



Meertrek Teachers Resource Pack

Can you guide your Meerkat to Safety?

<http://www.meertrek.co.uk>

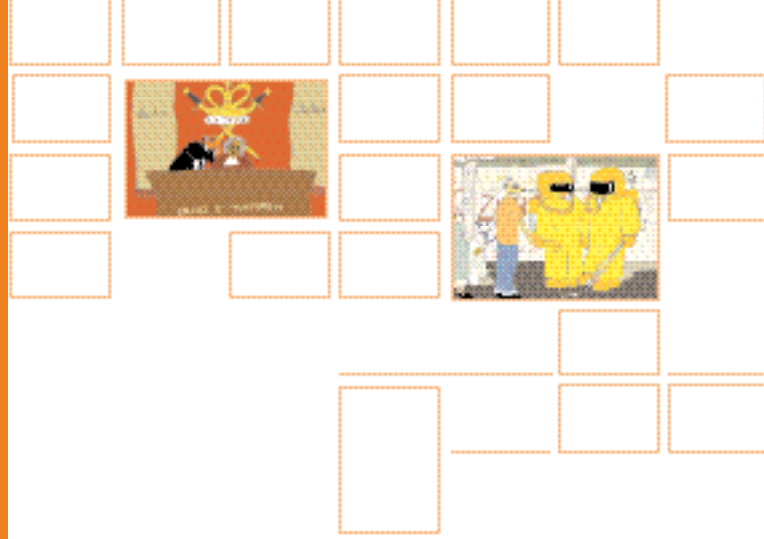
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The Meertrek Team

The Meertrek team is made up of a group of young people from Rawlins Community College, Quorn in Leicestershire. The team wanted to find a way of discussing and dealing with difficult and dangerous issues that would also be fun and interesting - it is really easy to preach to young people, but not so easy to engage and entertain them. The team worked together for 3 years, researching, scripting, illustrating and designing Meertrek "The Interactive CD ROM for 7-11 year olds". The result, an 'edu-fun-ual' resource for young people by young people.

Meerkats

We have used Meerkats because their characteristics make good role models. The Meerkat is a species of Mongoose that lives in the Kalahari Desert. Only by working as a team can the Meerkat survive. Young Meerkats latch onto other Meerkats that are more experienced until they have learnt to become aware of the dangers of life and become a good citizen. Meerkats are always strategically on guard and can spot danger miles off. Meerkats are also cute and cuddly and have a character and posture that interests children and adults alike.



Acknowledgements

A special thank you to..

Leicestershire Constabulary for giving the team the opportunity and continued support to be able to develop this project.

Charnwood Arts, in particular: Kevin Ryan for his invaluable support, Paul Gent for his artwork and Sean Clark and Stacy Prendeville for computer programming.

Bill Tidy for providing copyright and allowing us to use, develop and adapt his Marvellous Meerkats.

M-Power - The Princes Trust, Millennium Commission for providing the initial funding.

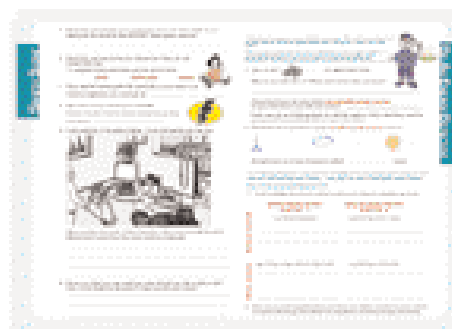


MEERTREK



Energy to live, energy to learn

At npower, the national home services provider, we believe in putting our energy into the community and are committed to supporting key education projects, like the new Meertrek resource. We hope your pupils enjoy learning whilst using the resource.



In partnership with teachers, pupils and education organisations, we have developed a range of free education resources called Power Packs®. Our resources have been linked to the national curriculum and are accompanied by Teachers' Notes.

With help from our characters Electra™ and Bright Spark™ (no relation to the Meertrek family!), the Key Stage 2 Power Pack® is a pupil booklet which focuses on how energy is used in our everyday lives, whilst developing pupils' numeracy and literacy skills. The Power Pack® also includes important energy safety and environmental activities.

To order your quantity of Power Packs®, please contact the Power Pack® Hotline on: 01384 77480 or e-mail powerpack@pcg-limited.co.uk



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| resource pack introduction

| national curriculum references

PSHE & CITIZENSHIP

- 1c - to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
- 2c - to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- 2d - that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- 3e - to recognise the different risks in different situations and then decide how to behave responsibly.
- 3f - that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- 4d - to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- 4g - where individuals, families and groups can get support
- 5d - make real choices and decisions
- 5g - consider social and moral dilemmas that they come across in life.
- 5h - find information and advice.

" Explain that the main character of the game is a Meerkat a little older than themselves who faces many challenges and needs their help in making the right choices."

| outline

The game begins with our main character, Meerkat, being asked by his mother to go to the shop for her. Outside the shop he meets a group of other meerkats who begin to tease him and call him names. Questions are posed, encouraging children to interact with the game and make responsible choices, as they are throughout the game. At this point, Meerkat is pressured to steal from the shop and if he resists has a 'Meers Bar' planted in his pocket.

Once at home he realises that he could be in trouble and when the police arrive to make enquires he runs away.

Meerkat arrives at a sign post directing him to different places including the jungle, desert, city and countryside where challenges await him and important lessons are learned. Inevitably, he has to go to the courtroom and face his responsibilities at the end of the game.

| before playing / points for discussion

Share the information given on Meerkats with the children. Explain that the main character of the game is a Meerkat a little older than themselves who faces many challenges and needs their help in making the right choices.



| after the introduction

Discuss the introduction to the game as a whole class. Can they empathise with how Meerkat felt and his reactions?

