standards necessary to conduct a professional and successful IPMBA course.

### UNIT OBJECTIVES

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

1. Discuss the importance of pre-planning and site inspection.
2. Explain the duties and responsibilities of a lead instructor.
3. List four pieces of mandatory safety equipment used by students and instructors during an IPMBA Cyclist Course.
4. Identify and discuss the IPMBA maximum and ideal student-to-instructor ratios, and situations requiring a 1:1 ratio.
5. List five general safety guidelines.
6. List four factors that may inhibit the student's completion of the course.
7. Compile a checklist of items needed to conduct an IPMBA Course.
8. Promote and market an IPMBA Course.

### METHOD OF INSTRUCTION

Lecture, demonstration, and discussion

### TIME ALLOTTED

90 Minutes

### METHOD OF EVALUATION

Informal evaluation based on class participation.

# LESSON PLAN FOR RESPONSIBILITIES OF AN IPMBA INSTRUCTOR

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## UNIT PLAN

### LEARNING GOAL

Students will become familiar with the responsibilities associated with IPMBA Instructorship.

### UNIT OBJECTIVES

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

1. Identify an IPMBA Instructor's #1 priority.
2. Identify the requirements for maintaining instructor certification.
3. List the course documents that must be submitted to IPMBA.
4. Describe ways of promoting IPMBA membership.
5. List several ways of supporting the local cycling community.
6. List the three elements of IPMBA's mission statement.

### METHOD OF INSTRUCTION

Lecture and discussion

### TIME ALLOTTED

50 minutes

### METHOD OF EVALUATION

Informal evaluation based on class participation.

# LESSON PLAN FOR TOUR DE ITK: THE IPMBA INSTRUCTOR TOOLKIT CD-ROM

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## UNIT PLAN

### LEARNING GOAL

Students will be introduced to the official IPMBA Instructor ToolKit CD-ROM (ITK), which corresponds to *The Complete Guide to Public Safety Cycling*. The IPMBA ITK contains the instructional materials needed to teach IPMBA basic cyclist courses in a standardized manner. Components include: administrative guidelines, forms, documents, lecture outlines and PowerPoint® files, scenarios, skill stations and accompanying diagrams.

### LEARNING OBJECTIVES

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

1. Use the checklists and forms to plan and organize an IPMBA Cyclist Course.
2. Locate and use lecture outlines, PowerPoint® files, skill stations, scenarios, and other resources.
3. Locate and complete the course forms for submission to IPMBA HQ at the completion of the IPMBA Cyclist Course.
4. Locate the diagrams for the on-bike drills and skill stations.
5. Locate the tests and other documents necessary for the successful administration of an IPMBA Cyclist Course.

### METHOD OF INSTRUCTION

Lecture and demonstration

### TIME ALLOTTED

50 minutes

### METHOD OF EVALUATION

Informal evaluation based on class participation.

## **SKILL STATION FOR BASIC MAINTENANCE AND SAFETY PROCEDURES**

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### **UNIT PLAN**

#### **PERFORMANCE GOAL**

Students will learn how to teach essential basic maintenance procedures to basic course students. They will learn how to communicate the importance of proper bike fit and how to achieve it, performing the ABC Quick Check prior to each ride, and knowing how to perform common adjustments for both their own benefit and that of their students.

#### **PERFORMANCE OBJECTIVES**

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

1. Explain and teach the assigned skills listed on the *Skills Proficiency Record*.
2. Take appropriate safety precautions while teaching and performing basic maintenance.
3. Apply various methods of instruction (*Coach-Pupil, Directed Method and Guided Discovery*) to teaching basic bike maintenance.

#### **METHOD OF INSTRUCTION**

Practical exercises and practice teach

#### **TIME ALLOTTED**

120 minutes

#### **METHOD OF EVALUATION**

Observation, feedback, peer- and self-critique, and completion of *Skills Proficiency Record*.

