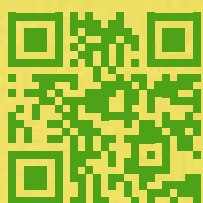


# Disinformation Around LGBTQ+ Issues

## and How to Deal With It

WORKSHOP

MODULE A4



[www.queeresilience.eu](http://www.queeresilience.eu)

 Co-funded by  
the European Union



## Module A4

# „Disinformation Around LGBTQ+ Issues“

## and How to Deal With It

### Overview

#### Topic

This workshop explores how misinformation and disinformation about LGBTQ+ people are created and spread, especially in digital spaces. Participants learn to recognise common narratives, practise simple fact-checking and reflection tools, and develop strategies to protect both their **critical thinking** and their **emotional wellbeing**.

#### Objectives

By the end of this module, participants will be able to:

- » Explain in simple terms the difference between **information**, **misinformation and disinformation**, and how they relate to LGBTQ+ topics.
- » Identify at least three **common disinformation narratives** used against LGBTQ+ communities (e.g. “LGBTQ+ rights threaten children”, “there are only two genders”, “LGBTQ+ people are a foreign ideology”).
- » Analyse concrete examples of content (posts, memes, headlines) and identify **red flags** such as emotional manipulation, false framing and missing context.
- » Use a simple **fact-checking and reflection checklist** to decide what to do when they encounter suspicious content.
- » Name at least **two personal strategies** to protect their mental health when exposed to hostile or misleading content about LGBTQ+ people online.

#### Duration

75-90 minutes

#### Target Group

Young people between 16 and 25; mainly queer or marginalized youth, but also suitable heterogenous groups;

#### Group Size

10 – 16 participants

## Complexity and Context

This is an **introductory–intermediate** module at the intersection of:

- » **Digital literacy & critical thinking:** understanding how information spreads online, how to question sources and recognise manipulative tactics.
- » **LGBTQ+ rights & wellbeing:** understanding how disinformation fuels stigma, discrimination and minority stress.
- » **Youth work competences:** supporting young people to navigate complex public debates safely, encouraging participation and dialogue without forcing self-disclosure or political confrontation.

It works well after **Module A1 (Introduction to Digital Minority Stress)**, because it adds a specific focus on **narratives and content** that contribute to the hostile climate around LGBTQ+ people.

## Triggers

Potentially triggering elements:

- » Exposure (even in softened or paraphrased form) to **hostile, pathologising or dehumanising narratives** about LGBTQ+ people.
- » References to **children, family, religion, nationality or “traditional values”** used as tools to attack LGBTQ+ communities.
- » Discussions of laws, policies or campaigns that restrict LGBTQ+ rights.
- » Emotional responses such as anger, fear, sadness, hopelessness, or guilt for having once believed disinformation.

Mitigation strategies:

- » Use **fictional or anonymised examples** rather than live screenshots of extreme hate.
- » Frame the workshop as **skills-building**, not as a debate about whether LGBTQ+ people “deserve rights”.
- » Emphasise the **right to pass** on reading aloud or engaging with specific examples.
- » Keep a **support resources list** (Annex A4.3 / local version) visible and remind participants they can seek support after the session.
- » Include grounding moments and a calmer closing section.

## Materials

### For facilitators:

- » Flipchart or whiteboard + markers.
- » Printed **example cards** with short texts (statements, headlines, meme descriptions) – some neutral, some mis/disinformation, some opinion (Annex A4.1).
- » Printed scenario cards showing how disinformation spreads in everyday life and online (Annex A4.2).
- » Printed or projected **Fact-Checking & Reflection Checklist** (Annex A4.3).
- » Sticky notes and pens.
- » Timer or clock.

### For participants:

- » A4 paper for notes.
- » Pens, optional markers.

