

The OPP
Museum



Musée
de l'OPP

EDUCATORS' RESOURCE BOOK



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INTRODUCTION

The OPP Museum is happy to provide this free fun resource book that is packed with dozens of easily photocopied Blackline Master activity sheets.

Blackline Masters are worksheets and templates for Community Services Officers, teachers, home schooling parents and kids' group leaders looking for fun age-appropriate lessons and games that tackle a wide range of topics and skills development which challenge kids to develop math, language, communication and drawing talents – all with OPP specific themes and topics.

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ACKNOWLEDGEMENT AND SPECIAL THANKS GO TO THE FOLLOWING CONTRIBUTORS WHOSE VISION AND HARD WORK MADE THIS PROJECT POSSIBLE

- Rebecca Ruiters, Lakehead University
- Friends of *The OPP Museum*
- OPP Print Shop
- Joel Emberson
- Amanda Brittin
- Vern Marceau, artist
- Retired Detective Constable Frank Daulby, artist
- Ray Kolly, OPP Photographer
- Staff Sergeant Frank Kreis
- Nancy Merriman
- Natasha Bascevan, Lakehead University

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visitor information

WHY NOT PLAN A VISIT TO *THE OPP MUSEUM*?

IT'S FUN AND IT'S FREE!

We are always happy to have groups come to the Museum. We are proud of our collection and want to help you learn the story of our organization – which is also the story of the province of Ontario.

Everything you need to plan and deliver a fun and engaging program using the gallery space at *The OPP Museum* is in this resource book.

You serve as the tour guide, and we'll provide some great information and activities that you can deliver to your group.

While the museum does not offer formal education programs, it is well set up for self-guided visits, by small groups and classes.

Sorry, but the museum is unable to book visits to classrooms or the museum by OPP officers. Please contact your local OPP detachment and ask to speak to the Community Services Officer (CSO) for your area.

The museum is open Monday through Friday from 8:30 to 4:30 and is fully wheelchair accessible.

Gallery space is limited, so groups are encouraged to call the museum in advance of their visits to ensure sufficient space is available.



For additional information, or to book a self-guided visit, please contact:

The OPP Museum
777 Memorial Avenue
Orillia, ON L3V 7V3

Ph: 705 329-6889
Fax: 705 329-6618
OPP.Museum@ontario.ca

Or visit us on the web at www.opp.ca/museum

visitor information

VISITOR GUIDELINES

(PLEASE SHARE THIS INFORMATION WITH YOUR GROUP)

- Please be on time if you have booked a group visit slot. Even though your visit does not include a tour guide, there may be other large groups booked to use the gallery for a self-guided visit on the same day and the gallery is not large enough to accommodate multiple groups at the same time.
- NO FOOD OR DRINK is permitted in the galleries. This includes gum!
- The teacher or leader of the group will be responsible for discipline of students while at the Museum.
- The museum is suitable for all ages from toddlers to grandparents.
- Other visitors may be in the Museum during your visit so we ask that students walk during a tour and are respectful of their surroundings.
- It is also important that we are careful around the artifacts. Artifacts are very valuable to all of us. We must not touch artifacts as the oil and acids in our fingers could harm them.
- The “Kidzone” provides an environment where hands-on learning is encouraged.
- We hope your visit to *The OPP Museum* provides you with a rewarding experience.
- If you encounter OPP officers in the hallway or gallery during your visit – yes – you are welcome to ask questions, but please understand that these officers are here on business and may not be able to spend a lot of time with you or your group.



*An on-site cafeteria is available (bookings may be required for groups).
Please contact The Steakout Cafeteria (Madison County) at 705 329-6523 for details.*

visitor information

BACKGROUND ABOUT OPP GENERAL HEADQUARTERS



The OPP Museum is located within OPP General Headquarters (GHQ). The Lincoln M. Alexander Building was named for Ontario's 24th Lieutenant Governor (there is a bust in his honour just inside the main entrance doors on your left).

The 580,000 square foot building is home to the Commissioner and his senior command staff. There are currently over 1,000 uniform and civilian employees who work in such areas as Fleet, Supply and Weapons, Forensics, Recruitment, The Communications Centre and Investigations. In addition to its many bureaux and sections, it is also home to the Provincial Police Academy and the OPP's Central Region Headquarters.

The site also boasts its own helicopter pad as well as a state-of-the-art firing range. Construction took 38 months to complete with the official opening taking place on the front lawn on September 16, 1995.

The OPP Museum continually updates and changes its exhibits in order to showcase its fabulous and vast collections and to ensure those collections are carefully conserved for the future. For more information about what is currently on display at the museum, please check out our website at www.opp.ca/museum

Always call the museum ahead of time if you are counting on seeing a specific object or display as nothing is on permanent display at the museum.



PUBLIC STREET

There are currently several vintage vehicles on display at GHQ. All can be seen along “public street”, which is the name for the open corridor that runs along the front of OPP GHQ. Car 1, a 1941 Chevrolet Master Deluxe Coupe represents the first OPP black and white cruisers; Temagami, a 1949 Shepherd Runabout Deluxe Sedan that was the OPP's first marine boat; Car 100, a special Ford Crown Victoria cruiser dedicated to the celebration of the OPP's 100th Anniversary in 2009; a 1977 Harley Davidson Motorcycle and a 1931 Henderson motorcycle, the oldest known OPP vehicle have found their home here as well. Also on Public Street you will find the OPP Off Duty Shopp (lots of great OPP branded items) as well as the Steakout Cafeteria, run by Madison County where you can stop for a coffee or even stay for lunch!

USER'S GUIDE

The activities in this booklet are divided into five categories.

FACT SHEETS

- Share information about OPP and Ontario history

COLOUR SHEETS

- Develop your colouring skills with OPP themed images

THINK SHEETS

- More challenging worksheets that encourage application of learning talents across multiple categories (i.e. knowledge & understanding, thinking & inquiry, communication and application)

FUN SHEETS

- Excellent ice-breaker or warm-up activities that are both interesting and fun

SKILL SHEETS

- Application of specific skill sets such as math, geography or visual arts

* Important note for electronic users:

If you wish to print out a “master” copy of this whole book we recommend that you print it double sided. Please note that we intentionally inserted blank pages in order to avoid bleed through on some of the worksheets. The following activities have more than one page and should be photocopied double sided: **11, 26, 34, 37, 52, 60**

ACTIVITY 2 (SYMBOLS OF AUTHORITY)

The answers to questions asked on Activity Sheet 2 can be found within the text on Activity Sheet 3. You can choose to hand it out at the same time as #2, or wait until students have designed their own badges in order to discuss in greater detail the students' designs.

ACTIVITY 4 (WHO AM I?)

Activity Sheet 3 is presented as a worksheet (rather than just answers in the answer section to Activity Sheet 2) as it can also be used on its own as a background document to generate discussion about the use of symbols, emblems or crests to represent identity; how these symbols represent Ontario or Canada and its culture; or to talk about the logistics of representing the authority of Police Officers in Canada. Activity Sheet 3 will be of interest to a broader audience including adults interested in the history of OPP insignia.

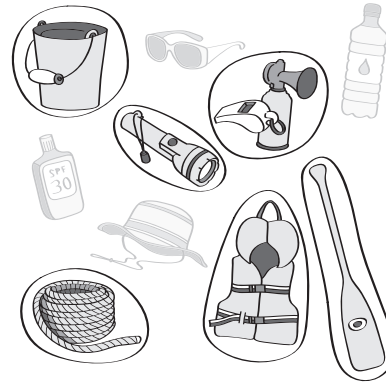
ACTIVITY 6 (FINGERPRINTS)

Play dough or silly putty can also be used to “reveal” fingerprints if you prefer not to use ink.

ACTIVITY 7 (FIND YOUR WAY OUT!)



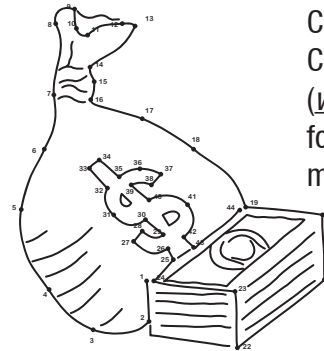
ACTIVITY 8 (TIPS FOR SAFE BOATING)



ANSWER: The 6 mandatory pieces on a canoe are a flashlight, a bucket for bailing water, a whistle or air horn to signal for help, a paddle, proper fitting lifejackets and 15m of floating rope.

EXTENSION ACTIVITY: For more information on Marine Safety visit the Transport Canada website at www.tc.gc.ca

ACTIVITY 14 (SPOT THE FAKE!)



Consider contacting the Currency Museum of Canada (www.currencymuseum.ca) for additional information about money and counterfeiting.

ACTIVITY 13 (FORTUNE TELLER)

Once students have mastered activity 12 (Your Future OPP Career fortune teller), have them design their own fortune tellers. Anything that requires a predicted outcome will work (what job will they have, what kind of car will they drive, what country will they live in etc.).

ACTIVITY 29 (MYSTERY CODE)

ANSWER: THE STOLEN CARS SHIP OUT ON FRIDAY AT NOON

ACTIVITY 31 (MY OPP FAMILY TREE)

See Activity 32 and 33 for blank family trees

ACTIVITY 34 (WHAT CAN YOU LEARN ABOUT HISTORY FROM A PHOTOGRAPH?)**ANSWERS:**

1. Which police force do these officers work for? The Ontario Provincial Police – this is determined by comparing the insignia on the officers' uniforms with the insignia in the hint column.

2. When was the photograph taken? Are there any features that stand out? If you can't tell the specific year, sometimes you can guess based on what they are wearing. Using the hints provided we know that the photograph had to be taken between 1944 (the earliest year those shoulder flashes were worn) and 1953 (the latest year that style of cap badge was worn). Students can use a magnifying glass to look for clues in the photograph. The calendar in the background states the year is 1952, which lines up with the other "evidence".

3. Did these officers carry guns in this time period? Yes. You can identify this by looking at the equipment and uniform of each of the officers. Both are wearing black leather Sam Browne duty belts, which have been worn by officers (police and military) for many years. If you look carefully, you can see the top of each of their gun holsters.

4. One of the officers has six different ribbons on his uniform. Each one represents a different medal that he has won. Can you guess why he has so many medals? What happened before this photo was taken where he could have earned so many decorations. Students will answer this question in a variety of ways. What we are looking for is a general understanding of what medals are and why they are awarded. OPP officers have won medals for things like bravery, life saving, exemplary service, commemoration of a significant event or anniversary (like the Queen's Golden Jubilee) and long service and good conduct. Some students (i.e. grade 10 history) will recognize that, based on the date of 1952, this officer is the appropriate age to have served in the military during World War II. Most of the medals he is wearing are from his military service. In the years immediately following the end of WWII (1945), many returning soldiers found work with the OPP. In fact, for several years, these jobs were reserved exclusively for returning Veterans.

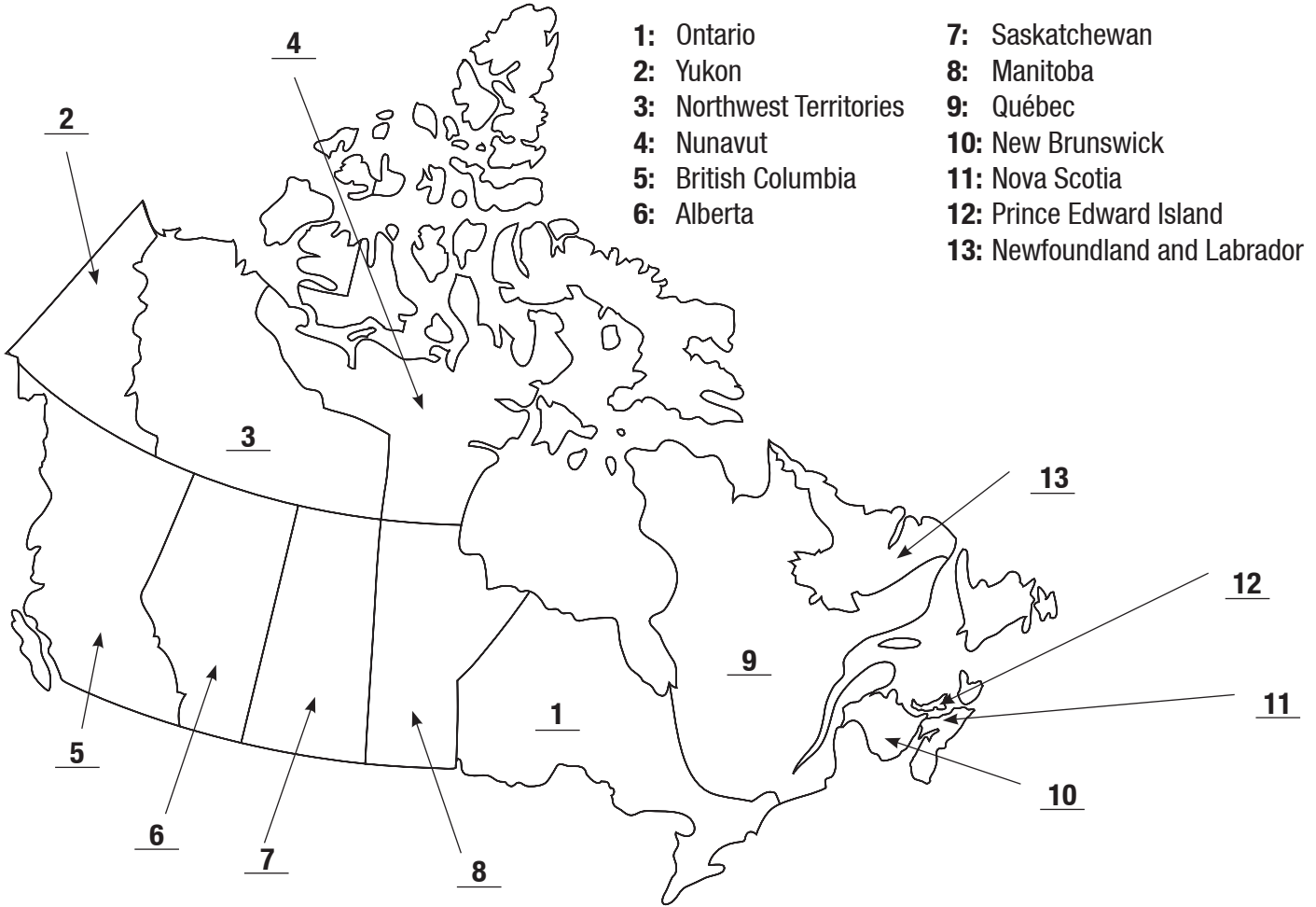
5. Were officers like these allowed to get married? How can you tell? Yes. A keen eye will spot that the officer on the left is wearing a ring on his wedding ring finger.

6. Where did these officers work? Using information given in the photograph we may assume that the officers work in or near Sudbury, Ontario as written on the calendar. Students may wish to argue that this is not enough evidence to prove this fact, but it does provide a good place to start if you were really trying to pin down a location.

7. What time of year is it when this photo was taken? Are the officers dressed for that time of year? According to the calendar on the wall, the photo was taken in August. Most students will respond that the officers are not dressed for summer as they are wearing long sleeved shirts and tunics with ties. Even their hats look warm. While they may appear over-dressed for a hot summer day, this is, in fact, the standard uniform for the season and all officers had to dress the same. It wasn't until the mid 1960s when a shorter tunic and lighter weight fabric was introduced for summer wear. Today, officers can wear short sleeves and do not have to wear ties in the hotter weather. However, they do still have to wear their body armour, which can become quite warm at times.

8. What else can you learn from this picture? A wide variety of answers may be accepted. This is an opportunity for students to use their imagination and develop hypothesis statements and ask questions, rather than offer too many concrete statements. Some may need additional prompting to guide them in the right direction. Responses might include: officers in this time period are male, police officers are funny or they like to laugh, photographs were black and white in 1952 etc.

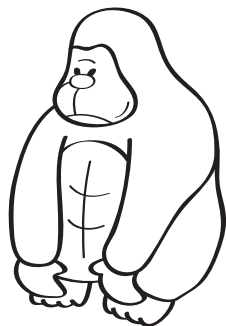
ACTIVITY 35 (WHERE IS ONTARIO?)



ACTIVITY 36 (WHAT'S BEEN TAKEN?)

ANSWER: Jack's little sister borrowed his...

- stuffed toy gorilla
- one of his shoes
- music player



ACTIVITY 37 (OPP STUDENT RESEARCH QUESTIONNAIRE)

Students will require access to the internet in order to locate the answers to this question sheet. It is intended for students who are serious about their interest in policing or government in general. Important note: it is not a replacement or prep test for the actual OPP application process.

***note:** answers are current as of 2012 and should be confirmed based on when the questionnaire is being completed

1. **Who is the OPP Commissioner?** Chris D. Lewis
2. a) **Who is the Premiere of Ontario?** Dalton McGuinty
b) **What party does he represent?** Liberal
3. a) **Who is the Prime Minister?** Stephen Harper
b) **What party does he represent?** Conservative
4. **Who is the Governor General of Canada?** His Excellency the Right Honourable David Johnston
5. **What is the largest city, by population, in Canada?** Toronto (approx. 2.5 million)
6. **If you were driving to each of the following cities / towns, from Orillia, which direction would you be driving in?**
Kingston = Southeast Toronto = South
Thunder Bay = Northwest Sudbury = North
Kitchener = Southwest London = Southwest
Sarnia = Southwest Dryden = Northwest
7. **How many OPP regions are there?** Six (6)
8. **The OPP is a provincial police force. How many other provinces have provincial police forces?** Two (2)
Name them. 1) Quebec (Sûreté du Québec) 2) Royal Newfoundland Constabulary
9. **Who performs provincial policing functions in provinces of Canada that do not have provincial police forces?** The Royal Canadian Mounted Police (RCMP)
10. **The OPP has been in operation since (what year)?** 1909
11. **The four safety rules of firearms in the OPP are:**
a. All guns are always loaded
b. Never point your gun at anything you don't intend to shoot/kill
c. Keep your finger off the trigger
d. Always be sure of your target and beyond (bullets are lethal beyond your target)
12. **Does a citizen have arrest powers? Y or N**
Yes. Citizens have arrest powers under the Criminal Code of Canada and through some provincial statutes.
13. **A police officer only has a police officer's powers of arrest when he is on duty and in uniform? T or F**
False. Police officers have arrest powers at all times 24 hours a day, 365 days per year.
14. **A police officer can only arrest someone under the Criminal Code of Canada? T or F**
False. Many provincial statutes contain arrest powers.

15. There are nine ranks (in order):

- | | |
|-------------------------|---|
| 1) Provincial Constable | 6) Superintendent |
| 2) Sergeant | 7) Chief Superintendent |
| 3) Staff Sergeant | 8) Deputy Commissioner (aka Provincial Commander) |
| 4) Sergeant Major | 9) Commissioner |
| 5) Inspector | |

16. How long would it take you to drive, approximately and going the speed limit, to the following places from Orillia?

- | | |
|--------------------------|------------------------|
| Gravenhurst = 30 minutes | Thunder Bay = 16 hours |
| North Bay = 3 hours | Barrie = 30 minutes |
| Montreal = 7 hours | Ottawa = 5 hours |
| Winnipeg = 24 hours | Dryden = 19 hours |

17. Name the reeve or mayor of your home municipality? Varies – i.e. Mayor Angelo Orsi, Orillia

18. What legislation covers policing in the province of Ontario? The Police Services Act

19. The OPP uses what sidearm (firearm) as its standard issue firearm? 40 Caliber Sig Sauer P229

20. What is a Certificate of Results (COR) in the police recruitment process? The COR is a document that a candidate receives upon successful completion of several tests and is a requirement in order to apply to the OPP.

21. The three levels of government in Canada are Municipal, Provincial, Federal.

22. What is the difference in the role of Detachment Commander vs. Chief of Police? The roles are similar; a Detachment Commander is in an OPP setting and a Chief of Police is in a municipal setting. A Chief of Police is usually the highest position held by an officer in a municipal setting. A Detachment Commander in the OPP reports to a Deputy Commissioner and a Commissioner.

23. When an officer transmits information by radio to the Provincial Communications centre (dispatch), what does the term “10–4” stand for? Acknowledgement

24. When an officer transmits information by radio to the Provincial Communications centre (dispatch), what does the term “10–78” stand for? Officer needs assistance

25. When using the Phonetic Alphabet in reading a license plate, what do the letters (A), (B), and (C) stand for? eg. Z = Zulu

- A = Alpha
- B = Bravo
- C = Charlie

26. What are Statutes? D. A law or act, which expresses the will of legislature or Parliament

27. What is the correct spelling for this uniform officer? C. Sergeant

28. Which of the following steps is not one of the six steps for a proper arrest? • Place handcuffs on the person.

29. List two reasons why a suspected offender may be arrested.

- To ensure that the accused will appear in court to answer to the charge.
- To prevent the accused from continuing to commit the offence or from committing further offences.

- To secure the person of the accused so that an offence may be investigated.

30. What is a summary conviction offence? A summary conviction offence is considered less serious than an indictable offence because summary offences are punishable by shorter prison sentences and smaller fines. These offences appear both in the federal laws of Canada and in the legislation of Canada's provinces and territories. For summary conviction offences that fall under the jurisdiction of the federal government (which includes all criminal law), section 787 of the Criminal Code of Canada specifies that, unless another punishment is provided for by law, the maximum penalty for a summary conviction offence is a sentence of 6 months of imprisonment, a fine of \$5,000 or both.

31. The CCC provides that all of the following (except one) are defined as a "peace officer". Which one is not a "peace officer?" • Sheriff is not a "peace officer".

32. When may a "peace officer" arrest someone without a warrant? Which of the following is false?
 • A person whom he believes will commit a summary offence.

35. What are the use of force options an officer has?

- | | |
|-----------------------|-----------------|
| 1. Verbal commands | 4. Pepper spray |
| 2. Physical restraint | 5. Baton |
| 3. Handcuffs | 6. Firearm |

36. Which of the following Provincial Statutes are not enforced by the OPP?

- | | |
|--|---------------------------------------|
| A) Compulsory Automobile Insurance Act | F) Motorized Snow Vehicles Act |
| B) Liquor Licence Act | G) Provincial Offences Act |
| C) Trespass to Property Act | H) Fish and Wildlife Conservation Act |
| D) Off Road Vehicles Act | I) Ontario Temperance Act |
| E) Highway Traffic Act | |

The Ontario Temperance Act is no longer enforced by the OPP. It was a law passed in Ontario in 1916 to prohibit the sale of alcohol, a period known as Prohibition. This meant the province remained dry in legal terms, but smugglers continued to import alcohol into the province. Supporters sought to eliminate what they considered the evil effects of liquor, especially violence, family abuse, and political corruption. The Ontario movement was modelled on the prohibition movement in the United States.

37. What is the OPP vision statement? "Safe Communities... A Secure Ontario"

38. What is the OPP mission statement? "Policing Excellence through our People, our Work and our Relationships"

BONUS

What Ministry does the OPP belong to? Ministry of Community Safety and Correctional Services

Who is the Minister in charge of that Ministry? The Honourable Madeleine Meilleur

ACTIVITY 38 (WHAT ARE MY RIGHTS?)

An excellent ice/breaker and conversation starter, this activity is intended to challenge both youth (approx age 12 and up) and adults, many of whom may be surprised to find they do not know as much about their rights as they had thought.

1. **False.** An unencrypted e-mail message is not private. An e-mail message could travel through multiple servers before it reaches its final destination. Along the way, there may be “sniffers” and other software tools waiting to copy or tamper with the contents of the message. Some sniffers look for key words or names, while others watch for credit card numbers or passwords. To help prevent this from happening, consider using an e-mail encryption program.
2. **True.** Similar to e-mail, there are various software tools that can intercept and log your activity and messages on Instant Messenger Services. As with all Internet connections, the privacy and security of your messages is best protected through the use of an encryption program.
3. **True.** A cookie is a small file stored on the hard drive of your computer that may contain an identifier or some other information about you and your preferences for a particular website. A cookie can save you time if you visit the same site often, as you don't have to re-key your preferences every time you log on to that site. However, a review of these cookies could tell someone what sites you have visited on the Internet. Similarly, so-called “third party” cookies can be placed by advertisers, who are then able to track you across all websites within their ad network (which can be very broad – the largest such network has consistently estimated to cover 60 per cent or more of all ads on the Internet). But you can control the cookies you receive by configuring your browser to alert you whenever a website attempts to send a cookie. You may also be able to delete the cookies stored on your computer. Refer to your browser's help file for instructions.
4. **False.** In the Province of Ontario, the Freedom of Information and Protection of Privacy Act and the Municipal Freedom of Information and Protection of Privacy Act, for the most part, regulate how provincial and local government organizations can collect, use, disclose, and retain your personal information. Complaints can be made to the Information and Privacy Commissioner, who ensures compliance with the Acts.
5. **True.** A teacher or a principal has the authority under the provincial Education Act to conduct a search where there are reasonable grounds to believe that a school rule has been violated and the evidence of the breach will be found on the student.
6. **False.** Generally, in Ontario, it is illegal for someone who is not a health information custodian (e.g. a doctor, hospital, etc.) to use a person's health card number for anything other than certain health-related purposes. The rules concerning the collection, use and disclosure of your health card number are found in section 34 of the Personal Health Information Act, 2004. (A link to this Act is available on the website of Ontario's Information and Privacy Commissioner, www.ipc.on.ca.)
7. **True.** A computer file on you can be made by every company or organization you do business with, or any company or organization that wants to do business with you. Additionally, this data might be bought or otherwise collected by organizations called “data aggregators,” who are then able to compile the information into a single, highly-detailed profile of you.
8. **True and False.** There are several federal and provincial laws that help protect your privacy, but they protect different aspects of privacy, not every one. For details, check with whichever ministry deals with consumer affairs and the information and privacy commissioner or like body in your own province or at the federal level.

