Crime Scene
STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

**Science**

ST2-4WS - Investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken.

**Student Activity:**
As far as law enforcement goes, what were the early methods and practices employed in criminal investigations? What do you think the difficulties of these early processes would have been for investigators? What can you find out about the origins of forensic science? Present your findings in a poster.

**Student Activity:**
During crime scene investigations, eye witnesses can be really helpful in identifying who the perpetrator of a crime is. The problem is that people aren’t always very observant and sometimes experience a phenomena called change blindness. Are you observant? This game will help you to see just how observant you are! In this game you will need to identify the part of the picture that changes. If it’s too easy or hard, change the mask time (the time that the picture goes away before the changed one appears) or the alternation speed (how quickly the picture changes).

**Resources:**
Play the game here: [http://www.stem-works.com/subjects/10-crime-scene-investigation/activities/473](http://www.stem-works.com/subjects/10-crime-scene-investigation/activities/473)

**Visual Arts**

VAS2-4 - Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques

**Student Activity:**
The uniform that forensic scientists wear is called a ‘Forensic Crime Scene suits’. Look up some images of these online. Students will design their own forensic suit. They will have to consider what material the suit will be made from, how it will be done up, how much of the body it will cover, and what additional items will people have to wear with the suit, gloves, booties etc? Remember the suit has to cover as much of the body as possible to stop the investigator from ruining the crime scene, it also has to be cheap because you need a new suit for each crime scene. Teams present their suit designs to the class and explain the fine details of it. Students discuss what worked and what didn’t with the designs and any problems they could see with any of the designs.

**VAS2-1 - Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter**

**Student Activity:**
All students should be given an A4 piece of paper. On the A4 piece of paper students should use coloured pencils to create a fingerprint pattern. The teacher may like to choose a style of fingerprint pattern to demonstrate with first. Each line should change colour to make the pattern interesting. Students can use two or more colours in their artwork. When completed the artwork should look like a magnified colourful fingerprint.
### Mathematics

MA2-18SP - Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.

**Student Activity:**

Use an inkpad to take fingerprints of each of your students. Hand out a copy of these fingerprints and ask students to identify which type each fingerprint is. Use the website below to identify which type of fingerprint pattern they have, or if they have various patterns. Students should compare these prints by creating a column graph that represents the variety of fingerprints. Is everybody’s column graph the same? Discuss.

**Resources:**

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Name

1. In this box, trace around your hand-print. Use an ink-pad and make finger prints on your hand outline. Is yours similar to any of your friend’s print?

2. Give two reasons why finger print technology is used:

3. Play “Fingerprint Activity” [http://www.wonderville.ca/asset/fingerprint-activity](http://www.wonderville.ca/asset/fingerprint-activity) Help Tommy and Nancy solve the case and find Proton the cat. You’ll learn about using fingerprints in criminal investigations to compare fingerprint patterns against the evidence and apply problem-solving techniques to identify the culprit. Rate this game out of 10 (10 being the ‘top’ score.)

4. Write a review of the game you just played. What age is it most suitable for? What learning occurs? How could it be improved? Any other useful information?

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
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STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

Science

ST3-4WS - Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations.

Student Activity:
Students research how fingerprints can solve crimes. Think of ways of picking up a glass without leaving fingerprints on it. Think of at least three different ways and predict which way would be the most successful. Record why you believe this way would be best. Conduct an experiment to determine which way is the most successful and explain your results.

Student Activity:

PDHPE

SLS3.13 - Describes safe practices that are appropriate to a range of situations and environments

Student Activity:
Choose one of the following: ‘a stranger approaching’ or ‘surfing the net’. Imagine you are teaching a 6 year old how to stay safe. Describe some safe practices that the 6 year old should consider in this environment.

Visual Art

VAS3.1 - Investigates subject matter in an attempt to represent likenesses of things in the world

Student Activity:
With a partner, create a piece of artwork made only by using your fingerprints. Look up “fingerprint art” as online images to gain some ideas and inspiration. Have fun!

Mathematics

MA3-18SP - Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables

Student Activity:
Use an inkpad to take fingerprints of each of your students. Hand out a copy of these fingerprints and ask students to identify which type each fingerprint is. Use this website: http://kids.britannica.com/comptons/art-159521/Fingerprint-patterns to identify which type of fingerprint pattern they have, or if they have various patterns. Students should compare these prints by creating a column graph that represents the variety of fingerprints. Is everybody’s column graph the same? Discuss.
1. Place your fingerprint in the small box. Choose two colours and recreate your fingerprint pattern in the larger box.

2. If you felt threatened by an approaching stranger, what are some things you might be able to do to keep safe?

3. Write a review of one of the following online games to play:
CRIME SCENE
CERTIFICATE OF ACHIEVEMENT

You are well on your way to becoming a CRIME SCENER.

"Enquiring Minds"
From

Congratulations
on completing your studies of CRIME SCENES

CRIME SCENES

makeyourmark.edu.au

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STAGE 4 SUGGESTED CLASSROOM ACTIVITIES

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<th>Subject</th>
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| **English**  | EN4-2A - Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.  
Student Activity:  
Create a career brochure on the details of becoming and being a Forensic Scientist. |
| **History**  | HT4-6 - Uses evidence from sources to support historical narratives and explanations.  
Student Activity:  
Have students work in pairs to draw a crime scene where the culprit has left clues as to who he/she is and what he/she has done. Students are then to write a number of questions to aid someone in gathering this evidence. Students then swap with another pair and do each others questions. At the end the teacher should conclude that History is very much like crime fighting as the evidence or sources are the clues that give us insight into the past |
| **Science**  | 4.13 – Clarifies the purpose of an investigation and, with guidance, produces a plan to investigate a problem.  
Student Activity:  
Students research the different methods of forensic research. Split students in to pairs and have them create a presentation on how one forensic method is used to solve crime, detailing the science behind it. |