

# Unit 3: What is Lawfulness? SEN (Inclusion)



## Lesson 2: Is the law to be followed or tested?

This lesson relates to different laws in Northern Ireland. It requires pupils to explore these laws and question whether the law is always to be followed or is sometimes to be tested.

Planning	
<b>Prior Learning</b>	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• democracy and the rule of law; and</li> <li>• citizenship.</li> </ul>
<b>Learning Outcomes</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of what the term lawfulness means;</li> <li>• demonstrate understanding that today's laws are not set in stone and are open to discussion; and</li> <li>• demonstrate understanding that one law may not always suit all.</li> </ul>
<b>Thinking Skills and Personal Capabilities Focus</b>	<p>Pupils will have opportunities to develop the following:</p> <p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>• respect the views and opinions of others and reach agreement using negotiation and compromise;</li> <li>• listen actively and share ideas and opinions;</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• manage emotions and use appropriate language when exploring the issues;</li> </ul> <p><b>Thinking, Problem Solving and Decision Making</b></p> <ul style="list-style-type: none"> <li>• make and justify decisions;</li> <li>• offer ideas and reasons to support them; and</li> <li>• justify a personal viewpoint and offer a range of reasons to back it up.</li> </ul>
<b>Attitudes and Dispositions</b>	<p>Pupils will be encouraged to develop:</p> <ul style="list-style-type: none"> <li>• openness to new ideas;</li> <li>• personal responsibility; and</li> <li>• concern for others.</li> </ul>
<b>Resources</b>	<p><a href="#">Transcript</a> of animation: <a href="#">What Is Lawfulness?</a></p> <p>Unit 3: Lesson 2 Resource A – Laws in Northern Ireland</p> <p>Unit 3: Lesson 2 Resource B – A case study</p> <p>Unit 3: Lesson 2 Resource C – Character cards (from news item)</p> <p>Unit 3: Lesson 2 Resource D – Question template</p> <p>Link: <a href="#">Amazing Thirteenth Birthday Present</a></p>

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## Suggested Teaching and Learning Strategies

### Launch

Lead a class discussion, using prompt questions and effective questioning techniques:

**1. Can you think of any circumstances where we should test the law?**

Part of this lesson involves questioning the laws that are in place, so there are no correct answers. Remember that this is a launch activity to start a discussion and get pupils thinking; try not to focus too much on specific debates.

You may now wish to show the transcript of the animation: *What Is Lawfulness?*

*If pupils are struggling to respond, you could pose some questions about laws they are familiar with that are regularly contested and may provoke debate. Discuss whether they think there should be any exceptions to the rules.*

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## Activities

### Activity 1: Northern Ireland laws

- This activity invites pupils to question their views about laws in our society. Encourage them to share their viewpoints and be open to changing them, as well as respecting the views of others and trying to see situations through their eyes.
- Remind them of their class contract and highlight that:
  - We may not agree on everything.
  - Every pupil has a right to an opinion and voice.
  - We have to respect that people will have different views from ours, although we don't have to agree with their views.
- Give each pair a copy of **Resource A – Laws in Northern Ireland**.
- Explain that the left-hand column in **Resource A** lists some laws we have in Northern Ireland today.
- Working in pairs, ask your pupils to decide whether they agree or disagree with each law and to provide a reason for their answer.
- Once the pairs have completed Resource A, ask them to join with another pair so they are now in a group of four.
- Give each group **two** of the six laws to compare with each other, so that all the laws are covered. Ask them to share what they have written about each. Ask:
  - Have you voted the same?
  - What reasons did you give for each of the laws?
  - Can you understand the reasons that others have chosen?
  - Can you come to an agreement on each one?
- If appropriate, take feedback from the different groups.