## **SKILL STATION FOR CONDUCTING A POLICE/SECURITY SCENARIO**

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### **UNIT PLAN**

#### **PERFORMANCE GOAL**

Students will become familiar with the scenarios used in the IPMBA Police and Security Cyclist Courses and how to teach students how to apply bike skills in practical situations.

#### **PERFORMANCE OBJECTIVES**

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

1. Conduct safe and effective police/security cyclist scenarios.
2. Explain and demonstrate the proper way to employ tactics while approaching the scene, use contact/cover principles, position the bike in accordance with officer safety tactics, and function as a team on bike patrol.
3. Assess student performance based on standard criteria during scenario debriefings.
4. Articulate the importance of knowing departmental procedures and compliance with respective agency protocol.
5. Identify and demonstrate ways to teach effective tactical contacts and maneuvers.

#### **METHOD OF INSTRUCTION**

Practical exercises, scenarios

#### **TIME ALLOTTED**

60 minutes

#### **METHOD OF EVALUATION**

Observation, feedback, and peer- and self-critique.

## SKILL STATION FOR CONDUCTING A EMS SCENARIO

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### UNIT PLAN

#### PERFORMANCE GOAL

Students will become familiar with the scenarios used in the IPMBA EMS Cyclist Course and how to teach students how to apply bike skills in practical situations.

#### PERFORMANCE OBJECTIVES

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

1. Conduct safe and effective EMS cyclist scenarios.
2. Explain and demonstrate the proper way to approach a scene, establish scene safety, and handle a hostile scene.
3. Assess student performance based on standard criteria during scenario debriefings.
4. Articulate the importance of knowing departmental procedures and compliance with respective agency protocol.
5. Identify and demonstrate ways to teach effective responses to hostile scenes.

#### METHOD OF INSTRUCTION

Practical exercises, scenarios

#### TIME ALLOTTED

60 minutes

#### METHOD OF EVALUATION

Observation, feedback, and peer- and self-critique.

# SKILL STATION FOR TEACHING BASIC BIKE-HANDLING SKILLS

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## UNIT PLAN

### PERFORMANCE GOAL

Students will become familiar with the process for teaching basic bike-handling skills by conducting the ITK Skill Stations. They will gain an understanding of the importance of maintaining a high level of skill and providing an effective demonstration of the standardized techniques. They will also learn how to create and maintain a safe training environment.

### PERFORMANCE OBJECTIVES

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

1. Impart information in a manner that provides standardization, maximizes the effectiveness of training, and minimizes the risk of liability.
2. Demonstrate consistently, at an instructor level, the skills necessary to teach students during the basic cyclist courses.
3. Explain and teach the on-bike skills, utilizing IPMBA's standardized Skill Stations.
4. Utilize effective techniques in safety spotting skills when necessary and practicable.
5. Select an appropriate training site and create a safe training environment.
6. Apply various methods of instruction (*Coach-Pupil, Directed Method* and *Guided Discovery*) to teaching basic bike-handling skills.

### METHOD OF INSTRUCTION

Practical exercises

### TIME ALLOTTED

300 minutes

### METHOD OF EVALUATION

Observation, feedback, peer- and self-critique, and completion of *Skills Proficiency Record*.

## SKILL STATION FOR TEACHING BASIC BIKE-HANDLING SKILLS

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### UNIT PLAN

#### PERFORMANCE GOAL

Students will become familiar with the process for teaching basic bike-handling skills and creating a safe training environment. They will gain an understanding of the importance of maintaining a high level of skill and providing an effective demonstration of the standardized techniques.

#### PERFORMANCE OBJECTIVES

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

1. Impart information in a manner that provides standardization, maximizes the effectiveness of training, and minimizes the risk of liability.
2. Demonstrate consistently, at an instructor level, the skills necessary to teach students during the basic cyclist courses.
3. Explain and teach the on-bike skills, utilizing IPMBA's standardized techniques.
4. Utilize effective techniques in safety spotting skills when necessary and practicable.
5. Select an appropriate training site and create a safe training environment.
6. Apply various methods of instruction (*Coach-Pupil*, *Directed Method* and *Guided Discovery*) to teaching basic bike-handling skills.

