

Lesson Logistics

Learning Outcomes

Kindergarten - Grade 3	Grades 4-6
Materials and our senses	Properties and changes of materials
Liquids and solids	
Materials and structures	

Class Organization

Divide the students into groups of three or four.

Ensure that each group has a *Student Handout*, a pencil and a ruler.

Other staff members or friends will need to be recruited to provide evidence samples for the suspects, but need not be present during the activity since the samples can be collected in advance.

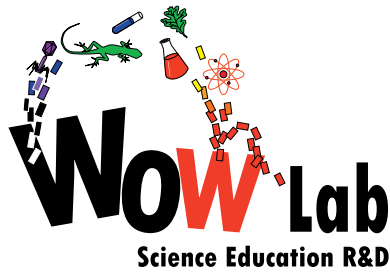
Notes

The *Prep Instructions* should be followed carefully to ensure that the activity will run smoothly.

The order in which the students move throughout the different stations does not matter, but all the students should look at the crime scene at the beginning of the activity and make detailed notes before moving on to the first station.

There are several different ways to organize the crime scene in order to make the activity easier or more difficult. The crime scene can be placed in the middle of the room so that students can look at it throughout the activity, or placed in a corner and then covered so that students will have to rely on their notes in order to make the activity more challenging. The evidence from the crime scene can also be removed after the initial viewing and placed at the appropriate stations to make the investigation easier for students.

The six stations (Fingerprint Analysis, Fibre Analysis, Cookie Crumb Analysis, Ink Chromatography, Dental Analysis and Footprint Analysis) should be set up at different tables. Groups should take turns working at each station. The teacher should make sure that students rotate stations every five to ten minutes to allow for enough time to complete the activity in the class period.



a WOW Lab

BLUEPRINT

Classroom Science Investigation - Lesson Logistics

Further Exploration

Each station theme can be explored individually during a class period. For example, dental analysis can be examined in greater detail by having students make their own dental molds so that they can experience the process firsthand. They can then compare their molds with other students and find the similarities and differences. An additional activity is to look at the fingerprints of all the students (previously taken in Station III) and have them identify each print type (whorl, loop, reverse loop or arch). Students can tally each print type to see which print type is the most or least common in the class.