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## Activity 2: Keeping Billy Caldwell alive

- **Resource B – A case study** gives an overall view of the case study and is information for the teacher only at this stage.
- Explain that your pupils are going to find out about a story involving a young boy called Billy that was in the news headlines in 2018.
- Tell them that they are going to meet some of the people who were involved in the story.
- **Jigsaw:** Divide the class into five **character** groups.
- Explain that each group will learn about a different character from **Resource C – Character cards**.
- They are going to learn a little about their character's part in the Billy Caldwell news story. They will then share their part of the story with others involved in the story.
- It is important that they build up a profile of their character.
- Ask your pupils to read the information on their card. Then encourage them to discuss in their **character** group the information that they have been given.
- Encourage them to think about how relevant their character might be to the whole story.
- Once they have had time to discuss their character as a group, ask them to number themselves 1–5 or allocate the numbers yourself, if required.
- Ask the pupils with the same numbers to form new groups. These are the **news** groups. Each group should have all five characters. Each character will have a side of the story to tell.
- Ask them to tell the rest of the group, in their own words, who they are and how relevant they are to the story. Some pupils may have to be more than one character. Some characters may not be represented in all groups. Groups should start with:
  - Billy Caldwell
  - Charlotte Caldwell
  - Dr Brendan O'Hare
  - Department of Health representative
  - Home Office representative

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## Activity 3: Presenting news

- Encourage your pupils to use **Resource D – Question template** to help them to discuss the questions from the perspective of your own character.

When they have discussed Billy and his case, share the link to the outcome of the case with them.

- Ask each group to think of a way to present the news to the other groups. They could consider making:
  - a short podcast
  - a newspaper article
  - a poem
  - a rap
  - a poster
  - or a short sketch
- This activity could encourage the use of ICT to develop and record their work.

Once completed, encourage the groups to present their piece to the rest of the class.

## Debrief

Discuss the following:

1. **Should we simply follow the laws of the country?**
2. **How do we decide what laws we should follow and what laws we could contest?**
3. **What responsible ways could laws in this country be contested? What can happen if people do that?**

*Possible answers and discussion points:*

1. **Yes** – *it is important to follow the laws of the country, as they are there to keep us safe.*  
**No** – *it is important to find responsible ways to challenge laws if they are not always in our best interests.*
2. *Pupils' own opinions, for example we should question the law if it has an impact on people's lives and affects their health.*
3. *Speak to a local MP; start a petition; organise a legal march.*

# Unit 3: Lesson 2 Resource A

## Laws in Northern Ireland

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Active Citizenship



	Do you agree with this law?	Reason why you think this
You can learn to drive at 17.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
The minimum voting age is 18.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
The maximum speed in built-up areas is 30 miles per hour.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Cannabis is an illegal drug.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Under the Good Friday Agreement political prisoners (including members of paramilitary groups) were released.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
The legal drinking age is 18.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
With parental consent you can get married at the age of 16.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	



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## Unit 3: Lesson 2 Resource B

### A case study

From BBC News at [bbc.co.uk/news](http://bbc.co.uk/news)

#### **Billy Caldwell 'could die' unless given cannabis oil, says mum**

16 June 2018

**A severely epileptic boy suffered two more seizures overnight, his mother who wants to continue treating her son with cannabis oil has said.**

Charlotte Caldwell, from County Tyrone, said she was “full of hope” that a solution would be found.

Her son Billy Caldwell, 12, began using cannabis oil in 2016 to control his seizures but his most recent supply was confiscated at Heathrow Airport.

According to MP Órfhlaith Begley, the Home Office has now released the oil.

In a tweet, the Sinn Féin MP said: “I’m delighted to say that I have just spoken with Charlotte to tell her that I have received official confirmation that Billy is going to receive his medication and it is on its way.”

The Home Office had earlier said it was in contact with Billy’s medical team.

In a statement to reporters on Saturday, Ms Caldwell, said she was “overwhelmed” by the professionalism and expertise of doctors at Chelsea and Westminster Hospital, where Billy is being treated.

