

DETECTIVE NOTES

Case File: 01



Introduction

Key Questions:

- What is crime? How does crime impact our communities?
- What is the Calgary Police Service? What do they do and what role do they play in our community?
- How are crimes solved?

Desired Outcomes:

- Students learn about the Calgary Police Service, what they do, and their value to our city.
- Students understand what crime is and how it affects communities.
- Students understand the steps and process involved in solving a crime.

Activities and Timelines (30 minutes)

Introduction 5 minutes
Communities, Crimes, Calgary Police Service

Main Activities 20 minutes
Steps to Solving a Crime Activity 10 minutes
Steps to Solving a Crime PowerPoint 10 minutes

Conclusion 5 minutes
Memory Challenge

Resources

- Resource 1-1a: Steps to Solving a Crime Activity
- Resource 1-1b: Steps to Solving a Crime PowerPoint

Introduction

5 minutes

Ask and discuss:

- ▷ What is community? What does community mean to you?
- ▷ What is your community? Who is in your community?
- ▷ What is crime?
 - Actions/offenses committed that are against the law.
- ▷ Who creates laws? Why?
 - Politicians, who are elected by us. Through our democratic voting, these people are put into positions of power to create laws we tell them are important to us.
 - Laws are created to keep order and to keep people safe and accountable for their actions.



- ▷ How does crime affect you? Your community? Your city? What are some examples?
 - Injury or harm, makes you feel unsafe, lost/damaged property.
 - Makes everyone feel unsafe. Costs to everyone in a community.
 - Through our tax money the city of Calgary pays for the Calgary Police Service and their community services.

- ▷ **Ask and discuss:** What is the role of the Calgary Police Service?
 - To keep our communities safe, prevent crime, fight crime.
 - In what ways do they prevent and fight crime?

- ▷ **Brainstorm:** What different jobs or roles do they have? What are some different types of officers? Different units? (There are over 150 different roles and units!)
 - Forensics
 - Patrol
 - HAWCS
 - K9
 - TAC (Tactical Team)
 - Domestic Violence Unit
 - Drug Unit
 - Gangs Unit
 - Traffic Unit
 - Cyber Crimes
 - Mounted Unit
 - Mountain Bike Unit

- ▷ **Tell:** At the end of this unit, the YouthLink Calgary Police Interpretive Centre will be sending us a crime to solve, but first we need to learn how police officers solve a crime.

Main Activities

20 minutes

- **Materials:**
 - ▷ Resource 1-1a for each student
- **Teacher Prep:**
 - ▷ Print and cut out Resource 1-1a for each student

- **Ask:** When a crime happens, what steps do you think detectives and crime scene officers go through to solve it?
 - ▷ Hand out cut outs from Resource 1-1a: How to Solve a Crime Activity to each student.

- **Instruct the students:**
 - ▷ Brainstorm and place the cut outs in the order you would solve a crime. Discuss your answers and work together with a classmate beside you.



Teacher's note: If printing is not an option, you could display the resource out of order on a Smart Board and complete the activity as a class.



- **Present and discuss:** Resource 1-1b: Steps to Solving a Crime PowerPoint



Teacher's note: This is where you will go over the answers and explain/discuss the steps in more detail. There are teacher notes in the notes section of each PowerPoint slide to help you to explain each step with more information.

Conclusion

5 minutes

- **Materials:**
 - ▷ Pencil and paper for each student
- **Ask:** Now that we know what steps police officers take when solving a crime, do you think it's important for police to write things down? Do you think it's possible to remember all the details about an event and the order things happened in without writing things down?
- **Instruct the students** to write down on a piece of paper, with as much detail as possible, what they did on the previous Sunday.
- **Examples:**
 - ▷ The exact time they woke up
 - ▷ The order they did things when they woke up
 - ▷ What they had to eat and what time they ate
 - ▷ Who was the first person they spoke to? What time? What was that person doing? What colour shirt were they wearing?
- **Ask and explain:** Who will remember what they did yesterday, in exact detail, a week from now? What about three years from now? Five years? Sometimes officers will be called to court for a case that happened years before. It would be impossible for them to remember details of the crime if they didn't write it down. Taking notes is an essential part of policing. If it isn't written down, it cannot be used as evidence!

Curriculum Links

Science: Evidence and Investigation

General Learner Expectations:

- 6-8: Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.

Specific Learner Expectations:

- SLE 3: Recognize that evidence found at the scene of an activity may have unique characteristics that allow an investigator to make inferences about the participants and the nature of the activity, and give examples of how specific evidence may be used.