9. **False.** The federal Personal Information Protection and Electronic Documents Act would prohibit the disclosure of your personal information, by one company to another for the purpose of creating a mailing list, without your consent.
10. **True.** Anyone who has a need to know about your credit history can check your credit file with your consent, or after informing you that he or she will be reviewing your report. That's why it's so important to be sure it is accurate and up to date.
11. **True.** Ontario has a curfew in place that prohibits children under 16 to be legally out on their own.
12. **False.** You should give your correct name, age and address. You do not have to say anything more than that. Any additional information could be used against you. You have the right to remain silent.
13. **False.** While you can be legally searched by police if they have a warrant, you can also be searched if you consent; if they are investigating you for a crime they suspect you did and it is for safety reasons; if they are arresting you for a crime and they are searching for evidence linked to the crime; or in emergencies and/or exceptional circumstances.
14. **True.** The Charter of Rights and Freedoms, which is part of the Canadian Constitution, sets out your rights. If you are arrested or detained, you must be told why you have been arrested or detained; told immediately that you have the right to a lawyer; told about Legal Aid and your right to free legal advice, and be allowed to speak to a lawyer, in private, as soon as possible, if you ask to do so. If you are under the age of 18, you should also be allowed to contact your parents or guardian and to have them with you when you talk to police, if you want them there. You do not have to choose between calling your parents or guardian and calling your lawyer. You can do both.
15. **False.** Usually, a child who is involved in a criminal matter still has the right to go to school, however, the court can forbid you from attending a specific school until the case is over. You can attend another school if this happens. In some situations, the school can suspend or expel you, even for something that did not happen at school. There are steps you can take to try to stay in school. Some community agencies and legal clinics can help you to find out about this.

For more information about your rights, visit the Information and Privacy Commissioner/Ontario website at www.ipcon.ca or the Community Legal Education Ontario (CLEO) website at www.yourlegalrights.on.ca

ACTIVITY 39 (SCHOOL YARD SCRAMBLE!)



EMILY LIKES BASKETBALL



ZACH LIKES BASEBALL



BEN LIKES TENNIS



KATIE LIKES SOCCER



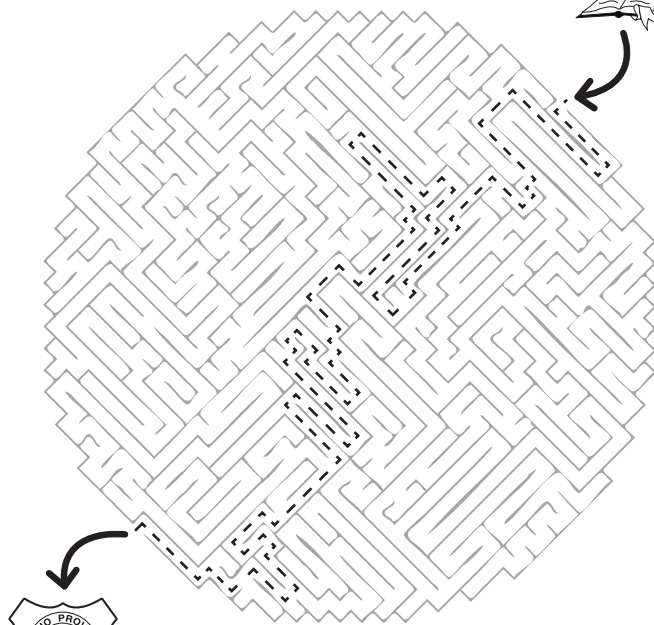
ACTIVITY 40 (IS SOMETHING MISSING?)

ANSWER: The term high grading has two main definitions.

1. In relation to forestry and fishing, it refers to a selective type of harvesting where only the highest grade of trees or fish are harvested or brought to shore and,
2. In relation to mining activities, high grading is similarly the act of mining the highest grade or richest portions of an ore deposit.

“High grading” is also the term used by police to refer to the crime of stealing pieces of these valuable gold or silver ore deposits. Much more common in the early mining days in Ontario (late 1800s and early 1900s), miners who worked for large mining companies would attempt to steal the unprocessed gold or silver ore from their employers by concealing it in their clothing, lunch box or even shoes. They would then melt it down (as depicted in this photo) and sell it on the “black market” for personal profit. It is much rarer today of course as mining companies have implemented many safeguards to prevent theft, including requiring miners to shower and change on site. While no longer called High Grading in the Criminal Code of Canada, it remains illegal to steal these valuable resources from the rightful property owner.

ACTIVITY 41 (WELCOME TO THE OPP!)

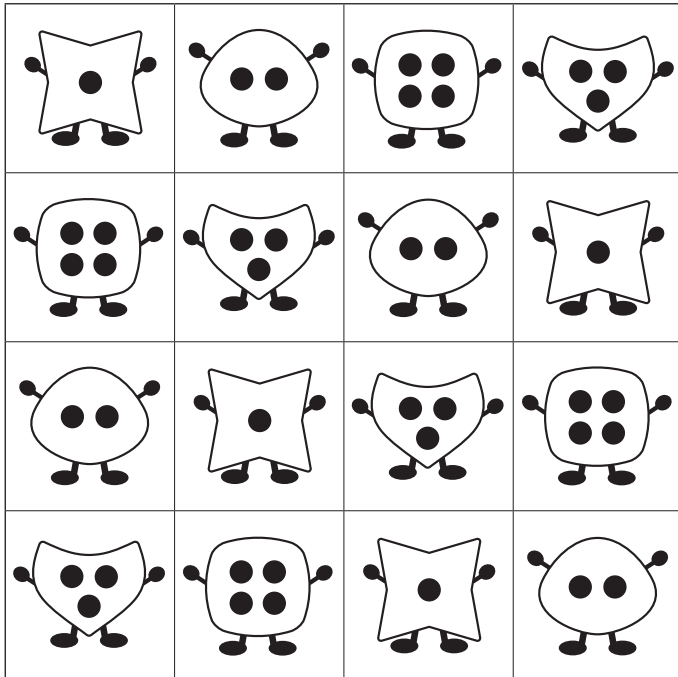


ACTIVITY 42 (SPOT THE DIFFERENCE!)

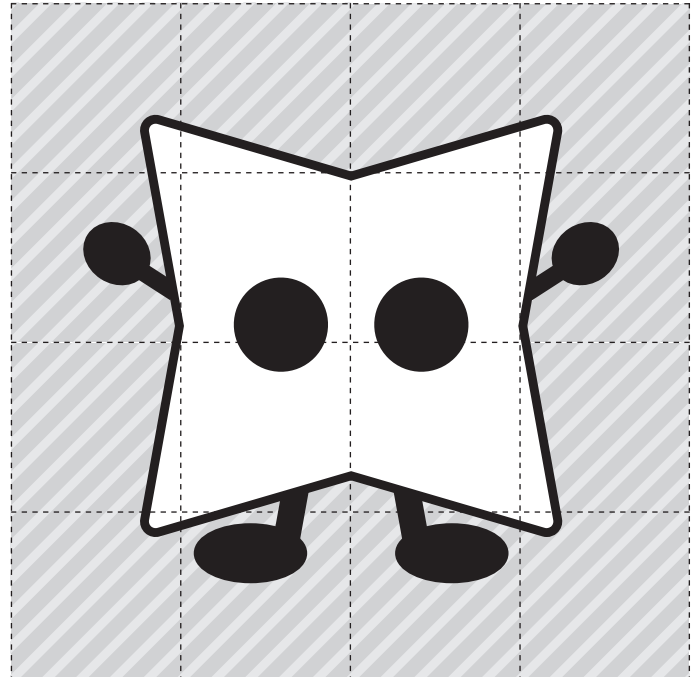
The oldest known original OPP vehicle, this 1931 Henderson motorcycle is an important part of The OPP Museum's collection. It was manufactured in the last year that Hendersons were made as its parent company, Schwinn bicycles, feared the impact of the economic depression of the coming decade and wanted to concentrate on their core business.



ACTIVITY 48 (SUDUKO)



ACTIVITY 49 (PUZZLE)

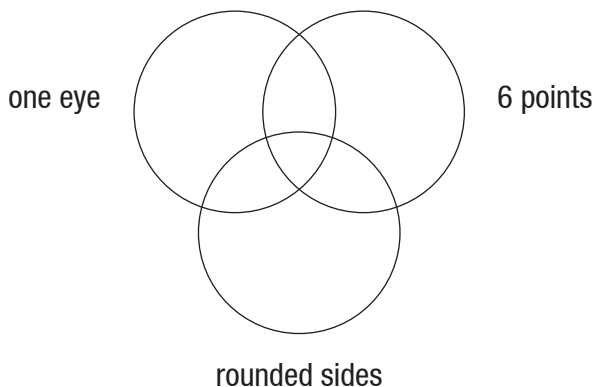


ACTIVITY 50 (WOULD YOU MAKE A GOOD EYE WITNESS?)

EXTENSION ACTIVITY:

Cut out the critters and find as many different ways as you can to sort and classify them. Many of the critters will fit into many different categories. Try making a 3 circle Venn-diagram to display similar and different characteristics of the critters.

i.e.



ACTIVITY 51 (SUSPECT LINE-UP)

EXTENSION ACTIVITY:

Turn the activity into a probability prediction game.

What is the probability that your partner will successfully select the memorized critter?

Does the probability increase or decrease when you add in the identical or different critters?

ACTIVITY 52 (MEMORY!)

Please note, you must photocopy the critter sheets double-sided with the Memory Card Back (has marks) sheet for the activity to work.

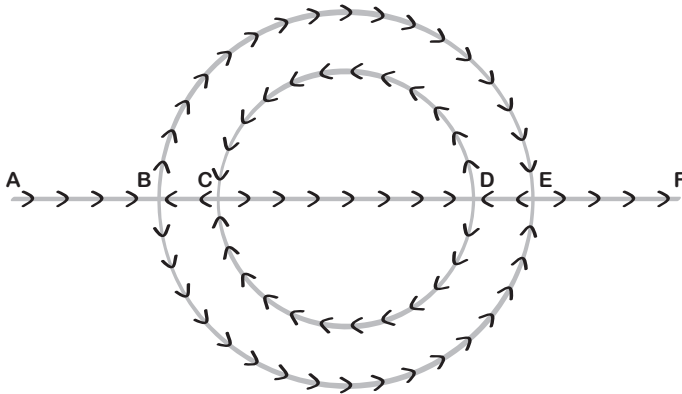
ACTIVITY 56 (THE JELLY BEAN DISPUTE)

ANSWER: So who won? Morgan

How Many Jelly Beans are in this Jar? 48

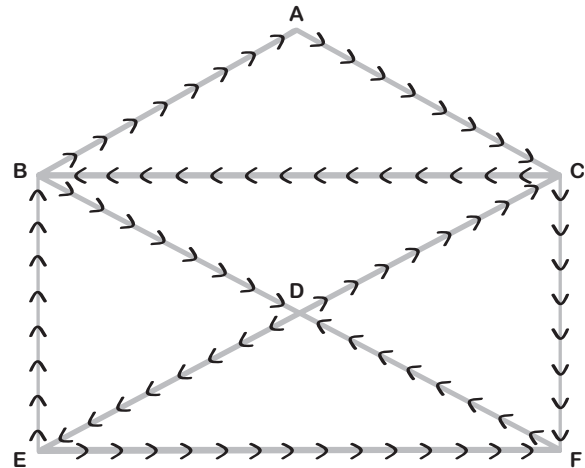
ACTIVITY 58 (CONTINUOUS LINE PUZZLE)

A - B - E - D - C - D - C - D - C - B - E - F



ACTIVITY 59 (CONTINUOUS LINE PUZZLE)

E - B - D - E - F - D - C - B - A - C - F



ACTIVITY 60 (OFFICER SUITABILITY TEST)

This activity is intended to be completed without assistance of external research (books or internet). A calculator may be used. It is intended to identify the wide range of skills required by officers (i.e. navigation, math, language, logic etc.). It is intended for older students or adults who have a serious interest in the policing profession. Important note: it is not a replacement or prep test for the actual OPP application process.

- The APRENTIS learns a trade.
The word in capitals is misspelled. Write it correctly. **APPRENTICE**
- Dig** is to **Trench** as **Build** is to:
A) Excavator **B) Wall** C) Mine D) Construct E) Replace
- Which one of the following answers may be applied to Lake Michigan but not to Lake Erie and Lake Ontario?
A) Fresh Water B) Inland C) Navigable
D) St. Lawrence Waterway **E) Not adjoining to Canada**
- “That which comes through hard work is most appreciated.”

The above quotation means MOST NEARLY

- A) Easy riches lose their value B) Easy come, easy go
C) We appreciate that most which is hard to get D) Hard work brings success
- Five stores sell the same size cans of tomato soup. Their prices are listed below.
Which sells the soup at the lowest price per can?
A) 6 for \$0.99 **B) 6 for \$0.90** C) 5 for \$0.93 D) 3 for \$0.56 E) 3 for \$0.50

6. Which of the following fractions is the smallest?
 A) $\frac{2}{3}$ B) $\frac{4}{5}$ C) $\frac{5}{7}$ **D) $\frac{5}{11}$**
7. Aviation in the United States is an extensive business. The total number of miles flown annually amounts to more than the total for any other country in the world and is about equal to the combined mileage of Germany and France.
- According to the above paragraph, which one of the following statements is true?
 A) The total number of miles flown annually in the United States is less than that of any other country.
 B) Germany leads in the number of miles flown annually.
C) The United States surpasses every country in the world in the number of miles flown annually.
 D) Both Germany and France have greater air mileage than the United States.
 E) Because of the bigger size of the United States, their planes must fly farther than the planes in the rest of the countries combined.
8. Abundant is the opposite of:
 A) Plenty B) Bouncing **C) Scarce** D) Low E) Rare
9. Of the following things four are alike in a certain way. Which one is NOT like these four?
 A) Snow **B) Grass** C) Cotton D) Ivory E) Milk
10. An amplifier is advertised for 20% off the list price of \$430. What is the sale price?
 A) \$516 B) \$454 C) \$354 **D) \$344** E) \$215
11. Franklin Middle School has 5 seventh grade mathematics teachers; two of the math teachers are women and three are men. If you are assigned a teacher at random, what is the probability of getting a female teacher?
 A) 0.2 **B) 0.4** C) 0.6 D) 0.8
12. **Lawyer** is to **court** as **soldier** is to
A) Battle B) Victory C) Training D) Rifle E) Discipline
13. **Snow shovel** is to **sidewalk** as **eraser** is to
 A) Writing B) Pencil **C) Paper** D) Desk E) Mistake
14. Natasha worked 5 hours a day, 35 hours a week. She earns \$6 an hour. How much will she earn in 3 weeks?
 A) \$590 B) \$606 C) \$620 **D) \$630**
15. No convicts are innocent. Some men are innocent.
A) Some men are not convicts B) Only women are convicts
 C) All convicts are men D) None of the above
16. Some cops are athletic. All cops are human
 A) All humans are athletic **B) Some humans are athletic**
 C) All cops are athletic D) None of the above
17. Animals often show great INTELIJENS.
 The word in capitals is misspelled. Write it correctly. **INTELLIGENCE**

18. **Clothes** are to **fabric** as **house** is to
 A) Lot B) Shelter **C) Wood** D) Residence E) Large
19. **Laughter** is to **rejoicing** as **weeping** is to
 A) Punishment B) Parting **C) Sorrow** D) Disappointment E) Disillusionment
20. Solve for Y. $y + y - 14 = 28$
A) 21 B) 14 and 7 C) 19 D) none of the above
21. Solve. $72 \times 3.17 =$
 A) 83.51 B) 82.98 C) 79.35 **D) none of the above**
22. Arrange the following sentences into the most logical sequence of events.
 1) Constable Gareth approached the driver to ask about the accident. **(3)**
 2) Constable Jones took a statement from Janice Grogan and advised that the male driver was charged. **(5)**
 3) Police received a radio call about a woman struck by a vehicle while crossing on a red light. **(1)**
 4) The driver had a strong odour of alcohol on his breath and was arrested for impaired driving. **(4)**
 5) The woman was rushed to the hospital by ambulance with life threatening injuries and in an unconscious state. Her name was Janice Grogan. **(2)**
23. While patrolling a local park an officer comes across a two-year-old crying behind a tree. The child says that she is lost. What is the best action for the officer to take?
 A) Take the child to the playground a short distance away and question the people there to see if they are missing a child.
B) Call the dispatch to find out if the child has been reported missing.
 C) Take the child to the local detachment until her parents can be found.
 D) Ask the girl her address and take her home.
24. Solve the following pattern by choosing the next two numbers. 1, 2, 4, 8, 16,
 A) 24, 32 B) 18, 22 **C) 32, 64** D) none of the above
25. Arrange the following sentences into the most logical sequence of events.
 1) A woman walking down the street crossed underneath a ladder being used by a worker washing windows. **(2)**
 2) A worker climbed a ladder placed against the wall to wash the windows on the second floor. **(1)**
 3) The worker was startled by a bird and dropped a bucket from the second floor. **(3)**
 4) The woman was struck as she walked beneath the ladder. **(4)**
 5) Police received a radio call for a woman suffering from head injury due to a window washing mishap. **(5)**
26. If you get 10 eggs per day how many weeks will it take to get 420 eggs?
 A) 16 B) 4 **C) 6** D) 11
27. A boat race ALWAYS has....
 A) Oars B) Spectators C) Victory **D) Contestants**
28. Which number in this row appears a second time nearest the beginning? **3**
 2 **3** 1 5 6 8 7 **3** 4 6 6 4 3 2 5 1 8 6 7 9
29. If all the odd-numbered letters in the alphabet were crossed out, what would be the 12th letter not crossed out? **X**
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

fact sheet

ACTIVITY 1

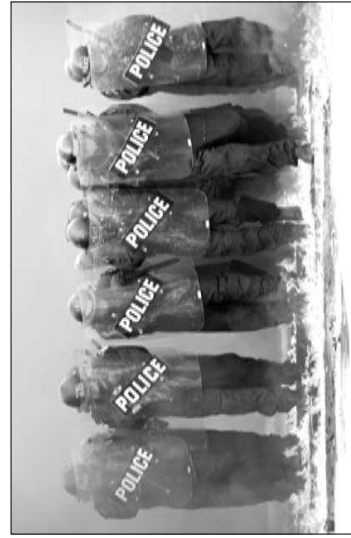
HERE COME THE ROMANS!

Did you know that Roman soldiers (known as legionaries) used a scutum or shield for personal defence as far back as the first century A.D. (about 2000 years ago)? Shields are used to block hand-thrown missiles such as rocks, or to physically push back opponents. In ancient times, soldiers would stand close together and interlock their shields to form a protective roof over their heads in a move called the *testudo*, meaning “the tortoise”.

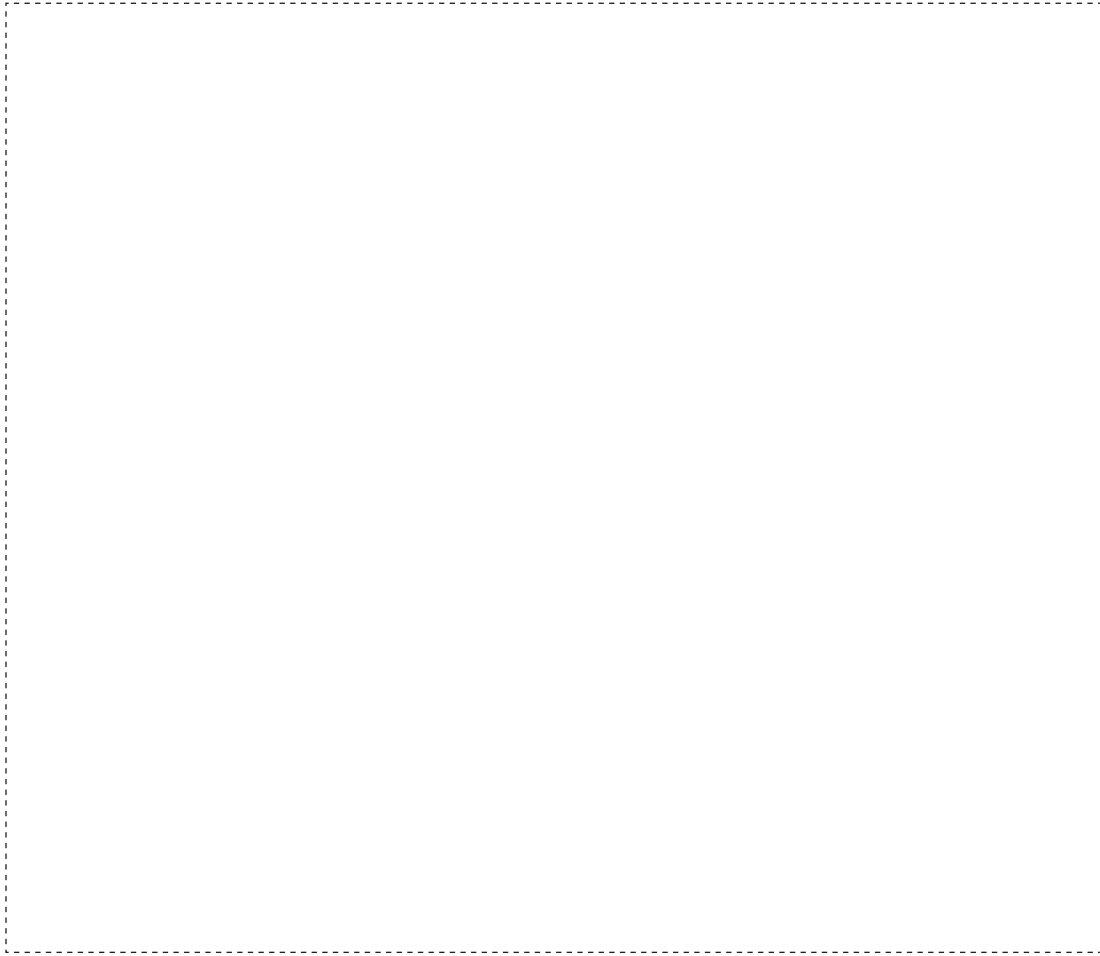
The OPP shield provides personal protection for officers in potentially threatening situations such as demonstrations, civil disturbances and strikes. While the material that the shield is made from has changed (plastic and foam instead of wood and metal), the OPP’s public order shield is very similar in design to the Roman shield.

The two shields also differ in another important way – design. The Ninth Legion Roman scutum is bright red and gold in colour and features wings and lettering. The OPP shield clearly identifies officers by the word POLICE on the front.

If you were to design a shield that reflected who you were, what would it look like? What should people know about you? What are your hobbies; your goals; your personal motto or favorite saying? Choose colours carefully as they are an important part of your design!



▲ A REPRODUCTION NINTH LEGION SHIELD
▲ A MODERN OPP SHIELD FROM THE MUSEUM'S COLLECTION



USE THIS SPACE TO DRAW YOUR SHIELD!

ACTIVITY 2

SYMBOLS OF AUTHORITY

Have you ever noticed that a police officer's badge often looks like a small shield? Why do you think that is? Can a badge protect an officer? Why or why not?

Badge designs vary greatly depending on the police force. Each one contains symbols or emblems that tell you about the police force.

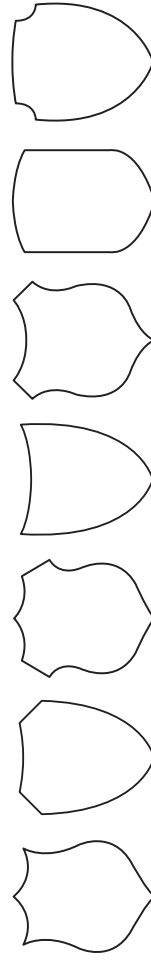
Take a close look at this OPP badge. Why do you think it has a crown on it? What about the tiny maple leaves? Why would they be included? What does the large number mean?



THE EARLIEST NUMBERED BADGE IN THE OPP MUSEUM'S COLLECTION, #99, WAS ISSUED TO PROVINCIAL CONSTABLE LEONARD HARDWICK IN 1922.

If you had your own police force, what would your badge look like? Do you think you could improve on the OPP's design?

USE THIS SPACE TO DRAW YOUR BADGE!



ACTIVITY 3

SYMBOLS OF AUTHORITY BACKGROUND

DO BADGES HAVE POWER?

Badges are symbols of authority. While small metal badges aren't likely to save any lives, they do protect officers by representing the power of the law and inspiring respect.

WHY A CROWN?

The OPP badge includes a Crown because the Crown is the symbol of the Queen in Canada. The OPP are considered a Crown Force because they are the only Provincial Police force in Ontario and work for the Premier of Ontario. As well, senior ranking officers in the OPP receive a special Commission as part of their job that is signed by the Governor General as the Queen's representative in Canada.

WHAT ABOUT THE TINY MAPLE LEAVES?

The maple leaf has become an important symbol of Canada and is commonly used in emblems and logos of both Ontario and Canada.

WHAT DOES THE LARGE NUMBER MEAN?

In this particular case, the number 99 is the badge number given to the officer who was given this badge. His name was Leonard Hardwick. He was the 99th officer to be given a badge in 1922; which was the first time badges were ever issued by the OPP. His tunic, hat, notebooks and badge are all now part of *The OPP Museum's* collection.



fact sheet

ACTIVITY 4

WHO AM I?

JOBS IN THE ONTARIO PROVINCIAL POLICE

Police officers have special patches sewn onto their uniforms that help you to identify who they work for and what they do. These patches are called insignia. Insignia is also worn by soldiers, mechanics, bus drivers and lots of other people who wear uniforms to work. OPP officers have worn lots of different insignia since they were created back in 1909. They have used lots of different shapes and colours and often use special symbols in their design.

LOOK AT THESE OPP INSIGNIA PATCHES. CAN YOU TELL WHAT JOBS THESE OFFICERS DID?
DRAW A LINE TO MATCH THE PATCHES BELOW WITH THE JOB THEY REPRESENT.



HELICOPTER UNIT

MOTORCYCLE

EMERGENCY RESPONSE TEAM

MARINE

ABORIGINAL

JOBS IN THE OPP

Why do you think some OPP officers do different jobs than other OPP officers? Are you interested in doing any of these jobs? What kind of job would you like to do?

