DETECTIVE NOTES
Case File: 04

Essential Investigator Skills Part 2

Key Questions:
- What skills do you need to be a police officer or forensic investigator?
- How do these skills help police officers and investigators solve crimes?

Desired Outcomes:
- Students will be able to demonstrate their understanding of objectivity, bias, and inference through the activities.

Activities and Timelines (30 minutes)

Introduction	
Review of Part 1	
Main Activities	20 minutes
What is Bias?	10 minutes
Show, Don't Tell Activity	10 minutes
Conclusion	10 minutes
Garbage Collector	

Resources
- Resource 4-1: Objectivity PowerPoint

Introduction

- **Explain and Discuss:** Now that we have discussed what some essential skills are for officers to have, we are going to practice these skills so we are prepared to solve the crime from YouthLink! Help me remember the three essential skills that investigators need to have: what are they and why are they important?

Main Activity 20 minutes

What is Bias? 10 minutes

- **Materials:**
  - Resource 4- 1
- **Teacher Prep:**
  - Open Resource 4- 1

- **Open:** Resource 4-1: Objectivity PowerPoint
- **Say:** We are going to see just how difficult it can be to remain objective as we go through this PowerPoint.

Teacher's note: This activity can help introduce ideas around stereotypes, racism, discrimination, and sexism, if you choose to include them in your lesson.

Show, Don't Tell Activity 10 minutes

- **Materials:**
  - Pencil and paper for students (optional)
- **Teacher Prep:**
  - Prepare some prompts for students ahead of time

- **Have** students practice creating and identifying inferences through a class inferencing activity. This could be done orally or as a writing assignment.

- **Ideas:**
  - Describe a very cold afternoon without saying that it is cold.
  - Describe being scared without saying you are scared.
  - Describe a rainy day without saying that it is raining.
  - Describe flying on an airplane without saying you are on an airplane.
- **Demonstrate** one example for the class so they understand the exercise.
- **Have** students pick their own inference prompt to either write or orally share, and then share it with one to two peers sitting near them, or with the whole class if time permits.

Conclusion 10 minutes

Garbage Collector Activity 10 minutes

- **Materials:**
  - Pencil and paper for each student
  - "Garbage" items collected in advance
- **Teacher Prep:**
  - Collect clean "garbage" items that students can make inferences from

- **Present** to the students a bag of "garbage" you have collected from a "family member's" house.
- **Tell** them you want them to make inferences about your family member based off the items in the "garbage".
  - Examples: Contact solution, contact case, restaurant receipts, grocery receipts, a lab coat, stethoscope, baby diapers, dog toys.
  - If you want them to infer that your family member eat out a lot, save your restaurant receipts or to-go boxes and put those in the trash bag. If you want them to infer that they have a baby, save baby items, etc.

- **Make** an Evidence/Inference chart (shown below). Take out the items one at a time, and have students make an inference about the person/family.
- Once you have gone through all of the items, **instruct** the students to write down three inferences they made about the person/family, and hand it in to you as an "exit pass".

EVIDENCE	INFERENCE
• Baby food jar	• They have a baby
• Protein supplements	• They like working out
• Empty hair product for curls	• They have curly hair
• Dog/cat food packaging	• They have a dog/cat
• University alumni magazine	• They went to that university

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.