

## Chancer- Lesson Plan

**Duration of lesson:** 90min lesson and 25 min film

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**Theme to be explored:** Forgiveness

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### Overview of the Film

Off the rails and in and out of prison, Ryan's endless promises to change only amount to empty promises. As his life plummets, does this 'chancer' deserve another chance?

### **Prior Learning**

- Building good relations
- Managing conflict
- Reconciliation

### **Learning Intentions**

Pupils will be able to:

- Explain what forgiveness means.
- Analyse and show how the film illustrates forgiveness.
- Make connections between forgiveness in the film and real-life scenarios.
- Evaluate the factors, which influence a person's willingness to forgive another.

Activity	Skills Development Focus	Resources
<p><b>Overview:</b></p> <p>Explain to students that during the lesson we will be exploring the theme of forgiveness.</p>		
<p><b>Activity 1:</b> Watch the short feature film 'Chancer.'</p>		Chancer Film
<p><b>Activity 2</b></p> <p><i>Need explicitly to link this activity to forgiveness.</i></p> <p>In this activity, pupils focus on the main characters in the film and how they portrayed forgiveness.</p> <p><b>First Impressions</b></p> <ol style="list-style-type: none"> <li>1. Break the class into 3 groups.</li> <li>2. Give out flip chart paper and pens to each group.</li> <li>3. Get one group to look at Option 1, one group to look at Option 2 and the other group to look at Option 3.</li> </ol> <p><b><u>Option 1:</u></b></p> <ol style="list-style-type: none"> <li>a) What was Mrs Watson's first impression of Ryan? How would this impression influence her willingness to forgive?</li> <li>b) What was Mrs Watson first impression of the supervisor?</li> <li>c) What was your first impression of Mrs Watson?</li> <li>d) Did these first impressions change, and if so why?</li> </ol>	<p>Thinking skills, problem solving and decision-making.</p> <p>Pupils interpret and develop their understanding of forgiveness through the portrayal of the main characters.</p> <p>Ideas about forgiveness from the film. Pupils assess why forgiveness was granted by key figures in the film.</p>	<p>Flip chart paper.</p> <p>Markers.</p>

**Option 2:**

- a) What was Ryan's first impression of Mrs Watson?
- b) What was Ryan's first impression of the supervisor?
- c) What was your first impression of Ryan?
- d) Did these first impressions change, and if so why?

**Option 3:**

- a) What was the supervisor's first impression of Mrs Watson?
- b) What was the supervisor's first impression of Ryan?
- c) What was your first impression of the supervisor?
- d) Did these first impressions change, and if so why?

4. **Group Feedback:** The groups could present their ideas to show their initial feelings towards the characters and how they changed their opinions throughout the film.

5. Split the class into small groups of five or six and ask them to give their opinions on the following scenes of the film:

**Scenes for discussion**

- a) Mrs. Watson was a pilot, Ryan only learned this when he saw the picture on the wall.
- b) Supervisor said to Ryan at the beginning, "if you put your hands where they are not meant to be, I'll personally make sure you go back inside for a long time."

<p>c) Ryan misses his daughter Ella’s birthday as he went to the bar after the fight.</p> <p>d) Mellissa tells Ryan at the beginning of the film after his release, “I can’t do this anymore.”</p> <p>e) Supervisor let other lads beat Ryan up, “Let him get what he deserves.”</p> <p>f) Ryan blames himself for his mother’s death.</p> <p><i>The film helps us to learn that some people can forgive and some people’s views change</i></p> <p>6. Give pupils a worksheet which asks the following questions:</p> <ul style="list-style-type: none"> <li>• Can our opinions about people change?</li> <li>• What causes this change? Is it linked to how we think, feel and/or behave?</li> <li>• Can someone’s background, race, gender, religion, ethnicity etc. influence how we treat people?</li> </ul>		
<p><b>Activity 3</b></p> <p>In groups of four</p> <p>Ask pupils to think of a situation when someone behaved or acted deliberately to cause another person physical or emotional harm.</p> <p>Give pupils flip chart paper and ask them to write down the feelings the person who was harmed might have because of the other person’s action.</p>	<p>Being Creative –</p> <p>Pupils will explore and share their ideas and understating of forgiveness.</p> <p>Thinking Skills – Pupils are defining what forgiveness means to them and assessing what forgiveness isn’t.</p>	<p>Flip chart paper.</p> <p>Markers.</p>

