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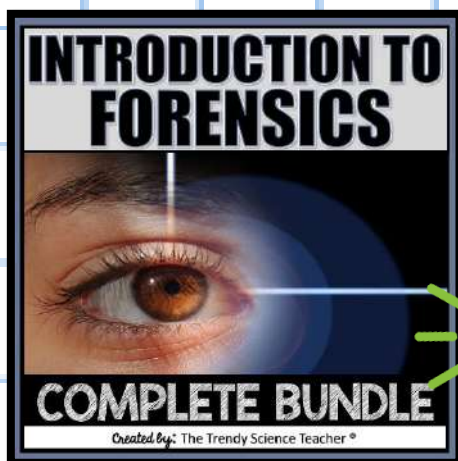
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This activity is part of my

INTRO TO FORENSICS COMPLETE BUNDLE

(a COMPLETE unit for Forensic Science)

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(Oct. 2018)



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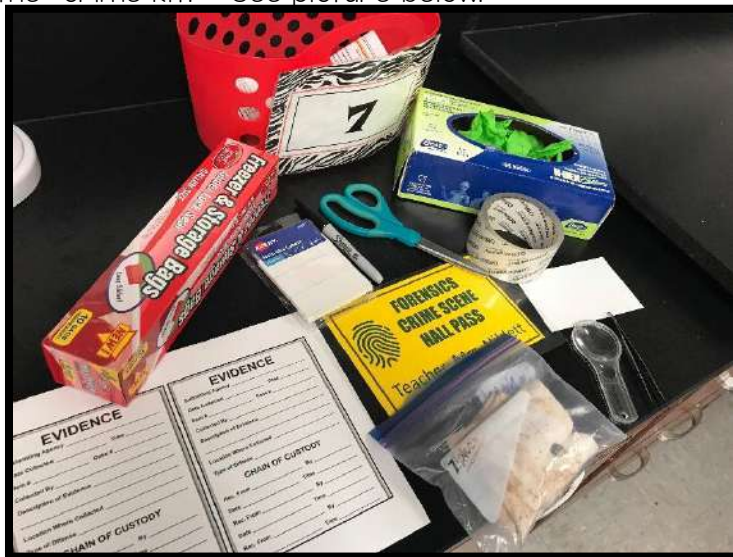
Activity Set-Up Instructions (Teacher Prep)

- ☐ Begin by printing hall passes for each group/team of students
- ☐ Next, print the Chain of Custody logs and make enough copies for each team/group of students to have 7.
- ☐ You will also need the following materials for each lab group/team:

Materials

7 Ziploc bags
7 labels (or a roll of masking tape)
Hall Pass
1-2 pairs of gloves
Evidence bag (your teacher will give you this at a later time)
Permanent Marker
1 roll of clear tape
Magnifying Glass
Forceps
Pen/Pencil
7 Chain of Custody sheets
Scissors
7 Index Cards

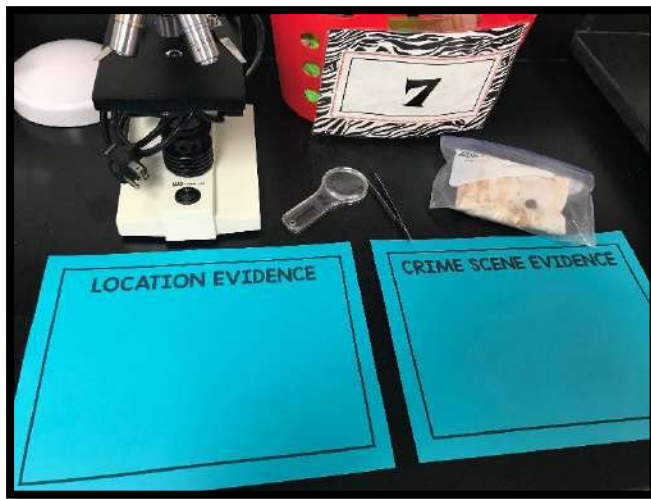
- ☐ I place these items in containers that I purchased from my local Dollar Tree and refer to it as the "crime kit." *See picture below.



- ☐ **Please note:** There are 2 parts to this activity: A) The collection of evidence B) The analysis of evidence. Be sure to let students know that they will not use all of their supplies for part A. Some of the supplies in their "crime kit" are for part B.

