

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)

Planning the Next Move Lesson Plan

Please obtain administrator approval prior to implementing this lesson.

Objectives: Students will...

- analyze various crime scene scenarios.
- identify appropriate investigative next steps.
- practice collaborative problem-solving.

Protective Factor Developed: Critical Reasoning Skills

Materials:

- ✓ Scenario cards (1 card per group)
- ✓ Paper and writing utensil (1 per person)

Timeframe: 30 Minutes

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. Explain to students that they will participate in an activity that will allow them to practice thinking outside the box and investigate what next steps should be in an investigation.

2. Divide the class into small groups of 3-4 students in each. Distribute a **scenario card** to each group and a **writing utensil / paper** to each student.
3. Instruct groups to read their scenario and discuss what their next investigative steps might be. They should record their group answers on their paper.
4. Call on each group to share their ideas. Offer additional suggestions or corrections as needed using the guide below.

- Scenario 1 – Suspicious Package

Victim: Name unknown

Scenario: A suspicious package labeled “John Smith” was left on the doorstep.

Potential Next Steps: Figure out who John Smith is, interview neighbors or John Smith if reachable, call forensics to safely examine the package, collect fingerprints or DNA from the package, check nearby security cameras.

- Scenario 2 – Social Media Threat

Victim: Popular high school student

Scenario: A student posts that “someone is going to pay for what happened at the party,” tagging Ana and Lauren.

Potential Next Steps: Interview Ana and Lauren, investigate the poster’s relationship to the victim, obtain relevant social media and private messages, interview other witnesses at the party, assess law enforcement involvement if threats are credible.

- Scenario 3 – Graffiti / Missing Student

Victim: David (missing)

Scenario: Graffiti found on David’s vehicle; Alex was seen loitering nearby the night before.

Potential Next Steps: Interview Alex and other witnesses, photograph and document graffiti, obtain David’s social media and private messages, collect fingerprints or trace materials, check surveillance footage of the area.

- Scenario 4 – Digital Tampering

Victim: Amy (deceased)

Scenario: Someone accessed the school’s system and lowered Amy’s grades; login activity at 2 AM.

Potential Next Steps: Interview teacher and Amy’s friends/classmates, review login logs/IP addresses, determine if prior incidents occurred, obtain Amy’s digital communications, interview students with potential access, gather digital evidence from school devices/servers.

- Scenario 5 – Missing Student / Argument

Victim: Jesse (missing)

Scenario: Witness overhears Jesse and Maria arguing about a missing laptop; Jesse disappears shortly after.

Potential Next Steps: Interview Maria, interview Jesse’s family/friends, interview the witness and other nearby students, review surveillance, check laptop logs or tracking.

5. Debrief by leading a whole group discussion: Why is it important to think about next steps during an investigation?

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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.