Design an insignia patch that represents a job that you would like to do. Use colour, shape and symbols in your design. Ask your friends if they can figure out what job your patch represents.

fact sheet



MARINE

The OPP Marine unit patrols Ontario's waterways using a variety of boats and jet skis. Always wear a life jacket, inspect your water craft for safety, carry the appropriate equipment and watch for weather conditions as situations can change quickly.



EMERGENCY RESPONSE TEAM

ERT members are specially trained and responsible for canine backup, search and rescue, VIP security, public order and witness protection. ERT members perform high-risk duties and therefore must demonstrate integrity, leadership, good judgement and communication skills as well as a high level of physical fitness.



ABORIGINAL

The Aboriginal Policing Bureau provides service to Aboriginal communities and their policing partners. They actively work to build relationships and support sustainable community-based programs.



HELICOPTER UNIT

The Helicopter Unit is one of the aviation services the OPP provides. The OPP's two helicopters are used for search and rescue tasks, surveillance, specialty unit support, transportation of personnel and drug eradications.



MOTORCYCLE

Motorcycles are an important part of OPP traffic and highway safety. Their use dates back to the earliest days of the OPP. In the 1930s, officers had to buy their own motorcycles but they were paid back for oil and gas. Today, specially equipped motorcycles are provided to these specially trained officers.

ACTIVITY 6

FINGERPRINTS

Did you know that each of your fingerprints are special and unique to you and you alone? No one out there has the exact same pattern! But, we do have some elements or characteristics that are the same.

Using a washable ink or marker, colour your index finger and then place it in the square below. Try your thumb next. Be sure to press lightly so you can see the ridge details. Take a close look at your prints – maybe even use a magnifying glass.

What kind of fingerprints do you have? Check the examples on the right to see which one you match the most. Compare your prints to a friend or family member's. Do you have anything in common?

TYPES OF FINGERPRINTS



ARCH



WHORL



LOOP

<p>▲ MY INDEX FINGER</p>	<p>▲ MY THUMB</p>	<p>▲ FRIEND/FAMILY MEMBER</p>
<p>▲ MY INDEX FINGER</p>	<p>▲ FRIEND/FAMILY MEMBER</p>	<p>▲ FRIEND/FAMILY MEMBER</p>

My index finger has:

arch whorl loop

My thumb print has:

arch whorl loop



FIND YOUR WAY OUT!

You've just been hired as a fingerprint analyst, but first you have to find your way out of this maze. Start at the magnifying glass in the middle and work your way out through the ridge detail.

FUN FACT:

Fingerprints are unique to every person and no two prints are exactly alike!

TIPS FOR SAFE BOATING

There are many types of boats. Some need to be paddled, some have motors and others are sailboats, powered by the wind. No matter what kind of boat you are on these rules should be followed to ensure everyone's safety.

- **ALWAYS WEAR YOUR LIFEJACKET** – If you don't wear it, it won't work. Make sure your lifejacket fits. If it looks damaged or unsafe ask for a new one.
- **DON'T DRINK & BOAT** – It is unsafe to drink alcohol and drive a car. A boat is no different. If you suspect someone may be operating a boat while under the influence, speak up. Your life could be on the line.
- **CHECK YOUR BOAT** – Make sure your boat is in good shape and has all the mandatory safety equipment. The requirements depend on the type and size of a boat. See the Transport Canada website for more information.
- **BE PREPARED** – Make sure the weather and water conditions are suitable before going out on the water. To avoid being stranded be sure your boat has enough fuel. If paddling, be sure not to tire yourself out.
- **PLANNING** – Things on the water can quickly go wrong. Be sure to discuss your trip with a family member on shore. Let them know where you are going and when you plan to return.



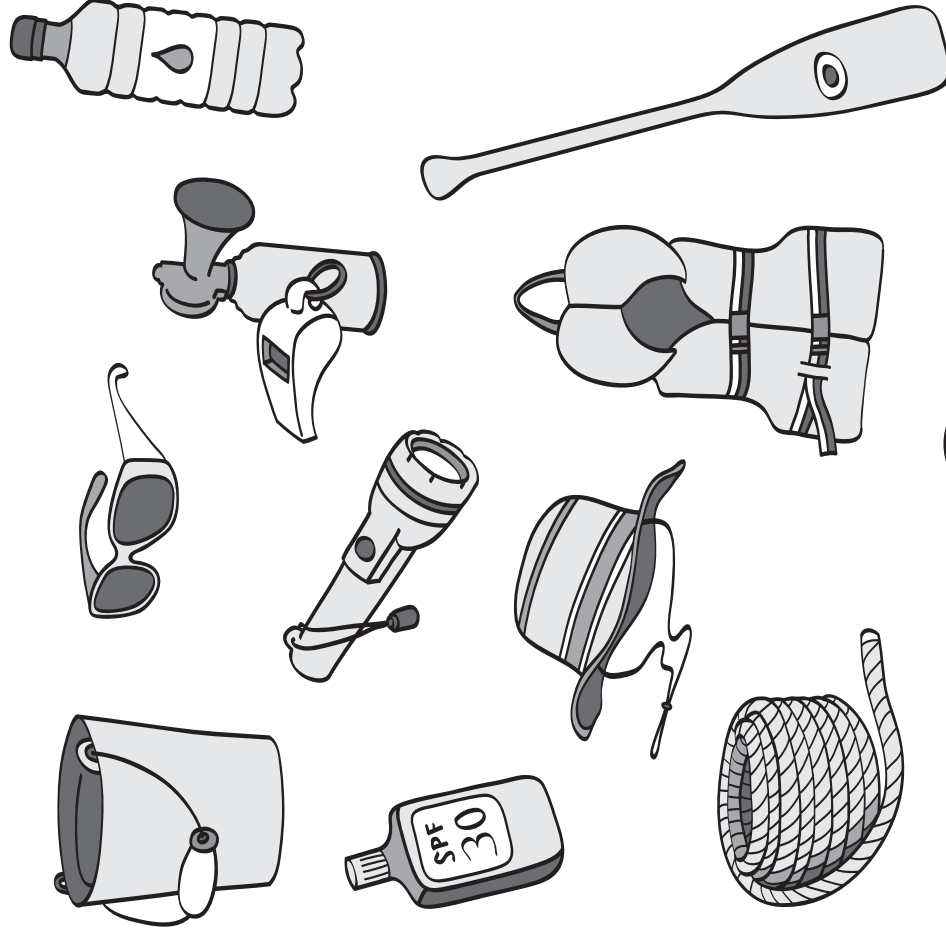
FUN FACT:

Temagami, a 1949 Shepherd, was the first vessel acquired by the Ontario Provincial Police (OPP) to patrol the waters of Ontario.

CANOE SAFETY EQUIPMENT

All of these items can help keep you safe while out on the water but only six are pieces of safety equipment legally required while using a **canoe**.

Can you guess which ones are mandatory? Circle your answers.

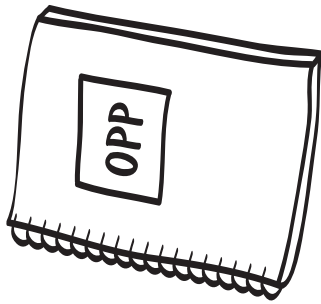


fact sheet

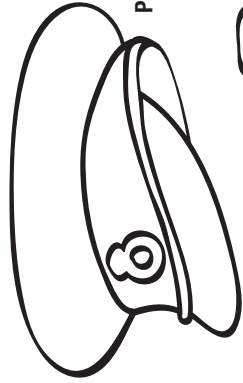
ACTIVITY 9

BE A FAMILY DETECTIVE!

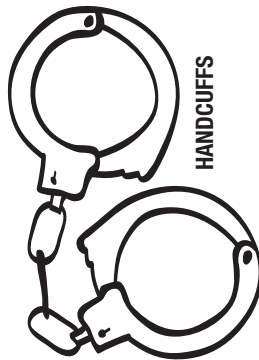
The OPP Museum is a place where we keep many heirlooms and special items from the OPP family. We have things like...



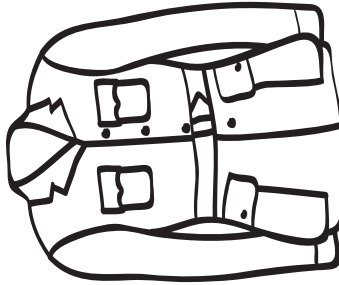
NOTEBOOKS



PEAK CAPS



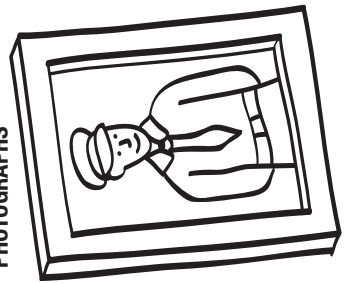
HANDCUFFS



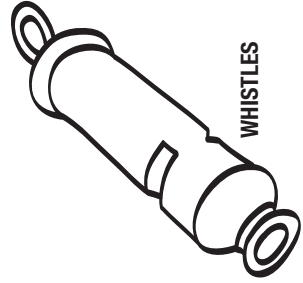
UNIFORMS



BADGES



PHOTOGRAPHS



WHISTLES

DO YOU HAVE ANY FAMILY TREASURES AT HOME?

Become a family detective! Ask your parents or grandparents about family heirlooms or “treasures” that have been passed down from one generation to the next. Do they have any pictures of your great-great grandparents or other relatives that you may not have met before? Jewellery, china, photos, books and toys are often passed down in families. What can these photos and objects teach you about the people in your family who have gone before you? What about family stories? Interview your parents or grandparents and jot down some notes about their lives that you think are interesting.

What did you find? Use the handy chart below to organize.

ITEM DESCRIPTION	WHERE DID IT COME FROM?	WHAT CAN YOU LEARN FROM IT?

FAMILY DETECTIVE INTERVIEW

Name of relative or friend:

Where does this person live?

Date of interview:

Does he/she have any brothers or sisters?

Yes No

Location of interview:

Who are they?

Relationship to me: (choose one)

- Mother Father
 Sibling Cousin
 Aunt/Uncle Grandma
 Grandpa Great Grandparent
 Other:

Does he/she have any children?

Yes No

Date of birth:

Who are they?

Does this person have a job?

Yes No

Where?

fact sheet

ACTIVITY 11 (2 of 2)

What is his/her favorite family memory?

What did they do for fun when they were young?

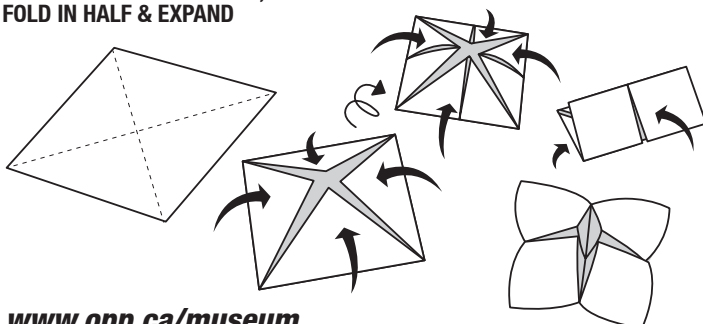
What do I have in common with them?

What did I discover in this interview that I didn't know before?

What else should I find out about?

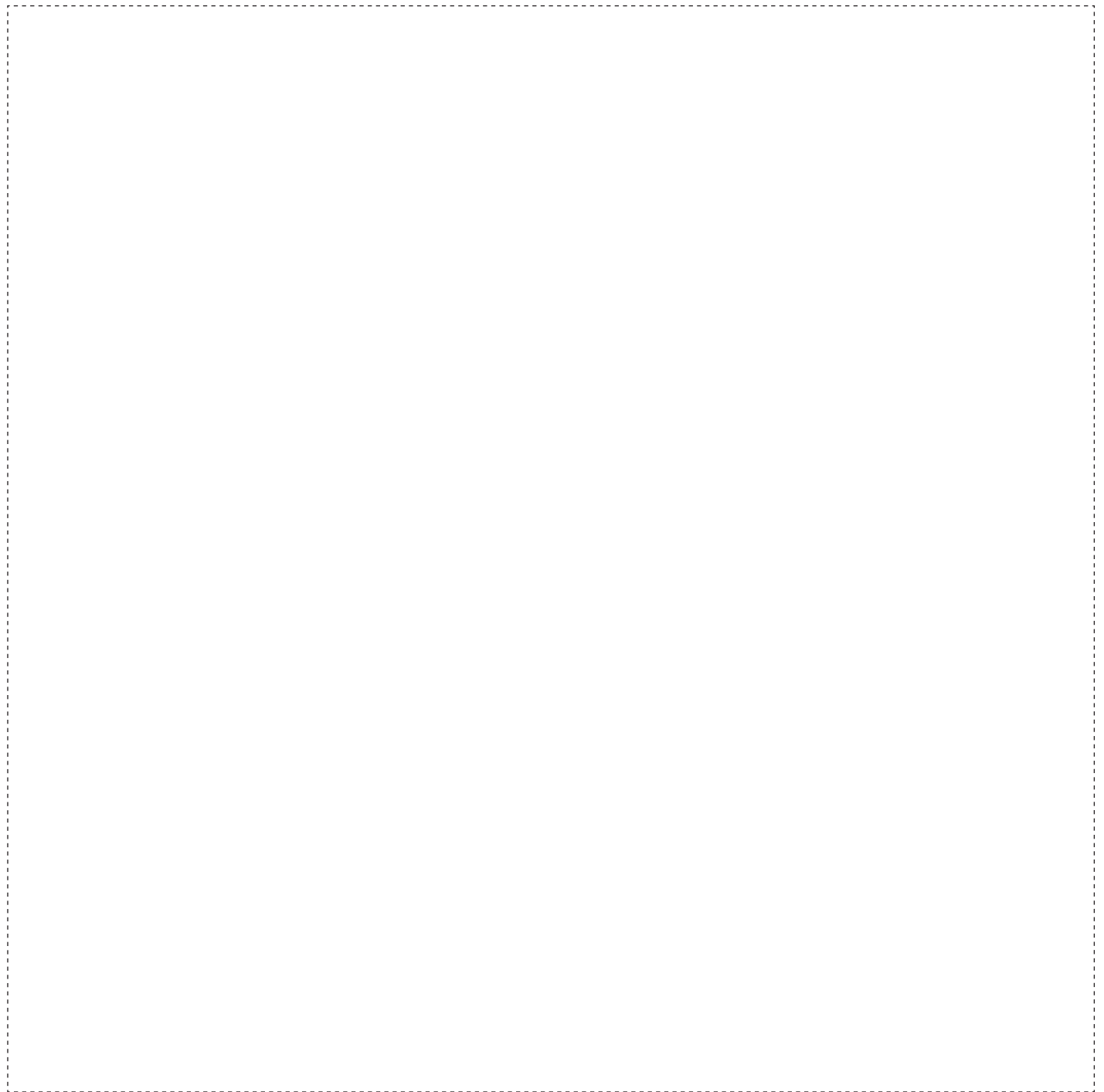
<p>FUTURE</p> 	<p>4</p> <p>Specially trained civilians and officers examine evidence and solve crimes</p>	<p>BLACK</p> <p>The OPP recruits dozens of new officers each year to be constables</p> 	<p>YOUR</p>
<p>WHITE</p> <p>If you need help in an emergency, call 911</p> <p>911 Call Dispatcher</p>	<p>Forensic Analyst</p>	<p>Provincial Constable</p>	<p>2</p> <p>Several OPP officers are also trained as pilots to fly our helicopters and planes</p> <p>Pilot</p>
<p>T</p> <p>The #1 top boss in the OPP is the Commissioner</p> <p>Commissioner of the OPP</p>	<p>Auxiliary Member</p> <p>OPP Auxiliary officers donate hundreds of volunteer hours each year</p>	<p>Detective</p> <p>Study english, math, geography and science if you want to be a detective</p>	<p>GOLD</p>
<p>OPP</p> 	<p>BLUE</p>	<p>Garage Mechanic</p> <p>Safety equipment is added to each OPP vehicle before going on the road</p>	<p>CAREER</p> 
		<p>3</p>	

CUT OUT SQUARE & CREASE DIAGONALLY
 FOLD CORNERS TO CENTRE, FLIP OVER & REPEAT
 FOLD IN HALF & EXPAND

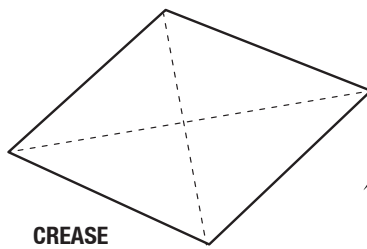


- FIND A FRIEND AND ASK THEM TO PICK A WORD FROM ONE OF THE OUTSIDE FLAPS
- MOVING THE FLAPS IN AND OUT AND SIDE TO SIDE IN TIME WITH THE LETTERS, SPELL OUT THE WORD THEY HAVE CHOSEN
- NOW ASK THEM TO CHOOSE ONE OF THE NUMBERS OR COLOURS THAT ARE VISIBLE. COUNT OUT THE NUMBER OR SPELL OUT THE COLOUR BY MOVING THE FLAPS IN AND OUT AND SIDE TO SIDE
- AFTER YOU HAVE DONE THIS A COUPLE OF TIMES LIFT UP THE FLAP TO "REVEAL" WHAT YOUR FRIEND'S FUTURE JOB AT THE OPP WILL BE.

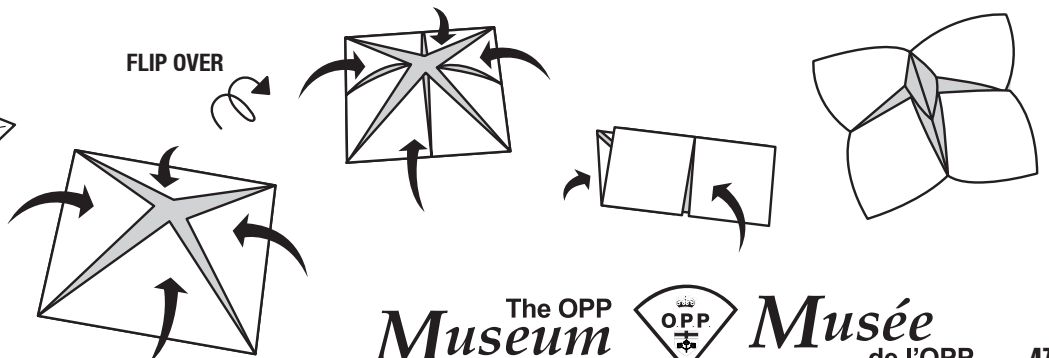




CUT OUT SQUARE



CREASE



FLIP OVER

ACTIVITY 14

SPOT THE FAKE!

Money is a very valuable resource for everyone. The making and distributing of money by anyone other than the government is called counterfeiting. Making “fake” money is a serious crime.

Did you know? Almost 10 million dollars in counterfeit money is seized each year in Canada.

Sometimes it is very difficult to identify the differences between counterfeit and real money, especially just by looking at a picture. Here's what you need to know about counterfeit money:

Feel the Paper:

- ✓ Money should have a crisp distinctive feel; there are also raised print areas that you can feel on newer bills
- Counterfeit money tends to be floppier

Hold it up to the light:

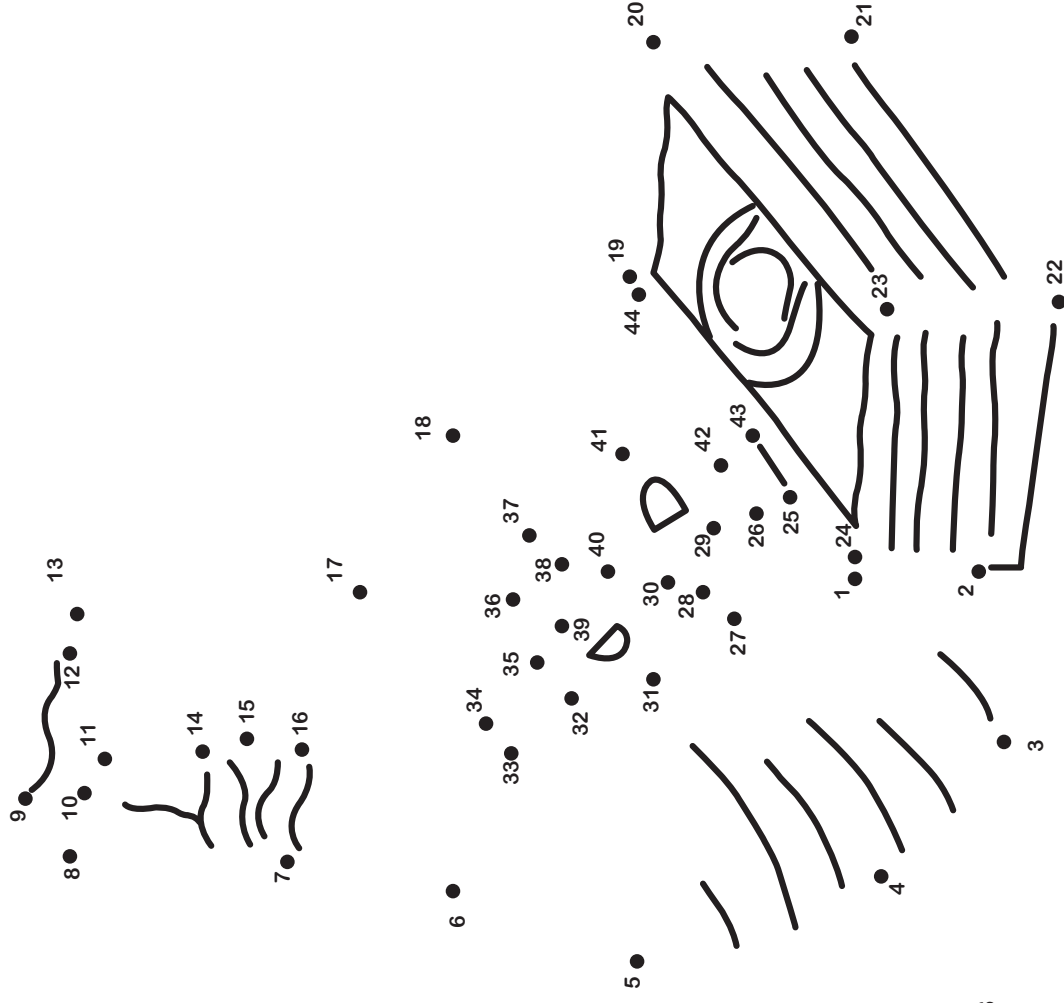
- ✓ You should see a watermark and a thread which is a solid straight line
- The watermark and thread may still be visible but will lack detail and may be visible when not held up to light

Look for the hologram:

- ✓ You will see multi colours and different images when moving the note
- Holograms are difficult to reproduce and may be simulated using shiny foil

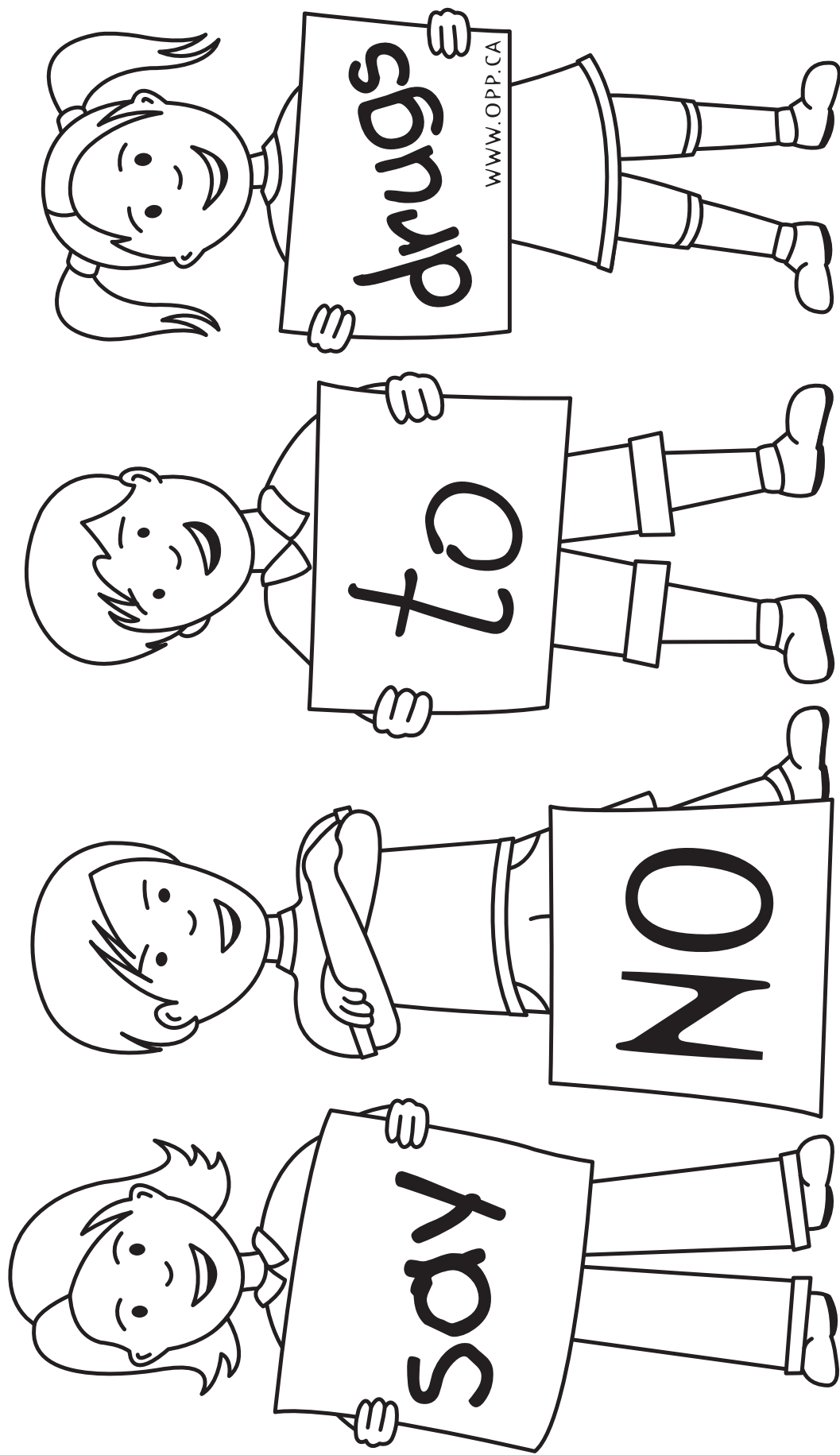
Use a magnifying glass:

