

Dear Perspective Writers:

The Forensic Teacher Magazine is looking for teachers or writers who are willing to share their forensic experiences and lesson plans. If you're interested please shoot us an email at admin@theforensicteacher.com describing how you'd handle the subject (see below), if you've got experience in or out of a classroom, and if photos and worksheets will be included. A short email will allow us to let you know if the topic is already taken, or if we have suggestions, without you already having written the piece.

Also tell us how long it will take you to deliver a finished article via email. DON'T RUSH. We would like to use these articles in future issues. If you're going to be doing a specific unit in November or April, for example, and want to write about it or take pictures when you do it, please tell us this. On the other hand, if you can have the piece done in the next month please tell us that too.

Guidelines:

For the finished article after we give you the go-ahead please write in the first person and describe a) why you included it in your curriculum, b) how you obtained/paid for/got permission for your materials and workspace, c) the procedure you used to prepare and run the lab, d) what the students thought about the lab, both good and bad, e) potential problems for other teachers to be aware of, f) what the students learned from the lab, and g) photos and worksheets if you have them to share (please send as separate attachments in the same email you send the article in). If in doubt look over our past how-to articles. And if you can't nail all or most of these points just do your best. We'll help you produce a great article.

If you're not a teacher please tell us about the subject and how teachers can use this information in their classrooms in your e-query.

Remember, if you're reading this you have something to share, and you can do it in a way that will enable other educators to do it too. Please keep in mind some teachers have multiple sections of forensics, and your labs shouldn't be so elaborate they can't run them for more than one group of students.

Examples of articles/activities/labs we'd like to see:

Decomposition: Let us know how you did it. Pictures are a must for an article like this. Did you do an entomology unit at the same time? How? Tell us all about it.

Fibers: What background did you present about fibers? What historical cases did you tell your students about? What did your students do with the fiber evidence? How did they get it? Tell us about your lab.

Toxicology/Drugs: How did you handle this topic in a school setting? Describe the lab your students did.

Fingerprints: What methods of finding and visualizing prints do you teach? What tips can you share with other teachers? Describe the mystery your students had to solve. Did you do palm prints? Ear prints? Lip prints?

Search patterns: What could/did you do both in your classroom and outside? Describe how it went and what patterns your kids used. Do you have tips for teachers of hyperactive, attention deficient teenagers to get them to focus on searching?

Handwriting analysis: How did you keep this topic from being too easy? Please share the handwriting samples and standards you used. How did you fold in the topic of forgery?

Toolmarks: There are a lot of ways to approach this subject; how did you do it so students were exposed to a variety of methods? Photos are important for an article like this, as is a discussion of where you obtained inexpensive materials.

Ballistics: How did you teach this topic, and what did your students do for the lab? Where did you get your materials, and how did your students approach and analyze them? Do you touch on the physics of trajectories?

Crime scene investigation and evidence collection: Everyone has their own take on this subject; tell us yours. Share your rubric, and how you kept the students from collecting too much. What did they do with the evidence? How did they present/summarize it?

Forensic anthropology: Have your students excavated a grave or exhumed a body you planted for them? What methods and materials did they use? How long did it take to run the lab, and how long did it take for you to set it up? What did they do with the bones they found?

Other prints: Ear and lips leave distinct prints when investigators can find them. Have you done an activity using them? Please tell us about it and share your protocol with words and pictures.

Glass: Please describe your methods for refractory indices, but don't forget teaching students about discerning which side of a pane of glass a bullet(s) came from as well as the order they hit the window in.

Anything else you've done in your classroom during your forensics course, *or that would be of interest to forensic educators*. This is just a partial list of topics we'd like to see; many more aren't mentioned. Even if we've covered a specific topic before, we're in our sixth year of publishing and it may be time to revisit a subject. You probably have something you do that others would like to hear about. Please share. Shoot us an email at admin@theforensicteacher.com and tell us about it. A description of the topics already covered can be seen at www.theforensicteacher.com/issues.

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you ask first. Article submissions should be in Word format. Photos should be attached separately. Query letters should be normal emails.

Thanks for your time,

Mark Feil, Ed.D., Editor
The Forensic Teacher