She said: “The hospital staff, Billy’s team and the Home Office are all working together. I’m confident we will find a solution. I’m praying for a miracle.”

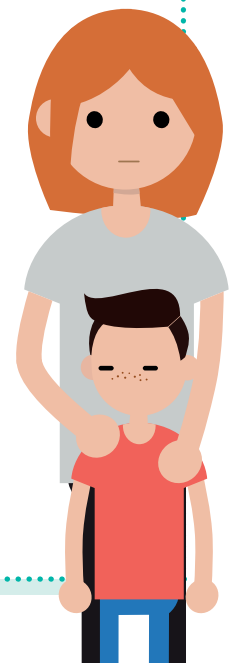
According to Mrs Caldwell, when Billy uses the oil as his anti-epileptic medication, his “life-threatening” seizures are dramatically reduced.

Billy, from Castlederg, started the treatment in 2016 in the US, where medical marijuana is legal.

In 2017, he was prescribed the medication on the NHS. But in May this year, [his GP was told he could no longer do so.](#)

At the time the Department of Health in Northern Ireland said cannabis had not yet been licensed in the UK as a medicine.

Last Monday, Ms Caldwell tried to bring a six-month supply of the oil – to treat up to 100 seizures a day – into the UK from Canada but the substance was [confiscated by officials at Heathrow airport.](#)



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His family said he was taken to hospital when his seizures “intensified” in recent days.

The Home Office said it was in contact with Billy Caldwell’s medical team to “carefully consider” options. A spokeswoman said it was “deeply sympathetic to the extremely difficult situation that Billy and his family are in”.

Ms Caldwell previously said the situation was “beyond cruelty”. She said: “We’ve now reached the point where Billy is too ill to travel to get his medication, but his medication is stored minutes away from where we’re now living in London.

“Despite the best and honest efforts of the NHS, frontline doctors are fighting Billy’s condition with both hands tied behind their back because the only medication that will be effective is the cannabis oil [with a banned component].”

She said doctors in Canada and Northern Ireland who were familiar with Billy’s case have described her son’s situation as life-threatening.

“The medicinal cannabis that he’s had access to the last 19 months had been doing an amazing incredible job at controlling his seizures, so this sort of has thrown me a wee bit,” she added.

“Medicinal cannabis for Billy was his anti-epileptic medication.”

On Friday, she said Billy had had “back-to-back seizures”.

“On his medication, which included the vital but banned THC component, he was seizure-free for more than 300 days,” she said.

“If Billy dies, which is looking increasingly possible, then the Home Office, and (minister) Nick Hurd, will be held completely accountable.”

Billy’s family later said he could now only be treated with hospital-administered medication because doctors said it was too dangerous to treat him with “rescue meds” at home.

A Home Office statement said it was “deeply sympathetic to the extremely difficult situation that Billy and his family are in”.

“Billy is in the care of medical professionals who are best placed to assess the care and treatment that he requires,” it said.

“The Home Office is contacting Billy’s medical team. If the team treating Billy advise a particular course of urgent action, the Home Office will carefully consider what options are available to help facilitate that advice.”





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## Unit 3: Lesson 2 Resource C Character cards

### Billy Caldwell

My name is Billy Caldwell and I am 14 years old.

I have very serious epilepsy and I suffer dangerous seizures.

In 2016, I started taking cannabis oil to control my seizures.

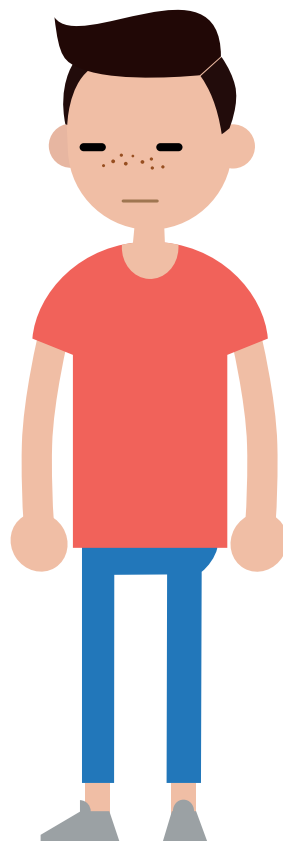
Since I started taking the cannabis oil my seizures have been dramatically reduced.