## Additional Recommendations

- » Adapt examples to the local context (country, language, current debates) while keeping them generic enough not to invite personal attacks.
- » Avoid turning the workshop into a “fact dump” about every myth; focus instead on **skills and patterns** participants can apply later.
- » When working with very polarised groups, emphasise that the goal is **not to control opinions**, but to strengthen everyone’s ability to **spot manipulation and protect themselves emotionally**.
- » If some participants are very engaged in activism, acknowledge that they might already know these patterns and invite them to contribute strategies – without letting the session become a pressure space to “always educate others”.
- » Consider pairing this module with one on **digital advocacy** or **storytelling and counter-narratives** to show constructive alternatives.

## Instructions

### **Welcome, safer space & “information climate” (10 min)**

**Goal:** Set a safe frame and surface how participants currently feel about public debates around LGBTQ+ topics

**Facilitator steps:**

1. Welcome participants, introduce yourself, your pronouns and the topic briefly.
2. Remind / agree on safer-space rules: respect, no personal attacks, confidentiality, right to pass, gentle with ourselves and others.
3. Ask participants to think silently for a moment about news, posts, or discussions around LGBTQ+ issues they've seen recently (online or offline).
4. Invite them to share one word or short phrase on a sticky note answering:
  - » “When I see public debates about LGBTQ+ people, I usually feel...”
5. Participants place their notes on a flipchart spectrum from “mostly hopeful / informed” to “mostly stressful / confusing”.
6. Briefly observe patterns together, without discussion yet.

### **Short input : Information, misinformation, disinformation (10 min)**

**Goal:** Establish simple, shared definitions in accessible language.

**Facilitator mini-input (5–7 minutes):**

On a flipchart, write three words: Information – Misinformation – Disinformation. Explain in simple terms:

» **Information:**

Content that tries to describe reality as accurately as possible, based on good sources and honest mistakes corrected when found.

» **Misinformation:**

False or misleading information shared without the intention to harm (e.g., someone reposts a false statistic because they genuinely believe it).

» **Disinformation:**

False or strongly misleading information shared with the intention to harm, manipulate, or gain political/financial advantage. Often emotional, divisive and repeated.

Add two more helpful distinctions:

» **Opinion vs. fact:**

Opinion: "I think pride marches are unnecessary."

Fact: "Same-sex marriage is legal/illegal in X country."

» **Harmful narratives:**

Sometimes disinformation about LGBTQ+ people is not one single lie but a whole storyline, e.g. "LGBTQ+ people are dangerous for children" or "LGBTQ+ rights are a foreign ideology attacking our country."

Ask the group:

- "Does this distinction between misinformation and disinformation make sense?"
- "Where do you see LGBTQ+ people used in such narratives in your context?" (Keep answers short for now; deeper work comes later.)

### Activity 1 : "Spot the claim" (20 min)

**Goal:** Practise recognising types of content and naming first "red flags".

**Facilitator steps:**

1. Divide participants into **small groups of 3–5**.
2. Give each group **several example cards** (Annex A4.1), e.g.:
  - » Short statements (e.g. "Children become trans because schools teach them to be");
  - » Headlines (e.g. "LGBT ideology threatens our families");
  - » Social media-style posts (neutral, supportive, or hostile).
  - » Some examples should be neutral or factual, some clearly opinion, some misleading or manipulative.
3. Ask each group to discuss for ~10 minutes and sort each card into categories written on paper/flipchart:
  - » **Probably factual / information**
  - » **Opinion / personal belief**
  - » **Misinformation / disinformation red flags** (something feels off, emotional, exaggerated, missing context)

Groups should **not** search the internet; the goal is to notice **signals**, not to verify each claim scientifically.

4. After 10–12 minutes, each group briefly shares one example they put in each category and explains **why**.

**Facilitator synthesis:**

- » Highlight common red flags they noticed, e.g.:
  - Extreme language (always, never, all, none).

- Emotional triggers (fear for children, disgust, anger).
  - No sources or vague sources (“research says”, “experts agree”).
  - Blaming LGBTQ+ people for complex societal problems.
- » Emphasise: “We are not saying you must immediately know what is true; we are training our brain to notice when to slow down and check.”