- ✓ The bill will still look crisp and you will be able to identify microtext messages
- You may see coloured dots and poorly defined lines and microtext messages may be very hard to discover in counterfeit money



colour sheet

ACTIVITY 15







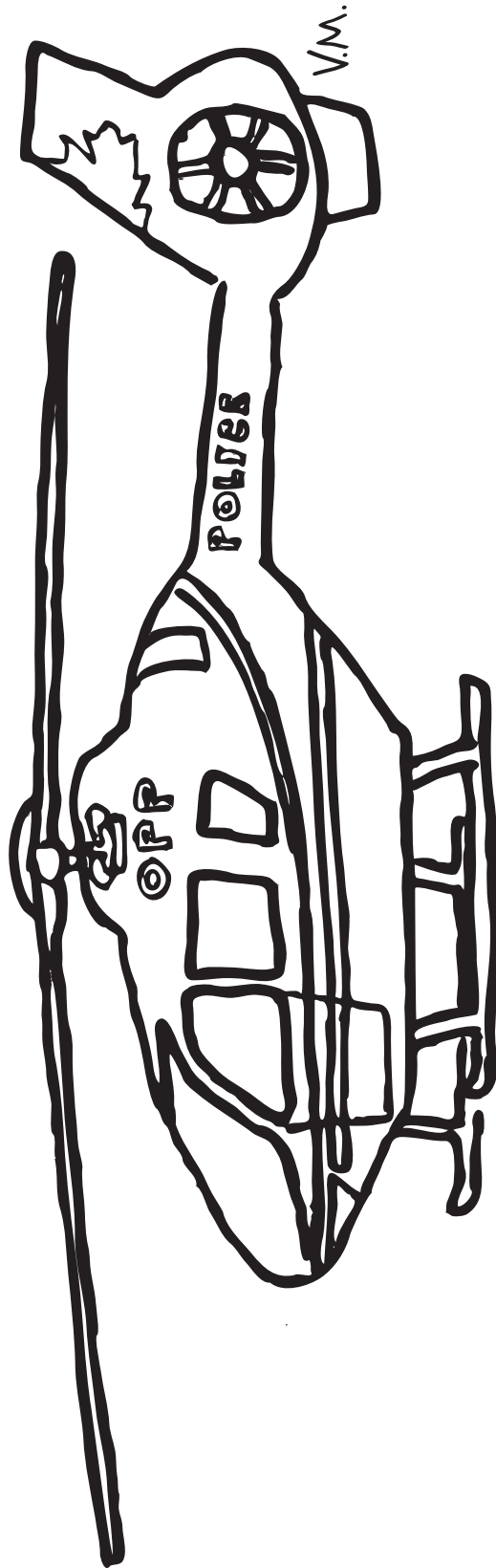
colour sheet

ACTIVITY 18



colour sheet

ACTIVITY 19



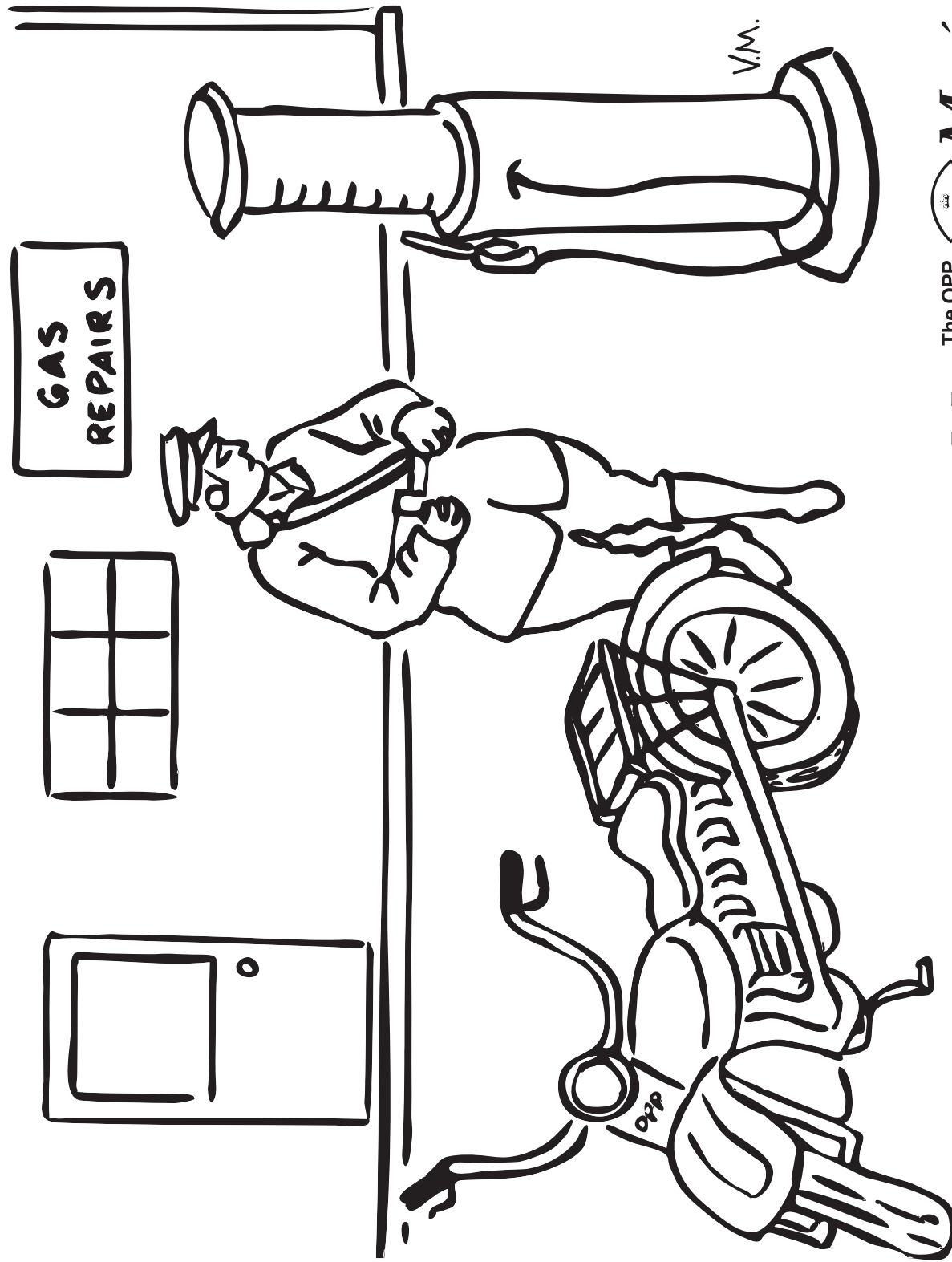
colour sheet

ACTIVITY 20



colour sheet

ACTIVITY 21











TREVOR THE SAFETY BUG

From the OPP Museum's collection, this vintage 1970s colouring page is still fun today!"

DOING THE RIGHT THING

WHAT IS A VALUE?

Objects can have a value – like a car or an antique painting that can be bought or sold for cash. But what about feelings or ideas or actions? Our values are a part of what makes us who we are. They guide our behaviour and can even have a physical impact by making us feel good or bad about something we have done.

WHAT DO YOU VALUE?

Read the following scenarios.

Take some time to think about your honest answer. Write a journal reflection, jot down some debate points for or against an action, or have a discussion with friends, classmates or your parents about what he or she would do.

WHERE DO YOU STAND?

1. You are wandering around at the local fair and realize that the person in front of you has dropped a \$10.00 bill on the ground and is slowing walking away. You will have to run a bit to catch up to them. Do you...
 - a. Quickly pick up the bill, and return it to the person who dropped it.
 - b. Return the bill to its owner, but ask for a reward
 - c. Quickly pocket the bill for yourself and hope no one catches you
 - d. Brag to your friends about your “find”, and offer that you might consider sharing it if they’re super nice to you

2. You discover that a number of things are missing from your locker, including your favourite pair of brand new designer shoes! You don’t bother to report the theft to your teacher, because you are too embarrassed to admit that you forgot to lock up your stuff that day. Two weeks later, you spot someone wearing the exact same shoes that you thought were lost forever. Do you...
 - a. Get a group of friends together and confront the student after school demanding to know where he/she got those shoes, threatening them if you don’t like their answer
 - b. Silently track the student and, when you see an opportunity, “steal” the shoes back from him/her
 - c. Report the student to your teacher or principal
 - d. Take photos of the student wearing the shoes and post them on your web blog telling the whole school that this person is a thief and a liar

think sheet

ACTIVITY 27

DO YOU THINK YOU COULD BE A HERO?

Why not try some of the things on this list?

Add some of your own ideas at the end!

- visit someone in the hospital
- donate clothes, toys or money to charity
- rake leaves for a neighbour or friend
- take a CPR or First Aid course
- take your dog for a walk !

Think about some of the people in your life that you think are heroes. What are their best qualities? What makes them special? What makes them heroic?

Use the space on the right to send a hero a note to say thanks! Draw a picture to go with it.

My real life hero!

HAVE YOU EVER MET A REAL LIFE HERO?

What does being a hero mean to you?

Think about some of the qualities that make a person a hero. Circle all of the words below that you think characterize or describe a hero. Look up any words you don't know in the dictionary.

Brave

funny**BOLD**

ordinary

STRONG**Tired****TALL***smart*

Super

generous

liar**curious**

lazy

*small***determined**

MYSTERY CODE

A = 29	B = 33	C = 7	D = 20
E = 15	F = 1	G = 8	H = 16
I = 5	J = 11	K = 18	L = 26
M = 12	N = 3	O = 9	P = 32
Q = 10	R = 21	S = 2	T = 4
U = 19	V = 6	W = 22	X = 25
Y = 13	Z = 31		

Police officers have excellent observation skills. Sometimes, they have to “crack” passwords or secret codes to find evidence hidden by criminals. Can you crack this secret message?

4 16 15 2 4 9 26 15 3

7 29 21 2 2 16 5 32 9 19 4

9 3 1 21 5 20 29 13

29 4 3 9 9 3

Use the back of this page to create your own secret message!

STAYING SAFE IS IMPORTANT!



DRAW A PICTURE OF SOMETHING YOU CAN DO TO STAY SAFE.

SHOULD YOU DO THESE THINGS?

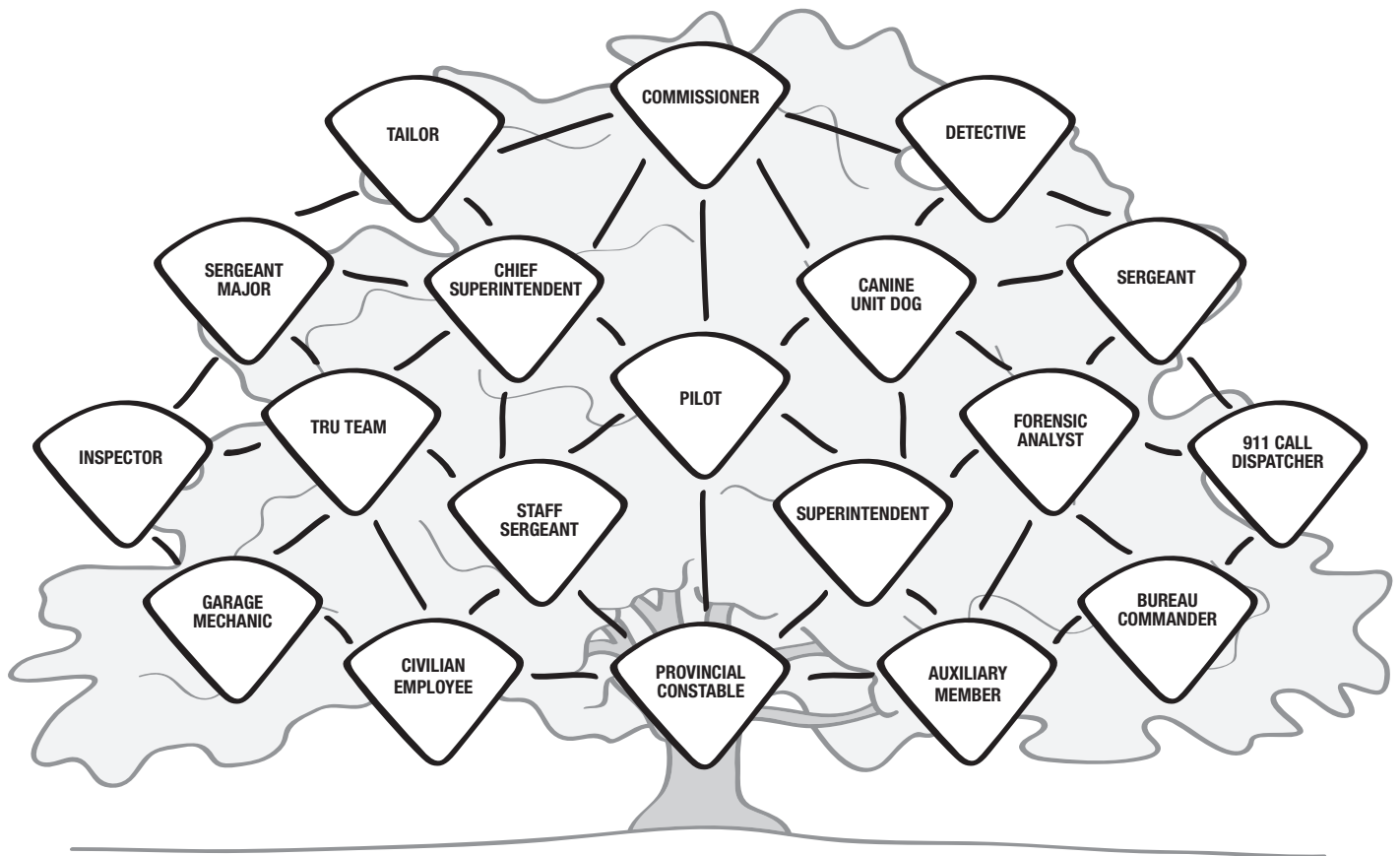
- ✓ Wear a bicycle helmet
- ✓ Tell a trusted person about a bully
- ✓ Follow the rules
- ✓ Wear knee pads at the skate park
- ✓ Use a life jacket on the water
- ✓ Cross the street at a streetlight or intersection
- ✓ Know how to dial 911 in an emergency
- ✓ Follow road signs

MY OPP FAMILY TREE

A family is many different things: people who are related by genetics (children, grandchildren), or marriage, or adoption. Sometimes they live together, and sometimes they have more than one home. Families can even be a group of people who consider themselves linked in an important way, like OPP officers who think of themselves as “family” and often use the term “brother” or “sister” to refer to fellow police officers. The OPP family includes many different people, and sometimes even animals! There are uniformed officers and civilians and auxiliary officers who do lots of different jobs. There are even dogs who also work very hard to keep Ontario a safe and fun place to live. As a family, they respect and support one another in good times and in difficult times.

A family tree is a place to organize and record your family members and their relationship to you. It’s really a large chart that has lines (or branches) that link people together.

This is what an OPP family tree might look like:

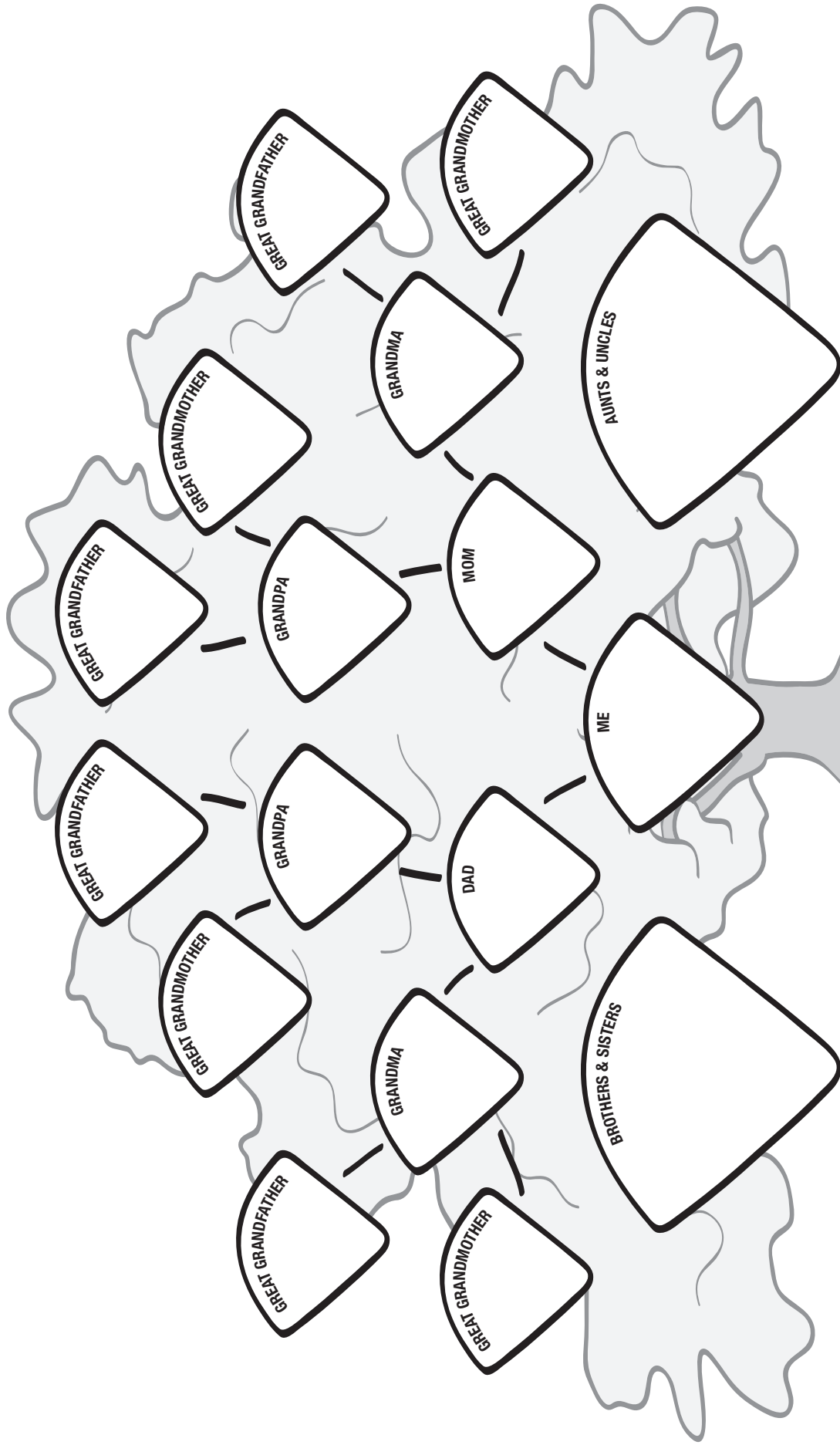


WHAT DOES YOUR FAMILY TREE LOOK LIKE?

Who do you think of as family? Are your pets a part of your family? Who else should be included? Fill in a blank family tree. Genetic family trees have a specific order (or hierarchy) and always start at the top with the oldest generation (like your great grandparents) and end with you and your siblings. A non-genetic family tree can start anywhere, but you should still try to keep people together in groups that make sense to you. Remember, every family is different! If you can’t find a space for someone, then draw one in yourself!

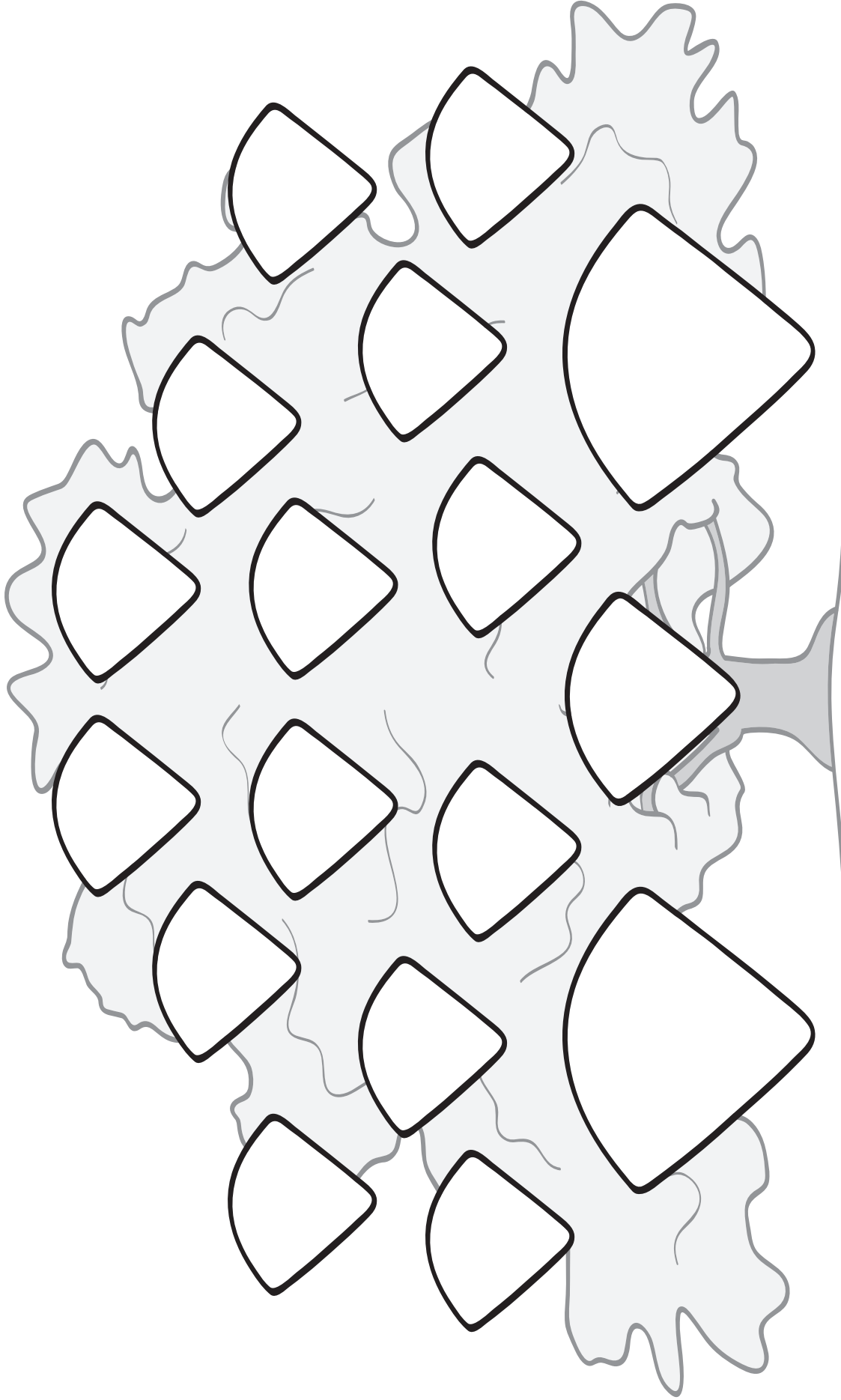
think sheet

ACTIVITY 32



think sheet

ACTIVITY 33



WHAT CAN YOU LEARN ABOUT HISTORY FROM A PHOTOGRAPH?

Studying history is a lot like being a detective. Sometimes you have to look for clues in order to figure out what a photo can tell you about the past.

See how many questions you can answer about this particular photo. Examine the whole picture. Look for details.



HINTS:

CAP BADGE WORN BY ONTARIO
PROVINCIAL POLICE OFFICERS
FROM 1923 – 1953



SHOULDER FLASH WORN BY
ONTARIO PROVINCIAL POLICE
OFFICERS FROM 1944 TO 1955

WHAT CAN YOU LEARN ABOUT HISTORY FROM A PHOTOGRAPH?

QUESTIONS:

1. Which police force do these officers work for?
2. When was the photograph taken? If you can't tell the specific year, sometimes you can guess based on what they are wearing. Are there any features that stand out?
3. Did these officers carry guns in this time period?
4. One of the officers has six different ribbons on his uniform. Each one represents a different medal that he has won. Can you guess why he has so many medals? What happened before this photo was taken where he could have earned so many decorations?
5. Were officers like these allowed to get married? How can you tell?
6. Where did these officers work?
7. What time of year is it when this photo was taken? Are the officers dressed for that time of year?
8. What else can you learn from this picture?