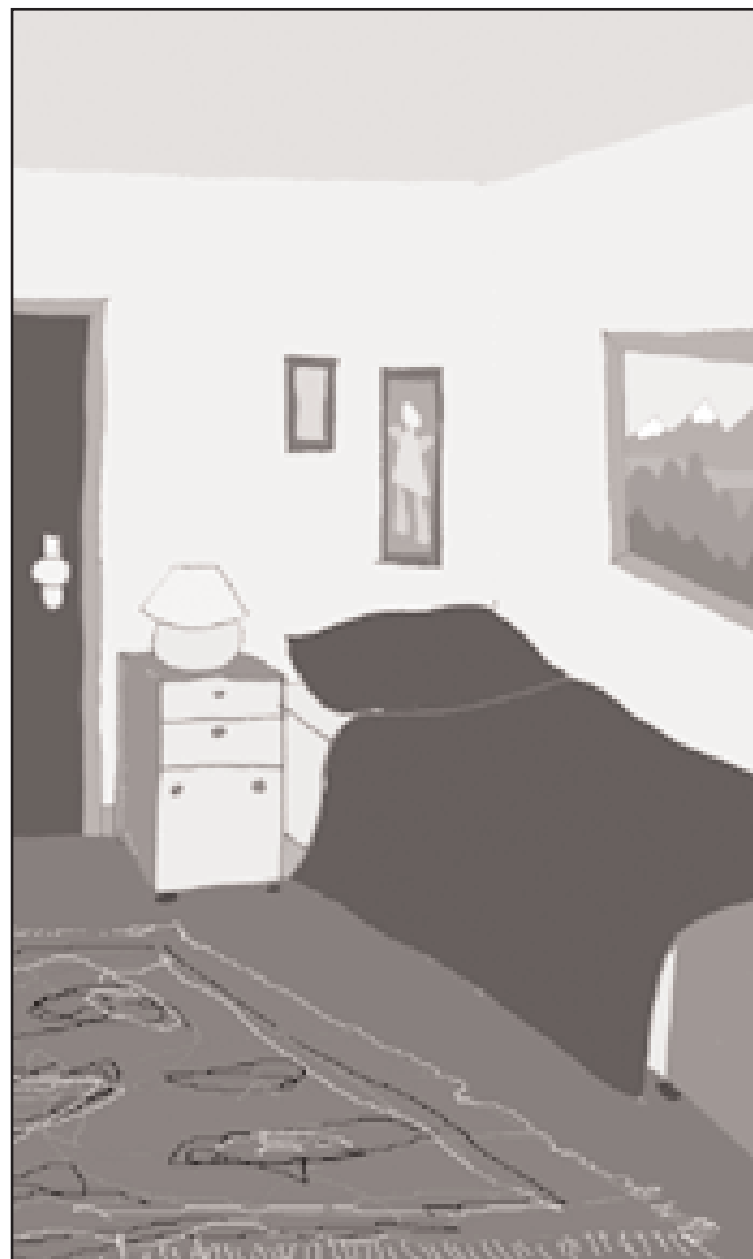
Take the opportunity to explore the role of the police and discuss any misconceptions the children may have.



"Emphasise the importance of responsible choices and their growing responsibilities as they grow older. Pose questions involving choice to the children and discuss different outcomes."



Gather information about runaways and homelessness. Encourage the children to consider different ways of working through problems including support networks available to them.



resource pack jungle section

This section deals with the following issues: Drugs, Respect and Understanding between different Cultures.

| national curriculum references

PSHE & CITIZENSHIP

- 1e - be taught about the range of jobs carried out by the people they know, and to understand how they can develop their skills to make their own contribution in the future
- 2a - to research, discuss and debate topical issues, problems and events.
- 2f - to resolve differences by looking at alternatives, making decisions and explaining choices.
- 3d - which commonly available substances and drugs are legal and illegal, their effects and risks.
- 3f - that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.
- 4b - to think about the lives of people living in other places and times, and people with different values and customs.
- 4e - to recognise and challenge stereotypes.
- 4f - that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- 5d - make real choices and decisions (for example, about issues affecting their health and well-being such as smoking.)
- 5g - consider social and moral dilemmas that they come across in life (for example encouraging respect and understanding between different cultures).

| outline

Our hero, Meerkat, arrives in the jungle and realises that he needs to get to the other side of the jungle and requires transport. A bus arrives but Meerkat has no money. He arrives in the Village and heads straight for the Job Centre. At the job centre he is given only three job options: toilet cleaner, rat poison tester or teacher. He is only offered these as he is from a 'different' Meerkat tribe. He finally gets a job at the restaurant but promptly loses it.

Meerkat then meets a Private Detective who requires a researcher for a drugs booklet. Payment is the bus fare home. Meerkat agrees to do this and wanders to the Witch Doctor. Here he is offered alcohol, cigarettes, prescribed drugs and illegal drugs.

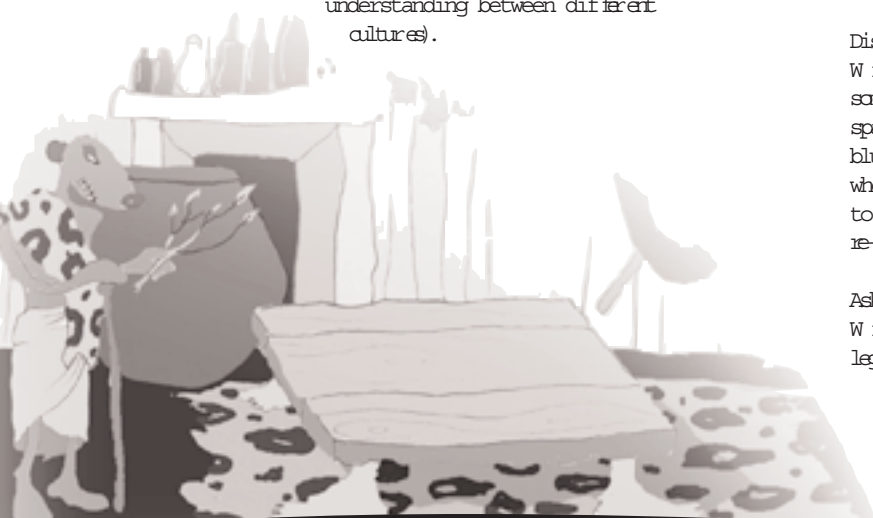
The dangers and effects of each drug are clarified in the Quiz Game - Name that Drug.