### Activity 2 : How disinformation spreads: scenario work (20 min)

**Goal:** Understand the dynamics of disinformation (who shares it, why, how it travels, who it hurts).

#### Facilitator steps:

1. Keep the same groups or re-mix them.
2. Give each group one **scenario card** (Annex A4.2), e.g.:
  - » A fake story about pride marches being “funded by foreign powers” spreads in local Facebook groups.
  - » A misleading meme claims LGBTQ+ inclusive education is “sexualising children”.
  - » A “concerned parent” blog distorts a real policy to claim that “children can now change gender without parents knowing”.
3. Ask groups to discuss and write down answers to these prompts (on flipchart paper):
  - » What **claims** are being made? (List them.)
  - » Who might **benefit** from people believing this?
  - » How might this content make different groups feel (LGBTQ+ youth, parents, teachers, politicians)?
  - » What might happen if this narrative spreads widely (laws, school climate, violence, isolation)?
4. After 10–12 minutes, each group presents **key points** (max 3 minutes per group).

#### Facilitator synthesis:

- » Draw a simple “disinformation flow” on the board:
  - Creator (politician, troll, influencer, anonymous account) →
  - Platforms and algorithms →
  - People who believe and share →
  - **Real-life impacts** on LGBTQ+ people and communities.
- » Point out that **not everyone sharing disinformation is evil** – many are misinformed or scared. But the **impact** can still be serious.

### Activity 3 : Building a “toolbox” (20 min)

**Goal:** Co-create practical ways to respond, including fact-checking steps and emotional boundaries.

**Facilitator steps:**

1. On the flipchart, write: **“When I see content about LGBTQ+ people that triggers me... what can I do?”**
2. Ask participants in small groups to brainstorm **two types of strategies:**
  - » A) **Critical thinking / fact-checking** strategies (what to do with the information);
  - » B) **Emotional and boundary** strategies (what to do with myself).
3. Give groups 10 minutes to list ideas. Examples that might come up:
  - » A) Check the source, look for other coverage, look up basic facts, ask a trusted person.
  - » B) Take a break from the screen, talk to a friend, remind myself this is a tactic, unfollow/block, limit debates.
4. Groups share their **best 3–4** ideas each.

Then present a simple **Fact-Checking & Reflection Checklist** (Annex A4.3) such as:

- » **Stop** – Notice my reaction (am I angry, scared, confused?).
- » **Check the source** – Who is posting this? Are they credible?
- » **Look for context** – Are there other sources saying the same thing? Is something missing?
- » **Ask: What is the message trying to make me feel or do?** (fear, hate, share, donate, vote).
- » **Decide my response** – Ignore, mute, block, fact-check, report, discuss, or share a corrective post.
- » **Protect myself** – If it’s too much, I can step away, breathe, and talk to someone I trust.

Ask participants if there is anything from their brainstorm that should be added to the checklist.

### Reflection & closing round (10 min)

**Goal:** Integrate learning and end on a grounded, hopeful note.

**Facilitator steps:**

1. Invite participants to write on a small paper (for themselves):
  - » “One **red flag** for disinformation about LGBTQ+ issues that I will remember.”
  - » “One **strategy** I want to try when I see stressful content about LGBTQ+ people.”
2. Optionally, invite volunteers to share one idea (no pressure).
3. Summarise key messages:
  - » Disinformation around LGBTQ+ issues is common and often **strategic**, not accidental.
  - » It can strongly impact how people see LGBTQ+ communities – and how LGBTQ+ youth see themselves.

» We cannot control everything online, but we can **train our minds and hearts:**

- Notice red flags;
- Check sources;
- Set boundaries and protect our wellbeing;
- Look for trustworthy information and supportive communities.