Try again with another photograph – maybe one from your own family's past.
What did you learn that you didn't know before?

think sheet

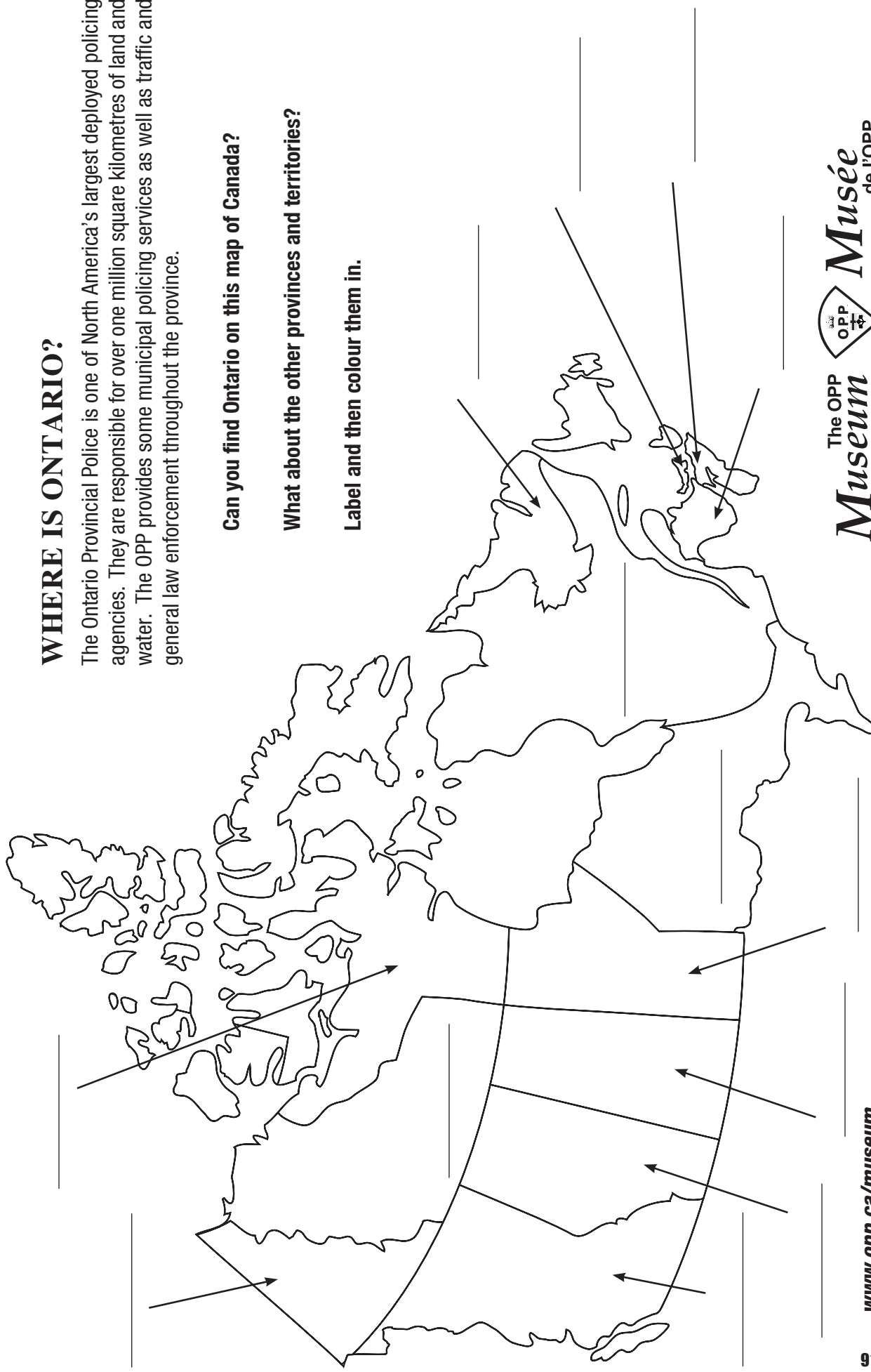
WHERE IS ONTARIO?

The Ontario Provincial Police is one of North America's largest deployed policing agencies. They are responsible for over one million square kilometres of land and water. The OPP provides some municipal policing services as well as traffic and general law enforcement throughout the province.

Can you find Ontario on this map of Canada?

What about the other provinces and territories?

Label and then colour them in.



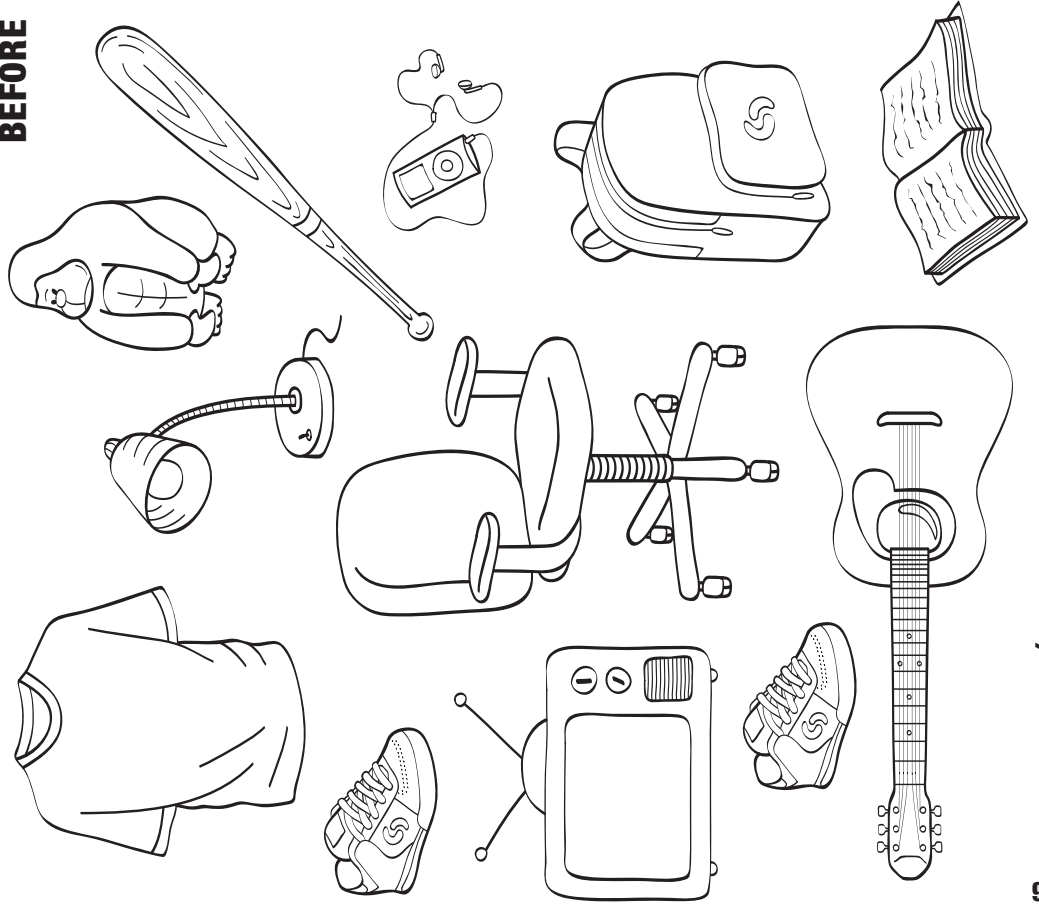
think sheet

ACTIVITY 36

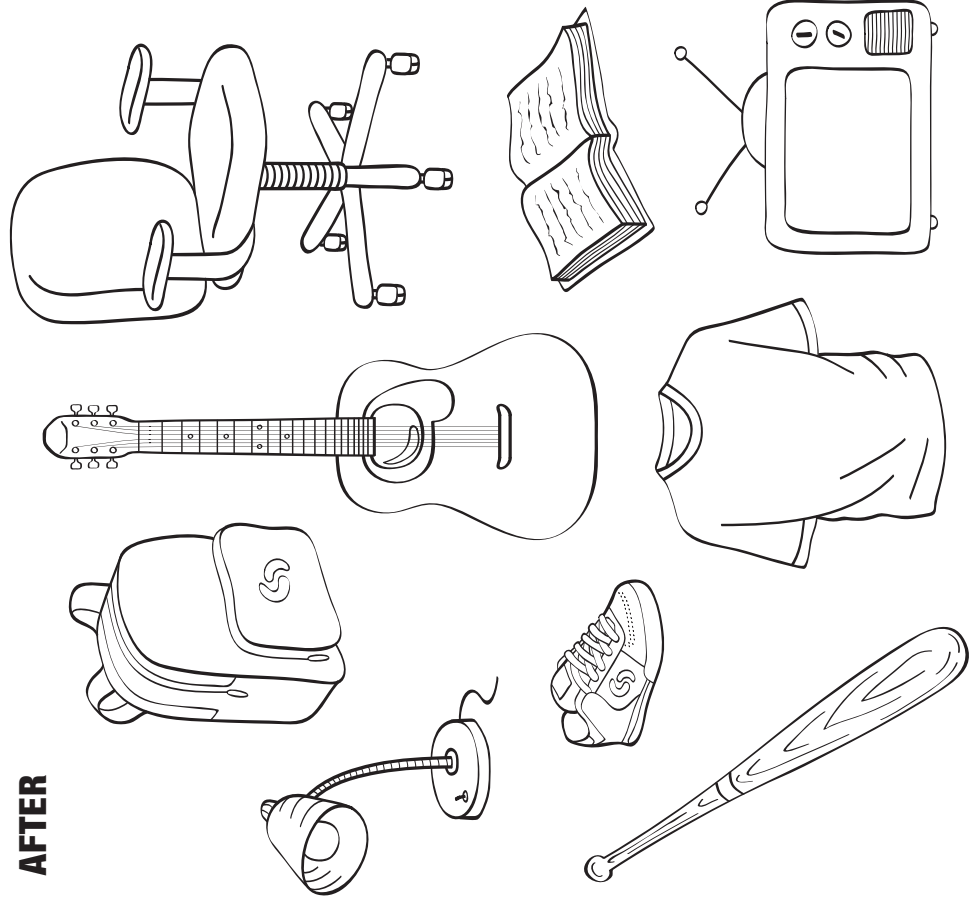
WHAT'S BEEN TAKEN?

After a weekend away, Jack learned that his mom let his annoying little sister play in his room. The problem is, his room is so messy, he can't tell if anything is gone! Clearly, lots of things have been moved, but has anything been taken?

BEFORE



AFTER



OPP STUDENT RESEARCH QUESTIONNAIRE

Utilize the internet and other research resources (including www.opp.ca) in order to answer the following questions.

1. Name the current OPP Commissioner:
2. a) Name the Premier of Ontario:
b) What party does he represent?
3. a) Who is the Prime Minister of Canada?
b) What party does he represent?
4. Who is the Governor General of Canada?
5. What is the largest city, by population, in Canada?
6. If you were driving to each of the following cities / towns from Orillia, Ontario, in which direction would you be driving? e.g. North, North–East, South–West, etc.

Kingston _____

Toronto _____

Thunder Bay _____

Sudbury _____

Kitchener _____

London _____

Sarnia _____

Dryden _____

7. How many OPP regions are there?

8. The OPP is a provincial police force. How many other provinces have provincial police forces? Name them:

9. Who performs provincial policing functions in the provinces of Canada that do not have provincial police forces?

10. The OPP has been in operation since (what year)?

11. The OPP's four main firearms safety rules are (circle correct four):
 1. All guns are always loaded
 2. Keep your finger on the trigger ready to shoot
 3. Never point your gun at anything you don't intend to shoot/kill
 4. Keep your finger off the trigger
 5. Always be sure of your target and beyond (bullets are lethal beyond your target)
 6. Carry your gun unloaded at all times

12. Does a citizen have arrest powers? Yes or No
Explain:

13. A police officer only has a police officer's powers of arrest when he/she is on duty and in uniform. True or False
Explain:

14. A police officer can only arrest someone under the Criminal Code of Canada. True or False

15. There are 9 uniformed ranks in the OPP. Name as many as you can (in order)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.

16. How long would it take you to drive, approximately and going the speed limit, to the following places from Orillia, Ontario?

Gravenhurst _____

Thunder Bay _____

North Bay _____

Barrie _____

Montreal _____

Ottawa _____

Winnipeg _____

Dryden _____

17. Who is the mayor of your town or city (or if you live in a township, who is the Reeve of your Township?)

18. What legislation covers policing in the province of Ontario?

19. The OPP uses what sidearm as its standard issue firearm?

20. What is the Certificate of Results (COR) in the police recruitment process?

21. Name the three levels of government in Canada? _____ , _____ , _____ .

22. What is the difference in the role of Detachment Commander vs. Chief of Police?

23. When an officer transmits information by radio to the Provincial Communications centre (dispatch), what does the term “10–4” stand for?

24. When an officer transmits information by radio to the Provincial Communications centre (dispatch), what does the term “10–78” stand for?

25. When using the Phonetic Alphabet in reading a license plate, what do the letters (A), (B), and (C) stand for?

eg. Z = Zulu

A = _____

B = _____

C = _____

26. What are Statutes?

- A. Government documents that reveal stats of criminal activities.
- B. Rules and laws passed by municipal governments.
- C. Prominent figures cast in cement or bronze.
- D. A law or act, which expresses the will of legislature or Parliament.

27. What is the correct spelling for this uniform officer?

- A. serjant
- B. sergent
- C. sergeant
- D. sargeant

28. Which of the following steps is not one of the legal requirements for a proper arrest (circle)?

- Identify yourself as a peace officer.
- Tell the person that he/she is under arrest.
- Take custody – touch the accused.
- Place handcuffs on the person.
- Tell the person the reason for the arrest.
- Inform the accused promptly of the right to counsel.
- Ensure the accused understands the reason for arrest and right to counsel.

29. List two reasons why a suspected offender may be arrested.

- 1.
- 2.

30. What is a summary conviction offence?

31. The Criminal Code of Canada (CCC) provides that all of the following (except one) are defined as a “peace officer”. Circle the one that is NOT a “peace officer”.

- police officer
- police constable
- bailiff
- constable
- sheriff

32. Which of the following is NOT an example of when a “peace officer” may arrest someone without a warrant?

- A person who has committed an indictable offence or who, on reasonable grounds he believes has committed or is about to commit an indictable offence
- A person whom he finds committing a criminal offence
- A person, in respect of whom he has reasonable grounds to believe that a warrant of arrest or committal, in any form set out in Part XXVII in relation thereto, is in force within the territorial jurisdiction in which the person is found
- A person whom he believes will commit a summary offence

33. List six use of force options available to police officers?

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

36. Circle the Provincial Statutes that are not enforced by the OPP.

- A) Compulsory Automobile Insurance Act
- B) Liquor Licence Act
- C) Trespass to Property Act
- D) Off Road Vehicles Act
- E) Highway Traffic Act
- F) Motorized Snow Vehicles Act
- G) Provincial Offences Act
- H) Fish and Wildlife Conservation Act
- I) Ontario Temperance Act

37. What is the OPP's vision statement?

38. What is the OPP's mission statement?

BONUS!

What Ministry is in charge of the OPP?

Who is the Minister in charge of that Ministry?

WHAT ARE MY RIGHTS?

TRUE OR FALSE

1. E-mail messages you send are private and cannot legally be read by others.
2. Others have the ability to read your messages on Instant Messaging Services (E.g. MSN Messenger, G-mail, Yahoo, Blackberry, etc.)
3. Your internet activities can be tracked.
4. The government can use personal information it has compiled on you for any purpose it wants.
5. A teacher is allowed to search you for drugs or weapons.
6. A video store may use your Ontario Health Card number for identification when you apply for a membership.
7. There are many different computer files about everybody in this country.
8. The government protects your right to privacy.
9. The information you give one company can be used to make a mailing list for other companies.
10. People can check your credit file if you are applying for a job, insurance, credit or if you are renting an apartment.
11. Kids under 16 can't be out in public without a parent between 12am and 6am.
12. If you are being questioned by police, you do not have to tell them your real name or where you live.
13. You can only be legally searched by the police if they have a warrant.
14. You have a right to know what you are being arrested/detained for.
15. If you have been charged with a criminal offence, you have the right to continue to attend your school until your trial.

SCHOOL YARD SCRAMBLE!

Maintaining a healthy lifestyle is important. Ben, Katie, Zach and Emily are each playing their favourite sports outside in the school yard when their equipment gets all mixed up. Follow the path each ball makes to match Ben, Katie, Zach and Emily back up with the correct equipment. This way you can determine each of their favourite sports.

Playing games and sports are great ways to get active! What is your favourite sport? What equipment do you need to play?

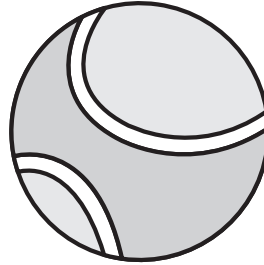
BASKETBALL



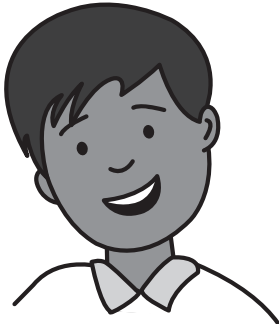
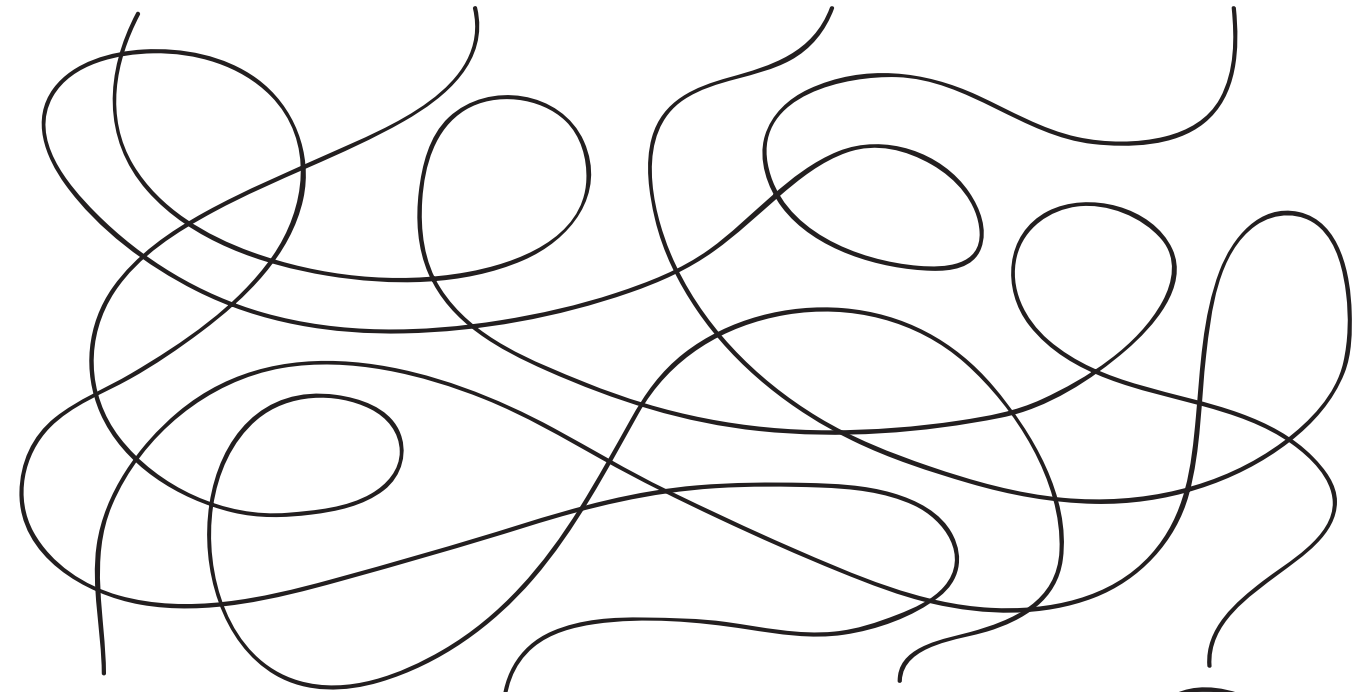
BASEBALL



TENNIS



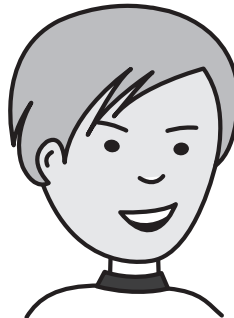
SOCCER



BEN



KATIE



ZACH



EMILY

ACTIVITY 40

IS SOMETHING MISSING?

Five things have been erased from this 1940s **HIGHGRADING** operation crime scene. Can you find all five?

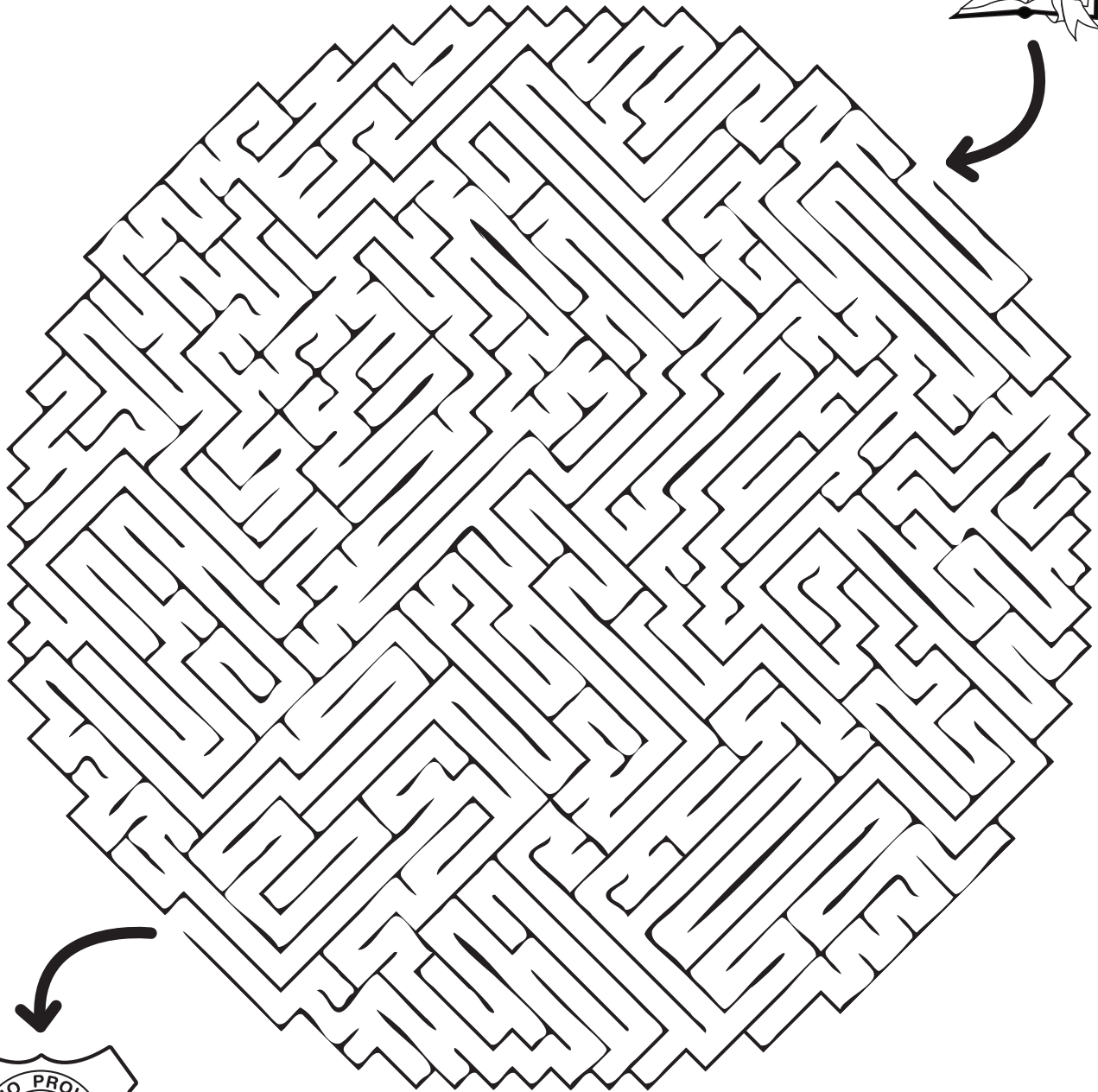


- 1
- 2
- 3
- 4
- 5

WHAT DO YOU THINK HIGHGRADING IS?

WELCOME TO THE OPP!

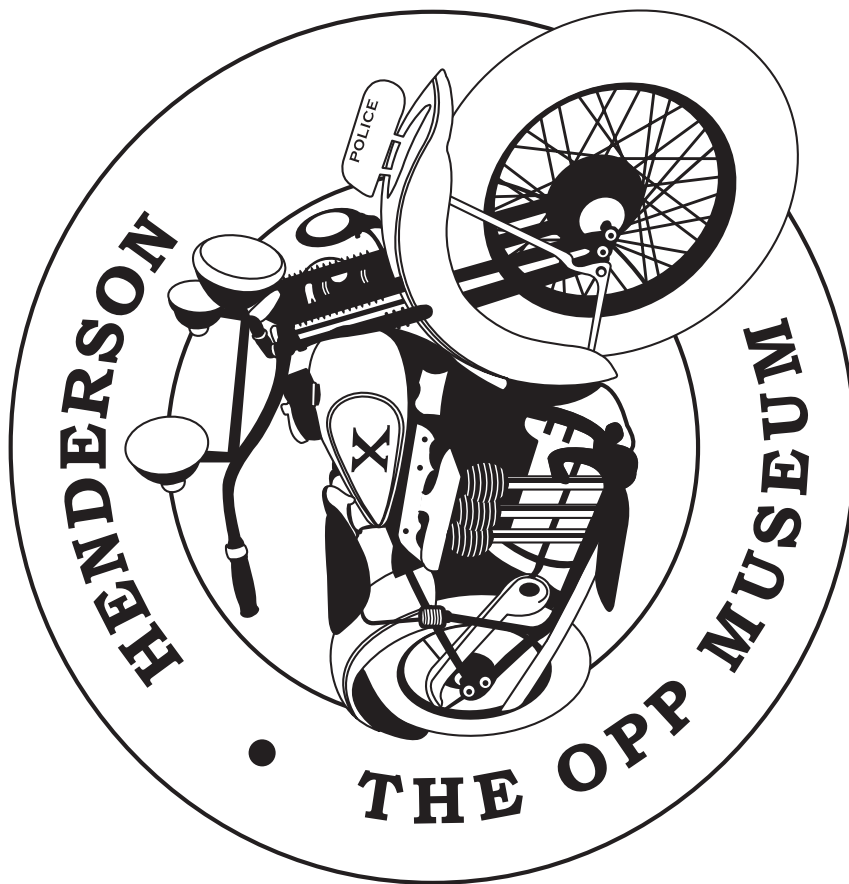
Make your way through the maze to become a Junior Constable.



ACTIVITY 42

SPOT THE DIFFERENCE!

Can you find 10 things missing from the picture on the right? When you're finished, colour them in!





