

Lesson Plan

Crime In Downtown



Summary

Grade Level: Grades 11 and 12.

Classes/Themes: Instructors will find the following lesson plan useful for the following classes:

1. Social Studies 11
2. History
3. Law (Criminology)
4. Psychology
5. Social Justice
6. Geography

Objectives addressed through the lesson plan:

- Encouraging critical thinking
- Applying deductive reasoning
- Hands-on student centred learning

4 Activities:

1. Pre-Trip Activity: Kahoot! Game(s)
2. School Trip Activity: Vancouver Mysteries game Crime in Downtown
3. Post Trip Activity: Class Discussion
4. Post Trip Activity: Group Presentation and Peer Evaluation

2 Handouts:

1. Handout 1: Group Presentations on Crime in Downtown
2. Handout 2: Assessment forms (Peer Assessment and Self Assessment).



The Kahoot! Games and the school trip each work as a stand-alone activity or in combination with the rest of the lesson plan for maximum flexibility.

Pre-Trip Activity - Kahoot! Game (Teacher Guided)

Objective: the Kahoot! Games cover curriculum vocabulary and introduce discussion topics for students to think about during the school trip and use during the class discussion and group presentations that follow. The games can either act as an introduction of relevant vocabulary or as a review of vocabulary from the curriculum, depending on the game(s) covered and time of year.

Allotted time: 10 - 30 minutes.

Materials needed: Kahoots game(s). Games Available:

1. [Social Studies 11/Geography 12 and Crime in Downtown](#)
2. [History 12 and Crime in Downtown](#)
3. [Law 12 and Crime in Downtown](#)
4. [Social Justice 12 and Crime in Downtown](#)

Preparation:

- Option 1: Form teams (maximum 5 students per team) and come up with team names. These same teams can compete against each other during the school trip: Vancouver Mysteries game Crime in Downtown.
- Option 2: Students compete individually for top score.

The teams can compete for their starting order when they play Crime in Downtown (school trip). The team with the highest score (or the team with the student with the highest score) in the Kahoots game earns a 2 minute head start when the game begins.

School Trip Activity - Vancouver Mysteries Game, Crime in Downtown (Student-Guided)

Objective: Students will need to use their best teamwork and deductive reasoning skills to solve the murder of Jimmy Capello.

Allotted time: 2-2.5 hours.

Materials needed: None. (All materials provided by Vancouver Mysteries, including: a map, tools, game book, and case files.)

Preparation: Students need to be divided into teams (maximum 5 students per team).

A note about teams: It may be advantageous to give the students specific roles. Some potential examples: *Pathfinder* responsible for the map and route; *Recorder* responsible for notes, comments, and filling in answers; *Organizer* responsible for the bag and materials; *Bookkeeper* responsible for the gamebook carrying the instructions and explaining the challenges; *Executor* who gets to use the gadgets and devices to test things first.

Post-Trip Activity: Class Discussion

Objective: Remind the students about the activity and get them thinking about how the game relates to their class. This is a way to prepare students for the Group Presentation assignment as well.

Allotted time: 10-20 minutes class discussion (10 if done just before the Group Presentation).

Activity: Class Discussion

Ask the following questions:

1. What aspects of Crime in Downtown did you enjoy? What surprised you about the activity? What are some questions you still have regarding the activity?
2. What did you learn from Crime in Downtown? Describe one or two things you discovered from Crime in Downtown.

Post-Trip Activity: Group Presentations and Peer Assessment (Student-Guided)

Objective: Encourage students to participate in a group presentation where they will learn to think critically about their experience, listen to others' perspectives, and present themselves in an articulate, thoughtful way. Following this, students will assess the performance of their peers and themselves; this helps synthesize what they have learned, and encourages them to think critically about their experience and how it applies to their class learning as a whole.

Allotted time: 10-20 minutes for preparation (if assigned in class) with 35-50 minutes of presentation (with 6 groups of 5 as a maximum, 5-8 minutes per group).

Materials needed: Handout 1: Group Presentations on Crime in Downtown; and Handout 2: Assessment forms (Peer Assessment and Self Assessment).

Preparation: This can be assigned at any time: as homework before the activity so students know what to be looking for; after the activity before students go home; in class after the discussion with time to prepare.

Activity: Group Presentations and Peer Assessment

- Organize the class into groups (either with their Crime in Downtown team or grouped by role: *Pathfinder, Recorder, Organizer, Bookkeeper, Executor*) and distribute the handout and assessment forms.
- Assign presentation questions and topics to each group (a list is provided on Handout 1: Group Presentations on Crime in Downtown) and review the instructions.
- Ask groups to present their topic and ask their question for the class (time permitting).
- Ask each student to fill out and submit Handout 2: Assessment forms (Peer Assessment, Self Assessment).

Be sure to clarify which group you want the students to assess if the in-class group are not the same as the Crime in Downtown teams.

Group Presentations on Crime in Downtown



Instructions: Your group will be assigned one of the following questions/topics to discuss. Prepare a presentation in the form of a report with at least one question for the class to facilitate further discussion (time permitting).

Presentation Questions And Topics:

1. Of all the motives for murder in the game, which one(s) would be considered the worst legally? Which one(s) would be considered the worst morally? Does what you consider to be moral and what the law considers most worthy of punishment align? What does this say about the nature of justice and law?
2. Of the many methods of gathering evidence mentioned in the activity, such as fingerprinting, which are the most effective, which are the least effective?
3. How does the case against the suspects build as the activity progresses? What are the things that need to be determined in order for there to appear to be a solid case? Do some research and compare the activity to an actual case.
4. What various social structures contributed to the motives of the different suspects in Jimmy Capello's murder? How does this reflect on society?
5. Choose one of the suspects and create a psychological profile for them detailing why they were so keen to kill Jimmy Capello. You may creatively add on to the evidence from the activity if it is necessary.
6. After doing some research, what is the relationship between violent crime, such as what transpired in the game, and large cities? Is it more or less common than in the countryside? What methods do cities have to prevent such crime? What has been effective historically?
7. Research Vancouver's criminal history. When was Vancouver at its most violent? How were the crimes being committed similar or different in nature to the Jimmy Capello murder? What has changed since then (if anything)?
8. Given the area of the city explored during the activity, what was it like? What buildings were present? What types of people were going about their business? Was it busy? How does the City of Vancouver seem to treat that space? What kinds of boundaries did you cross (if any)?
9. Having gone through the act of following a map throughout Gastown, what was difficult or easy about the experience? How many in your group knew the area already and how many were relatively new to it? How did the experience differ between the two groups, or how might it differ?
10. Pick a theme of the course you have covered this school year. How did the game reflect these themes? Either in story or actual game mechanics?
11. How did the activity suit your class and its themes? What did it do well? What could it have done better? Evaluate the activity.

Peer Assessment Form



For Group Presentation and/or Crime in Downtown Game.

1. Name of group member: _____ Mark: _____

Reasons for Mark:

2. Name of group member: _____ Mark: _____

Reasons for Mark:

3. Name of group member: _____ Mark: _____

Reasons for Mark:

4. Name of group member: _____ Mark: _____

Reasons for Mark:

4. Name of group member: _____ Mark: _____

Reasons for Mark:

Self Assessment

Rate your contribution to the group presentation, and solving the Crime in Downtown: _____

Mark: _____ Reasons for mark:

Personal reflection:

Did you enjoy the game? Why or why not? What did you learn about our in-class topics from the field trip?