I used to go to the United States to get my treatment, where medicinal marijuana is legal.

However, I am no longer fit enough to make the journey to the US.

I am presently being treated in a hospital in London but under the law they can't prescribe the cannabis oil that I need.

I am hoping that cannabis oil is made legal so that I can get the treatment I need to keep me alive.



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## Unit 3: Lesson 2 Resource C Character cards

### Charlotte Caldwell

My name is Charlotte Caldwell.

I am from County Tyrone in Northern Ireland.

I have a son called Billy who suffers from very serious epilepsy that causes dangerous seizures.

The only medication that helps with the seizures is cannabis oil.

In 2017 he was prescribed the medication on the NHS, but his GP has said that he can no longer prescribe it.

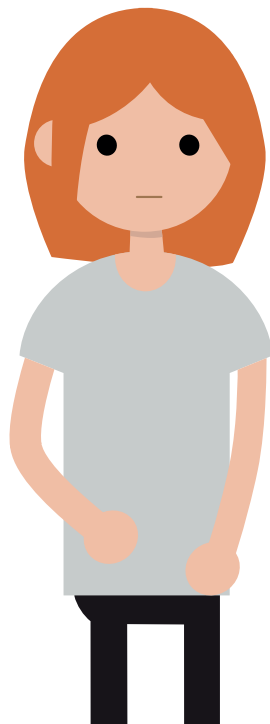
Billy is in hospital in London and I am overwhelmed by the care from the staff there.

I have had to go to Canada to get the cannabis oil.

On my recent return from Canada I tried to bring in a six-month supply of cannabis oil but was stopped at Heathrow Airport and my supply of oil was confiscated.

I am hoping that a solution can be found so that the oil is returned to me and that the same thing doesn't happen again.

I will be campaigning to get the law changed so that Billy can get the treatment he desperately needs.



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## Unit 3: Lesson 2 Resource C Character cards

### **Dr Brendan O'Hare (GP)**

I am Billy Caldwell's doctor.

I am aware that Billy has serious epilepsy that is life-threatening.

Billy started his treatment in the United States, where medicinal marijuana is legal.

The cannabis oil that he has been taking has been very successful.

However, I am no longer able to prescribe the oil under UK law.

He is in a London hospital where the medical team are treating him.

I hope that a solution can be found to help Billy before it is too late.

### **Department of Health (NI) Representative**

Our job is to look after the people of Northern Ireland and their health and social care.

We are aware of the case of Billy Caldwell and the fact that he needs cannabis oil to help control his epileptic seizures, which we are told are very severe.

We know that Billy's mother attempted to bring in a six-month supply of the oil and that it was confiscated at Heathrow Airport.

However, cannabis oil has not been licensed in the UK as a medicine.

As the law stands there is nothing we can do other than ensure that Billy gets the care he needs.

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## Unit 3: Lesson 2 Resource C

### Character cards

#### **The Home Office**

We are the lead Government office headed by the Home Secretary.

We have responsibility for immigration, crime, fire, counterterrorism and the drugs policy in the UK.

Cannabis is a Class B drug and as such is illegal in the UK.

The case of Billy Caldwell has been brought to our attention.

We have been in contact with Billy Caldwell's medical team to 'carefully consider' options.

We are deeply sympathetic to the extremely difficult situation that Billy and his family are in.