4. Brief grounding (e.g. three deep breaths together, or “name 3 things you can see in the room”

5. Remind them of **support resources** (Annex A1.3 / local version) and thank them for their participation.

## **Annex A4.1 – Example Claim Cards (for Activity 1: “Spot the claim”)**

### **Note for facilitators**

- Print, cut and shuffle these cards.
- Do **not** pre-label them as “true/false” or “disinformation” – that’s the group’s task.
- They are written in a generic Central/Eastern European style (references to “our country”, “Brussels”, “traditional values”, etc.) without naming real parties or people.
- You can adapt wording to your local language/context.

### **Neutral / Factual-style claims**

#### **Card F1**

“In our country, same-sex couples do not have access to civil marriage. Some legal experts and NGOs are calling for changes to the law.”

#### **Card F2**

“According to a recent national survey, young people spend on average more than three hours per day online, mostly on social media and video platforms.”

#### **Card F3**

“International health organisations state that being lesbian, gay, bisexual or transgender is not a disease and does not need to be ‘cured’.”

#### **Card F4**

“A pride march has been organised in the capital city every year for more than ten years. Participation has increased in the last five years.”

### **Opinions / Value judgements**

#### **Card O1**

“I think schools should focus more on maths and science than on talking about sexuality and relationships.”

#### **Card O2**

“In my opinion, children are too young to hear about LGBTQ+ topics before secondary school.”

#### **Card O3**

“I don’t really understand non-binary identities, but if someone asks me to use a certain name and pronouns, I try to respect that.”

#### **Card O4**

“I believe that everyone should be free to live how they want, as long as they don’t harm other people.”

**Mixed / Ambiguous claims (contain some truth + framing)****Card M1**

"Of course nobody wants violence against gays or trans people, but they should keep their private life out of schools and public spaces."

**Card M2**

"LGBT organizations say they just want equal rights, but in reality they are trying to get special privileges that other people don't have."

**Card M3**

"Talking about LGBTQ+ topics in school automatically sexualises children and confuses them about their identity."

**Card M4**

"Our grandparents built this country on traditional family values. If we change the definition of family, everything will fall apart sooner or later."

**Typical disinformation / hoax-style claims**

(These are written as examples of narratives you want young people to recognise as red-flag heavy, not as actual information.)

**Card D1**

"Doctors in Western Europe are now forced by law to perform gender surgery on any teenager who simply 'feels' like changing sex – even if the parents say no."

**Card D2**

"New EU rules will punish parents who tell their children that there are only two genders. Soon you could lose your kids just for protecting them from LGBT propaganda."

**Card D3**

"Scientific studies prove that children who see rainbow flags at school are much more likely to become gay or trans later in life."

**Card D4**

"Behind every local LGBTQ+ group there is a secret foreign network sending millions of euros to destroy our national identity and prepare the ground for mass immigration."

**Card D5**

"LGBT activists are demanding the right to adopt children so they can 'recruit' them into their ideology and use them for experiments."

**Card D6**

"In our capital city, schools have already started using textbooks with 72 genders and exercises where children must choose their sexuality at age six."

You can add your own local cards (e.g. common headlines or rumours), but keep them anonymised and de-personalised (no real teachers, students or politicians).

## **Annex A4.1 – Example Claim Cards (for Activity 1: “Spot the claim”)**

### **Note for facilitators**

- Each scenario is a short story about how a piece of disinformation spreads and what it does.
- Print and cut them; one scenario per small group.
- They're written in a CEE flavour (school, parents' chat, local media, church, etc.) but without naming specific countries or parties.

### **Scenario 1 – The Parents' Group Panic**

A local primary school announces a new programme on “Respect and Safety Online”. The description on the school website says that pupils will learn about empathy, bullying (including homophobic and transphobic bullying), and how to stay safe on the internet.

One parent takes a screenshot of the announcement and posts it in the class's messaging group with the comment:

“Has anyone seen this? Are they going to teach our kids LGBT ideology now?? I heard these programmes tell children to change gender.”

Within a few hours, the group explodes with messages. Some parents say they are worried and share a link to a sensationalist blog post claiming that “Western-funded NGOs” use anti-bullying workshops to “indoctrinate children”. Others say “better safe than sorry” and suggest writing a petition to cancel the programme.

