

Model: Simulation

Purposes:

Give students a feel for how difficult investigating a crime can be. Allow students to practice skill they have recently acquired.

Context:

Students have been taught the basic of crime reporting and the handling of evidence. They also have been exposed to different types of evidence and the ways in which they may be used.

Phase One: Orientation

Explain to the students they will be investigating a mock crime scene. They are to write an official report, which includes a rough sketch and notes. They are to locate evidence and request proper lab procedures on each. They will receive a report back on the evidence they find. They will be allowed to interrogate any suspects or witness they wish.

Phase Two: Participant Training

Inform students of the background of the crime they are to investigate. Inform students of the time permitted in crime scene and allocated for interrogation. Inform students of exactly what must be turned in to the instructor and when. Have students designate groups and the role of each student in the group. Leader, sketcher, searcher, note taker, questioner . . . Go through examples of evidence, reports, and questions which could be used during the investigation.

Phase Three: Simulation Operations

Allow students to investigate the crime scene. Give lab results to students as they send off evidence. Allow students to interrogate suspects and witnesses. Ask students to predict the details of the crime.

Phase Four: Participant Debriefing

Allow students to compare their findings and predictions about the crime. Show students evidence they may have not found in the crime scene and how it could have been used. Help students understand misconceptions or errors in their investigation and interrogation. Summarize actual crime details and relate to real world.