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I teach three different forensics courses, so have three different crime investigations. Forensics 1 uses an actual "crime scene;" for the other classes, I bring evidence to the students. In all cases, the "victims" are fictional students (usually with funny names, such as Sue Permann, Doug Upp, Juan Abett, and Ima Payne), and the suspects--and the killers--are school employees, mostly teachers.

Each class is divided into four teams, and each team has a different "victim" and different "killer," and their own crime scene/evidence.

In Forensics 1, I set up murder scenes in our media center. The size of each "scene" depends on how many classes I have. Usually, they end up being about 10 feet by 10 feet. In each scene, there are hairs from the killer, fingerprints on a "weapon" (usually a glass bottle), a torn-up note (to match the killer's handwriting, and students look for the notepad it came from), and a "bloody" footprint of the killer. I give the students a list of about 15 suspects, and they have to get evidence from the suspects (who sometimes demand search warrants!).

In Forensics 2, which includes a lot of anthropology, the students are told that a custodian found a dog on campus, dragging a bag of bones, and there are no signs of digging on school grounds. Also in the bag are some hairs and a torn piece of fabric (from the victim) and a pre-mixed soil sample (supposedly from the killer's back yard--I mix different types of soil for each suspect). The investigative teams are given a list of "missing persons," with descriptions. They have to identify both the victim and the killer.

In Forensics 3, the students are told that a murder victim was found at a nearby park. The evidence has been collected for them, and includes a garbage bag (used to kill the victim--has the suspects fingerprints on it), a styrofoam cup with a bite mark from the killer, and a plaster cast of tire tread marks from the crime scene. For those tread marks, I go to the "killer's" cars (in the teachers parking lot!) and make clay impressions of one of the tires, then make a plaster cast from that. In this case, the students will have to find the suspects' cars to inspect the tires.

If any of these help, feel free to use and/or modify them. A lot depends on what techniques the students are taught to use in class, then I build a crime around those. The teachers who participate often have fun with it, hiding when we come to arrest them (we bring our resource officer with us, but the students handcuff the guilty party), or trying to run. We've even had two of our murderers climb out classroom windows to get away, but we always "get our man!"