Only two parents respond to say that teaching respect and safety is important and that the blog post looks suspicious. Their messages are ignored. The class teacher is added to the group and suddenly faced with dozens of angry messages demanding explanations.

The school management considers cancelling the programme to avoid conflict.

### **Scenario 2 – The Viral Video About “Our Taxes”**

A short video starts circulating on social media. In one minute, it shows quick cuts of pride marches, drag performers, rainbow flags at a kindergarten and a group of politicians in suits. A deep voice says:

“While ordinary families are struggling to pay their bills, our government is sending YOUR tax money to LGBT organisations that corrupt children and laugh at our traditions. Is this the future you want for our country?”

At the end of the video, viewers are asked to “share before it's deleted” and to sign a vaguely worded petition “to stop LGBT money-wasting”.

The video is shared in local Facebook groups, on messaging apps and even in parish chats. Many people comment “I had no idea!” and tag relatives. No concrete numbers, sources or details about the supposed funding are provided.

Within a week, several hundred people have signed the petition. Local politicians start referencing “the scandal of tax money for LGBT propaganda” in interviews, even though no one has verified the claims.

### Scenario 3 – The “Just Asking Questions” Talk Show

A popular evening talk show on a national TV channel hosts a debate titled: “Are our children safe from radical gender ideology?” On the panel there is a conservative commentator, a priest, a politician from a far-right party, and one psychologist who works with young people.

Throughout the programme, the host repeatedly uses phrases like “Many parents are worried...” and “Some say...”, and shows screenshots of extreme statements taken from foreign social media accounts without context. The conservative guests claim that “in the West, teachers are already forced to call boys ‘girls’ if they say so for one day,” and that “soon, 12-year-olds will be able to have surgery without their parents knowing.”

Whenever the psychologist tries to correct a false statement, the host interrupts with “Yes, but isn’t it true that...” and moves back to more sensational claims. At the end, the host says: “We didn’t want to take sides, we just wanted to open the debate.”

Clips from the show are cut into short videos and shared widely online. Many viewers accept the alarming claims as facts because they came from “serious TV”.

### Scenario 4 – The School Rumour About a Trans Student

In a secondary school, a rumour starts that “one of the first-year students wants to change sex”. No one is sure who started it, but a message appears in a student group chat: “Did you hear? There’s a girl who told the teacher she’s actually a boy and wants to use the boys’ toilets now. This is what happens when you let LGBT stuff into schools.”

Memes and jokes spread quickly. Some students share a meme from a foreign page showing a child choosing a gender from a long list in a cartoon classroom. A caption in the local language says: “Coming soon to our schools.”

In reality, a single student has quietly asked the school counsellor whether it would be possible to use a different name in the grade book and to avoid being called by their old name in front of the class. No decision has been made yet, and no one has requested to change toilets.

By the time the counsellor hears about the memes, several students have said they “don’t want freaks in our bathrooms” and one teacher has repeated the rumour in the staff room as if it were confirmed.

### Scenario 5 – The Anonymous “Leak” About a New Law

An anonymous channel on an encrypted messaging app posts a message:

“INSIDE INFO: Government preparing a secret law that will criminalise parents who teach their children that homosexuality is a sin. Share this before they delete it!”

The message includes a blurry photo of a document with official-looking stamps and a headline in English, but the text is too small to read. The channel claims the document came from “Brussels” and is part of a plan to “destroy traditional families in Central and Eastern Europe”.

The post is forwarded thousands of times. Some priests and local politicians mention it in their speeches as proof that “we must resist foreign pressure”. When journalists ask for evidence, they are accused of “protecting the globalist agenda”.

In reality, the “leaked document” is an old, non-binding European recommendation about combating hate speech and violence, with no legal power to criminalise parents for their beliefs.

