

The Law-Related Education Academy is sponsored by the Arizona Foundation for Legal Services & Education with funding made possible by the Arizona Department of Education.

---

**“CSI: Cracking the Case with Forensic Science” Academy**  
(Middle/High School)

**Evidence Collection Lesson Plan**

*Please obtain administrator approval prior to implementing this lesson.*

**Objectives: Students will...**

- identify the correct packaging methods for different types of evidence.
- practice collecting, labeling, and logging evidence from a mock crime scene.
- understand how proper handling of evidence preserves integrity and admissibility in court.

**Protective Factor Developed:** Decision Making Skills

**Materials:**

- ✓ Chart paper (5 sheets posted around the room)
- ✓ Mock crime scene set up at the front of the room (suggested evidence items: crumpled note, powdered sugar, empty water bottle, “bloody” tissue, paperclip)
- ✓ Mock crime scenes for groups (1 per group) - Optional
- ✓ Facilitator PDF and projection capabilities
- ✓ Markers (1 per small group)
- ✓ Evidence list (5; one for each carousel group)
- ✓ Gloves (1 pair for each evidence item to allow several students to practice)
- ✓ Whiteboard and marker (1 for teacher)
- ✓ Paper bags and plastic bags (1 per evidence item)
- ✓ Evidence labels or notecards (1 or more per person)
- ✓ Evidence log (1 per person)
- ✓ Tweezers (1 pair for demonstration)
- ✓ Mock crime scene checklist (1 per person)
- ✓ Device to photograph mock crime scene (1 per group)

**Materials for Optional Extension Activity:**

- ✓ Mock crime scenes for groups OR mock crime scene photos (1 per group)
- ✓ Gloves and booties (1 per person)
- ✓ Crime scene tape (1 roll per group)
- ✓ Paper bags and plastic bags (5-10 per group)

- ✓ Measuring tape (1 per group)
- ✓ Device to photograph (1 per group)
- ✓ Evidence log (1 per group)
- ✓ Crime scene checklist (1 per group)

**Prior to the Lesson:**

- ✓ Post 5 **chart papers** around the room with the following labels: brown paper bag, plastic bag, latent print card, cardboard box, glass vial. (Optional: For larger classes, post 10 chart papers instead; 2 of each. This will allow for smaller groups. Groups still rotate only 5 times.)
- ✓ Set up one **mock crime scene** at the front of the room or put multiple evidence items on a table if there is limited space. Use the “evidence” listed in step 9 or create your own and modify the responses in step 9. Evidence can be just about anything (suggested evidence items: crumpled note, powdered sugar, empty water bottle, “bloody” tissue, paperclip).
- ✓ If space allows, an optional activity of evidence collection will need multiple other **mock crimes scenes** (tables) for small groups to work with using evidence items or the **mock crime scene photos**.

**Timeframe:** 50 Minutes (80 with optional extension activity)

**Team Teaching:** For effective implementation of Law Related Education (LRE), team teach with the classroom teacher by...

- Having both the officer and teacher rotate among students and to different groups. Both instructors will provide positive feedback and engage in friendly conversations with students. This procedure will help reduce classroom disruptions, increase student engagement, and build supportive relationships with students.
- Encouraging classroom teachers to participate in all activities by injecting clarification statements by relating relevant content to their curriculum. In this method, students will see more connections to their student life and be willing to carry over concepts and skills learned in LRE.
- Assigning the classroom teacher part of the lesson instructions. Team teaching with the classroom teacher enables the students to further see the importance of LRE lessons. It also provides an opportunity for the classroom teacher to demonstrate teaching skills conducive to effective teaching. Student attention can be maintained more easily with different voices and personalities experienced throughout the lesson.

**Lesson:**

1. Use the **facilitator PDF** to display the picture of improperly stored evidence. Ask, “What problems could this cause in a real trial?” Call on a few volunteers to share. *Possible answers: Evidence could be contaminated (such as blood growing mildew from being in a plastic bag), lost or misplaced, or damaged – making it inadmissible in court.*
2. Explain that proper evidence impound ensures admissibility in court. The type of packaging matters and creative solutions can work as long as evidence isn’t damaged.
3. Use the next page of the facilitator PDF to go over the different types of evidence packaging: brown paper bag, plastic bag, latent print card, cardboard box, and glass vial.

4. Explain the carousel activity before students begin:
  - a. There are chart papers posted around the room with different evidence collection containers: brown paper bag, plastic bag, latent print card, cardboard box, glass vial.
  - b. Divide students into 5 groups and assign each group to a chart paper. Give each group a **marker** to write with.
  - c. Optional: Distribute an evidence list to each group before students begin the carousel activity.
  - d. Give groups 30 seconds to list items they believe belong in that packaging.
  - e. When time is up, rotate clockwise to the next packaging type. This continues until they return to their original chart paper.
5. Have each group share out what is written on their chart paper. Make corrections as needed (*e.g., Correct: plastic bag for dry items like jewelry, paper bag for clothing with bodily fluids; Incorrect: wet knife in a plastic bag, burnt paper folded up in a bag*)
6. Have students return to their seats. Model proper evidence collection on one piece of evidence from the mock crime scene using **gloves**. Emphasize the importance of using gloves when collecting evidence.
7. Write an example evidence label on the **whiteboard**. Include your name, date, time, location, item description, and evidence number.
8. Distribute **evidence labels/notecards** and an **evidence log** to each student.
9. Invite students to come up and collect the remaining evidence while walking them through proper techniques.
  - a. Crumpled receipt – Smooth carefully without tearing and place in a paper bag.
  - b. “Bloody” tissue – Air-dry before placing in a **paper bag**.
  - c. Powdered sugar – Scoop into a **plastic bag** or vial to prevent spills.
  - d. Empty water bottle – Place in a plastic bag to prevent contamination.
  - e. Paperclip – Pick up with tweezers or gloves and place in a small container or bag.
10. While one student is demonstrating proper evidence collection, have the observing students practice writing an evidence label/notecard and filling out their evidence log for each item. After the correct collection is completed, ask a volunteer to share what they wrote on their evidence label/notecard and evidence log.
11. Debrief by asking: Why is proper evidence collection important?

**Optional Extension Activity (insert after step 10):**

1. Explain that students will now go to their group’s mock crime scene to complete the “first on the scene” steps they learned in the last lesson as well as collect/log evidence.
2. Use the **facilitator PDF** to display the group roles descriptions. Have each group assign roles: photographer, measurer, documenter, evidence collector, evidence labeler.

3. Send students to their group crime scenes with the following items: **gloves, booties, paper bags, plastic bags, measuring tape, crime scene tape, device to photograph, evidence log, and mock crime scene checklist.**
4. Have students return to their seats and have each group share one piece of evidence they found and explain how they collected it. Correct and/or validate as needed.

The Law-Related Education Academy is sponsored by the Arizona Foundation for Legal Services & Education with funding made possible by the Arizona Department of Education.

---

**“CSI: Cracking the Case with Forensic Science” Academy**  
(Middle/High School)  
**Evidence Collection Lesson Plan**  
**Arizona State Standards Correlations**

**Social Studies**

8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

**English Language Arts**

7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.