impossible to use the questionnaire, which already provides a large amount of important information on sexual health, along with vast amounts of acceptable information on other health issues.

Scraping off the Tipp-Ex

Some schools have agreed to using the HRBQ only after certain questions have been excluded. The administrative and practical difficulties involved in devising a method of exclusion have led us to develop Version 18, a sectionalised ‘pick and mix’ questionnaire. In one experience with an earlier version we discovered that some questions had been blanked out with Tipp-Ex. Almost all children scratched off the covering and answered the questions, leaving us with a dilemma. Should we:

- Ignore the answers and not enter them into the database?
- Enter the answers into the database, but not return them to the school?
- Process them and return them to the school?
- Do something else?

I leave the reader to decide what we did! What we do know is that children may be comfortable with questions about which many adults hesitate.

Conclusion: Travelling hopefully

Credibility is a key factor, but it can also be a trap. HHRQ has been under scrutiny and in use for a very long time. It has been used in schools on nearly 2,000 occasions: two secondary schools have used it on six separate occasions, a few have used it four times, many on three occasions and hundreds twice. Several District Health Authorities and one Regional Health Authority have also repeated its use. Many teachers like my deputy head Doreen have realised that the ‘tougher’ about their pupils may be less colourful (and more reassuring) than appearances suggest.

With so much use, and no history of damage, surely it is ‘safe’? So far, yes; confidence in the service is vital. It is, however, we have been the last to have built up over the years. However, we should be careful that this does not tempt us to submit to pressures to include questions that are not appropriate to ask young people. We might ‘get away’ with things that we should not.

John Balding is Director of the Schools Health Education Unit. He has twenty years of experience of developing questionnaires for use with young people.

BULLY OFF

+ CASH AND CARRY = £15

Two major reports on young people, published by the Unit in 1996, Bullies Off estimates the true percentage that can be afraid of going to school because of bullying. Cash and Carry offers them the chance of being physically attacked when out and about, and the extent to which they carry ‘protection’. You save £5 if you buy both!

LAST ORDERS

Almost to be published at £25, this new musical set to become an instant bestseller is in two volumes, containing over 400 pages. It shows how to initiate and maintain an ‘addiction’ programme, too times, the value, and a related course based lesson, and a not too impressive on the progress.

For more information about these and the many other health-related publications in our list, please contact the Unit
(01392 264722)

David Regis

Is it ever right to break the law?

A Greenpeace action is not just a demonstration — it is an affirmation of our values. We use boats, helicopters, inflatables and all the traditional forms of political protest. We block toxic oil flow pipes, we scale chimneys, we put ourselves between the whales and their quarry. — Greenpeace International

When we see Greenpeace campaigners zipping about in a tiny inflatable boat between the whaling ship and their quarry, many of us may feel great sympathy for the campaigners and their cause. Among the range of environmental issues — bypass protests, fox-hunting, whaling, Sellafield, live animal exports, and so on — some of the most striking images we have are of the protests and often the illegal acts of civil disobedience that campaigners make. In fact, some acts of disobedience have been permitted, or at least tolerated, by the authorities in the course of the protests. The Whaling Act is an example of this.

What cause?

However, although we asked this question in the context of a survey on environmental issues, the nature of the cause that might justify such an act was not defined. So we asked 45 pupils in Year 9 from a local school a series of open-ended questions about this issue.

We have found in our survey work that 10-20% of young people in schools say that damaging property is acceptable to support a cause.

1. What sort of property, and what sort of damage, do you think they have in mind?

2. What sort of cause do you think they have in mind?

3. Do you think damaging property for a cause is acceptable? Please why you think so.

4. Do you think you could be persuaded to damage property for a cause? Please could you say what might persuade you?

5. Are there any other comments you would like to make?
### Level 1: Pre-conventional

<table>
<thead>
<tr>
<th>Reasoning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Good is what is rewarded, bad acts are punished</td>
<td>O</td>
</tr>
<tr>
<td>(b) I don’t think he should steal. He shouldn’t steal.</td>
<td>T</td>
</tr>
</tbody>
</table>