**Scenario 6 – The Meme War in the Local Football Fan Group**

A Facebook group for supporters of a local football club has tens of thousands of members. During a lull in the sports season, some members start posting memes. At first they are about rival clubs, but soon someone posts a meme showing a player in a rainbow captain's armband with the caption: "Next step: LGBT team showers, coming to a stadium near you ☐".

The meme gets hundreds of likes and laughing emojis. Other users start posting more aggressive pictures, including edited photos of pride participants with insulting captions. A few members object and write that LGBTQ+ people are also fans and players, but they are told: "Relax, it's just banter" or "If you don't like it, leave."

After a few weeks of this "meme war", several queer fans quietly unfollow the group or stop going to matches because they no longer feel safe. The group admins do nothing, afraid of being accused of "censorship" if they remove the posts.

You can shorten or localise these scenarios (e.g. replace "football club" with "hockey club" or "gaming community") to better fit your group.

## Annex A4.1 – Example Claim Cards (for Activity 1: “Spot the claim”)

You can use this annex in three ways:

- as a facilitator reference (longer version),
- as a slide or poster,
- as a small “pocket card” for participants (short version).

### A. Expanded version (for facilitators / handout)

**Title:**

#### **Before I Share or Panick: My 6-Step Check for LGBTQ+ Related Content**

##### **1. Pause & Notice My Reaction**

- » What am I feeling right now? (angry, scared, disgusted, sad, excited?)
- » Strong emotions are not “bad”, but they are exactly what disinformation tries to trigger.
- » → If I feel very activated, I don’t have to react instantly.

##### **2. Check the Source**

- » Who posted or created this?
  - A reputable news outlet?
  - An anonymous meme page?
  - A politician or influencer with a clear agenda?
- » Is there a clear name, logo, “About” page, contact info?
- » Does this source have a history of spreading hate or hoaxes?
- » → If I can’t see who is behind it, I should treat it with extra caution.

##### **3. Look for Evidence & Context**

- » Does the post link to any **concrete sources** (studies, laws, official documents)?
- » Can I find the same information in at least one or two **independent, trustworthy sources**?
- » Is there important context missing (dates, sample size, what country, what exact situation)?
- » Are photos or quotes used in a way that might be **misleading** (e.g. old photo used as if it’s new)?
- » → If it’s only screenshots, memes or “I heard that...”, it’s not solid evidence.

##### **4. Identify the Message Behind the Message**

- » What is this post trying to make people believe about LGBTQ+ people?
  - “They are dangerous to children”?
  - “They are controlled by foreigners”?

- “They are ridiculous or not real”?
- » What is it trying to make people do?
  - Share without thinking?
  - Hate or fear a group?
  - Vote, donate or join a protest?
- » → If the main goal seems to be to create fear, hate or panic, that’s a red flag.

### 5. Decide My Response

- » I have several options:
  - **Ignore / scroll past** (especially if engaging will just feed trolls).
  - **Mute or block** accounts that constantly post harmful content.
  - **Report** hate speech or explicit harassment to the platform.
  - **Fact-check** and, if I have energy, share a calmer, accurate explanation.
  - **Talk privately** with someone I trust about what I saw and how it made me feel.
- » → I don’t owe anyone an immediate public reaction. I can choose what protects me and others best.

### 6. Protect My Wellbeing

- » If I feel shaky, hopeless or overwhelmed:
  - Take a break from the screen (walk, shower, stretch, music).
  - Limit how long I read comment sections or “doomscroll”.
  - Seek out **supportive content** (queer joy, art, community, humour) to balance the negativity.
  - Reach out to a trusted friend, youth worker, counsellor or helpline (see Annex A1.3).
- » → My mental health is more important than winning an argument online.

### B. Short “Pocket Version” (for young people)

You can print this as a small card or show as a slide.

#### My Quick Check for Stressful LGBTQ+ Posts

##### 1. Pause.

What am I feeling? If I’m very upset, I don’t have to react right now.

##### 2. Who posted this?

Do I know and trust this source? Or is it a random meme/anonymous channel?

##### 3. Where’s the proof?

Are there real sources? Can I find the same info in other trustworthy places?