After successful completion of the quiz, Meerkat arrives back at the signpost.

| before playing / points for discussion

Discuss with the children what it means to be 'different'. Write down their ideas. Play a game to show that we all have some similarities and differences with each other, e.g. clear a space and line up pupils against one wall. Ask those with blue eyes to cross the room onto the other side. Ask those who ate breakfast to stand on one side and those who didn't to stand opposite. Continue to ask questions to group and re-group the pupils.

Ask the children what a 'drug' is. Brainstorm different types. Write down their ideas. Ask the children to sort them into legal and illegal. Are all legal drugs safe to take?



"Ask the children what a 'drug' is. Write down their ideas. Ask the children to sort them into legal and illegal. Are all legal drugs safe to take?"

Discuss different jobs with the children. Which jobs would they like to do in the future? Find out more about jobs they are interested in.

| after the game

Have a whole class discussion concerning the issues of the Jungle. (Refer to the poster, any other drug education literature and work already undertaken about differences between people.)

Use the section as an inspiration for poetry or story writing. The children could think of how it feels to be different. Brainstorm a vocabulary list for children to write their own poems or stories.

Use discussion points for role-play.

Make posters highlighting the dangers and affects of drinking, smoking, use of prescription drugs and illegal drugs.

| homework

Sheet 1. Name that Drug

Children to answer the following questions correctly:

Before taking medicine you should..

What does smoking damage the most?

Illegal drugs can make you..

Drinking alcohol makes you..

Sheet 2. What is Meerkat thinking?

Meerkat has foolishly decided to try different drugs. Children to write down the effects of taking different drugs and place them in the relevant speech bubble.....section cont.

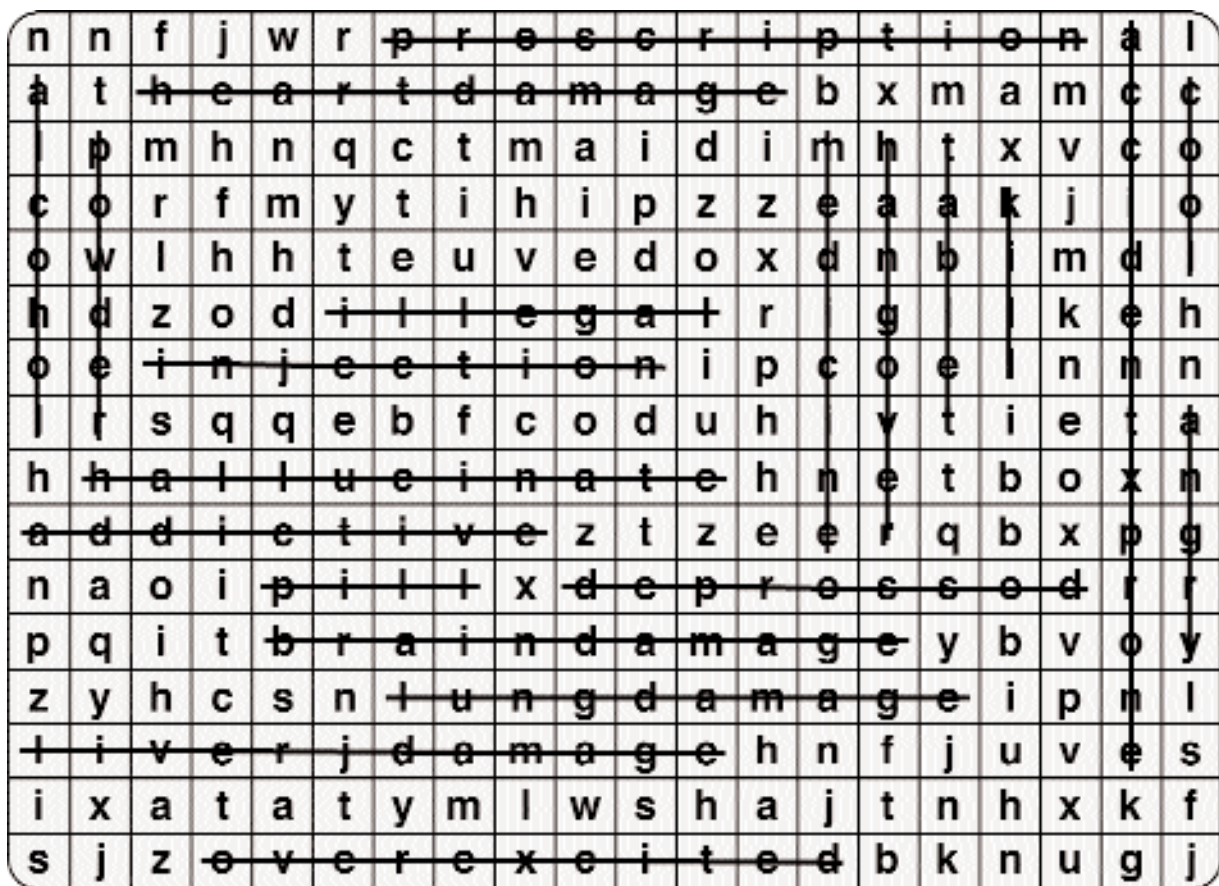


resource pack jungle

| homework.....cont.

Sheet 3. Drug effects word search.

Children to use the word bank to find the names of different types of drugs, how drugs can make you feel and the physical effects of drugs.



name that drug!



name

date

homework sheet

Can you answer these questions correctly?