### Level 2: Conventional

<table>
<thead>
<tr>
<th>Reasoning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Good is seen as what serves my interests.</td>
<td>O</td>
</tr>
<tr>
<td>(b) If he thought it was right, he would do it.</td>
<td>T</td>
</tr>
</tbody>
</table>

### Level 3: Post-Conventional

<table>
<thead>
<tr>
<th>Reasoning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The community as a whole should decide if it is right.</td>
<td>O</td>
</tr>
<tr>
<td>(b) If it is right, I should do it.</td>
<td>T</td>
</tr>
</tbody>
</table>

### Responses for all schools: % that answered AGREE or STRONGLY AGREE

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
</tr>
</tbody>
</table>

19a Writing letters, voting 62.5 65.5 57.6 71.4 66.7 78.9 75.8 85.1 79.6 80.0
19b Signing petitions 55.5 75.7 62.4 78.6 67.6 93.0 89.3 83.2 80.9 80.3
19c Boycotting the match and protest march 43.1 47.8 41.0 56.5 3.7 98.7 82.4 69.0 63.8 60.3 62.7 49.1
19d Causally damaging property 22.3 13.3 24.0 5.9 25.0 10.5 22.1 10.7 19.2 5.6
19e Disrupting the teaching of community 48.6 61.1 58.2 53.8 53.7 57.0 51.1 48.8 62.0 45.8
19f Disrupting the teaching of community 29.3 36.0 28.4 31.1 25.0 30.7 23.7 23.1 19.2 25.4

### Examining the answers to question 2 (what sorts of causes do you think they have in mind?)

Examine the answers to question 2 (what sorts of causes do you think they have in mind?) revealed that this was quite a hard one for them. Several pupils said they didn’t know, or gave some very general answer, e.g., political cause. The most common types of cause were found related (12 mentions) or personal (e.g., got back at somebody (11 mentions). Others included a social prejudice (2) and nuclear testing (1).

### When they responded to question 4 (what might persuade you to damage property?), about half the group could conceive of something that might persuade them to do so. Most common were personal reasons (7), e.g., if a person did something to one of their family. Five mentioned animal-related causes (one qualified as a “rare creature”).

“Those that they might succumb to bullying or threats, others mentioned the excitement or adventure (2). Peer pressure is clearly seen as a potent force in its own right by two pupils. One insisted that if they were going to damage anything, it would be the property of a "Manchester United supporter".

### An ‘ethical framework’

In order to think about ethical issues of this sort, many teachers use Lawrence Kohlberg’s framework useful. Kohlberg used moral dilemmas both to assess and to promote the level of children’s ethical reasoning. We include a summary of the framework in Fig. 2, which formed Teacher’s Sheet 2 in our draft resources for this topic.

### Kohlberg’s model of development of moral reasoning: Use of dilemmas to assess and promote development of moral reasoning

In this example, Heinz’s wife is dying for want of a drug, available from a local chemist for a price they cannot afford. Should Heinz steal the drug?

This formed Teacher’s Sheet 2 in our draft resources.

### Little progress using conventional and legal methods of protest.

### A test-case

Let us spell this out in more detail. We have heard of an example locally where a butcher’s shop window was broken, seemingly in protest about the fact or practice of raising animals for food. How can Kohlberg help us here?

One way is to listen for and try to identify examples of pupils’ moral reasoning in this instance, we might offer the example of the broken shop window for consideration, and hear the different reactions expressed in the shaded box (top right).

Kohlberg’s work has been much discussed, and criticised from many angles. For instance:

- Does the framework have much to do with real-life ethical thinking? That is, does that logical way of approaching ethics really have much to do with the messy compromises we see in real life?
- How often do any of us genuinely act from higher-level principles? Is the lofty and inclusive viewpoint represented by Kohlberg ever actually attained in practice? Could it ever be applied to a real-life dilemma, like going on strike?
- Are the positions represented in levels 4/5/6 genuinely a hierarchical development or are they a choice of political stances that might be made by conservatives, liberals and radicals?

### Thinking about ethics

These are interesting questions, and probably within the scope of discussion with a class in Years 10 or 11. The attraction of the Kohlberg framework is that it offers not only a method of assessing moral thinking but also promoting it — that is, by offering a dilemma and exposing the weaknesses and contradictions in a given way of thinking, young people are prompted to try and adopt higher levels of moral thinking.

