MURDER

TRAIL

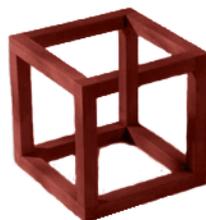**Release 1.0 Beta (Version 23, July 2010)**

Created by
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Murder Trail

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See also www.murdertrail.com, www.murder-trail.com

Appendix 3, 4 and 5 are from various sources. Copyright remains with original authors.

For printings and version history see appendix A6.

Acknowledgements

1.1 Introduction

Welcome to Murder Trail!

The discovery of the decapitated head of a female member of staff indicates a violent murder. But who would have motive and opportunity to carry out such a vicious crime against the young IT manager? Can you piece together the evidence and solve the Murder Trail?

Murder Trail is an exciting, fast paced, forensic murder mystery that can be dynamically scaled for any ability and up to 92 players. It can be played either as an Icebreaker activity lasting 20 minutes to 1 hour, as a role-playing forensic murder mystery lasting up to 2 days, or up to one week if multiple curriculum areas are involved.

Murder Trail will involve:
- A journey of self discovery and reflection
- Development of motivation and confidence
- Highlighting areas where teams can improve their performance
- Development of over 100 transferable key skills and functional skills

Most of all:
- Murder Trail is designed to be LOTS OF FUN!

1.2 Overview of Activities

The structure of murder Trail remains largely the same regardless of long it lasts:

1.2.1 Versions Lasting a Single Day or Shorter
The day will start with a cinematic style introduction, followed by a role-play introduction. The players will then be split into groups.

Each of the groups will be given a CSI Kit and an information pack containing experiments, character profiles and an autopsy report.

The groups will then be given training sessions that can cover background information, lab safety and crime scene analysis but is dependent on the needs of the group. After training the team will follow and analyse the evidence, interview suspects, reconstruct the crime scene, and search for clues.

At the end of the day, each team will present their timeline and reconstructions. The team with the closest answer wins.

This is followed by a short debrief session where it is required (very short runs of 3 hours or less don't usually require these)

Certificates will be issued if required.

1.2.2 Multiday Versions
Multiday versions start off in the same way as single day versions. However, at the end of the day, there are no presentations. Instead, a summary of the day is given and investigations continue the next day. The type of investigations carried out on multiday versions are more detailed and take longer than the single day versions.

The end of the last day of the multiday version ends in the same way.

1.2.3 Icebreaker
This very short version of Murder Trail is designed specifically as an icebreaker activity. After an initial introduction the group will be split into teams of 3 -5 people. The team who comes up with the correct solution first wins. The icebreaker version is paper and presentation based but retains the high quality resources used in the full versions.

There are over 100 identified transferable key skills or functional skills in Murder Trail. They are identified in the column with the [key symbol] symbol at the top. Each key skill is referenced by the letter code and number. The letter codes appear in the boxes in front of the titles. E.g. SL3 is debating.

SL Speaking & Listening skills:
1. Questioning techniques
2. Interview techniques
3. Debating
4. Negotiating
5. Following verbal instructions
6. Persuasion
7. Interpreting audio / verbal information
8. Recording accurate transcripts
9. Active Listening / Listen effectively

W Written skills:
1. Note taking
2. Summarising texts
3. Extracting data / Information retrieval
4. Interpreting written information and language
5. Effective reading
6. Following written instructions
7. Sketching and drawing diagrams
8. Constructing timelines
9. Creating mind maps

N Numeracy skills:
1. Using formulae
2. Measuring distances
3. Mental arithmetic
4. Using tables of data
5. Interpreting numerical information
6. Calculating dates
7. Calculating times

P Personal skills:
1. Time Management
2. Working to deadlines
3. Managing multiple priorities
4. Self-motivation
5. Accurate recall of information
6. Observation skills
7. Interpreting maps
8. Using initiative
9. Manual dexterity

10. Using keys / legends
11. Decision making
12. Organising information
13. Maintaining emotional control / be able to work under stressful conditions
14. Being thorough, precise and accurate in work
15. Remembering information
16. Working quickly and accurately
17. Working, coping and reacting with an unknown situation
18. Planning

E Evaluation skills
1. Evaluation ones own performance individually
2. Evaluating how one performed within a team
3. Self reflection of feelings
4. Evaluating the performance of a team
5. Analysing improvements for increasing team performance

PS Problem Solving skills:
1. Consider different solutions
2. Consider alternative viewpoints
3. Creativity in finding solutions
4. Flexible and adaptable working and thinking
5. Identifying and solving problems
6. Critical thinking
7. Critical analysis
8. Logical thinking
9. Information synthesis from multiple sources

