

# Unit 3: What is Lawfulness?



## 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</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 the following:</p> <ul style="list-style-type: none"> <li>• Openness to new ideas</li> <li>• Personal Responsibility</li> <li>• Concern for others.</li> </ul>
<b>Resources</b>	<p><b>Animation: <i>What Is Lawfulness?</i></b></p> <p><b>Unit 3: Lesson 2 Resource A – Laws in Northern Ireland</b>  <b>Unit 3: Lesson 2 Resource B – A case study</b></p>

# Unit 3: What is Lawfulness?

## Active Citizenship



## Suggested teaching and learning strategies

### Launch

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

1. **What is lawfulness?**
2. **Do you think it is important to be a law-abiding citizen?**
3. **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 animation *What Is Lawfulness?*

*Possible answers and discussion points:*

1. *People following the rules of society or not taking part in illegal activities*
2. **Yes** – *to keep everyone safe and make society fair, and because otherwise you will face the consequences of the judicial system.*  
**No** – *we don't agree with some laws. (In this case it may be appropriate to ask: 'What laws do you not agree with? Why? What do you think could be done to make the laws better?')*
3. *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; for example, ask whether they agree with laws relating to abortion, euthanasia and the death penalty. Discuss whether they think there should be any exceptions to the rules.*

# Unit 3: What is Lawfulness?

## Active Citizenship



### Activities

#### Activity 1: Northern Ireland laws

- This activity invites pupils to question their views about laws in our society. Encourage them both to offer their viewpoints and to be open to changing them, as well as respecting the views of others and trying to see situations through their eyes.
- It may be important to highlight at this point:
  - We may not agree on everything.***
  - Each pupil has their 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.***
- Explain that the left hand column in **Resource A** lists some laws that exist in Northern Ireland. Working individually or in pairs, the pupils should decide whether they agree or disagree with each law and provide a reason for their answer.
- Hold a class discussion about each law to find out which the pupils agreed or disagreed with and why.
- On the board, complete a tally of pupils who agreed and disagreed with each law both before and after the discussion. This will highlight whether any pupils' views have changed.
- Where appropriate, invite the pupils to give reasons why they have changed their view.
- Ask the pupils if they can think of examples of countries where laws are different and if they think those laws are better or worse.

#### Activity 2: Keeping Billy Caldwell alive

- Ask your pupils to read the news article in **Resource B** and discuss the questions below. Alternatively, as laws are constantly evolving, it may be more appropriate for you to find a more up-to-date case study to use.
  1. Having read the article, do you think cannabis oil should be made legal?
  2. According to the article, what patients are allowed to be prescribed cannabis oil in Northern Ireland?
  3. Who should it be made legal for? Everybody, nobody, just Billy, or certain groups in society? Why?
  4. According to the article, who decides who gets cannabis oil and who doesn't?
  5. Using the article and in your own opinion, what would be the benefits of making cannabis oil legal?
  6. Using the article and in your own opinion, what would be the negative impact of making cannabis oil legal?
  7. In what countries was Billy legally able to gain access to cannabis oil?
  8. Should other drugs also be made legal? What drugs? Why?

# Unit 3: What is Lawfulness?



Possible answers and discussion points:

1. **Yes** – this would reduce the number of seizures people like Billy would have. We give out many other drugs for medicinal purposes; why would we not give out cannabis?  
**No** – people might use cannabis oil when they don't need it; it's a stepping stone to people using cannabis leaf and an added cost to the NHS.
2. Patients with multiple sclerosis and patients with cancer
3. (Encourage pupils to explain their answers.)
4. The Department of Health in Northern Ireland
5. People suffering with similar conditions to Billy's could access the medicine in our country and not have to travel to get treatment.  
It would reduce the suffering of those with medicinal needs.  
It would reduce the sale of cannabis on the black market.
6. People might use cannabis oil when they don't need it.  
The long term effects of using cannabis oil may not yet be fully known.  
It would put added pressure on an already strained NHS service.
7. The USA and Canada
8. (Encourage pupils to explain their answers.)

## 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 should contest?**
3. **What would be responsible ways of contesting the laws of the country?**
4. **What would be the consequences (good and bad) if people were contesting lots of laws?**

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
4. **Good** – outdated laws would be reviewed and rewritten.  
**Bad** – this would place a lot of pressure on our government resources.

# Unit 3: Lesson 2 Resource A

## Laws in Northern Ireland

# Unit 3: What is Lawfulness?

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	
Gay marriage is illegal.	<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	

# Unit 3: What is Lawfulness?

## Active Citizenship



### Unit 3: Lesson 2 Resource B

#### A case study

From BBC News at [bbc.co.uk/news](https://www.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.](#)



# Unit 3: What is Lawfulness?

## Active Citizenship

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."