Q. What does smoking damage the most?

1. Fingernails
2. Ears
3. Lungs
4. Eyelashes

A. _____



Q. Drinking Alcohol makes you...

1. Really clever
2. Really good looking
3. Really good at telling jokes
4. Drunk and sick if you don't drink sensibly

A. _____

Q. Before taking medicine you should....

1. Have a bath
2. Clean your teeth
3. Watch the Simpsons
4. Read the label

A. _____



Q. Illegal drugs can make you.....?

1. Hallucinate (See things that aren't there)
2. Get arrested
3. Die
4. All of the above

A. _____



what is meerkat thinking?



name

date

homework sheet

Meerkat has foolishly decided to try different drugs.

In each bubble write down the effect the drugs are having on him.



Prescribed drug for
Meerkat



Prescribed drug **NOT**
for Meerkat



Cigarettes



Alcohol



Illegal drug

drug wordsearch



name

date

homework sheet

Can you find all the different drugs and their effects?

n	n	f	j	w	r	p	r	e	s	c	r	i	p	t	i	o	n	a	l
a	t	h	e	a	r	t	d	a	m	a	g	e	b	x	m	a	m	c	c
l	p	m	h	n	q	c	t	m	a	i	d	i	m	h	t	x	v	c	o
c	o	r	f	m	y	t	i	h	i	p	z	z	e	a	a	k	j	i	o
o	w	l	h	h	t	e	u	v	e	d	o	x	d	n	b	i	m	d	l
h	d	z	o	d	i	l	l	e	g	a	l	r	i	g	l	l	k	e	h
o	e	i	n	j	e	c	t	i	o	n	i	p	c	o	e	l	n	n	n
l	r	s	q	q	e	b	f	c	o	d	u	h	i	v	t	i	e	t	a
h	h	a	l	l	u	c	i	n	a	t	e	h	n	e	t	b	o	p	n
a	d	d	i	c	t	i	v	e	z	t	z	e	e	r	q	b	x	r	g
n	a	o	i	p	i	l	l	x	d	e	p	r	e	s	s	e	d	o	r
p	q	i	t	b	r	a	i	n	d	a	m	a	g	e	y	b	v	n	y
z	y	h	c	s	n	l	u	n	g	d	a	m	a	g	e	i	p	e	l
y	l	i	v	e	r	d	a	m	a	g	e	h	n	f	j	u	v	x	s
i	x	a	t	a	t	y	m	l	w	s	h	a	j	t	n	h	x	k	f
s	j	z	o	v	e	r	e	x	c	i	t	e	d	b	k	n	u	g	j

TYPE OF DRUG

alcohol
prescription
illegal
medicine
tablet
pill
powder
injection

DRUGS CAN MAKE YOU FEEL

cool
angry
depressed
over-excited

PHYSICAL EFFECTS

accident prone
brain damage
liver damage
heart damage
lung damage
kill
hangover
hallucinate
addictive

| resource pack desert

This section deals with the following issues: Bullying and Stereotyping.

| national curriculum references

PSHE & CITIZENSHIP

- 1c - to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- 2a - to research, discuss and debate topical issues, problems and events.
- 2c - to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- 2f - to resolve differences by looking at alternatives, making decisions and explaining choices.
- 3f - that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.
- 4a - that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.
- 4d - to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- 5g - consider social and moral dilemmas that they come across in life (for example, dealing with harassment.)
- 5h - find information and advice (for example, through helplines; by understanding about welfare systems in society)

"Our hero, Meerkat, next chooses the desert and unwittingly finds himself at the mercy of Big Bad Bone Eating Bill who has challenged him to a fight at high noon"

| outline

Our hero, Meerkat, next chooses the desert and unwittingly finds himself at the mercy of Big Bad Bone Eating Bill who has challenged him to a fight at high noon. He now needs to ask for advice and help from the Barber, Bill's Horse, the Undertaker, Barman and the Sheriff. He is advised to Run away! Fight, Be Nice To the Bully, Ignore the Bully or Report to the Authorities.

Each scenario is played until Meerkat chooses to ask for help. Only then is he safe to leave the Desert

| before playing / points for discussion

Discuss with the children what it means to be a 'bully'. Write down their ideas. Repeat the activity after completing the Desert section and see if there is a shift in the pupils' thinking or a greater understanding of how people can deal with bullies.

| after the game

Ask the children what the phrase 'Sticks and Stones may break my bones but names will never hurt me' means. Can they come up with positive solutions to bullying? Talk with the class about where and whom they can ask for help if they feel that they are being bullied.



Discuss the Eastwood twins and the importance of not judging people by their appearance. Design flow charts to promote advice on how to deal with bullies.

| homework

Sheet 1. What happens next?

After Big Bad Bone eating Bill confronts Meerkat he asks for advice. Children to draw pictures to show what will happen if he takes their advice.



Sheet 2.

The Eastwood Twins
The Eastwood Twins are identical in the game. In this worksheet the children are asked whether you should always judge someone by their appearance. Using the verbs will the appearances of the Twins alter?

Sheet 3. Meerkatology

Find out more about Meerkats.

Meerkats need each other. Are there similarities between Meerkats and the children? Children to consider what they have in common with the animal and therefore decide whether they can learn from the Meerkat community.

Examples:

Meerkats work as a team.

Meerkats don't drink.

Meerkats look after each other to survive.

Meerkats drive away their enemies together.

Meerkats are cute and furry!



what happens next?



name

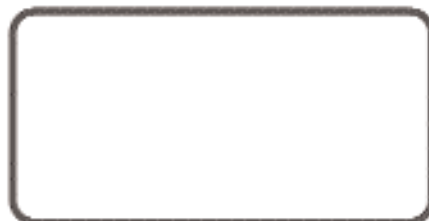
date

homework sheet

Can you help Meerkat beat Big Bad Bone Eating Bill?

Draw pictures to show what will happen next.

Whose advice should he take?



the eastwood twins



name

date

homework sheet

Draw a picture of each of the Eastwood Twins.

Use the verbs to help you draw them.

Can you always judge someone by their appearance?

