Persuasive Outline: LGBT Sexual Education in Public Schools

I. Introduction

A. Attention Statement

According to a survey conducted by the University of California in Los Angeles in February of 2013, over 9 million Americans officially identify themselves as either lesbian, bisexual, gay, or transgender, (or collectively the LGBT). These members of the LGBT community are your brothers, sisters, doctors, teachers, neighbors, yet often times they are denied basic knowledge imperative to their health.

B. Subject Statement

Public schools denying the instruction of LGBT sexual education are committing a huge disservice to their students.

C. Point Preview

A report done by the Guttmacher Institute published on July 1, 2014, states that by law, only twelve states are currently required to discuss sexual orientation in health courses, and of those twelve, three are required to teach inaccurate and negative information. LGBT sexual education needs to be implemented effectively and nationwide if we are to achieve a healthier national community.

D. Significance of Subject

Today we will discuss the issues associated with a lack of LGBT sex ed, the causes of its absence in the general curriculum, and finally, steps we can take to mandate it within public high schools.
II. Main Point One

A. **Subject Statement**

The nonexistence of LGBT sex ed in high school curriculums feeds into a dangerous spiral of prejudice and ignorance, proven to be hazardous to LGBT youth.

B. **Documentation**

The 2011 National School Climate Survey reports that a mere four percent of LGBT students in middle schools and high schools nationwide testified to having any positive discussion of LGBT people or issues in their health classes.

C. **Illustration**

This lack of discussion fosters need for LGBT youth to be educated in other manners that can be dangerous and/or unreliable. An anonymous high school senior from the survey expressed her frustration with the lack of proper sexual education, claiming non-straight students are blatantly ignored. She went on to cite her school as the direct cause of her ignorance on safe sex.

D. **Signpost Statement 1**

Lack of representation in schools’ sexual health programs has also been shown to affect the mental and physical health of LGBT students.

E. **Documentation**

According to the Journal of School Violence published in 2013, lesbian, gay, and bisexual youth are four times more likely to attempt suicide than heterosexuals, and over half of transgender youth attempt suicide due to harassment, assault, or discrimination in schools.
F. Illustration

In 2011, Jamey Rodemeyer of New York was found dead by his sister, hanging by the neck outside of his apartment. Jamey committed suicide after years of bullying and discrimination regarding his sexuality at school. He was only fourteen years old. Sexual education programs that include non-heterosexual curriculum are proven to foster acceptance in the classroom for LGBT youth among heterosexual students. With this type of education in place, Jamey might not have been bullied to the point of suicide.

G. Signpost Statement 2

Bullying and discrimination from the absence of LGBT education in schools is not the only danger LGBT youth face. The sexual acts themselves, especially without proper education, often prove to be hazardous and deadly.

H. Documentation

According to the Center for Disease Control and Prevention last reviewed April 7, 2014, in 2010, gay and bisexual men accounted for an estimated 72% of new HIV infections among youth.

I. Illustration

HIV is not the only danger associated with unsafe LGBT sex. Women who have sex with men and women are more likely to have experienced coerced sexual contact and are more likely to contract a sexually transmitted infection. Sexual education tailored to their needs would help reduce these infections and violence.

J. Summary Statement

So, as we have seen, lack of LGBT sexual education has many adverse effects, such as misinformation, discrimination, violence, suicide, and sexually transmitted diseases.
K. Transition Statement

Now that we have looked at some of the effects, let's analyze the causes.

III. Main Point Two

A. Subject Statement

Fear of sexual education in general, prejudiced laws, and poorly written, discriminatory curriculum are all reasons for the lack of proper LGBT sexual education.

B. Documentation

In an interview with Pam Fox, a Medical Social Worker for Palomar Health Care, conducted on July 8, 2014, she stated that the common fear of what is different and the idea that homosexuality and bisexuality can be “caught” by teaching LGBT education is a main cause of its absence from schools.

C. Illustration

The idea that a sexual orientation can be acquired from its discussion is ludicrous and dangerous to the understanding of the LGBT community. It promotes the idea that non-heterosexuality is a disease or mental illness, which stems from beliefs and religions unfit for inclusion in the ideals of public schools. It further alienates LGBT youth without any evidence to support this irrational fear, leading to heightened prejudice.

D. Signpost Statement 1

While this fear is harmful, current laws regarding LGBT sexual education are even more so.