ISSUED TO: _____

DATE OF ISSUE: / /
MONTH DAY YEAR

THE PERSON ABOVE HAS BEEN TICKETED FOR THE FOLLOWING

- A CLEAN DESK
- AN EXCELLENT ANSWER
- A CLEAN CUBBY
- GOOD SPORTSMANSHIP
- EXCELLENT MANNERS
- BEING QUIET
- ASKING PERMISSION
- FOLLOWING THE RULES
- BEING SAFE
- SHARING
- BEING KIND
- PARTICIPATING
- OTHER: _____

ISSUED BY: _____

SIGNATURE



ISSUED TO: _____

DATE OF ISSUE: / /
MONTH DAY YEAR

THE PERSON ABOVE HAS BEEN TICKETED FOR THE FOLLOWING

- A CLEAN DESK
- AN EXCELLENT ANSWER
- A CLEAN CUBBY
- GOOD SPORTSMANSHIP
- EXCELLENT MANNERS
- BEING QUIET
- ASKING PERMISSION
- FOLLOWING THE RULES
- BEING SAFE
- SHARING
- BEING KIND
- PARTICIPATING
- OTHER: _____

ISSUED BY: _____

SIGNATURE



ISSUED TO: _____

DATE OF ISSUE: / /
MONTH DAY YEAR

THE PERSON ABOVE HAS BEEN TICKETED FOR THE FOLLOWING

- A CLEAN DESK
- AN EXCELLENT ANSWER
- A CLEAN CUBBY
- GOOD SPORTSMANSHIP
- EXCELLENT MANNERS
- BEING QUIET
- ASKING PERMISSION
- FOLLOWING THE RULES
- BEING SAFE
- SHARING
- BEING KIND
- PARTICIPATING
- OTHER: _____

ISSUED BY: _____

SIGNATURE



B	P	X	I	J	V	O
D	O	G	D	D	S	A
K	L	A	B	O	A	T
U	I	S	Q	U	F	W
Y	C	A	R	H	E	L
H	E	F	Z	M	S	G
X	N	H	E	L	P	A

**BOAT
CAR**

**DOG
HELP**

**POLICE
SAFE**

H	A	N	D	C	U	F	F	S	H	H	E	L	B	L	T
I	X	P	E	L	O	F	G	C	R	I	M	I	N	A	L
C	O	N	T	C	Y	B	D	E	Z	H	E	P	R	I	U
N	I	H	E	L	I	C	O	P	T	E	R	J	A	L	M
Q	U	G	C	Y	C	K	E	T	L	D	G	T	L	I	P
O	P	R	T	M	E	J	F	B	V	I	E	T	A	F	G
C	A	N	I	R	O	T	A	L	I	G	N	L	A	E	K
H	R	U	V	E	W	T	A	B	L	C	C	R	U	J	H
E	S	A	E	F	S	Y	O	T	P	T	Y	S	E	A	D
L	F	H	A	N	R	T	L	R	H	E	L	C	R	C	U
M	E	R	O	P	S	E	T	A	C	H	R	I	L	K	S
E	U	C	F	S	B	I	C	F	O	Y	L	G	U	E	F
T	Q	F	R	T	Y	E	O	F	F	I	C	E	R	T	F
X	R	G	A	I	R	T	Y	I	U	P	O	L	Z	W	A
I	F	E	J	A	S	D	F	C	R	U	I	S	E	R	G
W	S	A	F	E	T	Y	H	V	N	J	A	K	L	M	B

**BICYCLE
CONSTABLE
CRIMINAL
CRUISER
DETECTIVE**

**EMERGENCY
HANDCUFFS
HELICOPTER
HELMET
LIFEJACKET**

**MOTORCYCLE
OFFICER
SAFETY
SEATBELT
TRAFFIC**

D	I	S	T	K	I	J	S	A	R	E	S	W	P	A	I	T	I	H	F	E	A	G	Q	L	P
I	N	H	E	N	D	E	W	F	I	N	G	E	R	P	R	I	N	T	O	I	N	M	U	B	O
V	T	A	W	E	G	H	B	N	O	I	C	S	U	P	G	A	V	C	I	F	T	E	N	C	L
P	E	R	D	A	T	I	F	I	C	W	P	D	Q	U	P	B	E	N	P	I	G	N	T	D	R
C	L	S	T	O	R	X	B	G	R	O	I	O	N	R	T	F	S	O	W	L	E	N	E	I	A
D	L	N	P	O	L	R	C	C	O	M	M	U	N	I	C	A	T	I	O	N	S	L	I	S	P
W	I	R	T	U	P	O	A	T	Y	U	M	M	C	D	A	S	I	H	T	G	I	O	R	P	S
V	G	E	R	L	E	I	A	N	S	H	E	R	I	A	S	U	G	O	P	I	L	T	R	A	L
I	E	M	C	P	A	P	I	R	T	E	D	P	O	S	L	Y	A	Y	G	R	A	U	N	T	C
I	N	D	O	E	N	T	O	H	F	I	C	A	D	I	S	O	T	N	A	C	U	C	N	C	T
A	C	A	N	I	N	E	V	L	I	A	T	I	O	N	F	I	I	N	G	E	R	O	P	H	R
C	E	O	S	M	I	S	S	I	Y	O	N	E	R	R	L	E	O	L	A	T	I	N	O	E	N
I	A	C	T	C	O	U	N	T	T	G	A	B	I	I	L	I	N	N	T	Y	W	F	A	R	R
D	E	N	A	T	C	K	N	R	S	T	R	A	B	U	S	T	R	A	E	N	Y	I	T	D	I
E	S	P	B	A	T	Q	U	A	J	T	C	A	H	E	R	O	P	W	U	R	X	D	P	E	D
N	L	S	U	B	P	O	E	N	A	Y	T	Z	P	D	O	I	M	P	A	I	R	E	D	L	I
T	L	K	L	J	S	H	G	S	D	N	E	R	I	H	G	E	G	I	H	N	F	N	I	E	O
I	R	C	A	E	M	B	E	P	U	D	N	T	T	R	E	S	D	T	R	K	A	C	V	I	N
F	R	I	R	N	G	E	N	O	I	T	F	P	T	E	L	N	L	I	G	I	C	E	E	K	G
I	D	I	Y	V	E	R	C	R	S	U	I	T	Y	W	E	A	Y	N	R	R	A	L	R	N	O
C	V	P	T	E	N	C	F	T	O	R	C	E	M	C	W	E	N	T	M	T	R	A	S	N	S
A	P	O	R	T	A	V	I	A	T	I	O	N	N	T	A	T	C	O	M	M	U	N	I	T	Y
T	I	O	Q	N	P	Z	C	T	O	N	F	I	D	P	H	O	L	Q	U	Y	A	Y	T	L	Z
I	C	B	I	N	T	A	W	I	T	G	E	E	N	F	O	R	C	E	M	E	N	T	Y	X	U
O	A	R	E	L	A	T	I	O	N	S	H	I	P	S	K	W	E	A	U	I	D	M	E	N	T
N	D	I	V	T	I	F	I	N	C	A	P	R	I	M	T	R	E	S	T	R	A	I	N	T	N

- | | | | | |
|-----------------------|---------------------|-----------------------|----------------------|-----------------------|
| ACCOUNTABILITY | COMMUNITY | ENFORCEMENT | INCENDIARY | RESTRAINT |
| AVIATION | CONFIDENCE | FINGERPRINT | INTELLIGENCE | SUBPOENA |
| CANINE | CONSTABULARY | FITNESS | INVESTIGATION | TRANSPORTATION |
| COMMISSIONER | DISPATCHER | IDENTIFICATION | POLYGRAPH | VINTAGE |
| COMMUNICATIONS | DIVERSITY | IMPAIRED | RELATIONSHIPS | WARRANT |

SUDUKO

OPP officers have to use logic, math, observation and deduction skills every day in their work. Practice your logic and mathematical skills with this puzzle.

RULES:

Enter digits from 1 to 9 in the blank spaces.

Every column must contain **only one** of each number.

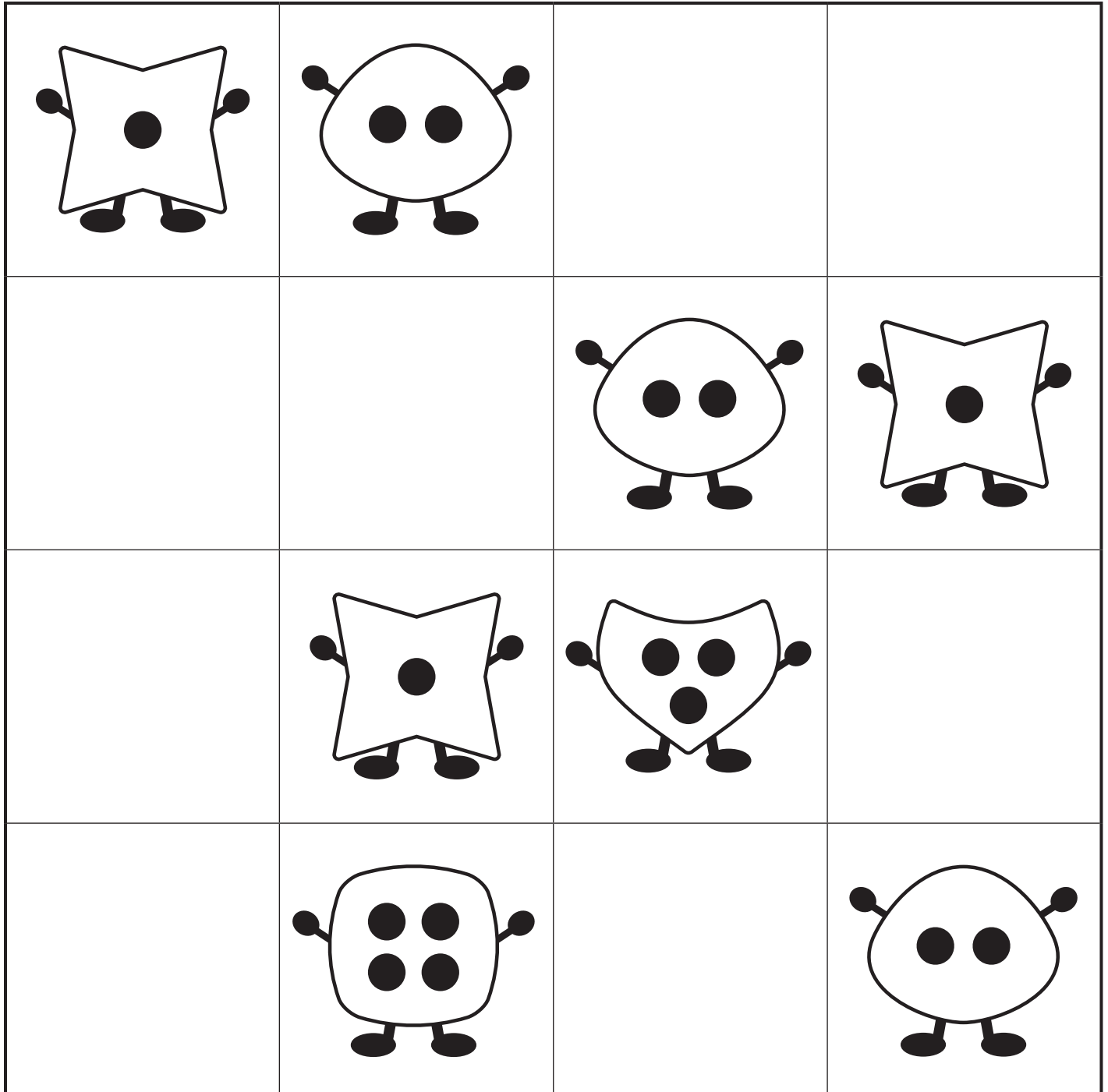
Every row must contain **only one** of each number.

Every 3 x 3 square must contain **only one** of each number.

	8	7	9	1			5	
2					8	9	4	
6					2	7		
	6	9	4		1		2	3
5	1			2			9	8
8	2		6		9	4	1	
		8	1			2		9
	4	2						
	7			9	5	8	3	

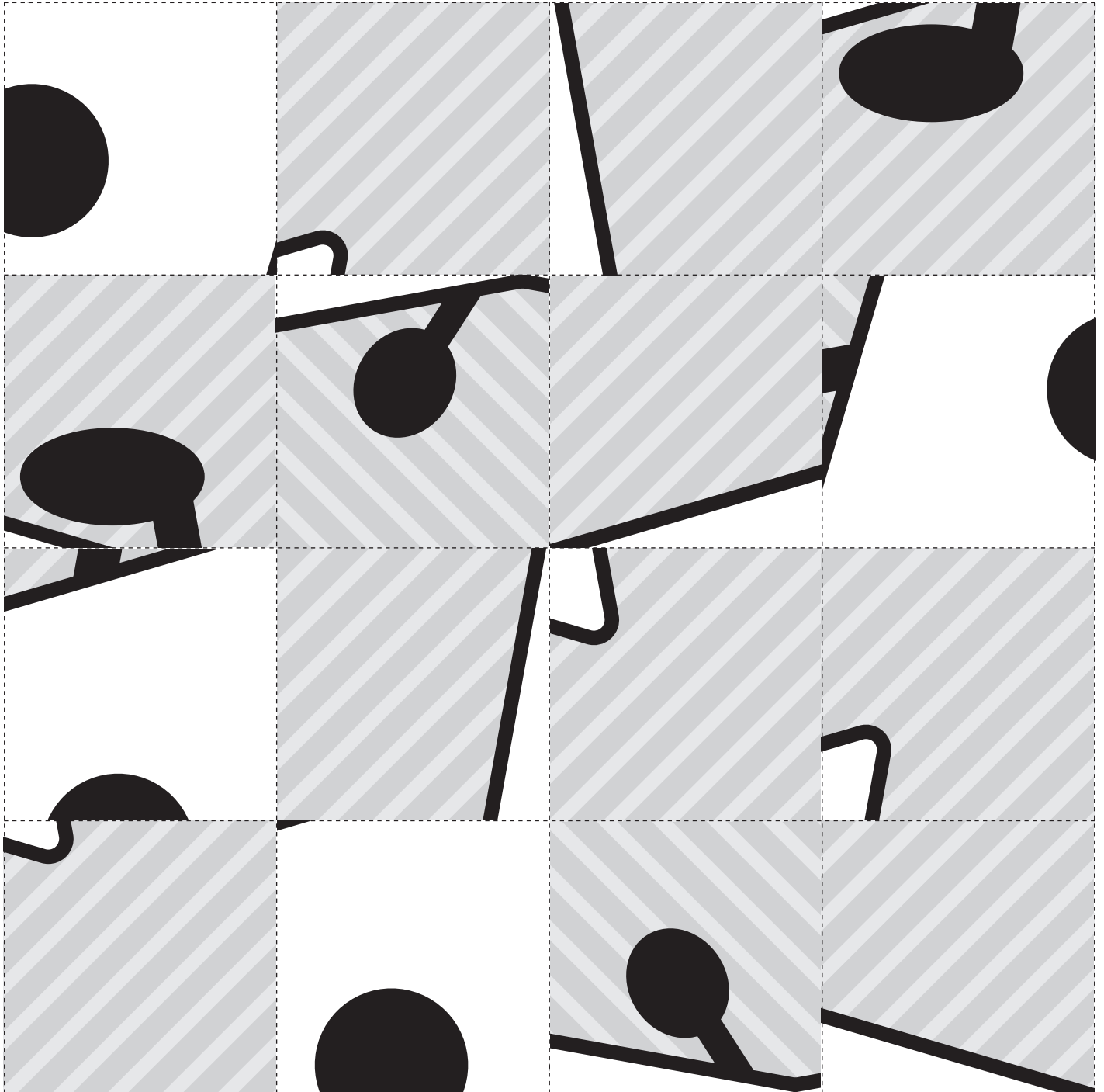
SUDUKO

OPP officers help solve problems every day. Practice your problem solving skills with this activity. Every **row** and **column** must contain only **one** of **each** critter. Draw them in the blank spaces to solve the puzzle.



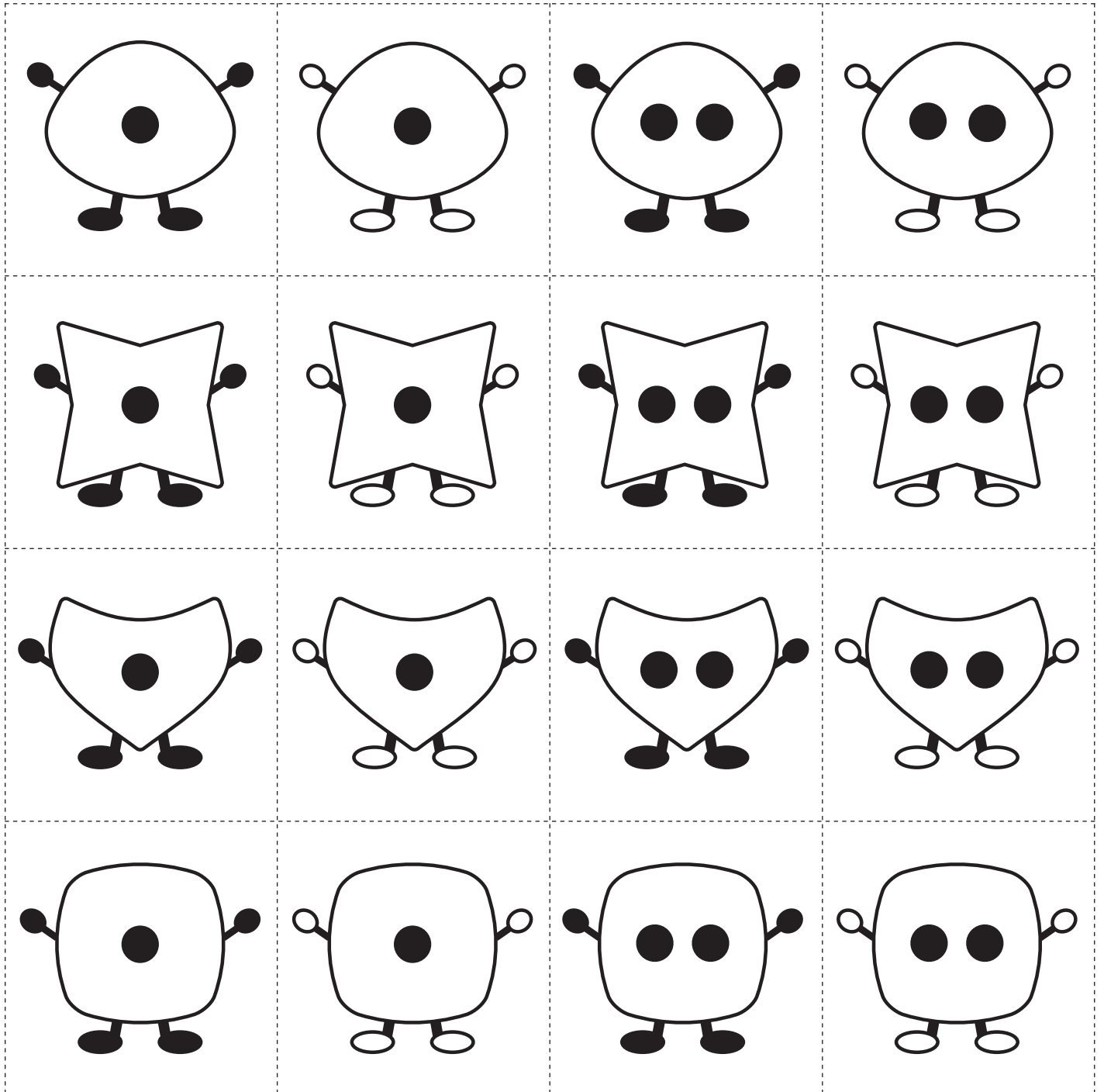
PUZZLE

Once evidence has been gathered, police officers fit the pieces together to solve crimes.
After cutting out the squares below, see if you can assemble them to reveal the prime suspect.



WOULD YOU MAKE A GOOD EYE-WITNESS?

Eye-witness descriptions are often wrong. Try your hand at describing the suspect. Cut the critters out and place them face down. Flip one over and try to memorize it in two seconds. Draw what you saw and check your answer. Mix the cards up and give it another try.



SUSPECT LINE-UP

Using the critter cut-outs from the eye-witness activity, select six similar cards. Have a friend choose one and memorize it for 3 seconds. Place all six cards face up in the suspect squares. See if they can guess the correct one. Switch places and try again.

--	--	--

SUSPECT 1

SUSPECT 2

SUSPECT 3

--	--	--

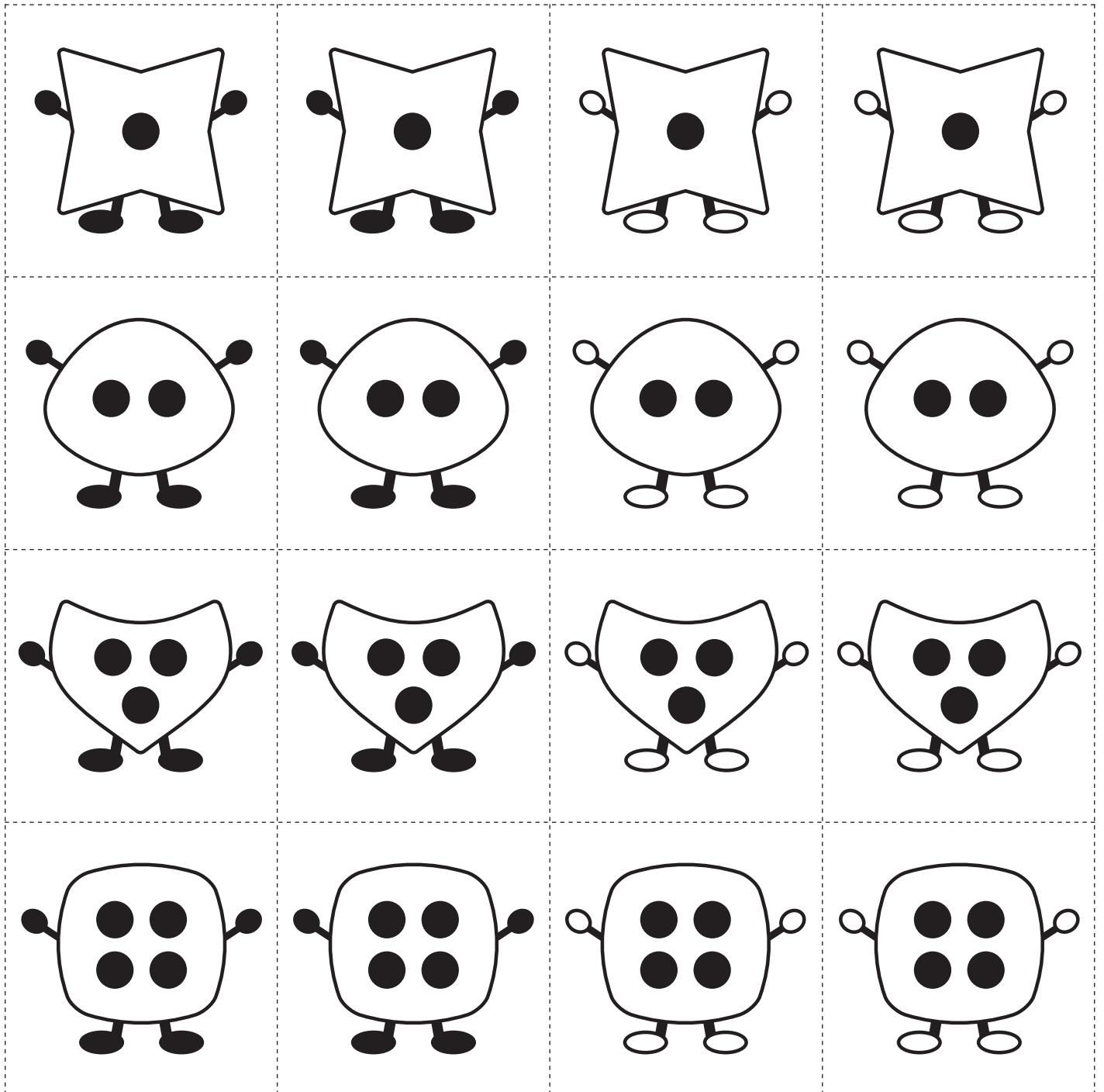
SUSPECT 4

SUSPECT 5

SUSPECT 6

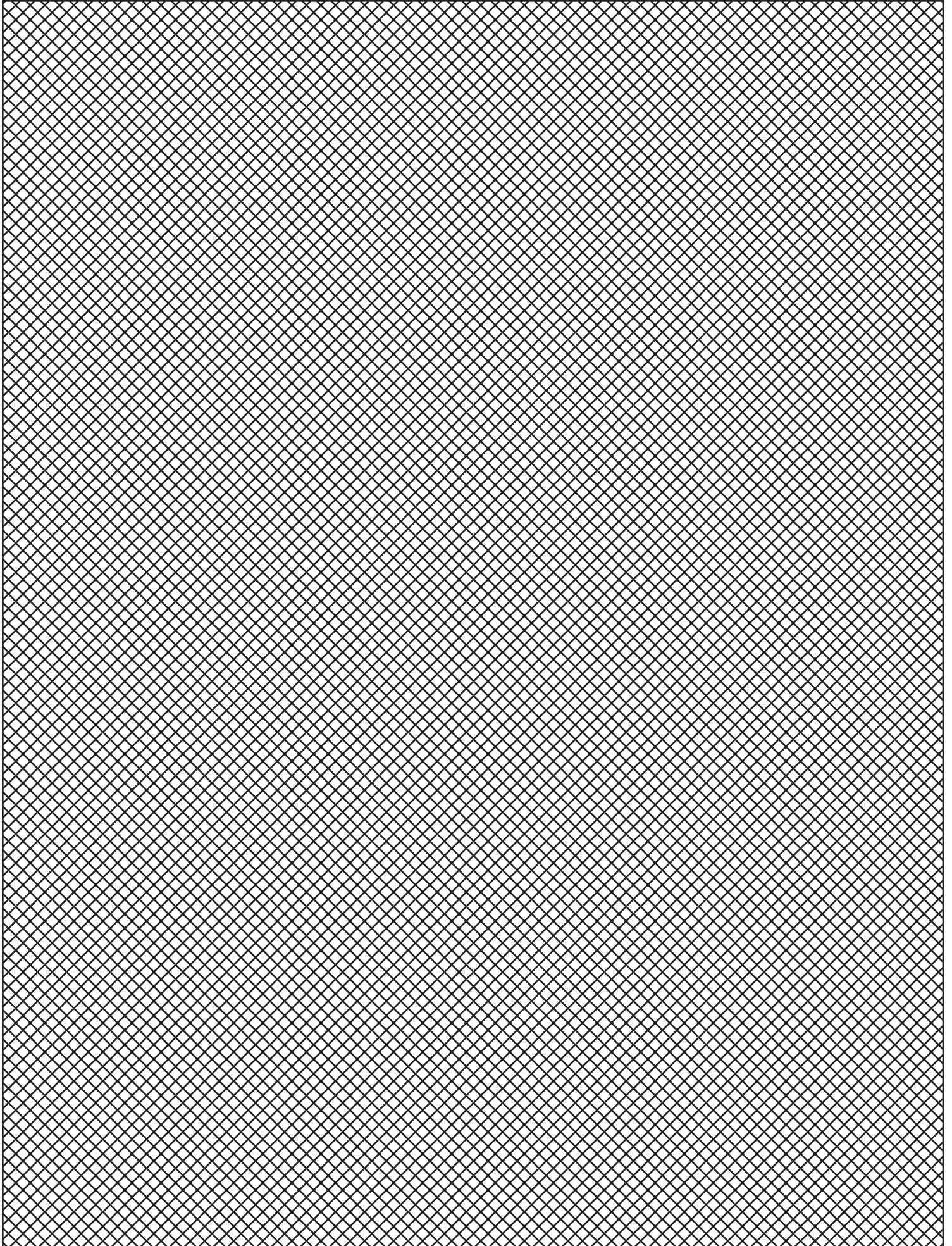
MEMORY!