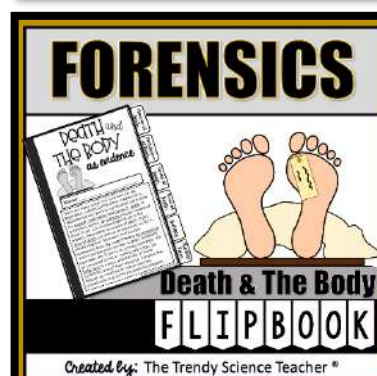
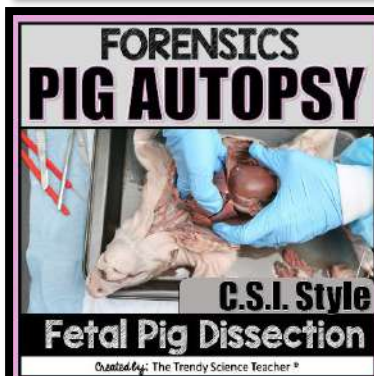
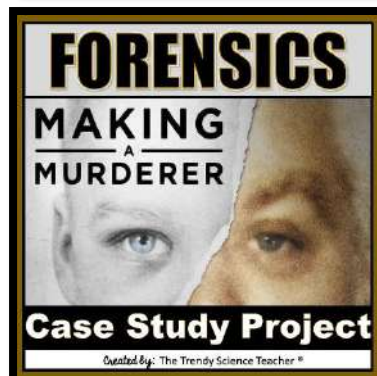
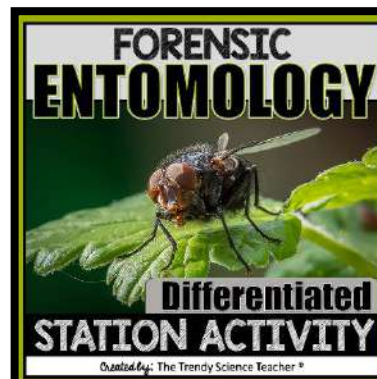
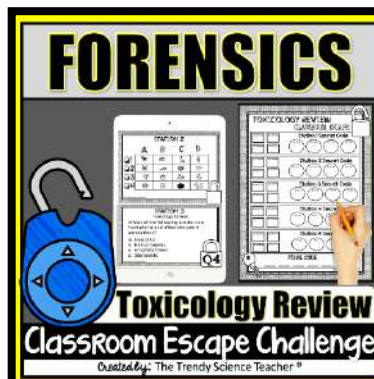
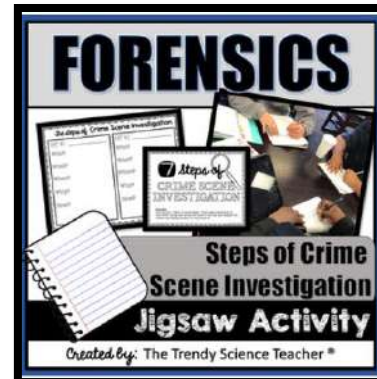
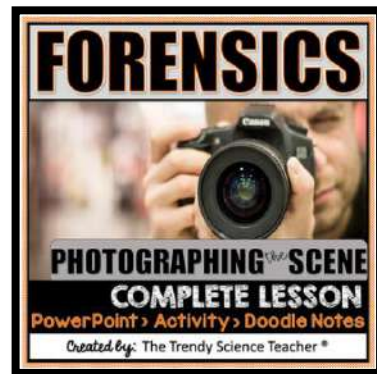
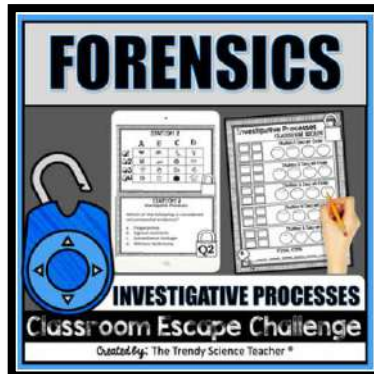
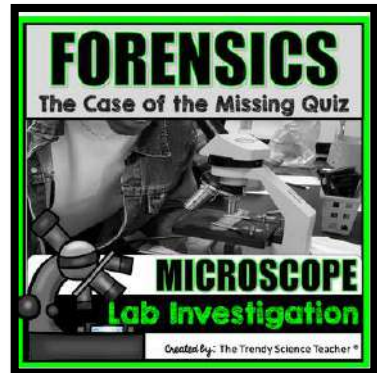
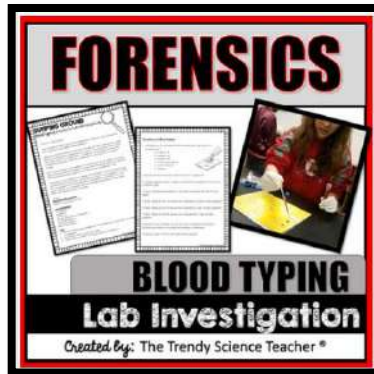
Activity Set-Up Instructions (Teacher Prep)

- ☐ Begin the lesson by using the included PowerPoint (Evidence Collection). It will prep the students for the activity and provide guidance. I break the activity into 2 days. The first day, the students move throughout the school and collect evidence and the second day is devoted to analyzing that evidence and completing the *Evidence Analysis* questions.
- ☐ Have your students ensure that they have everything that they need in their "crime kit" before leaving the classroom.
- ☐ While the students are out and about, I set up for Part B.
- ☐ The following materials are needed for this part of the activity:



- ☐ Students will empty the contents of Mr. Higginbotham's sock onto the card marked "Crime Scene Evidence."
- ☐ They will choose one of their possible primary crime scene locations and empty the contents onto the card marked "Location Evidence."
- ☐ Students will use the forceps and magnifying glasses to analyze the evidence until they have determined a match between the sock evidence and primary crime scene location.
- ☐ While they analyze, I walk from group to group looking at the way in which they packaged their evidence. When I find errors in the way they followed the Chain of Custody, I address these errors and have them make corrections.
- ☐ When students have arrived at a conclusion, have them complete their Crime Scene Analysis questions.

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