#### METHOD OF INSTRUCTION

Practical exercises

#### TIME ALLOTTED

180 minutes

#### METHOD OF EVALUATION

Observation, feedback, peer- and self-critique, and completion of *On-Bike Skills Proficiency Form*.



# SKILL STATION FOR DIAGNOSING AND CORRECTING RIDER ERROR

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## UNIT PLAN

### PERFORMANCE GOAL

Students will learn how to identify technical riding errors, give verbal direction to correct mistakes, demonstrate proper technique, and facilitate student practice. By gaining a better perspective of proper riding technique, they will be prepared to diagnose error and offer correction, removing barriers to success and enabling their students to develop into confident, proficient riders.

### PERFORMANCE OBJECTIVES

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

1. Assist basic course students in becoming safer, more controlled riders.
2. Identify equipment safety errors and initiate corrections.
3. Identify and correct mistakes in body positioning and riding form.
4. Identify and correct mistakes in driveline manipulation and braking techniques.
5. Apply various methods of instruction (*Coach-Pupil, Directed Method* and *Guided Discovery*) to teaching bike-handling skills.
6. Create a safe training environment.

### METHOD OF INSTRUCTION

Practical exercises

### TIME ALLOTTED

120 minutes

### METHOD OF EVALUATION

Observation, feedback, and peer- and self-critique.

## SKILL STATION FOR TEACHING VEHICULAR CYCLING SKILLS

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### UNIT PLAN

#### PERFORMANCE GOAL

Students will become familiar with the characteristics of an appropriate vehicular cycling road ride and how to select a route for teaching vehicular cycling skills. They will practice leading a road ride and providing instruction to other students.

#### PERFORMANCE OBJECTIVES

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

1. Select an appropriate route for the vehicular cycling road ride.
2. Create a safe training environment.
3. Lead a group ride, transitioning to and from double file, and consistently demonstrate the proper vehicular cycling techniques as found in *Part 1: Practical Test Score Sheet* (ITK).
4. Assess riding problems and take appropriate corrective action.
5. Explain and demonstrate the vehicular cycling skills listed on the *Skills Proficiency Record*.
6. Apply various methods of instruction (*Coach-Pupil, Directed Method* and *Guided Discovery*) to teaching vehicular cycling skills.

#### METHOD OF INSTRUCTION

Practical exercises

#### TIME ALLOTTED

230 minutes

#### METHOD OF EVALUATION

Observation, feedback, peer- and self-critique, and completion of *Skills Proficiency Record*.

# SKILL STATION FOR CONDUCTING A NIGHT RIDE

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## UNIT PLAN

### PERFORMANCE GOAL

Students will gain a deeper understanding of the differences between passive and active lighting and the importance of utilizing both to enhance safety in low-light conditions. They will learn how to conduct a night ride for the purpose of practicing hazard avoidance, patrol procedures, tactics, and EMS scene safety techniques.

### PERFORMANCE OBJECTIVES

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

1. Ensure that students' lighting meets both legal requirements and safety standards.
2. Identify and demonstrate examples of lighting systems and conspicuity devices.
3. Explain the role of active and passive lighting sources in enhancing detection and recognition, enabling immediate identification, and conducting surveillance and stealth operations (police/security) and/or EMS night operations.
4. Explain and demonstrate noise reduction techniques to enhance officer safety.
5. Identify ways EMS cyclists can enhance their visibility and utilize lighting to arrange a safe scene.
6. Select an appropriate route for a night ride and conduct a safe training exercise.
7. Prepare an action plan in the event that students encounter a crime in progress during the night ride.

### METHOD OF INSTRUCTION

Practical exercises

### TIME ALLOTTED

120 minutes

### METHOD OF EVALUATION

Observation, feedback, and peer- and self-critique.