**Nasty - Thieving - Lying
Littering - Bad**

**Kind - Generous - Honest
Good - Gentle**

meerkatology



name

date

homework sheet

Read the quotes by Meerkats. Which ones apply to you and your friends?

Can you give examples?

Meerkats work as a team

Meerkats volunteer for anything

Meerkats don't drink

Meerkats look after each other to survive

Meerkats drive away their enemies together

Meerkats are cute and furry

| resource pack city

This section deals with the following issues: Stranger Danger, Litter and Road Safety.

| national curriculum references

PSHE & CITIZENSHIP

- 3b - that bacteria and viruses can affect health and that following simple, safe routines can help prevent their spread.
- 3e - to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use.
- 3f - that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- 5d - make real choices and decisions (for example, about issues affecting their health and well-being).

| outline

Our hero, Meerkat, arrives in the CITY and is directed to a detective's office where he agrees to help look for his long lost uncle. During his search he considers shoplifting and drinking alcohol, offered to him by a group of youths who 'befriend' him. He moves on to meet a variety of strangers, drops and finds litter and helps an old meerkat across the road, he learns about stranger danger, litter and road safety.



"Discuss with the children what it is like to feel safe and unsafe. Brainstorm different feelings and record vocabulary used.

Encourage the children to consider people and places that make them feel safe"

This section includes a game encouraging children to recycle by matching litter to correct recycling bins. Successful completion of the game allows Meerkat's search to continue.

Finally, Meerkat believes he has seen his long lost uncle but is returned to the signpost.

| before playing / points for discussion

Discuss with the children what it is like to feel safe and unsafe. Brainstorm different feelings and record vocabulary used. Encourage the children to consider people and places that make them feel safe.

Ask the children to imagine, and possibly draw, what their environment would be like if everyone dropped litter. Discuss potential dangers of dropping litter to themselves and others in the playground, at home, in the street and in the countryside.

Explain to the children that accidents on roads are the biggest cause of accidental death amongst children. Discuss the stopping distances needed by cars to stop travelling at different speeds, using the Highway Code as a guide.

Research speed limits in the local area and work out stopping distances.

Emphasise these distances by going outside into the playground to measure

Explain that this distance is increased in bad weather.

| resource pack city



| after the game

Discuss the different strangers that Meerkat met whilst in the city and the potential danger he was in. Explain that the majority of strangers won't hurt you but unfortunately some will and it is impossible to judge someone by their appearance, especially if they seem to 'befriend' you. Consider Meerkat's actions and help the children compile a list to protect against 'stranger danger'.

Use drama or role-play to re-enact the different situations from the city. Give each child the opportunity to practise saying 'NO' and walking away.

Research the recycling process. Children to draw a flow chart to show how something can be recycled and used again.

Invite your local Road Safety Officer into school to talk to the children. Discuss hazards to pedestrians, especially for younger children. Ask the children to design a poster aimed at younger children teaching them about road safety.

| homework

Sheet 1. Stranger Danger

Children are to consider the potential danger Meerkat was in during different parts of the game. Under each picture the children write a safety message that Meerkat has learned.

1. Never go into strange places alone
2. Never go anywhere with strangers
3. Never get into a car with strangers
4. Never take anything from a stranger
5. Never go down dark alleys alone

Sheet 2. Recycle the Rubbish!

Children to look around their home and draw items they could recycle when finished with, drawing them in the appropriate bin. Challenge the children to start recycling more at home by sorting rubbish and taking it to an appropriate site. Do they know where they can recycle locally?

Sheet 3. Road Safety

Ask the children to think of a journey they currently make or will make in the future, perhaps when they move to secondary school. Use the sheet to sketch the journey, highlighting safe places to cross and possible hazards.