Police officers rely on their memories every day to solve crimes and catch criminals. Cut out the following characters. Shuffle them and place them face down. On your own or with a partner, flip over two cards at a time. If they match, take them away and add them to your pile. If they do not match, flip them back over and try again.



MEMORY CARD BACK

(photocopy double-sided with **Activity 52** for the game to work)

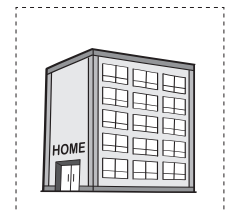
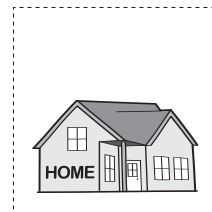
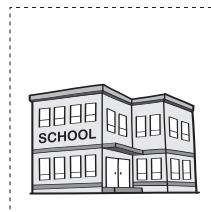
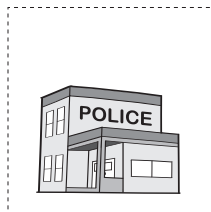


ACTIVITY 53

WHERE AM I?

DRAW A MAP OF YOUR COMMUNITY.

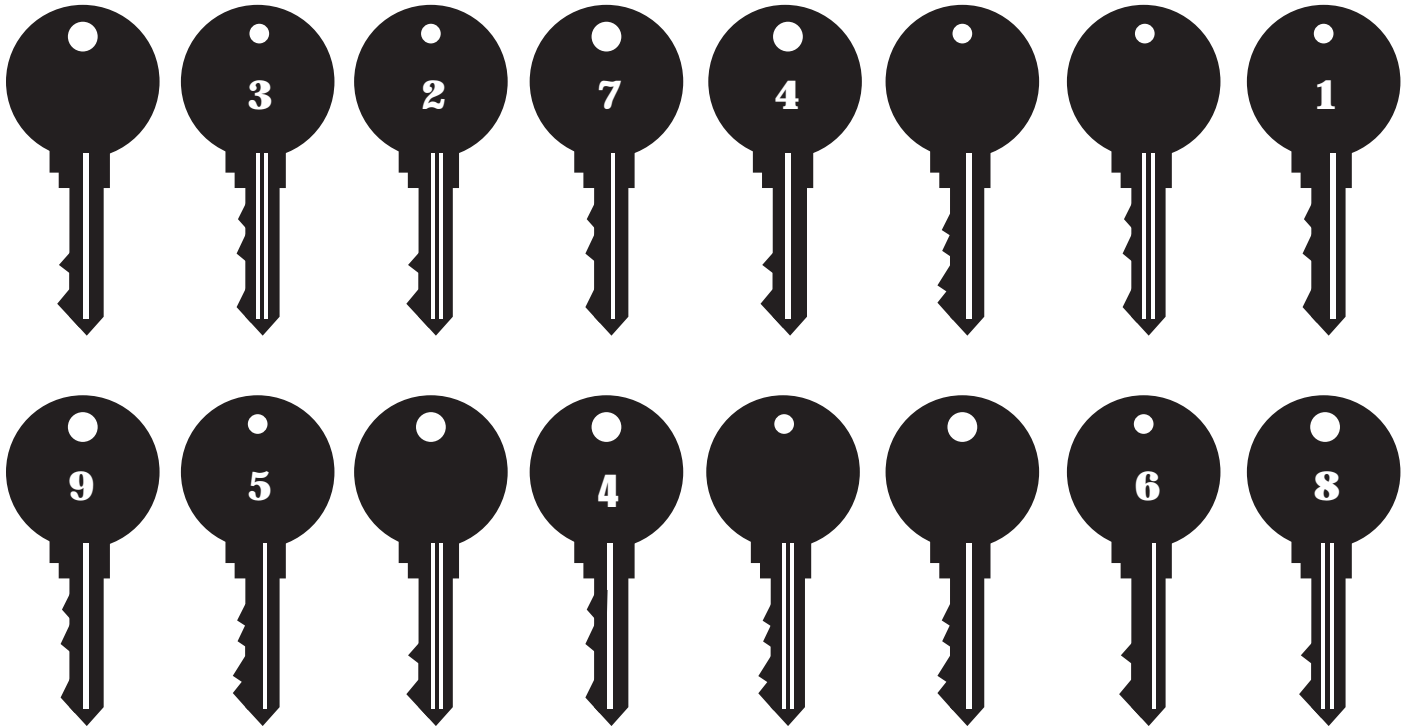
Where can you find the places pictured on the bottom of this sheet? Cut them out and place them on your map.



THE QUESTIONS ARE KEY!

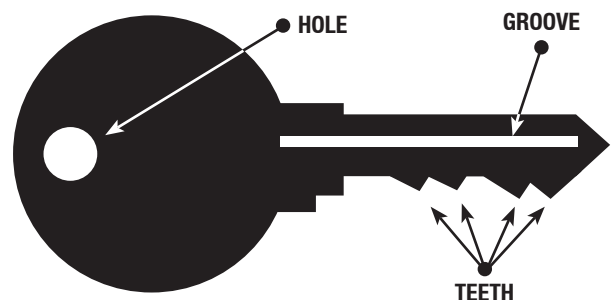
Your police academy teacher has given you 16 keys and one lock. Your task is to figure out which key opens the lock by asking up to 8 questions from the list below. Look for the answer on the bottom of the page after each question that you ask. You can ask the questions in any order that you want (hint – do NOT ask them in the same order they are listed).

If you can guess the correct key with only 1 – 3 questions then you are an Expert Sleuth; 4 – 5 you are a Senior Sleuth and if you get it in 6 – 8, you are a Junior Sleuth. Congratulations!



- a) DOES THE KEY HAVE A LARGE HOLE?
- b) DOES THE KEY HAVE TWO GROOVES?
- c) DOES THE KEY HAVE FOUR TEETH?
- d) DOES THE KEY HAVE A SMALL HOLE?
- e) DOES THE KEY HAVE MORE THAN TWO TEETH?
- f) DOES THE KEY HAVE ONE GROOVE?
- g) DOES THE KEY HAVE A NUMBER?
- h) DOES THE KEY HAVE AN ODD NUMBER?

PARTS OF A KEY



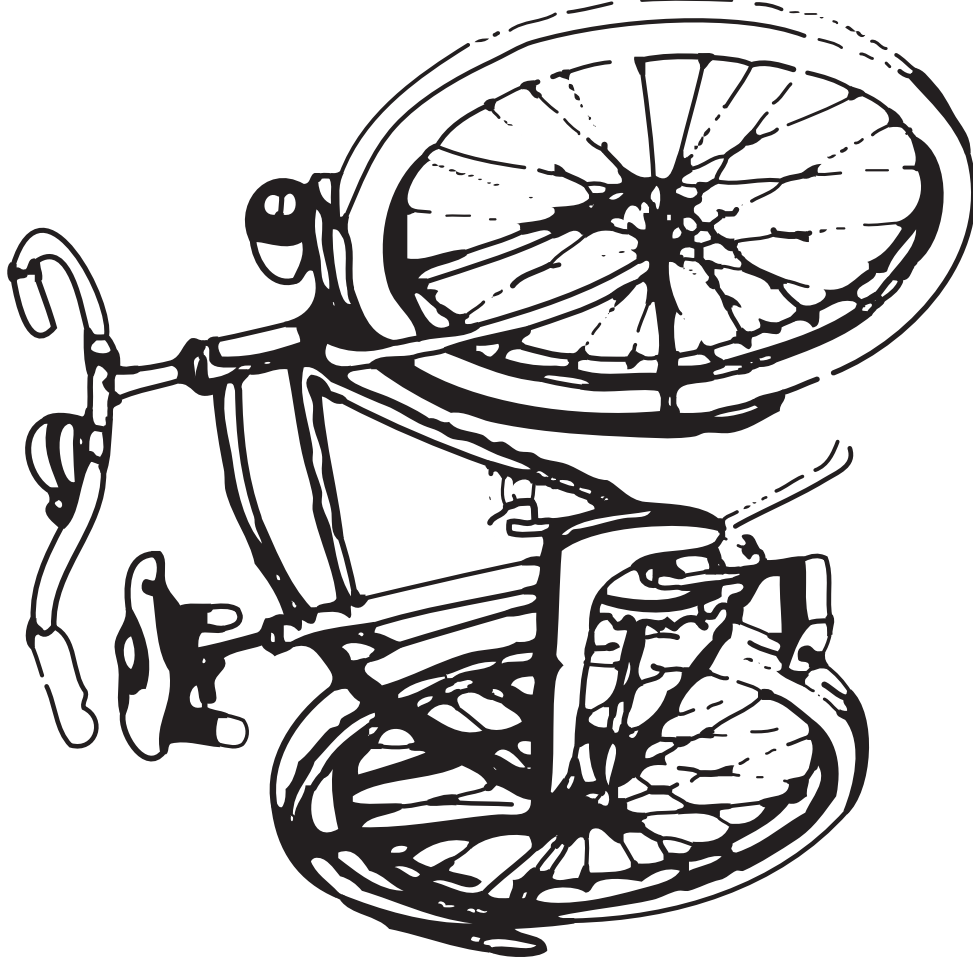
a) NO b) YES c) NO d) YES e) YES f) NO g) NO h) NO

WHO TELLS THE TRUTH?

Alerted to a bicycle theft in action, a Provincial Constable picked up two identical twin brothers, Mike and Mark, at the scene. Both men had prison records; one brother's record indicated that he had reformed his criminal ways, no longer committed crimes and always told the truth. The second brother's prison record said that he had not reformed, continued to steal, and always lied. However, the two men were identical in appearance and the constable was unable to tell which brother was the bicycle thief. He asked the brother in the red shirt whether he was the thief. The second brother, who was wearing a blue shirt, interrupted by saying, "He will say that he is not the thief, but he will be lying".

Who is the innocent man, the brother in the red shirt or the brother in the blue shirt?

SOLUTION: THE BROTHER IN THE BLUE SHIRT IS INNOCENT. WHETHER THE BROTHER IN THE RED SHIRT IS TELLING THE TRUTH OR LYING HE WILL SAY THAT HE IS INNOCENT. SINCE THE BROTHER IN THE BLUE SHIRT SAID THAT THE RED-SHIRTED BROTHER WOULD SAY THAT HE WAS TELLING THE TRUTH, HE MUST BE THE ONE TELLING THE TRUTH AND THE RED-SHIRTED BROTHER MUST BE GUILTY OF LYING AND STEALING THE BICYCLE.



THE JELLY BEAN DISPUTE

Provincial Constable Walker was out on patrol one day when he came upon two brothers who were in a dispute.

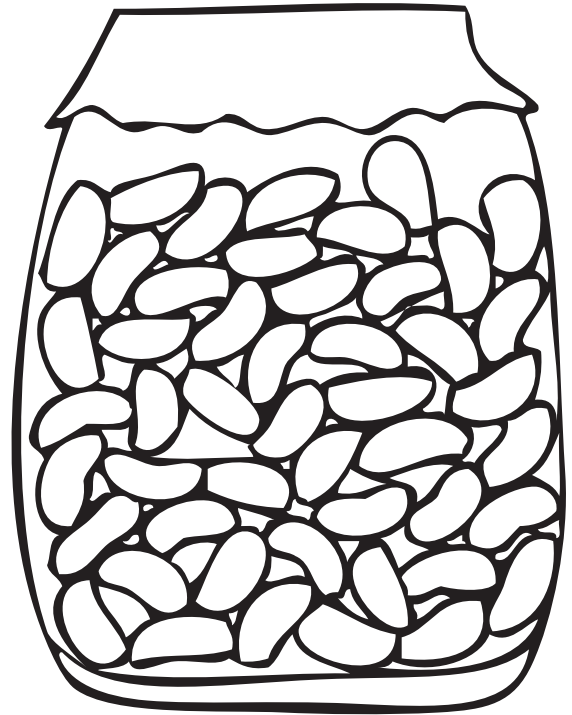
Mark and his brother Ronald were arguing over the ownership of a jar of jelly beans that had just arrived in the mail. The beans were from their grandmother Agnes, who had sent them as a gift. But, she had forgotten to include a card indicating who the jelly beans were for.

When asked for his statement, Mark claimed that he was the favourite grandson so he should get the jar. Ronald quickly spoke up stating that he was the true favourite grandson so he should get the jar.

Constable Walker carefully examined the jar of jelly beans. As he examined them, three more siblings – Susie, Morgan and Madison arrived. Spotting the jelly beans, they also claimed that they were the favourite and deserved the jelly beans!

Liking a challenge, Constable Walker decided that the fairest way to decide who would get the jelly beans would be to have each child predict how many beans were in the jar. Whoever predicted the closest would win and get the jar!

He gave the siblings 5 minutes to count and calculate and make a prediction. He then carefully counted all of the jelly beans.



▲
**CAN YOU PREDICT HOW MANY
JELLY BEANS ARE IN THIS JAR?
COLOUR THEM IN AS YOU GO.**

SO WHO WON?

Use the clues below to figure out which sibling won Grandma's jelly bean jar. **Circle your answer.**

SUSIE
265

MORGAN
162

MARK
76

RONALD
137

MADISON
156

- THE CORRECT ANSWER HAS THREE DIGITS.
- THE CORRECT ANSWER IS LESS THAN 175.

- THE CORRECT ANSWER IS GREATER THAN 142.
- THE CORRECT ANSWER HAS A 6 IN THE TENS PLACE.

DID YOU GUESS CORRECTLY?

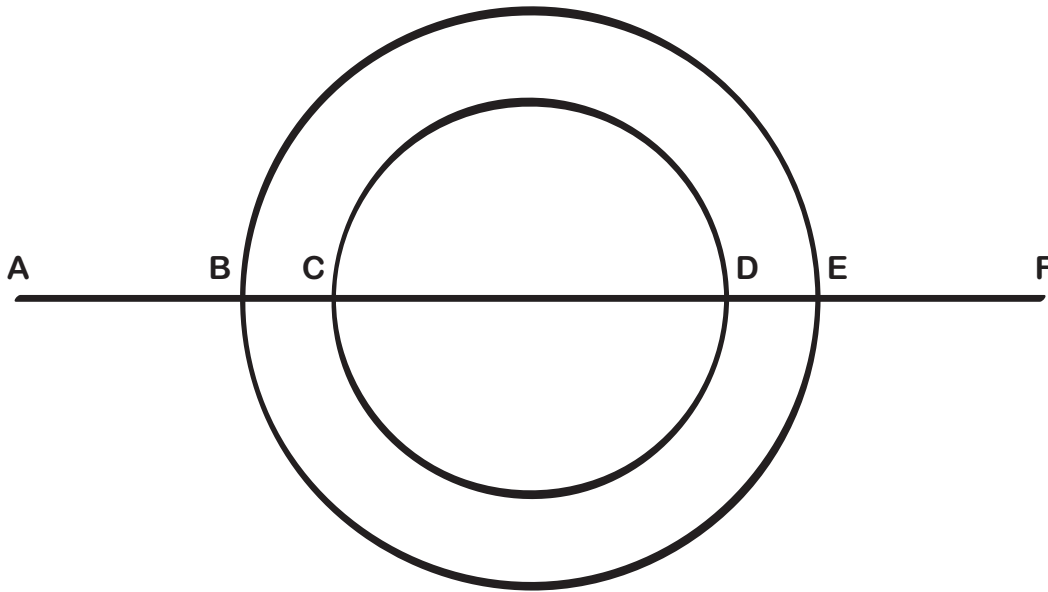
What do you think of Constable Walker's plan to award the jar of jelly beans to one of the siblings? If you were the constable, would you have come up with a different solution? What would it be?

CRIME TRIANGLE

The object of the game is to form triangles by connecting the dots with lines. With two or more players, take turns drawing a single line between two dots without skipping a row. When a player completes a triangle, they mark it as theirs (initial or colour) and take another turn. When all of the dots are connected, count the points for each player. Each triangle is worth 1 point. If a suspect is captured, 2 points are awarded. The player with the most points wins!

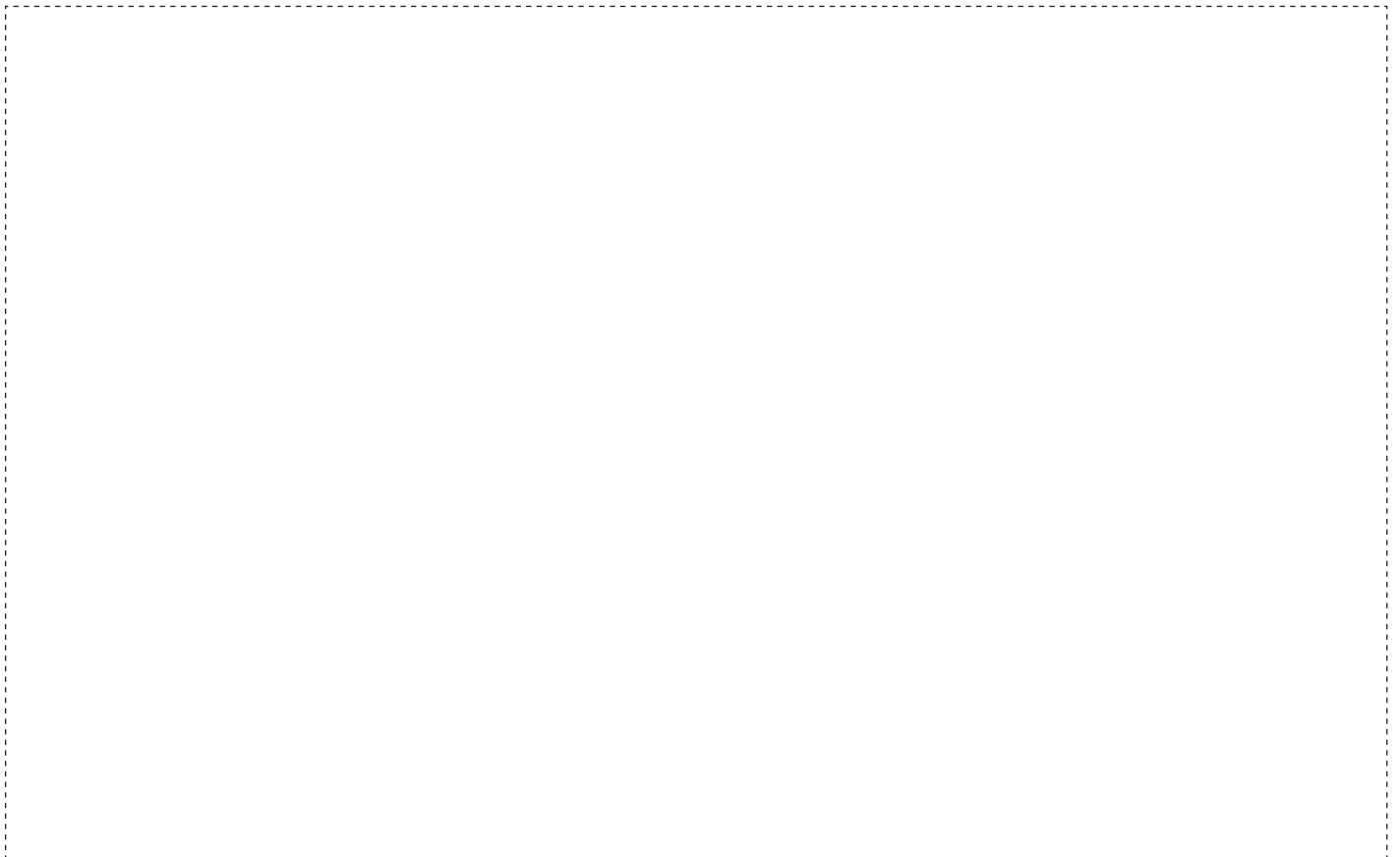
The grid consists of 10 rows and 10 columns of dots. The top-left 3x3 area is pre-filled with lines forming a triangle. The following dots are marked with a skull icon representing a 'suspect':

- Row 2, Column 4
- Row 3, Column 6
- Row 4, Column 8
- Row 5, Column 3
- Row 6, Column 5
- Row 7, Column 7
- Row 8, Column 2
- Row 9, Column 9



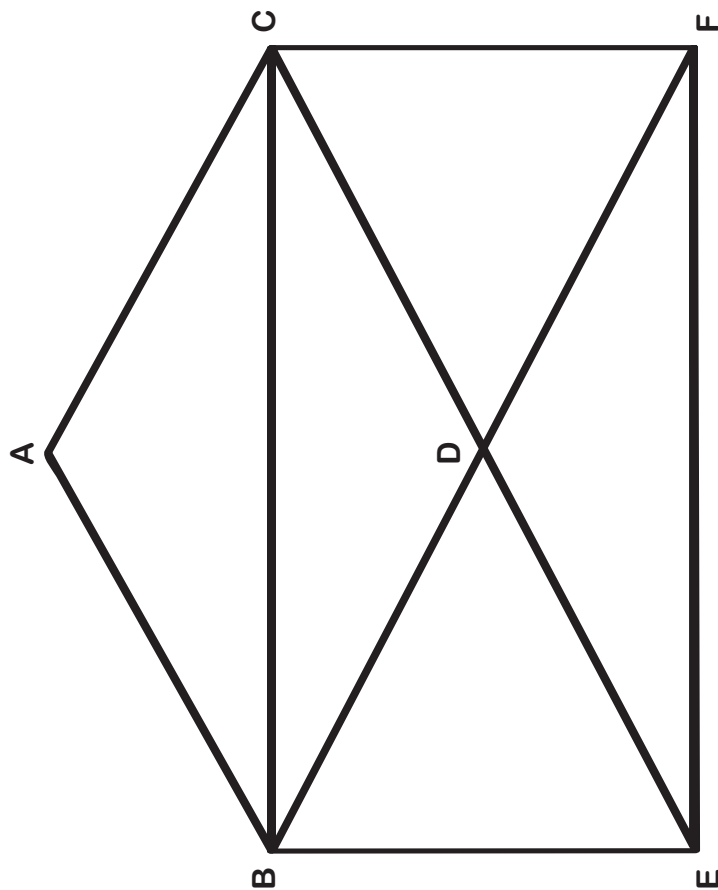
DRAW THE PICTURE ABOVE IN ONE CONTINUOUS LINE.

NOTE: Do not cross a line. Do not trace over an existing line or lift your pencil from the paper.



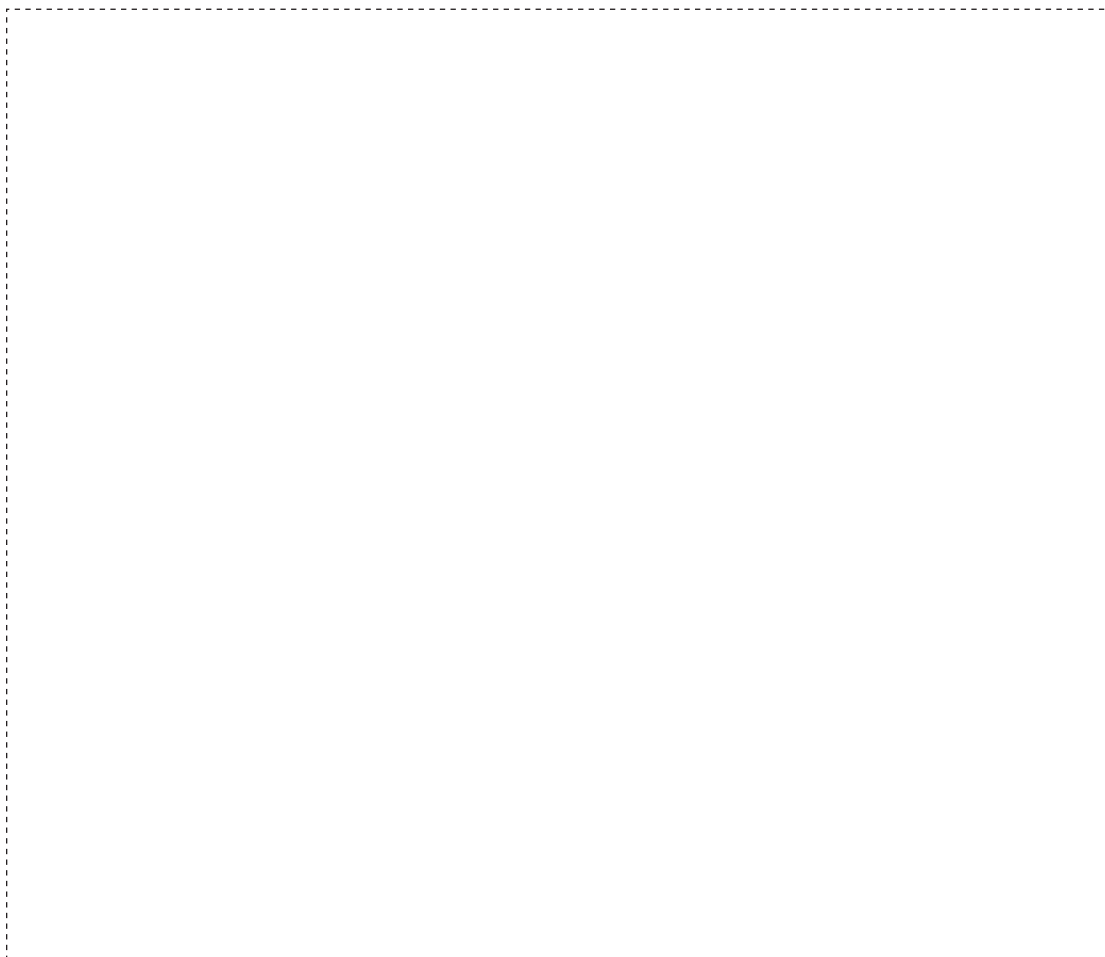
skill sheet

ACTIVITY 59



DRAW THE PICTURE ABOVE IN ONE CONTINUOUS LINE.