<p><b>Discussion questions</b></p> <ul style="list-style-type: none"> <li>• What type of situations did you discuss?</li> <li>• Did they have any thing in common?</li> <li>• Was the person who was harmed by the other person innocent or did they do something to warrant the other person’s action?</li> <li>• Should that matter – does it warrant the other person behaving the way they did?</li> <li>• Do you think the person harming the other thought about the consequences of their actions? If not, why not?</li> <li>• What feelings did you write down?</li> <li>• Explain why you thought someone might feel this way.</li> <li>• Will these feelings change over time? Why?</li> </ul>		
<p><b>Activity 4</b></p> <p>Put these on nine diamond shaped cards and cut out – place pupils into groups and then rank these in order of easiest to forgive/most difficult to forgive/unforgiveable:</p> <ol style="list-style-type: none"> <li>1. You hear you best friend saying nasty things about you.</li> <li>2. You hear somebody in your class who you do not know very saying nasty things about you.</li> <li>3. A person driving a car while drunk knocks someone down and severely injures them.</li> <li>4. A doctor accidently gives someone the wrong medication.</li> <li>5. A family member killed by a terrorist attack.</li> <li>6. Someone who continues to bully you.</li> <li>7. A drug dealer gives your best friend a drug and your friend ends up seriously ill.</li> <li>8. Members of a paramilitary group seriously assault a young person for doing something they do not approve of.</li> <li>9. A worker in a care home seriously abuses elderly patients in their care.</li> </ol>	<p>Decision Making –</p> <p>Pupils recognise, assess the views of others and agreeing on ranking forgiveness statements, justifying their response</p>	<p>Diamond shape cards.</p>

### Discussion questions

- What was the easiest action to forgive? Why was this easier to forgive than the others?
- What was the most difficult or unforgivable action? Why?
- What factors make it hard/easy to forgive, or are there things that are unforgivable?

Teacher can explore the following factors which influence a person's willingness to forgive:

- The context of the action.
- The level of hurt, harm, offence, injury or where someone close to a person has been killed/murdered – intentional, unintentional.
- Personal values/beliefs can include religious beliefs.
- The person's emotional state.
- The attitude of the perpetrator – understanding the consequences of their behaviour, genuine sense of being remorseful, feeling guilt, accepting responsibility – or the opposite of these.

Does everybody feel the same way about these actions? (*Everyone is likely to think and react differently – some people may feel that they can forgive while others cannot*).

*Forgiveness is a very personal thing – and as you have seen in the film forgiveness can help the person who is harmed in some ways – but others may not be able to forgive – especially if the action has caused great suffering. We also need to recognise this.*

Ask pupils to write down one person that they forgave easily but another person they found harder to forgive.

*Some pupils may offer to share their stories and you may be able to tease out reasons why forgiveness was given and why it wasn't.*

<p><i>Sometimes the act itself was unforgiveable but you can forgive the person.</i></p> <p><i>Sometimes there was a mutual friend who could help in the process</i></p> <p>Some things to consider:</p> <ul style="list-style-type: none"> <li>• Did you talk things over?</li> <li>• Did you have someone you could trust?</li> <li>• What factors help with forgiveness?</li> </ul>		
<p><b>Activity 5</b></p> <p><b>Forgiveness: Walking debate</b></p> <p>Ask students to go to the following corners of the room, <b><u>AGREE, DISAGREE or UNSURE</u></b> after each statement is read out.</p> <ol style="list-style-type: none"> <li>1. How do you feel about the phrase "forgive and forget?" Should you forget? Is forgetting a necessary part of forgiveness?</li> <li>2. Forgiveness is not a feeling, it is a decision, a choice you have to make.</li> <li>3. It is harder to forgive yourself than to forgive other people?</li> <li>4. Ella was silly to forgive her dad (Ryan).</li> <li>5. We must forgive to heal and move on.</li> <li>6. You can move on without forgiving.</li> <li>7. People who forgive are weak. It is right to seek revenge.</li> <li>8. Mellissa was right to forgive Ryan for letting her down.</li> </ol>	<p>Thinking skills- pupils will decide if forgiveness is always appropriate. Pupils will be able to express their ideas regarding forgiveness.</p>	<p>Agree, Disagree or Unsure statements.</p>

