

# case closed

## students investigate mock crime scene

The walk down the C-wing stairs filled students with suspense and intrigue as Allison Bouwman's Forensic Science classes hurried to their first crime scene in the lecture hall and L100.

"I was taken aback when we walked into the lecture hall and saw a dead body on the ground," Charlie Stevenson said. "Seeing the body made me very excited to see what she would be waiting for us in this class."

Having studied the procedures in the weeks prior, students arrived already separated into their different job descriptions. Students formed their own forensics teams, with some students taking the role of lead investigator while others acted as liaisons in charge of responding to media and authority.

Their task was to secure the crime scene in all its integrity and to test their procedural skills.

"I was the bouncer," Huy Do said. "It was my job to secure the crime scene. I really enjoyed the sense of authority given me and blocking the hooligans who tried to walk in."

All the students were in groups and all members had to complete their tasks to ensure that nothing in the crime scene became contaminated.

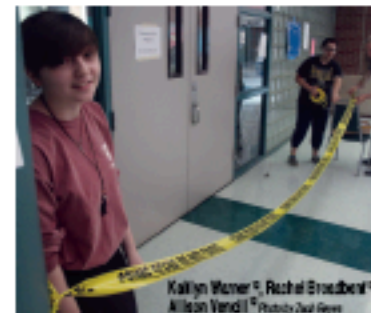
This included taking extensive photographs from every angle ensuring nothing went unnoticed. The investigators also watched out for teachers and students who had been recruited to provide as many distractions as possible.

"My job was to mark all the evidence in the room and to create a detailed sketch with measurements," Chinar Gandhi said.

"I had to take all the abstract, vague details and make it clear."

The students analyzed the crime scene and collected evidence in order to find out who killed the victim.

"I liked how realistic it was, but not real enough to be dangerous," Shrut Rajagopal said. "It was fun putting all the pieces together to solve the crime."



Kaitlyn Warner<sup>®</sup>, Rachel Broadbent<sup>®</sup>, Allison Vencil<sup>®</sup> Photo by Kyle Stewart



Blue Claws Bagging evidence to solve the case, Maddie White<sup>®</sup> and Alex Garza<sup>®</sup> avoid contaminating the crime scene in Forensic Science. "This class taught me how the body functions after death and how to determine time of death," Garza said. Photo by Kyle Stewart

Act 1, Scene 1 At the staged primary crime scene in, Allison Vencil<sup>®</sup> and Kaitlyn Warner<sup>®</sup> take measurements. Students documented evidence in order to deduce who the "Killer" was. "I've always liked how people in crime shows provide evidence to convict criminals," Vencil said. Photo by Kyle Stewart



Get a Clue Preparing for the simulated crime scene, Brandon T. Nguyen<sup>®</sup> and Chinar Gandhi<sup>®</sup> collect supplies to analyze evidence. Gandhi was a photographer for the lecture hall investigation. "I really loved taking pictures of everything, especially the head of the dead body," Gandhi said. Photo by Kyle Stewart



CSI McNeil! As she takes part in a mock homicide lab, Rachel Broadbent<sup>®</sup> measures a table for a crime scene sketch. "I like learning about all of the different crimes and trying to figure out who did it," Broadbent said. Photo by Kyle Stewart

Got Body Bag? During the staged crime scene investigation, Alexis Adams<sup>®</sup> follows procedures as she checks under the body for evidence. Photo by Kyle Stewart

## finding your center.

WHAT DO YOU SPEND YOUR TIME ON IN HIGH SCHOOL?

"My swim team is a big part of my time, but getting good grades is really important to me now that I'm in high school and they actually matter."  
— mallery snyder<sup>®</sup>

"Most of my time is spent with friends or reading because books serve as an escape and friends are always good to have around."  
— geri reyes<sup>®</sup>

"I spend my time in band because I love playing and appreciating music. The friendships we have from spending all our time together are really strong."  
— kevin ryan<sup>®</sup>

"Robotics and engineering are what I've been mainly involved with. I'm planning to pursue my mechanical engineering experience after I graduate."  
— niley woodall<sup>®</sup>

"Sleeping and schoolwork take up most of my time. It's hard balancing the two."  
— chloe frangenberg<sup>®</sup>

"I focus my time on choir. There's so much music to learn and competitions to compete in; it takes a lot of practice."  
— samantha barufaldi<sup>®</sup>

"I focus a portion of my time on Pre-AP Precalculus because it takes up some time. I like to focus on myself, friends, homework, video games and food."  
— eleanor wakou<sup>®</sup>



## intensive work

Intensity—a comprehensive workshop at Balfour Publishing Co. in Dallas—brought high school yearbook editors together to brainstorm and finalize ideas for the yearbook. While it was a busy work environment, staffers improved designs and finalized the theme for the 2015 Meverick yearbook.

"My favorite thing was making an alternative copy design, which is just telling a story in a different perspective," Lisa Dinh said. "We worked and got things finished while also bonding; it was a fun experience."



Joel Teal<sup>®</sup> Photo by Rebecca Aitchel



Up Close and Personal While touring the Balfour plant, Sarah Han<sup>®</sup> uses a loupe to see individual colors on a printed signature. "I want to be in high school one more year just to get the opportunity to go back to Intensity," Han said. "I enjoyed working with the other editors to fine-tune our ideas." Photo by Rebecca Aitchel

## spotlight



Mixing different chemicals to create heat, Gabby Howells<sup>®</sup> tries not to spill. Howells didn't like chemistry because it involved too much math. "I created light by burning metal with a liquid chemical," Howells said. Certain metals, such as magnesium or iron, give off light that burned in distinct colors based on the material. This reaction is what makes fireworks possible. Howells liked how when she rotated to each individual station, she had the chance to see how each reaction was different. Photo by John Long