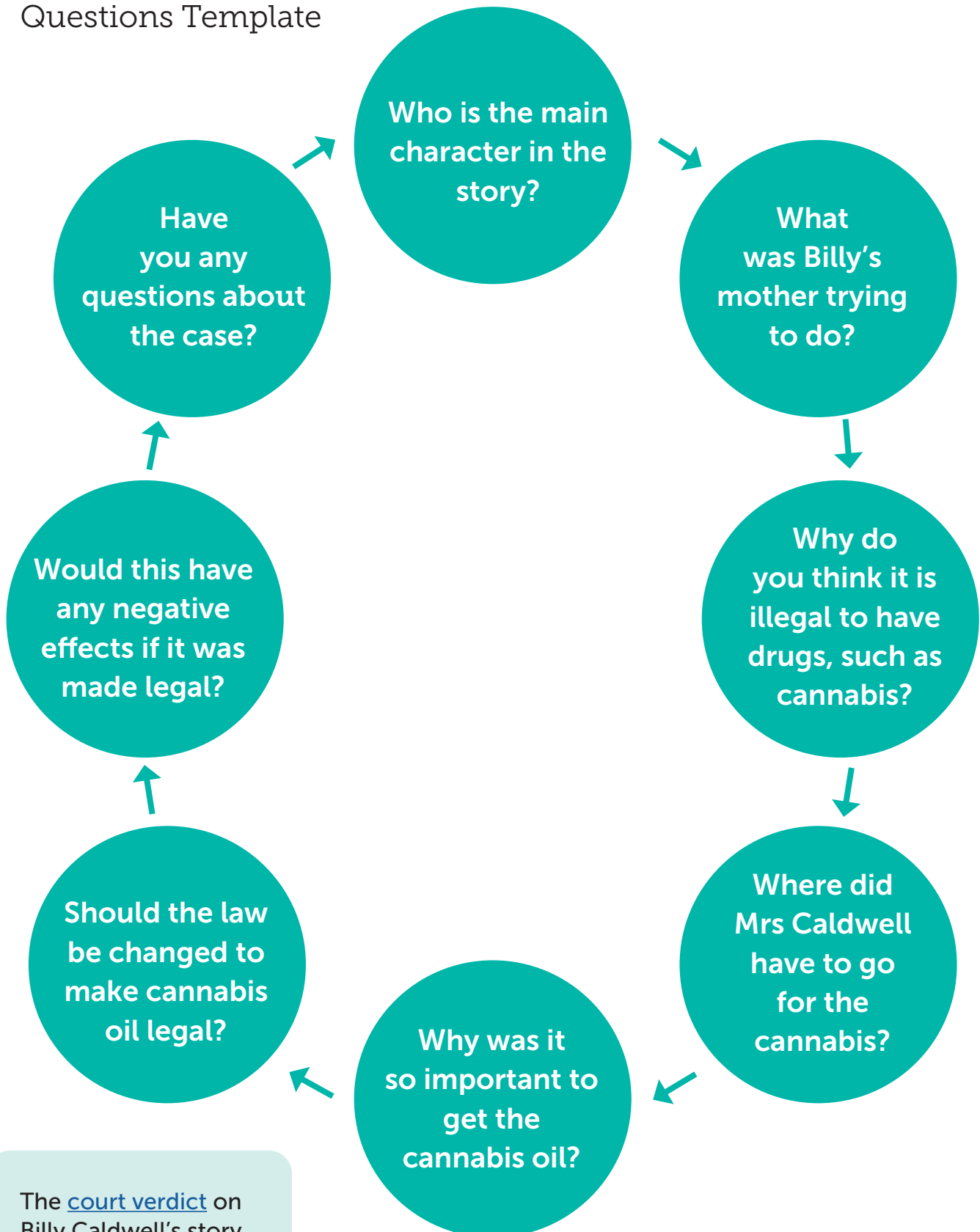
Billy's medical team are keeping us updated.

We will be informed if there is any dramatic change in Billy's condition.

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## Unit 3: Lesson 2 Resource D Questions Template



The [court verdict](#) on Billy Caldwell's story