

Chancer- Lesson Plan

Duration of lesson: 90min lesson and 20min film

Theme to be explored: Justice

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

- Democracy and the rule of law
- Justice and fairness
- Human rights

Learning Intentions

Pupils will be able to:

- Develop their understanding of justice and fairness.
- Review and interpret the film Chancer.
- Evaluate the justice system in Northern Ireland.
- Assess how justice and fairness relate to three cases.

Activity	Skills Development Focus	Resources
Activity: 1 Watch the short feature film 'Chancer.'		Chancer Film

Activity 2 - What is Justice?

To start off with, pupils should write a definition of Justice on cards.

Group Task: Hand out the four envelopes with Justice definitions to each group. The definitions have been cut into separate words. Working as a group ask students to arrange the words to complete the definitions of Justice.

Definitions

1. Justice is the process or result of using laws to fairly judge and punish crimes and criminals.
2. Justice means being fair and impartial, regardless of personal preference.
3. Justice is fairness in the way that people are treated.
4. Justice is fairness in protection of rights and punishments of wrongs.

Group Discussion: Feedback from groups and group discussion.

Questions to pose during feedback session?

Ask pupils to explain the definitions of justice?

Are there any points in common? Why? Why not?

Is justice only about the law?

Why is the principle of fairness important?

Is justice mainly about punishment?

Why do people want justice?

What or who influences your ideas about justice?

Communication Skills –
Pupils contribute to group discussion and clearly express their ideas views and feelings.

Resource 1:
Definitions of Justice and envelopes

Activity 3 - Review the film

1. What did you learn from the film about justice? Write down at least two points.
2. Read your definition of justice. Explain how a scene from the film might show your sense of justice.
3. Imagine you are one of the main characters in the film. Write a down your version of events. Explain your actions and feelings.

Activity 4 – Four corners debate

The Teacher should introduce the following statements and pupils need to decide if they agree, if they are undecided or if they disagree.

1. Laws help to make Northern Ireland a safe place to live.
2. In ‘Chancer’ the lads were right to beat Ryan up after they thought he stole Mrs. Watson’s jewellery box.
3. Mrs. Watson finally got justice.
4. Everyone should obey the law.
5. It’s ok to break some laws.
6. In a democracy the police have the authority to enforce the law.
7. It’s okay to take justice into your own hands if someone breaks into your home.
8. Mrs. Watson was silly for not wanting justice for the crime when her jewellery box was stolen.

The Teacher will read out the questions again and ask the pupils to hold up a card that reflects their opinion after each statement is read out. The cards state whether they; agree, disagree or are unsure.

Thinking Problem Solving and Decision Making – pupils interpret and use evidence from the film and to draw reasoned conclusions.

Agree, disagree, undecided cards.

<p>The teacher can ask questions and encourage discussion around the statements.</p>		
<p>Activity 5 - Justice Game</p> <p>Students are told that some of them will be receiving a prize of a sweet and some will receive nothing.</p> <ul style="list-style-type: none"> • Hand out cards to each student. The cards are either blank or have a red dot of them. • Each student that has a card with a red dot receives a prize of a sweet. • Each student that has a blank card receives nothing. <p>Part 2: Feedback</p> <ul style="list-style-type: none"> • Ask all students who received a prize to group together and discuss/list how they feel? • Ask all students who did not receive a prize to group together and discuss/list how they feel? <p>Notes:</p> <p>Students who received a prize may feel happy, embarrassed, relieved or valued.</p> <p>Students who did not receive a prize may feel angry, hurt, sad, upset or annoyed.</p> <p>Ask students if they feel there has been justice and fairness during the activity. Ask Students to discuss what justice means to them in school, at home and across society in Northern Ireland.</p>	<p>Communication Skills</p> <p>Pupils clearly express their ideas and feelings about justice and fairness.</p>	<p>Packet of sweets for prizes.</p> <p>Blank cards</p> <p>Cards with red dot.</p>

Activity 6 - Is the justice System fair?

Ask pupils to complete a pro / con activity - is justice fair?

Ask pupils to get into groups. Give each group flip chart paper and pen and ask them to list the pros and cons of the Justice System.

