

# Crime Scene Investigation Activity - Post-Experience Activity Suggestions

Level	Author(s)	Activities
F-2	Richelle Collins, Bianca Gibbs and Susie Day	<ul style="list-style-type: none"> <li>• Create an Australian animal big book (pictures, footprints, facts etc.) where every student is given a specific animal and creates their own page; it is then put together to create a class book</li> <li>• Create a mock science lab to make further investigations into native flora and fauna</li> <li>• Activity: Set up a mock crime scene – investigate and analyse clues to discover who did it</li> </ul>
	Veronika Krsteska, Jessica Gallitto, Jessie El-Dekkan and Kate Kilkenny	<ul style="list-style-type: none"> <li>• Create a script inspired by the CSI activity, to be role played by the students</li> <li>• Students are to compare observations they made during CSI activity with others, sharing observations and discoveries</li> <li>• CSI related “mix and match” activity</li> <li>• Students discuss and write about their CSI activity adventures, expressing what they learnt</li> </ul>
	Rabia Pesmen, Romaine Perera, Emma Fletcher, Claire Pollard	<ul style="list-style-type: none"> <li>• Break class into groups, each will draw different aspects of the CSI experience such as: the tool kit, what they found, what they enjoyed, and what they learnt</li> <li>• Create a work sheet with pictures of flora and fauna they encountered, and get students to label them</li> <li>• Set up a CSI activity in the classroom or in the schoolyard</li> <li>• Use a set of flash cards of items that students saw at the Wildlife Sanctuary</li> <li>• Activity where students do a word search that relates to the CSI activity</li> </ul>

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3-6	Richelle Collins, Bianca Gibbs and Susie Day	<ul style="list-style-type: none"> <li>• Further investigation into animals scats (taking into consideration what different animals eat)</li> <li>• Students create their own informational text on Australian animals</li> <li>• Students are to research the effects of introduced species upon native flora and fauna, focusing on extinct and endangered animals</li> <li>• Create a mock science lab for further investigation – looking at objects collected in more detail</li> </ul>
	Veronika Krsteska, Jessica Gallitto, Jessie El-Dekkan and Kate Kilkenny	<ul style="list-style-type: none"> <li>• Discuss students observations during the CSI Activity</li> <li>• Conduct further research about native wildlife through books and ICT</li> <li>• Create a CSI investigating area for further science inquiries</li> <li>• Project: students pick an animal of choice and research its needs for survival – taking into account aspects such as habitat, eating habits, and the impact of humans upon its natural environment</li> </ul>
	Rabia Pesmen, Romaine Perera, Emma Fletcher, Claire Pollard	<ul style="list-style-type: none"> <li>• Students communicate their experiences by developing a story that can be role-played</li> <li>• As a class, discuss and compare observations made during the CSI Activity</li> <li>• Set up a CSI activity in the classroom or school-grounds</li> <li>• Conduct an investigation where students identify the roles in the ecosystem of the objects they encountered during the CSI activity</li> </ul>

## References

Victorian Curriculum and Assessment Authority. (2013). *AusVELS*. Retrieved from <http://ausvels.vcaa.vic.edu.au/>