##### 4. What is it trying to make me feel/do?

Fear? Hate? Share fast? If yes, red flag.

**5. What will I do?**

Ignore / mute / block / report / fact-check / talk to someone – I choose.

**6. Take care of myself.**

Breathe, take a break, look at something kind, contact someone I trust if it's too much.

## Annex A4.1 : Support Resources List (Slovakia, Germany, Lithuania, Czechia)

### Note for facilitators:

This list is a starting point for signposting participants to help. It is not exhaustive and details may change – please check websites for the most up-to-date information before printing or presenting.

In any **immediate danger to life or health**, participants should contact **emergency services (112)** or the nearest hospital.

### 1. Slovakia

#### General crisis and mental health support

- **IPčko – Krízová linka pomoci**

24/7, free, anonymous psychological support for people in crisis (phone, chat, email, video). Especially oriented to young people.

Phone: **0800 500 333**

Chat / info: [ipcko.sk](http://ipcko.sk) and [krizovalinkapomoci.sk](http://krizovalinkapomoci.sk) ([IPčko.sk](http://IPčko.sk))

- **Linka dôvery Nezábudka (Liga za duševné zdravie)**

National emotional support and crisis intervention helpline.

Phone: **0800 800 566** (free, 24/7) ([findahelpline.com](http://findahelpline.com))

#### LGBTI+-specific counselling and community

- **InPoradňa – Iniciatíva Inakosť**

Social, psychological and legal counselling for LGBTI+ people and their families (online and in person), plus information on where to get urgent help. ([Iniciatíva Inakosť](http://Iniciatíva Inakosť))

- **PRIZMA – Komunitné a poradenské centrum (Košice)**

Community and counselling centre for LGBTI+ people offering free **social, psychological, legal and specialised counselling**, as well as support groups and community activities, in person and online.

Info & contact form: [prizma-kosice.sk](http://prizma-kosice.sk) ([PRIZMA KOŠICE](http://PRIZMA KOŠICE))

#### Helpline for LGBTI+ refugees from Ukraine (Košice Pride & PRIZMA)

Email: [help@pridekosice.sk](mailto:help@pridekosice.sk) (support for LGBTI+ refugees and people on the move). ([pridekosice.sk](http://pridekosice.sk))

#### Violence and gender-based violence

- **Národná linka pre ženy zažívajúce násilie**

Phone: **0800 212 212** – 24/7, free national helpline for women at risk of or experiencing violence. ([FENESTRA](http://FENESTRA))

### 2. Germany

#### General crisis and mental health support

- **Telefonseelsorge**

Nationwide, free, anonymous crisis hotline and online chat, available 24/7 for anyone in distress.

Phone: **0800 111 0 111, 0800 111 0 222** (and **116 123** is also used as a national crisis number)

Web / chat: **telefonseelsorge.de** ([13ReasonsWhyToolkit](#))

- **Nummer gegen Kummer – Kinder- und Jugendtelefon**

Free helpline for children and young people, with phone and online options.

Youth: **116 111**

Parents' line: **0800 111 0 550** ([13ReasonsWhyToolkit](#))

- **Queer youth and LGBTI+-specific organisations**

- **Jugendnetzwerk Lambda (Lambda Bundesverband)**

Nationwide queer youth association (approx. 14–27 years) offering peer support (email, chat, video), youth groups, camps and educational activities specifically for LSBTIQ youth.

Info: [lambda-online.de](#), [lambda-bund.de](#) ([equaldex.com](#))

- **LIEBESLEBEN – Get advice**

National counselling platform providing online and phone support on sexuality, gender identity, sexual orientation and harms such as conversion practices; can help connect to local counselling.

Info & contact: [liebesleben.de/en/get-advice](#) ([liebesleben.de](#))

### Queer-friendly professional support

- **Queermed Germany**

Online directory of queer-sensitive doctors and therapists across Germany, searchable by location, specialism, and identity-related filters.