PE People skills:
1. Leadership
2. Delegating responsibility
3. Collaborating ideas
4. Delegating tasks
5. Reporting information
6. Building relationships
7. Working as part of a team
8. Meeting new people
9. Motivating others
10. Resolving conflicts
11. Being aware of and sensitive to cultural issues
12. Being aware of and sensitive to social issues
13. Being aware of and sensitive to ethical issues
14. Contribute to a team by sharing information and expert opinion

IT IT skills:
1. Using Moodle to:
    a. Upload files
    b. Retrieve files
2. Word processing skills
    a. Opening and creating Word documents

     b. Creating different styles of document using Word
     c. Saving Word files
     d. Formatting a document
     e. Printing a document
     f. Inserting images into documents
3. PowerPoint presentation skills
     a. Opening and creating a presentation
     b. Saving PowerPoint presentations
     c. Presenting the presentation
4. Using a computer to:
     a. Navigate the filing system
     b. Copy files
     c. Rename files
     d. Moving files
     e. Deleting files
5. Using computer hardware
6. Using a digital camera
7. Uploading photographs

PR Presentation skills:
1. Presenting information verbally to a group
2. Presenting using visual aids
3. Using OHP's
4. Using interactive whiteboards
5. Using whiteboards and flipcharts to present data
6. Presenting within time constraints
7. Answering questions

S Scientific skills:
1. Data manipulation
2. Assembling apparatus
3. Using a light microscope (where applicable)
4. Fingerprint analysis (basic)
5. Soil analysis (basic)
6. Paper analysis (basic)
7. Footprint analysis (basic)
8. Fibre analysis (basic)
9. Safe practice working in a laboratory
10. Practice safe handling of equipment outside the laboratory

O Other skills:
1. Health and Safety at Work

Additionally there are skills used and developed by the actors and trainers:

AC Actor Specific skills:
1. Moving and speaking in a precise manner at right moment for particular impact; pacing of action.
2. Understanding and utilising the rhythmic expression of the event - dictated by script, director, other actors.

3. Regulating speed of delivery and speed of action - dictated by dramatic potential
4. Create atmosphere through self-belief so the audience believe
5. Communicating with, and reacting to other actors and players
6. Identifying with relationships within roles with other characters
7. Creating a believable character within a role
8. Feeling the right emotions within the role, and communicate them to audience
9. Holding the attention of actors and audience
10. Sustaining a role through an entire play; sustaining momentum, mood, atmosphere and pace as required.
11. Offer something to play off to other actors
12. Allowing focus to be with other actors
13. Showing thoughts and emotions without movement
14. Creating space around self and other actors; positioning in relation to each other/to audience; physical movement on "stage"
15. Using props and / or set
16. Controlling breath for vocal projection
17. Using the voice and body without damage;
18. Allowing emotions to come through within character
19. Flexibility of characterisation; the use of positions, type of walk, limp, injury, different ways of holding the body

TR Trainer Specific skills:
1. Supporting learners while they deal with unfamiliar circumstances
2. Assessing the experience, capabilities and learning styles of individual learners in relation to the identified learning programme.
3. Encouraging learners to adopt styles of learning that are appropriate to the required outcomes and most likely to enable learners to achieve to the best of their abilities.
4. Using individual, small-group and whole-group teaching techniques as appropriate.
5. Creating a safe learning environment based on trust and support.
6. Encouraging learners to see the relevance of what they are learning to other aspects of the curriculum and to apply their learning in different contexts.
7. Identifying learning objectives amenable to learning through experience
8. Structuring opportunities for groups and individuals to learn through experience, including opportunities to demonstrate and practice skills.
9. Supporting learners as they learn.
10. Providing appropriately constructive feedback to learners and reinforcing the learning gained through experience.
11. Evaluating the effectiveness of the learning process and modifying teaching plans where necessary.
12. Ensuring an interactive, safe and productive learning environment that fosters learners' security and confidence.
13. Maintaining learners' interest in, and engagement with, the learning process.
14. Identifying and redressing poor motivation and challenging inappropriate behavior.
15. Exploiting opportunities to improve learners' basic skills and key skills.
16. Helping learners to develop study skills including time management and work organization skills.

17. Encouraging learners to take more responsibility for organizing their learning successfully.
18. Organizing relevant information clearly and concisely.
19. Presenting information to learners clearly and in an appropriate format.
20. Using a range of communication skills and methods appropriate to specific learners and to the subject being studied
21. Maintaining and encouraging effective communication with and between all learners
22. Fostering learners' enjoyment of learning.
23. Listening to and responding to learners' ideas.
24. Giving constructive and positive feedback to learners.
25. Seeking and responding appropriately to feedback from learners on their learning.
26. Agreeing appropriate actions with learners.
27. Working collaboratively with colleagues to deliver the learning programme.
28. Responding positively and constructively to feedback
29. Contributing to programme review and evaluation
30. Providing feedback in a form suitable to help measure the quality of learning and teaching.