**Lesson Plan**

Lesson 2.2.3 (Case Study Evidence Overview)

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| Lesson 2.2.3 (Case Study Evidence Overview) | | Duration: 30 minutes |
| **Resources Required:**   * PC/Laptop loaded with software versions compatible with the prepared materials * Projector and display screen. * Internet access (if available). * Student notepaper and pens. | | |
| **Session Aim:**  Purpose of this session is to present basic concepts of the case study evidence. Important parts should be presented only, without going into too many revealing details in order not to make exercise unchallenging. | | |
| **Objectives:**   * By the end of the lesson the students will be able to: * Understand introduction to and initial evidence of the case; * Understand development of the case by analyzing presented electronic and real evidence; * Follow actual perpetration and find additional facts in witness statements; * Find additional information about key terms and definitions of cyber world and crime tools and used in this case. | | |
| **Trainer Guidance**  This session has been prepared to provide delegates with an introductory explanation about key evidence elements of the Case Scenario. This session has been divided into five parts. Part One of the presentation will make introduction to the initial evidence provided in the case scenario material. Part Two will present case layout. Part Three will perpetration of the criminal act. Part Four will lay down grounds for beginning of the investigation and work of the trainees. Part Five is summary of previously presented. | | |
| **Lesson Content** | | |
| **Slide Numbers** | **Content** | |
| 1 to 3 | The first slides lay out the structure and objectives of this session. Delegates will be given an opportunity to ask any preliminary questions that they may have regarding the structure and objectives of the session. | |
| 4 to 9 | These slides are providing introduction into the scenario which begins with establishment of Federal Bank of Atlantis (FBA) as a well-known, long established and reputable international bank. A description like this should lead trainees to conclude that this kind of bank shouldn’t be involved in any kind of problems, let alone ones similar to that, which are going to be described later in this document.  Company profile of companies involved in the Case Scenario. 3 different MS Word files in 97-2003 format are produced in the material. They should be at the disposal for delegates in hard copy, or, if circumstances allow and all delegates have single access to the computers, in electronic way.  Miscellaneous supporting documents for the Case Scenario. 3 different MS Word files in 97-2003 and in Adobe Reader format are produced in the material. They should be at the disposal for delegates in hard copy, or, if circumstances allow and all delegates have single access to the computers, in electronic way. | |
| 10 to 13 | Case development follows 10 e-mails which are regular ones following exchange between FBA and UBP persons in charge of different business and contract deals for printing Anniversary bond.  FBA – UBP contract is following e-mail exchange and puts into the perspective outline of the commercial framework of the deal. It also sets crucial steps for further case development.    Bank statements are closely following development of the case. Delegates will be able to implement “follow the money” principle by analyzing FBA and UBP bank statements.  Pro forma invoice is genuine one issued by UBP to FBA for 100K advance. | |
| 14 to 16 | Glossary slides.  Investigation should commence in working groups with group leaders and members starting to work on the case from the base provided in the Case Material. | |
| 22 | Summary.  Repeating of all main steps is recommended with giving of some additional time for the trainees to ask questions and cope with the Case Scenario “reality”.  Trainers should be very much knowledgeable about both case and mechanics used for its creation ready to answer and assist to trainees. | |
| **Practical Exercises**  No practical exercises are envisaged in this lesson. | | |
| **Assessment/Knowledge Check**  No formal assessment has been prepared for this session. The trainer is encouraged to check knowledge and understanding by asking relevant questions throughout the session. | | |