NOTE: Do not cross a line. Do not trace over an existing line
or lift your pencil from the paper.



OFFICER SUITABILITY TEST

- The APRENTIS learns a trade.
The word in capitals is misspelled. Write it correctly. _____
- Dig** is to **Trench** as **Build** is to:
A) Excavator B) Wall C) Mine D) Construct E) Replace
- Which one of the following answers may be applied to Lake Michigan but not to Lake Erie and Lake Ontario?
A) Fresh Water B) Inland C) Navigable
D) St. Lawrence Waterway E) Not adjoining to Canada
- “That which comes through hard work is most appreciated.”
The above quotation means MOST NEARLY
A) Easy riches lose their value B) Easy come, easy go
C) We appreciate that most which is hard to get D) Hard work brings success
- Five stores sell the same size cans of tomato soup. Their prices are listed below.
Which sells the soup at the lowest price per can?
A) 6 for \$0.99 B) 6 for \$0.90 C) 5 for \$0.93 D) 3 for \$0.56 E) 3 for \$0.50
- Which of the following fractions is the smallest?
A) $\frac{2}{3}$ B) $\frac{4}{5}$ C) $\frac{5}{7}$ D) $\frac{5}{11}$
- Aviation in the United States is an extensive business. The total number of miles flown annually amounts to more than the total for any other country in the world and is about equal to the combined mileage of Germany and France.
According to the above paragraph, which one of the following statements is true?
A) The total number of miles flown annually in the United States is less than that of any other country.
B) Germany leads in the number of miles flown annually.
C) The United States surpasses every country in the world in the number of miles flown annually.
D) Both Germany and France have greater air mileage than the United States.
E) Because of the bigger size of the United States, their planes must fly farther than the planes in the rest of the countries combined.
- Abundant is the opposite of:
A) Plenty B) Bouncing C) Scarce D) Low E) Rare
- Of the following things four are alike in a certain way. Which one is NOT like these four?
A) Snow B) Grass C) Cotton D) Ivory E) Milk
- An amplifier is advertised for 20% off the list price of \$430. What is the sale price?
A) \$516 B) \$454 C) \$354 D) \$344 E) \$215

11. Franklin Middle School has 5 seventh grade mathematics teachers; two of the math teachers are women and three are men. If you are assigned a teacher at random, what is the probability of getting a female teacher?
A) 0.2 B) 0.4 C) 0.6 D) 0.8
12. **Lawyer** is to **court** as **soldier** is to
A) Battle B) Victory C) Training D) Rifle E) Discipline
13. **Snow shovel** is to **sidewalk** as **eraser** is to
A) Writing B) Pencil C) Paper D) Desk E) Mistake
14. Natasha worked 5 hours a day, 35 hours a week. She earns \$6 an hour. How much will she earn in 3 weeks?
A) \$590 B) \$606 C) \$620 D) \$630
15. No convicts are innocent. Some men are innocent.
A) Some men are not convicts B) Only women are convicts
C) All convicts are men D) None of the above
16. Some cops are athletic. All cops are human
A) All humans are athletic B) Some humans are athletic
C) All cops are athletic D) None of the above
17. Animals often show great INTELIGENS.
The word in capitals is misspelled. Write it correctly. _____
18. **Clothes** are to **fabric** as **house** is to
A) Lot B) Shelter C) Wood D) Residence E) Large
19. **Laughter** is to **rejoicing** as **weeping** is to
A) Punishment B) Parting C) Sorrow D) Disappointment E) Disillusionment
20. Solve for Y. $y + y - 14 = 28$
A) 21 B) 14 and 7 C) 19 D) none of the above
21. Solve. $72 \times 3.17 =$
A) 83.51 B) 82.98 C) 79.35 D) none of the above
22. Arrange the following sentences into the most logical sequence of events.
1) Constable Gareth approached the driver to ask about the accident.
2) Constable Jones took a statement from Janice Grogan and advised that the male driver was charged.
3) Police received a radio call about a woman struck by a vehicle while crossing on a red light.
4) The driver had a strong odour of alcohol on his breath and was arrested for impaired driving.
5) The woman was rushed to the hospital by ambulance with life threatening injuries and in an unconscious state. Her name was Janice Grogan.

23. While patrolling a local park an officer comes across a two-year-old crying behind a tree. The child says that she is lost. What is the best action for the officer to take?
- A) Take the child to the playground a short distance away and question the people there to see if they are missing a child.
 - B) Call the dispatch to find out if the child has been reported missing.
 - C) Take the child to the local detachment until her parents can be found.
 - D) Ask the girl her address and take her home.
24. Solve the following pattern by choosing the next two numbers. 1, 2, 4, 8, 16,
- A) 24, 32
 - B) 18, 22
 - C) 32, 64
 - D) none of the above
25. Arrange the following sentences into the most logical sequence of events.
- 1) A woman walking down the street crossed underneath a ladder being used by a worker washing windows.
 - 2) A worker climbed a ladder placed against the wall to wash the windows on the second floor.
 - 3) The worker was startled by a bird and dropped a bucket from the second floor.
 - 4) The woman was struck as she walked beneath the ladder.
 - 5) Police received a radio call for a woman suffering from head injury due to a window washing mishap.
26. If you get 10 eggs per day how many weeks will it take to get 420 eggs?
- A) 16
 - B) 4
 - C) 6
 - D) 11
27. A boat race ALWAYS has....
- A) Oars
 - B) Spectators
 - C) Victory
 - D) Contestants
28. Which number in this row appears a second time nearest the beginning?
2 3 1 5 6 8 7 3 4 6 6 4 3 2 5 1 8 6 7 9
29. If all the odd-numbered letters in the alphabet were crossed out, what would be the 12th letter not crossed out?
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

index reference

QUICK REFERENCE INDEX BY DIVISION

DIVISION	SUGGESTED ACTIVITIES
PRIMARY	15–25, 30, 39, 41, 42, 43, 44, 48, 49, 52, 53
JUNIOR	all except 30, 34, 37, 46, 60
INTERMEDIATE	all except 30, 39, 44, 48, 53
SENIOR	34, 37, 38, 46, 60

QUICK REFERENCE INDEX BY SUBJECT

SUBJECT	SUGGESTED ACTIVITIES
LANGUAGE	9, 10, 11, 26, 27, 28, 29, 31–33, 37, 40, 44–46, 54, 55, 56, 60
MATH	14, 29, 41, 47, 54, 56, 57, 58, 59, 60
SCIENCE	6, 7, 58, 59
HISTORY	1, 2, 9, 31, 34
GUIDANCE/CAREERS	4, 5, 8, 12, 15–25, 26, 27, 28, 30, 31–33, 34, 37, 38, 43, 60
VISUAL ARTS	1, 2, 4, 6, 7, 9, 13, 14, 15–25, 30, 31–33, 34, 36, 39, 40, 42, 48, 49, 50–52, 57
PHYSICAL EDUCATION	8, 39, 43
SOCIAL STUDIES	1, 2, 4, 8, 9, 10, 11, 14, 15, 25, 26, 27, 28, 31–33, 34, 37, 38
GEOGRAPHY	35, 53

QUICK REFERENCE INDEX: ONTARIO CURRICULUM LINKS

ACTIVITY 1: HERE COME THE ROMANS!

- **Visual Arts: D1. Creating and Presenting:** apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

ACTIVITY 2: SYMBOLS OF AUTHORITY

- **Visual Arts: D1. Creating and Presenting:** apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- **Math— Geometry and Spatial Sense: 2.** compose and decompose two-dimensional shapes and three-dimensional figures;

index reference

ACTIVITY 3: SYMBOLS OF AUTHORITY BACKGROUND

- Social Studies: Aspects of Citizenship and Government in Canada: summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;

ACTIVITY 4: WHO AM I?

- Social Studies: Aspects of Citizenship and Government in Canada: summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- Social Studies: The Local Community: use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;

ACTIVITY 5: JOBS IN OPP

- Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two– and three–dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

ACTIVITY 6: FINGERPRINTS

- Science: Human Organ System: 3. demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.

ACTIVITY 7: FIND YOUR WAY OUT!

- Math: Problem solving

ACTIVITY 8: TIPS FOR SAFE BOATING

- Phys Ed: Healthy Living: C2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom

ACTIVITY 9: BE A FAMILY DETECTIVE!

- Social Studies: Relationships, Rules, Responsibilities: identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- Language: Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
- Grade 2 – Heritage and Citizenship: By the end of Grade 2, students will: use primary and secondary sources to locate simple information about family history and traditions (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, videos)

ACTIVITY 10: MY FAMILY STORY

- Language: Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience; **2**. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- Grade 2 – Heritage and Citizenship: By the end of Grade 2, students will: use primary and secondary sources to locate simple information about family history and traditions (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, videos)

index reference

ACTIVITY 11: FAMILY DETECTIVE INTERVIEW

- Social Studies: Relationships, Rules, Responsibilities: identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- Language: Writing: **1.** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- Language: Media: **3.** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- Grade 2 – Heritage and Citizenship: By the end of Grade 2, students will: use primary and secondary sources to locate simple information about family history and traditions (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, videos)

ACTIVITY 12: OPP FORTUNE TELLER

- Social Studies: The Local Community: recognize that communities consist of various physical features and community facilities that meet human needs; describe how people in the community interact with each other and the physical environment to meet human needs
- Social Studies: Relationships, Rules, Responsibilities: identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- Social Studies: Aspects of Citizenship and Government in Canada: use a variety of resources and tools to gather and analyze information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;

ACTIVITY 13: FORTUNE TELLER

- Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two– and three–dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Language: Writing: **1.** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- Language: Media: **3.** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

ACTIVITY 14: SPOT THE FAKE!

- Math: Number Sense and Numeration: read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts; demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20;

ACTIVITY 15: SAY NO TO DRUGS COLOUR SHEET

- Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two– and three–dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Physical Education: Healthy Living: **2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well–being;

index reference

ACTIVITY 16: BICYCLE COLOUR SHEET

- Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two– and three–dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Social Studies: The Local Community: recognize that communities consist of various physical features and community facilities that meet human needs; describe how people in the community interact with each other and the physical environment to meet human needs
- Physical Education: Healthy Living: 2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well–being;

ACTIVITY 17–25: VEHICLE & POLICE COLOUR SHEETS

- Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two– and three–dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Social Studies: The Local Community: recognize that communities consist of various physical features and community facilities that meet human needs; describe how people in the community interact with each other and the physical environment to meet human needs

ACTIVITY 26: DOING THE RIGHT THING

- Language: Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
- Physical Education: Healthy Living: C3. demonstrate the ability to make connections that relate to health and well–being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well–being.

ACTIVITY 27: DO YOU THINK YOU COULD YOU BE A HERO?

- Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two– and three–dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Language: Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

ACTIVITY 28: HAVE YOU EVER MET A REAL LIFE HERO?

- Language: Reading: 3. use knowledge of words and cueing systems to read fluently;

ACTIVITY 29: MYSTERY CODE

- Math: Patterning and Algebra: demonstrate, through investigation, an understanding of the use of variables in equations.
- Math: Problem Solving

ACTIVITY 30: STAYING SAFE

- Physical Education: Healthy Living: 2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well–being;
- Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two– and three–dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

index reference

ACTIVITY 31–33: OPP FAMILY TREE

- **Visual Arts: D1. Creating and Presenting:** apply the creative process (see pages 19–22) to produce a variety of two– and three–dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- **Social Studies: The Local Community:** describe how people in the community interact with each other and the physical environment to meet human needs
- **Social Studies: Relationships, Rules, Responsibilities:** identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities; use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- **Grade 2 – Heritage and Citizenship:** By the end of Grade 2, students will: use primary and secondary sources to locate simple information about family history and traditions (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, videos)

ACTIVITY 34: WHAT CAN YOU LEARN ABOUT HISTORY FROM A PHOTOGRAPH?

- **Visual Arts: D2. Reflecting, Responding, and Analyzing:** apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

ACTIVITY 35: WHERE IS ONTARIO?

- **Grade 4 – Canada and World Connections: Canada’s Provinces, Territories, and Regions.** By the end of Grade 4, students will: identify Canada’s provinces and territories and its main physical regions

ACTIVITY 36: WHAT’S BEEN TAKEN?

- **Visual Arts: D2. Reflecting, Responding, and Analyzing:** apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

ACTIVITY 37: STUDENT RESEARCH QUESTIONNAIRE

- **Curriculum Connections: Grade 5–12** A modified version of this questionnaire could be presented to Junior students, but it is not recommended that you assign the entire 38 questions.
- **Language Arts connection: Reading** – using research to answer questions and determine information
- **Grade 5: Aspects of Citizenship and Government in Canada** **1.** summarize the structures, functions, and interactions of Canada’s federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures; **2.** use a variety of resources and tools to gather and analyze information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;
- **Grade 10 Careers: Discovering the Workplace Exploration of Opportunity:** demonstrate the ability to research information about education and work opportunities, using print, electronic, and human resources; demonstrate an understanding of the nature of work and of workplace expectations and issues;
- **Grade 10 Civics: Informed Citizenship:** explain the legal rights and responsibilities associated with Canadian citizenship; describe the main structures and functions of municipal, provincial, and federal governments in Canada;
- **Grade 12 Careers: 1. Navigating the Workplace 2. Exploration of Opportunity:** demonstrate the ability to research information about education and work opportunities, using print, electronic, and human resources; demonstrate an understanding of the nature of work and of workplace expectations and issues;

index reference

ACTIVITY 38: WHAT ARE MY RIGHTS?

- Grade 5: Aspects of Citizenship and Government in Canada **1.** summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures; **2.** use a variety of resources and tools to gather and analyze information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;

ACTIVITY 39: SCHOOL YARD SCRAMBLE!

- Phys Ed: Movement: **B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

ACTIVITY 40: IS SOMETHING MISSING?

- Visual Arts: **D2. Reflecting, Responding, and Analyzing**: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

ACTIVITY 41: WELCOME TO THE OPP!

- Math: Problem Solving

ACTIVITY 42: SPOT THE DIFFERENCE!

- Visual Arts: **D2. Reflecting, Responding, and Analyzing**: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

ACTIVITY 43: POSITIVE TICKETING

- Physical Education: Healthy Living: **2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- Classroom Management for all teachers!

ACTIVITY 44–46: WORD SEARCH

- Language: Reading: **3.** use knowledge of words and cueing systems to read fluently;
- Language: Writing: **3.** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

ACTIVITY 47: SUDOKU NUMBERS

- Math: Problem Solving; Number Sense

ACTIVITY 48: SUDOKU PICTURES

- Math: Problem Solving

ACTIVITY 49: PUZZLE

- Math: Problem Solving

ACTIVITY 50–52: WOULD YOU MAKE A GOOD EYE–WITNESS?/SUSPECT LINE–UP/MEMORY

- Memory – Self–Regulation
- Math: Geometry and Spatial Sense: identify common two–dimensional shapes and three–dimensional figures and sort and classify them by their attributes

index reference

ACTIVITY 53: WHERE AM I?

- Social Studies: The Local Community: use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;

ACTIVITY 54: THE QUESTIONS ARE KEY

- Math: Problem Solving

ACTIVITY 55: WHO TELLS THE TRUTH

- Math: Problem Solving
- Phys Ed: Health: Identity factors

ACTIVITY 56: JELLY BEAN DISPUTE

- Math: Measurement: estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size;

ACTIVITY 47: CRIME TRIANGLE

- Math: Geometry and Spatial Sense: compose and decompose two-dimensional shapes and three-dimensional figures; identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures;
- Math: Problem Solving

ACTIVITY 58/59: CONTINUOUS LINE PUZZLES

- Visual Arts: D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

ACTIVITY 60: OFFICER SUITABILITY TEST

- Language: Reading: 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently;
- Language: Writing: 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; **3.** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- Social Studies: Canada's Provinces, Territories and Regions: name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each;
- Math: Number Sense and Numeration: read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100; solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies;
- Math: Patterning and Algebra: describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections; demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, and multiplication.
- Math: Problem Solving
- Phys Ed: Health: General Safety

WANT TO KNOW MORE?

Check out these resources for some excellent additional information about heritage and policing!

PRINT RESOURCES

- **A Century of Policing. The Ontario Provincial Police 1909 – 2009, Toronto, Ont.: Pristine Printing, 2009.** This full colour hardcover publication includes photos and stories from the OPP's first 100 years
- **Archives of Ontario** The Archives holds a wide variety of materials including some OPP records. Please contact them directly for information regarding the types of records held and how to access them
Mail: The Archives of Ontario 134 Ian Macdonald Boulevard,
Toronto, Ontario, Canada, M7A 2C5.
By phone: 1–800–668–9933 (toll-free in Ontario only); 416–327–1600 (phone); 416–327–1999 (fax);
email: reference@ontario.ca
- **Barnes, Michael. Dedication to Duty: OPP Officers Killed In the Line of Duty. Burnstown, Ont.: General Store, 2000.** Recounts the stories behind the names of the officers who have lost their lives in the line of duty and are listed on the OPP Honour Roll prior to 2000
- **Barnes, Michael. In the public service: the Ontario Provincial Police. Cobalt, Ont.: Highway Book Store, c1974.** How provincial police were trained, some of the ways they worked and details of the equipment used on the job in the 1970s
- **Barnes, Michael. Policing Ontario: the OPP today. Erin, Ont.: Boston Mills Press, c1991.** A general history of the Ontario Provincial Police
- **Cumberland Township Historical Society. Murder in Navan. 2005.** Recounts the events surrounding the murder of OPP Constable Harold Dent on June 20, 1940 at the Navan train station, just east of Ottawa.
<http://www.cths.ca/english/home.html>
- **Hayes, Adrian. Murder and Mayhem at Waubamik: the Shooting of Thomas Jackson. Markham, Ont.: Stewart Publishing and Printing, 2002.** www.stewartbooks.com The events surrounding the fatal wounding of an Ontario farmer in 1928. Includes numerous photographs, and references to the OPP, which continued to investigate the case as late as 1950
- **Higley, Dahn. O.P.P.: The history of the Ontario Provincial Police Force. Toronto: Queen's Printer, 1984.** The official history of the Ontario Provincial Police, covering the period 1864–1983
- **Maksymchuck, Andrew. From Muskeg to Murder: Memories of Policing Ontario's Northwest. Trafford Publishing, 2008** Former OPP member's personal memoir that includes policing in Northern Ontario
- **Maksymchuck, Andrew. TRU Tactics and Rescue Unit. The Last Resort in Policing. Renfrew, ON: General Store, 2011.** Former OPP member's personal memoir on his career with the OPP including his involvement in the formation of the OPP's Tactics and Rescue Unit in the 1970s

resources

- **Rackham, Reg. Before I forget – an autobiography. Oshawa, Ont.: Maracle Press, 1991.** This is the autobiography of Reginald John Rackham, who joined the Ontario Provincial Police in 1949 and was influential in setting up and developing the force's first identification unit outside headquarters in Toronto. He tells of cases worked on in his many years of policing, and tries to explain, in a simple way, the scientific processes used in police investigation
- **OPP Annual Report. Orillia: Ontario Provincial Police.** Published annually from 1922 to 2000 & 2003 & 2006 onward. In recent years, annual reports have been included in OPP Business Plans
- **OPP Review. Orillia: Ontario Provincial Police.** Published quarterly from 1966 to present day. Primarily a resource for OPP employees, the OPP Review may be viewed at the OPP Eric Silk Library (reference access only). Current issues may be available through the editor, Corporate Communications & Executive Services, 705–329–6860

**note: some of these books may only be available through inter-library loan.*

OTHER GOOD SOURCES

- 1. The OPP Museum :** Plan a visit to Orillia to see the most recent exhibits. The museum is open 8:30 to 4:30 Monday through Friday (except statutory holidays); information also available online at www.opp.ca/museum. Please note: the museum does not have the capacity to provide general research services
- 2. Published local histories:** Someone may have written about the history of your location. If not, consider looking at the local history of a neighbouring location, as it could contain references to your area. Although these local histories probably won't focus on policing, there may be several references to the police and significant crimes or criminals.
 - Barbara B. Aitken. (1978). Local histories of Ontario municipalities, 1951–1977: a bibliography. This book lists local written histories. Entries are arranged alphabetically by geographic name (towns, townships, cities, regions, villages, counties, etc.) You can skip this step by asking your library staff for local history, but in case they don't know about any, you can give them the information listed in Aitken's book.
- 3. Newspapers or periodicals:** Newspapers or periodicals (a publication published at stated regular intervals) are a great source of local information. They can answer who, what, where, when and why. They contain photographs. Many communities have local newspapers. Even if your community does not have a newspaper, check to see if it once did. Back issues of these papers may still be available in print, microform or electronic format. Some are indexed to make it easier to locate specific information.
- 4. Church records/business records:** In many locales, churches and businesses existed before newspapers. Many churches kept records detailing not only the religious life of a community, but also its social, educational and economic life. Cemetery inscription can provide historical data.
- 5. Local OPP staff (current and retired) and local citizens (especially seniors) are a great source of information about the OPP:** Here are some interview tips: ask only one question at a time; ask brief questions but ensure they require more than "yes" or "no" as an answer; listen more than speak; make notes of things you want to return to later rather than interrupting; don't put words in the interviewee's mouth; start with questions that are non-controversial until the interviewee is more comfortable with you; be respectful of the interviewee's time as an hour and a half is probably the maximum, so don't overstay your welcome.

resources

**all of the above sources of information may provide you with a wealth of information about what was going on in your community and how the OPP was involved. If nothing else, it may provide you with important dates that can be starting points for further research using OPP specific resources.*

FINDING SOURCES OF INFORMATION

Many public libraries have local history collections. They also tend to have back issues of local newspapers and periodicals. You may also want to check with the newspaper publisher itself. Consider also the local university or college library.

Not sure if your location has a public library?

- Index of Public Libraries in Southern Ontario
<http://www.sols.org/links/indextolibraries/index.htm>
- Directory of Ontario Public Libraries (Ontario Library Service – North)
<http://www.olsn.ca/opld/olsn-libraries.asp?mode=advanced&namepos=start&nameqry=&citypos=start&cityqry=&popparam=max&popqry=&byols=on&ols=North&nucqry=&orderby=name&sortorder=asc&booloper=and>

Not sure if your location has a local historical society?

- Ontario Historical Society – related links
<http://www.ontariohistoricalsociety.ca/cgi/mylinks/mainCat.asp?catID=7>

Not sure if your location has a local museum?

- Guide to Ontario museums
<http://www.ontariohistoricalsociety.ca/cgi/mylinks/mainCat.asp?catID=7>

WEBSITES

- **Ontario Provincial Police Association Honour Roll** www.oppa.ca/honour_roll/index.html
Includes a list of OPP officers killed in the line of duty. Most entries also include photos and biographical information
- **Ontario Provincial Police** www.opp.ca
- **The OPP Museum** www.opp.ca/museum
- **Friends of The OPP Museum** www.oppmuseumfriends.ca
- **Ontario Provincial Police Association** www.oppa.ca
- **Ontario Provincial Police Veterans' Association** www.oppva.ca
- **Archives of Ontario** www.archives.gov.on.ca
- **Community Legal Education Ontario (CLEO)** www.yourlegalrights.on.ca
- **Information and Privacy Commissioner** www.ipc.on.ca

feedback

This educator's activity booklet was designed by *The OPP Museum* to enhance OPP specific educational opportunities. We are proud of our history, and wish to share it with as many people as possible. We would greatly appreciate your feedback on the individual activities, the overall value of this book, and about the programming offered in general by the museum.

Please indicate the extent to which you agree or disagree with the following statements. The scale is as follows:

1 = Strongly Agree 2 = Somewhat Agree 3 = Not Sure 4 = Somewhat Disagree 5 = Strongly Disagree

1. The instructions on how to use or expand on the activities are relevant and easy to use. **1 2 3 4 5**

2. The format of this booklet makes it easy to use. **1 2 3 4 5**

3. The answer keys and notes section provide sufficient background information. **1 2 3 4 5**

4. The instructions for the activities are clear. **1 2 3 4 5**

5. The activities are interesting to the students. **1 2 3 4 5**

6. The activities are effective in helping the students understand the information being taught. **1 2 3 4 5**

ADDITIONAL COMMENTS (please include specific activity numbers if applicable):

Please return/fax this form to:

The OPP Museum
OPP General Headquarters
777 Memorial Avenue
Orillia, ON L3V 7V3
Fax: (705)329-6618

www.opp.ca/museum

NEED ADDITIONAL COPIES OF THIS BOOK?

DOWNLOAD A COPY:

www.oppmuseumfriends.ca

REQUEST A COPY BY EMAIL:

opp.museum@ontario.ca

REQUEST A COPY BY MAIL:

The OPP Museum
OPP General Headquarters
777 Memorial Avenue
Orillia, ON L3V 7V3



HOURS:

Open Monday – Friday from
8:30 – 4:30 (closed statutory holidays)