<p>9. Mrs. Watson was strong to forgive.</p> <p>10. Forgive people, even if they do not ask for it.</p> <p>11. Ryan had to forgive himself for his mum's death</p>		
<p><b>Activity 6</b></p> <p><b>Examples of Forgiveness</b></p> <p><b><u>Instructions</u></b></p> <ol style="list-style-type: none"> <li>1. Break the class into small groups of 4-5 students.</li> <li>2. Give each group either example A or B and ask students to work as a group and consider their responses to the questions posed.</li> </ol> <p><b><u>Example A</u></b></p> <p>In October 2006, the milk delivery man who served an Amish community in Pennsylvania went into a school and shot ten girls. Five of them died, and then he killed himself as well. It was a tragedy for a close-knit community, one that the whole country mourned.</p> <p>In a remarkable act of love and forgiveness, the grieving Amish families reached out to the wife and children of the murderer. They donated money to help the confused widow and family, as well as offering condolences for their loss.</p> <p><b>Discussion questions:</b></p> <ol style="list-style-type: none"> <li>1. How could the community have responded, instead of how they did?</li> <li>2. What would have been the consequences of this action?</li> <li>3. Why do you think they chose to forgive?</li> </ol>	<p>Communication skills and decision-making skills-pupils will assess the outcomes of both scenarios in groups.</p>	<p><i>Resource 1:</i> Handout of Example A and B</p>



<p><b>Example B</b></p> <p>In 2007, a young drunk driver caused a car accident in which Chris Williams’ pregnant wife and two children were killed. Through his pain, Chris realised that he had to let go of any negative feelings towards the driver. The driver, 17-year-old Cameron White, was charged and imprisoned and Chris let this young man know that he forgave him.</p> <p><b>Discussion questions:</b></p> <ol style="list-style-type: none"> <li>1. Who was helped more by Chris Williams’ forgiveness: Cameron White (the driver) or Chris Williams (the victim)?</li> <li>2. What were the benefits of forgiving?</li> <li>3. What were the benefits of not forgiving?</li> </ol>		
<p><b>Activity 7</b></p> <p><b>Pupils can hold up a red card if they disagree, an orange card if they are unsure or a green card if they agree.</b></p> <p>The Teacher explains that we have talked about forgiveness in many different scenarios, but pupils need to consider the following:</p> <ul style="list-style-type: none"> <li>• If you were beaten up for being a certain religion could you forgive your attacker?</li> <li>• If someone’s family member was killed in a terrorist attack and the family forgave the terrorist, would you understand why?</li> <li>• If someone called you a sectarian name and that person turned out to know some of your friends, would you able to forgive that person?</li> </ul> <p><i>Remember it is totally acceptable to not forgive someone. There may be circumstances why people do not feel ready to forgive or the support may not be there to help people to forgive others.</i></p>	<p>Thinking and decision-making skills-pupils will give their views on three scenarios which could happen in Northern Ireland and decide if they could forgive or understand others forgiveness.</p>	<p>Red, orange and green cards.</p>

<p><b>Evaluation:</b></p> <p><b>Option 1:</b> Students sit in a circle and reflect on learning by sharing answers to the following questions.</p> <p><b>Option 2:</b> Student write answers to the following questions on post it notes and place on flip chart paper.</p> <ol style="list-style-type: none"><li>1. What have I learned?</li><li>2. Did anything challenge me?</li><li>3. What made me think?</li><li>4. How would you define forgiveness now? (To explore if opinions have in any way changed).</li></ol>	<p>Thinking skills and decision-making skills-pupils will explain what they have learned about forgiveness.</p>	<p>Post it notes. Flip chart paper x 3.</p>
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### **Example A**

In October 2006, the milk delivery man who served an Amish community in Pennsylvania went into a school and shot ten girls. Five of them died, and then he killed himself as well. It was a terrible tragedy for a close-knit community, one that the whole country mourned.

In a remarkable act of love and forgiveness, the grieving Amish families reached out to the wife and children of the murderer. They donated money to help the confused widow and family, as well as offering condolences for their loss.

### **Discussion questions:**

1. How could the community have responded, instead of how they did?
2. What would have been the consequences of this action?
3. Why do you think they chose to forgive?

### **Example B**

In 2007, a young drunk driver caused a car accident in which Chris Williams's pregnant wife and two children were killed. Through his pain, Chris realised that he had to let go of any negative feelings towards the driver. The driver, 17-year-old Cameron White, was charged and imprisoned and Chris let this young man know that he forgave him.

### **Discussion questions:**

1. Who was helped more by Chris Williams's forgiveness:  
Cameron White (the driver) or Chris Williams (the victim)?
2. What were the benefits of forgiving?
3. What were the benefits of not forgiving?