E. Documentation

According to the Center of American Progress published June 21, 2013, under Alabama law, sexual education must instruct that, and I quote, “homosexuality is not a lifestyle acceptable to
the general public” and that “homosexual conduct is a criminal offence under the laws of the state”, end quote.

F. Illustration

Many laws and health curriculums are structured in such a way as to promote only heterosexual, marital relationships. By doing so, they assert that LGBT individuals and relationships are morally inferior and unhealthy. This form of teaching is intolerant and leads to dangerous prejudice and bullying within the classroom.

G. Signpost Statement 2

Improper LGBT health curriculum itself is also responsible for poor education and unsafe sexual practices.

H. Documentation

According to communityactionkit.org last accessed July 8, 2014, some schools’ LGBT curriculum does more harm than good; requiring that homosexuality be referred to as “unnatural”, actively discouraging sexual acts between those of the same gender, and asserting that people suffering from HIV and AIDS are suffering for the, quote, “choice” they made to be gay.

I. Illustration

This instruction perpetuates misconceptions regarding LGBT orientations. It also carries moral judgment, which has no place in a classroom setting. In these instances, it is discrimination, not sexual health being taught to youth, preventing the proper lessons from being delivered.

J. Summary Statement

These misconceptions regarding LGBT sex ed cause it’s proper teaching, and it’s teaching in general, to be relatively non-existent.
K. Transition Statement

Now that we have analyzed the causes of this issue, let’s examine the steps we can take to fix it.

IV. Main Point Three

A. Subject Statement

In order to insure that proper LGBT health is taught in public schools, we must educate ourselves on the correct ways to go about it, notify our local schools of the community’s desire for its implementation, and finally, push for legislature that requires all public schools in the United States to teach this curriculum.

B. Documentation

In the article “Including LGBT Content in Sex Education” on GLSEN.org published October 23, 2013, it offers a correct curriculum strategy, one that does not in any way assume heterosexuality among the students.

C. Illustration

Reading this article is a good first step for anyone to gain a better understanding of the proper ways to introduce this type of sexual education in the classroom. The more you know for yourself, the more you will be able to discern which school’s strategies and programs are correctly devised.

D. Signpost Statement 1

While individual knowledge is important, a local desire for its execution is imperative.
E. Documentation

According to plannedparenthood.org published on April 4, 2014, teens attending a leadership conference joined hundreds of others to rally in New York, carrying signs they made in support of LGBT sexual education to be included in schools.

F. Illustration

Rallies are a good way to make your community school district aware that a desire exists to deal with this issue. As well as getting your message across, you are simultaneously creating awareness in your community of an issue that others might not have been aware of previously.

G. Signpost Statement 2

Although local organization is good, it is the main goal to get LGBT sexual education established in public high schools nationwide.

H. Documentation

On March 24, 2014 the Human Rights Campaign provided information regarding the “Real Education For Healthy Youth Act”.

I. Illustration

The REHYA is devised to provide grants for the teaching of comprehensive sexual education to public and private parties that focus on adolescent sexual health or the training of proper sexual health educators. The bill would require LGBT sexual education to be taught and it would prohibit federal funding to go towards programs that are not inclusive and ignore the needs of LGBT youth. You can take action by writing to your congressman now to support this legislation. The democratic congressman of San Diego (52nd District) is Scott Peters, whose information you can find at scottpeters.house.gov/contact.
J. Summary Statement

As you can see, powerful steps, such as self-education, local rallies and demonstrations, and legislation changes can be taken to solve this issue.

V. Conclusion

A. Summary

Sexual education is one type of education that cannot be overlooked, especially in regards to nondiscriminatory inclusion and acceptance.

B. Post Point Review

Today we have looked at the issues behind the stunning lack of LGBT sexual education in the United States, the reasons for its absence, and what you can do to change our health system for the better.

C. Significance

This issue affects the safely of our youth, and later our adults. Acceptance and education does not require the agreement of everybody to support a sexual identity, it merely requires the morality of a society to treat all people with respect and care, regardless of their sexual orientation.

D. Wrap Around (Call to Action)

With over 9 million Americans identifying as LGBT, it is important that people of all sexual orientations stand up for human rights. Its not enough to acknowledge its existence, we must embrace all sexualities in our sexual educational practices if we hope to achieve a healthier nation.
Works Cited: Mandatory LGBT Sexual Education in Public Schools


Fox, Pam. "Interview with a Medical Social Worker for Palomar Health." Personal interview. 8 July 2014.


Slater, Hannah. "LGBT-Inclusive Sex Education Means Healthier Youth and Safer Schools."