

PRIMARY SCHOOL WORKSHOP



Session 1 - Police Officer Introduction

This session introduces children to a police officer or CSI etc.

Aim – To allow children to see a “real life” experienced police investigator, break barriers and provide a positive role model.

- An experienced investigator will attend.
- Q & A – what do police officers do? Include role of Detective and CSI as this is the focus of the course.
- Discussion – how can you become a police officer?
- Split children into appropriate sized groups and task them to complete the quiz on police officer attributes
- Debrief explaining each skill area as necessary

Session 2 – Criminal Justice System

This session introduces children to the Criminal Justice System (CJS). It informs the children that police do not prosecute and allows an understanding of the various stages of the CJS.

- Arrange children into groups.
- Handout CJS flashcards.
- Task children to put cards into order.
- Once the task is complete, check answer using keynote presentation.
- Use flashcards to educate children on each part of the process. Q & A.
- Court Practical – Optional (time dependent) – Split children up into the court roles and run mock court scenario.

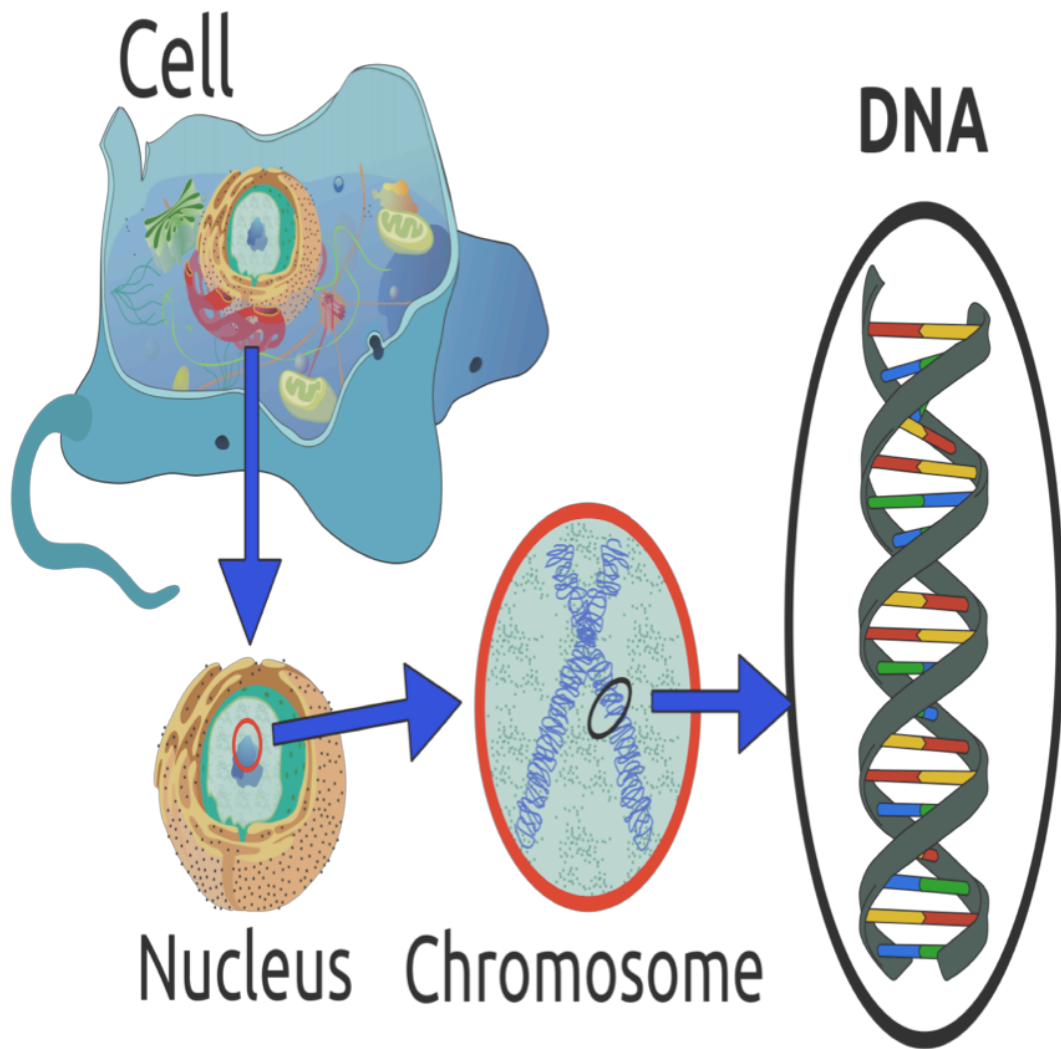
Session 3 – Crime Scene Introduction

This session introduces children to the specific role of a crime scene examiner (CSI).

Aim – To allow children to see “real life” CSI’s examine a crime scene and relate their own school scientific studies to the workplace.

- Give a verbal summary of what a crime scene is (age appropriate Locard etc.)
- Play “CSI Exam Burglary Dwelling” video.
- Ask children to feedback their observations drawing out potential evidence left at the scene.
- Make appropriate links to science and the benefits to investigators.
- DNA – Slides cover what DNA is (can be shown before or after following practical exercise).
- Practical – Task Children to get into pairs, they will need gloves, small sealable bag and cotton buds. Demonstrate to children how to obtain a mouth swab and task them to do the same.

DNA Slide Example



Session 4 - Fingerprinting

This session builds upon session 3 (crime scene introduction) and allows children to see the benefits of fingerprint evidence at a crime scene through practical exercises.

- Introduce children to fingerprinting using slide 1 of the fingerprinting presentation.
- Demonstrate how to take fingerprints of one of the children.
- Practical - Split children into pairs, hand out a fingerprint form each and task them to take fingerprints from their partner.
- Slide 2 of presentation – show children the unique nature of fingerprints.
- Practical – Hand children magnifying glasses and task them to examine their own fingerprints. Leave slide 2 on display and see whether the children can identify some of the marks within their own prints.
- Optional (Time dependent) - Demonstrate to children how to take latent prints from bottles provided and task them to compare with their own.

Children Fingerprinting



Session 5 – Search and Arrest

This session introduces children to searching a suspect and arresting them.

- Q&A with children about why we search people, what we may be looking for and how this can help investigators. Cover what sort of other things (e.g. vehicles/premises that we may search).
- Demonstrate with a member of staff of same gender as the trainer how a person search is conducted.
- Presentation (2 slides) covering search. Explain that the children will be taking part in a fictitious scenario where sweets have been stolen from school and they will be required to search and arrest the suspect. Slide 2 outlines the arrest wording.
- Practical - Split children into pairs and take one child out of the room and ask them to hide a sweet on their person (appropriate warning about where not to hide items). Task the other child to search their partner and (if property found) make an arrest. Reverse role.

Lesson 6 – Crime Scene

This session brings together all of the learning from the previous sessions and allows children to demonstrate their understanding through a realistic practical exercise.

Health warning *re: scenario. Its **NOT** real – it is however immersive and children should be encouraged to “buy into the experience” for maximum effect.*

The trainer will setup a crime scene using the dummy for a murder scenario and other props if a burglary/kidnap is preferred. Fake blood and fingerprints and footprints can be placed around the room.

The children to be divided into groups, with a team leader for each group. They will be introduced to the idea of a hypothesis for a crime scene, and then tasked to investigate the scene (split into discrete areas with the groups cycling round).

Once each area has been examined, each group is to be given time to discuss, and then trainer to debrief accordingly.

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