stranger danger



name

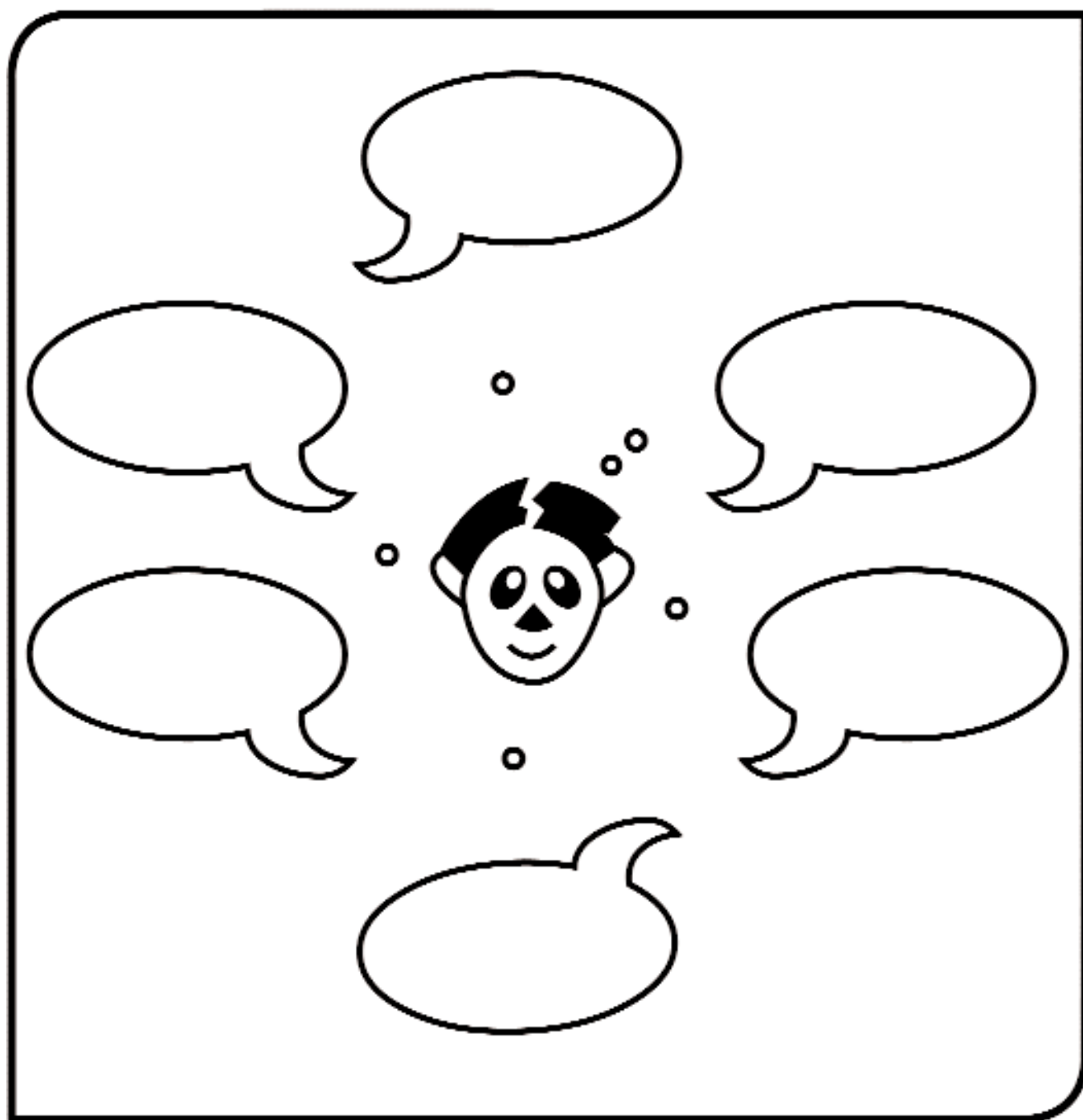
date

homework sheet

In the City Market learned about keeping himself safe.

Think about the dangerous situations he was in.

What would his safety messages be?



recycle the rubbish



name

date

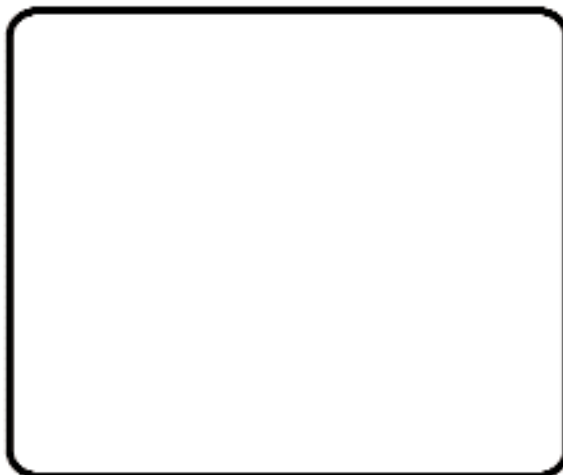
homework sheet

Look around your home and think about which items you can recycle when you have used them.

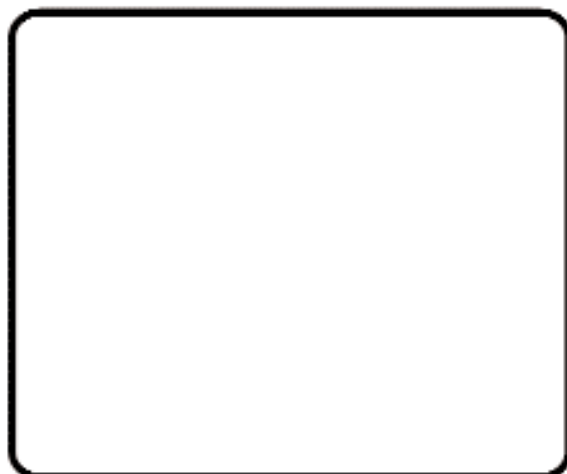
Draw them in the correct bins below.



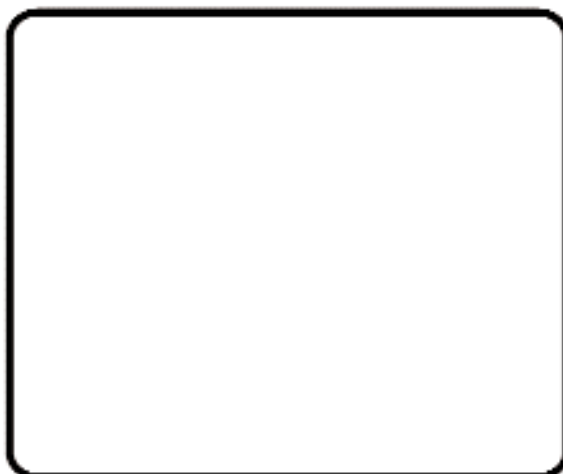
paper



plastic



glass



clothing

talk to someone at home
about recycling more of your
waste



road safety



name

date

homework sheet

Think about a journey you make, or will be making in the future, on foot from your home.

Sketch your journey below, highlighting safe places to cross roads and any hazards which could be dangerous.

discuss your journey with
someone at home



| resource pack countryside

This section deals with the following issues: Looking After the Environment and Keeping Safe

| national curriculum references

PSHE & CITIZENSHIP

- 2b - why and how rules and laws are made and enforced, why different rules and laws are needed in different situations and how to take part in making and changing rules.
- 3e - to recognise the different risks in different situations and then decide how to behave responsibly.
- 5a - take responsibility (for example, looking after the environment, looking after animals properly, keeping safe and healthy).

| outline

Meerkat arrives in the countryside and meets a farmer who has lost his cow. Whilst navigating the countryside looking for the cow he learns about the rules of the countryside and the importance of closing gates and using footpaths and stiles. Meerkat meets a group of bored youths and experiments with different games on the river, coming to the conclusion that it is not a safe place to play. He eventually finds the lost cow, Daisy, by a quarry. She has followed her long lost love who has gone inside. Meerkat goes into the quarry and finds the group he met earlier playing there, one of which is getting buried in sand. The group decides to leave and go to a park instead.

"Whilst navigating the countryside looking for the cow he learns about the rules of the countryside and the importance of closing gates and using footpaths and stiles."

