

Directive vs. Non-Directive Education by LeAnna Benn

Directive	Non-Directive
<ul style="list-style-type: none"> ⊕ Teacher is Director giving guidelines, standards, and reasons. ⊕ Knowledge is aimed at prevention. ⊕ Knowledge alone is not enough - clear direction must be given. ⊕ A clear message is always given. No "neutral" position. ⊕ Effective - Truth predominates. ⊕ The classroom may be the only place some teens are ever exposed to expected standards of behavior. 	<ul style="list-style-type: none"> ◆ Teacher's principle role is as Facilitator. ◆ Knowledge is aimed at awareness. ◆ Knowledge is key - more information and awareness given to the student. ◆ Sex education is taught without moral distinctions. ◆ Affective - Emotions, opinions, feelings predominate. ◆ Public classrooms are not the appropriate place to give directions for expected behavior.
<ul style="list-style-type: none"> ⊕ Decision-making skills which lead young people to make good healthy decisions are taught. ⊕ Judgments of behavior, not persons. ⊕ Risks, diseases, emotional distress, and failure rates of contraceptives are discussed. ⊕ Most teens do abstain while many others respond to "Secondary Virginity" and start over again. ⊕ Abstinence is presented as the goal. 	<ul style="list-style-type: none"> ◆ Decision-making skills encourage young people to consider all options, enable and encourage youth to make "appropriate" decisions. ◆ Over-emphasis on non-judgmental attitudes. ◆ Contraceptives discussed with emphasis on use; failure rates downplayed. Little emotional distress discussed. ◆ Most teens will be sexually active, and the best that adults can hope for is that they will act "responsibly." ◆ Abstinence is presented as a choice.