Directory: [queermed-deutschland.de](#) ([queermed-deutschland.de](#))

- **It's Complicated**

Therapist search tool with filters including language, gender and identity, useful for finding LGBTIQ-affirming professionals. (Expatica)

## 3. Lithuania

### General and youth helplines

- **Jaunimo linija (Youth Line)**

24/7 free emotional support for young people by phone and online chat.

Phone: **8 800 28888** (within Lithuania)

Web / chat: [jaunimolinija.lt](#) ([findahelpline.com](#))

- **Vaikų linija (Child Line)**

Emotional support for children and teenagers via phone and online chat.

Phone: **116 111**

Web: [vaikuliniija.lt](#) ([findahelpline.com](#))

- **Vilties linija**

Free, confidential 24/7 support line for adults, including mental health and crisis issues.

Phone: **116 123**

Web / chat: **viltieslinija.lt** ([findahelpline.com](http://findahelpline.com))

#### **LGBTI+-specific organisations and support**

- **Lithuanian Gay League (LGL)**

National LGBT+ rights organisation with a community centre, legal counselling and an emotional support platform for LGBT children, adolescents and their parents/teachers.

Info: **lgl.lt** (Lithuanian Gay League) ([lgl.lt](http://lgl.lt))

- **Tolerant Youth Association**

Youth-focused organisation working on LGBT rights and diversity education; can be a useful contact point for queer youth and allies. ([Wikipedia](https://en.wikipedia.org/wiki/Tolerant_Youth_Association))

#### **4. Czechia (Czech Republic)**

##### **General crisis and mental health support**

- **Linka první psychické pomoci (First Psychological Aid Line)**

Nationwide free, anonymous crisis line for adults (phone and chat).

Phone: **116 123 (24/7)**

Chat hours listed on **linkapsychickepomoci.cz** ([linkapsychickepomoci.cz](http://linkapsychickepomoci.cz))

- **Linka bezpečí (Safety Line)**

Free, anonymous helpline for children and students up to 26, via phone, chat and email.

Phone: **116 111 (24/7, free)**

Web / chat: **linkabezpeci.cz** (Child Helpline International)

##### **LGBTI+-specific lines and online counselling**

- **LGBT+ linka (STUD, z.s.)**

Telephone counselling and support line for LGBT+ people and their close ones, focusing on issues related to sexual orientation and gender identity.

Info: **lgbtpluslinka.cz** (project of STUD, z.s.) ([lgbtpluslinka.cz](http://lgbtpluslinka.cz))

- **sbarvouven.cz – Online poradna pro LGBT+ lidi**

Peer-to-peer online counselling for LGBT+ people dealing with coming out, rejection by family or friends, bullying at school, etc. Also offers **support groups (“Najdi svou barvu”)** and queer meet-ups in several cities.

Web / chat & groups: **sbarvouven.cz** ([Sbarvouven](http://sbarvouven.cz))

**Community and professional resources**

- **Prague Pride – Community Centre & “I need help” portal**

Community centre and support hub, with links to support groups, legal counselling and reporting hate violence.

Info: [praguepride.com](http://praguepride.com) → “I need help” section ([praguepride.com](http://praguepride.com))

- **Queerpsychologie & LGBT zdraví**

Online directories for queer-friendly psychologists and helping professionals in Czechia (including those with experience with LGBT+ clients and hate-crime survivors).

Directories: [queerpsychologie.cz](http://queerpsychologie.cz), [lgbt-zdravi.cz](http://lgbt-zdravi.cz) ([LGBT zdraví](http://lgbt-zdravi.cz))

**Tips for Using This Annex in the Workshop**

- You can **print this list as a handout**, adapt it into a **slide or poster**, or create a **localised version** with city-/region-specific contacts added by participants.

- Encourage young people to **save at least one general crisis number and one LGBTI+-specific resource** into their phone during the session.

- Remind participants that reaching out for help is a **sign of strength**, not weakness, and that **they can also contact these services if they are worried about a friend**.