Meerkat finds Daisy's long lost love in a cave and, after an amusing conversation, they get blown up by an explosion and land back at the signpost.

| before playing / points for discussion

Discuss the school rules and why rules are needed. Share rules they have at home. Discuss why we have different rules for different situations and think about rules for other places such as the swimming pool, library, on the road and in the countryside. Do they agree with the rules?

Brainstorm water safety rules, drawing on knowledge from swimming lessons and grades. Share personal experiences when children have felt unsafe or been restricted from certain areas.

Discuss briefly with the children what a quarry is and the fact that the materials quarried provide their schools, homes, hospitals and shops. Brainstorm why children sometimes choose to play in quarries or other dangerous places and the possible hazards.

| after the game

Discuss the countryside code (on the next page) in greater depth. Use 'hot seating' to interview a farmer whose land/animals have been damaged due to people not following the rules or write a letter to complain about damage to the countryside.

1. Enjoy and respect the countryside, leaving it as you found it
2. Guard against all risk of fire
3. Close and fasten all gates.
4. Use styles and gates to cross fences, walls and hedges.
5. Keep to public footpaths
6. Keep dogs under control.
7. Leave livestock, crops and machinery alone.
8. Take litter home.
9. Protect wildlife, plants and trees.
10. Don't make unnecessary noise.

Design an information leaflet warning about the dangers of water or produce a guide on water safety.

Explain to the children that the accident at the quarry, where a child was buried alive in sand, is based on a true event.

Discuss the dangers of a quarry with the children including; loose rocks, deep, cold and dirty water, cliff edges, quicksand, weak caves and large machinery.

Look at a variety of safety signs with the children, discussing their different meanings.

Circles - orders

triangles - warnings

rectangles - directions

Encourage the children to think of safe places to play and meet with friends

| homework

Sheet 1. Countryside Code.

Children to draw and write captions to show four of the countryside rules.

Sheet 2. Water Danger.

Children to use the word bank to find words hidden in the word search (answers overleaf).



resource pack countryside

homework.....cont

Sheet 3 Danger in the Quarry
Children to design signs to warn people of three hazards in a quarry.

k	d	f	j	w	w	f	i	n	f	a	t	a	b	l	e
z	v		e	r	r	e	n	t	i	d	t	r	u	r	u
e	r	o	v	g	m	o	f	x	t	r	d	t	y	s	y
w	b	a	q	v	y	p	j	i	k	d	a	j	v	v	e
y	a	t	e	e	a	s	t	g	u	a	r	d	e	l	a
g	i	t	c	t	h	u	z	t	x	u	x	h	r	k	s
g	a	b	e	x	f	j	d	i	v	e	m	r	j	s	q
f	j	e	z	r	a	y	x	y	o	c	g	s	f	q	d
e	s	w	i	m	f	o	c	j	q	w	o	a	b	w	e
j	e	f	w	t	w	a	r	e	s	e	r	v	o	i	r
h	n	d	s	k	i	k	l	b	v	w	e	t	i	z	l
l	w	t	o	d	t	d	s	l	s	d	b	y	v	g	s
d	v	x	o	q	f	i	e	t	f	p	v	d	a	n	g
a	w	q	j	k	f	s	l	i	p	o	c	q	y	a	i

the countryside code



name

date

homework sheet

Meerkat learned about looking after and keeping safe in the countryside.

Use the boxes below to illustrate and write captions to show four of the countryside rules.

tell someone at home about
the other rules of the
countryside



water safety wordsearch



name _____

date _____

homework sheet

Can you find all the words below about water safety?

k	d	f	j	w	w	w	f	i	n	f	l	a	t	a	b	l	e
z	v	l	c	u	r	r	e	n	t	i	d	t	r	u	r	u	n
e	r	o	v	g	m	o	f	x	t	r	d	t	i	y	s	y	u
w	b	a	q	v	y	p	j	i	k	d	a	j	v	v	e	v	d
y	a	t	c	o	a	s	t	g	u	a	r	d	e	l	a	x	r
g	i	t	c	t	h	u	z	t	x	u	x	h	r	k	s	v	o
g	a	b	e	x	f	j	d	i	v	e	m	r	j	s	i	q	w
f	j	e	z	r	a	y	x	y	o	c	g	s	f	q	d	p	n
e	s	w	i	m	f	o	c	j	q	w	o	a	b	w	e	r	v
j	e	f	w	t	w	a	r	e	s	e	r	v	o	i	r	l	h
h	n	d	s	k	i	k	l	b	v	w	e	t	i	z	l	l	c
l	w	t	o	d	t	d	s	l	s	d	b	y	v	g	s	i	v
d	v	x	o	q	f	i	e	t	f	p	v	d	a	n	g	e	r
a	w	q	j	k	f	s	l	i	p	o	c	q	y	a	i	c	y

swim
dive
jump
run

slip
river
waterfall
reservoir

seaside
current
tide
inflatable

float
coastguard
drown
danger

danger in the quarry!



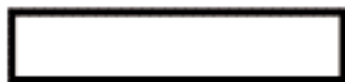
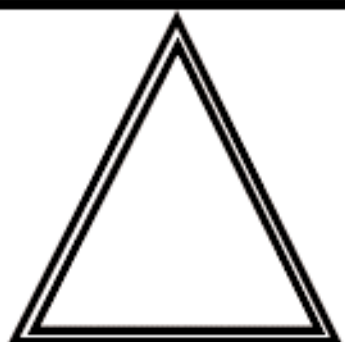
name

date

homework sheet

Think about Meerkats visit to the quarry. He and his friends faced many dangers and soon realised the quarry was not a safe place to be.

Use the triangles below to design three warning signs for the quarries to highlight the dangers and encourage others NOT to go in.



resource pack courtroom

In this section Meerkat meets his fate!