Possible pros

They justice system applies to everyone.

It established laws.

Defines clear roles for organisations and people – eg solicitors, barristers, judges, jury, PSNI...

Provides a legal framework deciding justice.

Laws revised and updated to meet changes in society.

Makes people accountable for their actions.

Helps to ensure society is a safe place to live.

Laws make act as a deterrent – helping to reduce crime.

Gives people confidence that there is a system in place to deal with people who act outside the law.

Possible cons

Does not prevent people acting against the law.

There may be loopholes or gaps in the law.

Some laws might be outdated.

Sentencing for crime may not be appropriate for the crime.

Public perception – public may not see the justice system as effective.

Possible corruption of those with authority in the justice system.

Advantages and Disadvantages of Justice

Group Task: In groups ask students to list two advantages and two disadvantages of having a justice system in Northern Ireland.

It would be necessary to explain how the justice system works. This would involve explaining how the PSNI works and the Crown Prosecution Service.

Thinking Problem Solving and Decision Making – pupils assess the pros and cons of the NI Justice system.

Flip chart paper.

Pens.

Notes for discussion and feedback

Advantages

It protects the vulnerable.

It allows anyone who has been hurt or been a victim of a crime or injustice to seek justice.

It is open to all and by doing that it protects human rights and holds our society together.

Helps those who get themselves into trouble.

As it is a system that is run by human beings and often deals with how people see things as opposed to pure fact, there are a number of stages to ensure that we get it right or equally importantly don't get it wrong. This can mean that processes take a longer time.

Disadvantages

It could probably do more to rehabilitate people.

Could do more to help people make the right choices before they get into trouble.

It can sometimes feel like it takes a long time to get an outcome.

Activity 6. Examples of Cases of Justice

Group Task:

Give students the three cases of Jamie Bulger, Paris Hilton & Munir Hussain.

1. For each case was the sentence given appropriate for the crime. Why/why not?
2. Which crimes do people consider to be more serious than others? Why?
3. What factors influence your ideas about justice in these cases?

During the group discussion pose the following questions:

Is justice fair all the time?

Does justice seem unfair sometimes?

What do you think about justice in Northern Ireland?

Do people sometimes take justice into their own hands?

Do people rate crimes differently and view criminals differently?

How do you think paramilitary groups view justice in our society?

Do you think most people support paramilitary justice in their communities? Why/why not?

Do you think paramilitary justice is fair?

Who decides on who should be punished and what the punishment should be?

Is paramilitary justice good or bad for individuals and communities?

What human rights do paramilitaries violate when they shoot someone in the ankles, knees or arms, or when they beat someone with bats or iron bars ?

Being Creative.

Pose thoughtful questions, probe for more information and build on the ideas of others.

*Resource 2:
Justice Cases*

<p>Evaluation:</p> <p>Option 1: Students sit in a circle and reflect on learning by sharing answers to the questions below.</p> <p>Option 2: Each student writes an answer to the following questions on a post it notes and place on flip chart paper.</p> <ol style="list-style-type: none"> 1. What have I learned? 2. Did anything challenge me? 3. What made me think? 4. How would you define Justice now? (To explore if opinions have in any way changed). 	<p>Self-Management Skills</p> <p>Pupils review their learning and identify strengths and weakness and opportunities for improvement.</p>	<p>Post it notes</p> <p>Flip chart paper.</p> <p>Post it notes.</p>
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Definitions of Justice

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The murder of Jamie Bulger

Ten year old John Thompson and Robert Venables tortured and killed two-year-old Jamie Bulger. John and Robert served eight years in prison before being released into the community with a new identity so they could lead a normal life.

Munir Hussain

Munir Hussain attacked an intruder who had held his family at knife point. Munir Hussain hit the intruder over the head with a cricket bat leaving him with permanent brain damage

Munir Hussain was sentenced to 30 months in prison

Paris Hilton sent to prison

Paris Hilton was sentenced to a forty-five day prison sentence for drink driving. Paris only served 24 days of her sentence because she was not eating her prison food so was allowed to go home. Police suggested that due to her high profile life in prison may have been very difficult for her so was allowed to go home