So it is interesting for educators to think about the extent to which a class can take on
The National Curriculum and Civil Disobedience

The NCC document Curriculum Guidance B: Citizenship is silent on the issues of civil disobedience as such.

Section 6: The Citizen and the Law

Whilst personal moral codes may differ, the law sets out a common code of conduct binding in all members of society.

It regards as one of the aims of citizenship education as being to establish the importance of positive, participative citizenship, and it does include the following relevant statements:

Knowledge
How communities are organised and the importance of rules and laws.

The role of custom and law in preserving duties, responsibilities and rights.

Fairness, justice and moral responsibility.

Attitudes
A sense of fair play, including respect for the processes of law and the rights of others.

Respect for rational argument and non-violent ways of resolving conflict.

It also includes the following interesting statement:

It is unrealistic to expect that by the age of 16 every pupil will understand all the issues related to being a citizen.

Perhaps this whole issue is one that schools should not attempt to cover? Apart from any pragmatic benefits in keeping pupils out of trouble, there is scope in the curriculum for discussion of legitimate campaigning.

Section 8: Being a Citizen takes about:

Different kinds of rights and how these can be arraigned, protected and in some cases threatened.

The duties of the citizen in a democratic society based on the rule of law.

Section 9: Democracy in action refers to:

The roles and aims of trade unions, professional associations and pressure groups.

I would argue here that it is appropriate in the light of the survey findings to raise, and try to make progress with, the issues of vandalism and of civil disobedience, almost regardless of the specific content of this government guidance.

Fig. 3. Seeking openings for debate on civil disobedience and related issues within the National Curriculum framework.

- Writing a letter to an MP, who writes a standard reply
- Writing a letter to MP, who attends a meeting
- Throwing a stone through a butcher’s shop window
- Staging an event at an Embassy or company headquarters

Now, for such a range of actions (a class could brainstorm more):

- Which of these are illegal?
- What sort of press coverage might each attract?
- What direct effects do they have? (Effects on the cause itself? Effects on the people connected with the act? Effects on the opinions of those people and other people who may read about the action?)
- In a democratic society, is it ever justifiable to break the law to support a cause you believe in?

Making themselves heard?

The invitation to add any comments (question 5) produced two of particular interest:

- There should be a place to take their anger out
- I think it is wrong to damage property but in a way it’s the only way young people can get themselves heard.

Towards a conclusion

I have been discursive rather than prescriptive because we are on difficult ground. However, perhaps there are some firm suggestions for the PSHE curriculum to consider:

- The issues of vandalism and of violent protest are very much alive, relevant as they are to everyday circumstances which justify breaking the law. For example, consider the range of actions and possible consequences given below:
  - Voting for candidates whose views you support
  - Writing a letter to a local newspaper

Review

The Reflective Professional in Education: Psychological Perspectives on Changing Contexts.


As someone with an interest in educational psychology and having six years’ previous teaching experience in a secondary school in Wiltshire, I found this book helpful in both its content and its layout.

As is readily acknowledged in the teaching profession, having quality time to reflect and to consider the long-term effect of the many changes imposed on our profession since 1981, including both our professional and personal reaction to it, is a luxury not very often afforded.

One of the effects of the many imposed changes re-stated in The Reflective Professional in Education is the fragmentation of previously successful alliances across disciplines. From an always positive approach, this book contemplates how the psychological concepts and theories from the professions can be applied practically in bringing about successful inter-agency cooperation.

The contributors are all experienced professionals from a variety of backgrounds of working with young people and their institutions: all their own organisations and how they fit together provide both theoretical and practical perspectives in their field.

The target audience of the book are the many professionals (the "helping professionals") working with young people, such as educational psychologists, teachers, and others working within social services, health, and the community. The Reflective Professional in Education does, I believe, achieve its aim of allowing readers to look beyond the immediate demands of their profession and to consider, in the light of theory and practice, an overview of their current professional workload. While demands on the "helping professionals" to be more accountable, readers are challenged to reconsider their primary role as professionals and how this is in reality complements or conflicts with their working practice.

As I have mentioned already, the layout of the book is helpful to the reader, as illustrated by the first three sections. The Foreword by Bob Burden and the