All other sections must be completed before entering the courtroom.

| national curriculum references

PSHE & CITIZENSHIP

- 2a - to research, discuss and debate topical issues, problems and events.
- 2b - why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- 2f - to resolve differences by looking at alternatives, making decisions and explaining choices.
- 3f - that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.
- 4a - that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.
- 4g - where individuals, families and groups can get help and support
- 5g - consider social and moral dilemmas that they come across in life.

"He finds out that his journey has been a test to see if he is ready to join the Meerkat tribe. After the evidence is brought before the judge, he has one last chance to redeem himself and admit to his offences"

| outline

Our hero, Meerkat, arrives at the signpost for one last time. As he ponders his situation he is wrongly (or rightly) arrested and taken to court. Here he finds out that his journey has been a test to see if he is ready to join the Meerkat tribe. After the evidence is brought before the judge, he has one last chance to redeem himself and admit to his offences. Following this, those he has met on his travels stick up for him and his sentence is reduced to working in the local restaurant providing he will give the Meers Bar back.

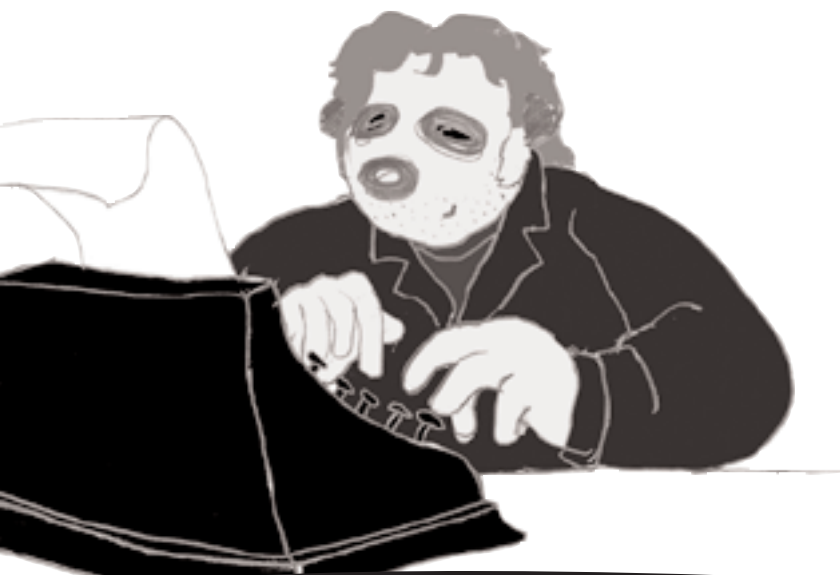
| before playing / points for discussion

Discuss the processes involved when someone commits a crime and how these are different according to the severity of the original offence.

Talk to the children about the different people involved in a court case, for example, judge, police, witnesses, defence lawyers, prosecution witness and person on trial.

Talk about Meerkat and his journey to the jungle, the desert, the town and the countryside. Explain that the court section is the final part and an opportunity for Meerkat to redeem himself.

Write a list of the good and bad actions the Meerkat has performed during the game.



| after the game

Discuss Meerkat's behaviour in the police car and the idea of the game being an initiation test. Did he receive a fair sentence?

Act out a real courtroom Drama. Base it on the behaviour of characters they know from film or stories (For example, Goldilocks and the Three Bears.) All children can take a part from the setting.



Discuss what to do if you are accused of doing something unfairly.

Who can the children talk to?
Who will help them?
Do they always feel that they are listened to fairly?

Design Posters to be displayed around the school to help address

the different issues of the game (For example, the environment, bullying, drugs, safety, peer pressure and discrimination.)



| useful contacts

National Drugs Helpline	0800 776600
Drugs in Schools	0345 366666
Drugscope	0207 9281211
Drinkline	0345 320202
Alcohol Concern	0207 9287377
Drink Sense	0800 9178282
Kidscape	0207 7303300
Childline	0800 1111
NSPCC	0207 8252500
UK Youth	0207 2424045
Samaritans	0845 7909090
Shelter	0207 5054699
International Centre for Personal Safety	0208 7437827
ROSPA	0121 2482000
Crimestoppers	0800 555111
Emergency Services	999

Charnwood Arts

is a professionally staffed and voluntarily managed community arts and media organisation based in Loughborough, Leicestershire.

We work in schools, youth clubs, through events and community groups on a wide variety of projects with young people including.....



photography
drama
cd-roms
publications
music
dance
video
outdoor events
visual arts
websites
youth consultations

For more information visit www.chnwood-arts.org.uk or give us a call on 01509 822558.

Charnwood Arts, Library Annexe, 31 Granby Street, Loughborough, Leicestershire, LE11 3DU

Acknowledgements

This list is imperfect, in fact barely adequate as it only touches on the hundreds of people that have directly or indirectly taken us from a set of chaotic meetings to the package you have before you.

We owe a huge debt of gratitude to all those who became involved and supported us in various ways.

Meertrek Mates Sponsors

The Meertrek Mates team would like to say a special thank you to our main sponsors.

Leicestershire Constabulary

The Princes Trust

Marvellous Meerkats Ltd

Aggregate Industries

Everards Brewery

Crimebeat

cuttlefish.com

Paul Gent

npower

and all the people we worked with at

Charnwood Arts

Meertrek Mates Supporters

To all those who helped us in a variety of different ways.

A big thank you goes to each and every one of you.

General Support

Choices Group

Leicestershire LEA

Loughborough University Drama Students

North Leicestershire NHW Association

The Hub Project

Turning Point

Twycross Zoo

NWLDC Environmental Officer

Schools

Castle Donington School

Hall Orchard Primary School

Mariott Primary School

Mountfields Lodge School

Newbridge High School

Script Advisors

Aggregate Industries

Careers and Guidance

City and County Drug project Co-ordinators

Health Promotion Agency

Leicestershire Mediation

Leisure and Access officer

Loughborough Nightstop

Police Youth Involvement Officers

Road Safety Team

Royal Lifesaving Society

Healthy Schools Co-ordinator

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for producing this teachers resource pack

npower®

