

## Directive vs. Non-Directive Education by LeAnna Benn

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