

Background on Crime and the CPS

1. Vocabulary: Observation, Inference, Bias (being Objective), Alibi, Motive, Means/Opportunity
 - Definition
 - Example
 - Check these videos out on being Observant
<https://www.youtube.com/watch?v=Ahg6qcgoay4>
https://www.youtube.com/watch?v=IGQmdoK_ZfY
2. What is a Crime
 - Describe what a crime is and examples
 - Illegal
 - Disobeys the law that is made by all levels of government
 - Harming others
 - Require police services
3. Who creates laws? Why? Example?
 - Government all levels
 - To make people feel safe
 - To keep order and prevent chaos
 - Theft (car jacking, stealing money, etc)
 - Speeding (by-law)... municipal
4. Who keeps you safe and secure and makes sure you follow the law?
 - CPS and community members
5. What are the different roles of the CPS?
 - Drug unit, K9, SWAT, HAWCS, Forensics, TAC unit, Gangs, Traffic, Peace officers, Domestic Violence, Traffic Unit, Cyber Crimes, Mounted Police (on horses), Bike Unit, Homicide, etc
6. Steps to solve a Crime: (see ppt in resources)
 - Secure the crime scene
 - Prevent Contamination
 - Gather evidence then document
 - Process the Evidence
 - Gather the suspects
 - Link evidence to the suspects
 - Conclusion to the crime
 - Prove it in court
7. Video sent by Constable Becca Fahey and CSI Jocelyn McGregor
 - Make **observations** and take notes on what you see.
 - Can you make any **inferences**?
 - Make sure you remain **Objective** with no **Bias**'

The Crime – Gathering Evidence

1. When CPS arrives at the scene, they must try to determine the 5 W's and eventually the H.
 - Who: _____
 - What: _____
 - When: _____
 - Where: _____
 - Why: _____

2. Review the **Police reports** and make **notes** in your Detectives notebook. Make sure you are simple and neat. How can you organize your information better?
 - Police use a **Parade Board**... this is a **large visual display** that police use to map and organize their information. This can include:
 - Maps,
 - Photos
 - Suspect profiles
 - Timelines
 - Diagrams
 - Any other evidence collected
 - How would you set up your parade board?
 - Where should we start or parade board?
 - You will receive a copy of the crime scene to glue into your detective's notebook

3. Evidence: What is it?? There are 3 types of evidence

Physical (Forensic) Evidence	Circumstantial Evidence	Factual (Hard) Evidence
<ul style="list-style-type: none"> - Evidence gathered at a crime scene that links a suspect to a crime - Usually comes from the body tissue or fluids - Ex. Fingerprints, footprints, blood, DNA, fibres, etc - Transient physical evidence... - Irrefutable in court 	<ul style="list-style-type: none"> - Evidence that does not directly link a suspect to the crime - Relies on inference to make connections - Ex. Witness, video footage, shoeprint, etc - Helps you get warrants to search for more evidence, hopefully forensic evidence 	<ul style="list-style-type: none"> - Includes things like documentary evidence - Ex. Letters, email, texts, e-files, smart phones

4. What does the CPS gather at the crime scene?
 - **Evidence**
 - **Witness observations** and statements
 - What kind of evidence do we have so far in our crime?
 - Can we add it to the **Parade Board**?

5. What is **Forensics**???

 - Explain what it is and give an example

6. Exit Pass

The Crime – Witness Statements

1. Have someone come into your classroom with a hoodie to steal something
 - Discuss observations and make sure you (as a teacher) influence their ideas
 - Talk about bias/stereotypes and how eye witness statements can be wrong
2. Go over each statement and collect key bits of information
 - make sure you don't let them influence your decisions or allow you to make unfair judgments (Bias)
 - don't make premature conclusions based on circumstantial evidence

Suspect Profiles

1. Go over each suspect profile and collect key bits of information
 - Match picture to each suspect
 - Talk about stereotypes (Wong and Lee as Chinese names)
2. Talk about what would you do next...
 - i.e. talk to jade's dad about her whereabouts

Hair and Fabric Fibres

1. Show the pdf of fibres under microscope
 - Guess what each type is
 - Talk about fibres and how to help id them (color, thickness, etc)
2. Introduce the hat as new evidence...
 - hair fibres were found in the hat

Fingerprints

1. Talk about fingerprint types
 - Arch, tented arch, loop, whorl, (composite... this is a mixture of 2 or more but they are now lumped with whorls)
 - They have tiny ridges that leave impressions (oils)
 - No 2 people have the exact same fingerprint
 - Accidental characteristics
 - Unique markings on a fingerprint that will distinguish one from another
 - Fingerprints that can be lifted are called Latent Prints
 - We will do the activity to lift prints and make a print card
2. Introduce the fingerprints found at the crime scene
 - Get the kids to identify each print and maybe some accidental characteristics that they see