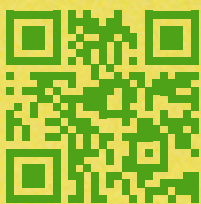


Digital Allyship

- countering hate and
showing support

WORKSHOP

MODULE C1



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Module C1

„Digital Allyship“

- countering hate and showing support

Overview

Topic

This workshop focuses on digital allyship: how young people can show real support online for LGBTQ+ (and other marginalised) communities, and how they can safely counter hate speech and harassment without burning out or making things worse.

Objectives

- » Explain “digital allyship” in simple terms, and name the difference between authentic allyship and performative signalling.
- » Identify at least three forms of online support besides “arguing in the comments” (e.g. private check-ins, amplifying marginalised voices, reporting, sharing resources).
- » Describe basic principles of safe counterspeech: when to engage, when not to, and how to avoid amplifying hate or putting targets at greater risk.
- » Practise at least two concrete ally actions in response to online hate or harassment scenarios (e.g. drafting a counterspeech comment, a supportive DM, or a report strategy).
- » Draft a brief personal Digital Allyship Plan that fits their identity, capacities, boundaries and risk level.

Duration

75-90 minutes

Target Group

Young people between 16 and 21; LGBTQ+ youth and allies in community groups, mixed groups in schools, youth centres, student organisations

Group Size

10 – 16 participants

Complexity and context

This is an intermediate module, best used after participants already understand: **a)** the basics of digital minority stress (e.g. Module A1), **b)** cyberbullying / hate speech dynamics (A3, A5), **c)** and have some experience using digital platforms.

Key concepts drawn from the sources:

Digital allyship praxis: Allyship is not just posting a hashtag. It includes ongoing self-education, risk-aware action, and using one's own **privilege and platforms** to challenge injustice while centring the impacted group's needs.

Authentic vs. performative allyship: Online, certain actions can be read as "performative" (for clout, image or likes) vs. "authentic" (consistent, backed by offline behaviour, involving some personal effort or risk). Platform affordances (e.g. story reactions vs. posts, comments vs. DMs) influence these perceptions.

Counterspeech: Speech that directly responds to hate or disinformation, aiming to **undermine it, support targets and promote alternative narratives**, rather than simply censoring speech. Effective counterspeech is often: **a)** strategic (choosing what to respond to), **b)** safety-conscious, **c)** focused on the wider audience, not the troll.

LGBTQ+ allyship and media advocacy: Ethical digital allyship includes not outing people, asking for consent, avoiding trauma-porn, and amplifying LGBTQ+ voices and storytelling.

In CEE contexts, allyship can carry real social and sometimes legal or professional risks, and hate can be amplified by mainstream actors. The module therefore emphasises do-no-harm, safety and boundaries as much as "speaking up".

Triggers

Potentially challenging elements:

- a) Reading or discussing hateful or dismissive content (even paraphrased).
- b) Feelings of guilt, shame or defensiveness among participants who realise they have been passive bystanders or engaged in performative allyship.
- c) Frustration about the limits of what individuals can do in hostile contexts.

How to mitigate

- » Use fictional or anonymised examples (no real handles or screenshots).
- » Avoid reproducing slurs; describe them ("homophobic insult", "dehumanising language").
- » Emphasise that allyship is a learning process, not a purity test.
- » Hold space for mixed feelings: anger, helplessness, and also pride in small, real actions.
- » Keep support resources visible (Annex C1.5) and invite private check-ins.

Materials

For facilitators

- » Flipchart or whiteboard + markers.
- » Sticky notes
- » Printed Example Allyship Posts & Comments (Annex C1.1 – some helpful, some performative, some harmful).
- » Printed Scenario & Counterspeech Cards (Annex C1.2 – short hate/harassment scenarios to respond to).
- » Copies of Digital Allyship Safety Checklist (Annex C1.3).
- » Copies of Personal Digital Allyship Plan template (Annex C1.4).

For participants :

- » A4 paper or worksheets.
- » Pens, optionally markers.

Additional Recommendations

Be explicit that this module is about protecting people from harm and upholding human rights, not party politics.

Clarify that allyship looks different depending on who you are (e.g. straight cis person vs. queer person vs. closeted person; majority vs. minority ethnic group) and where you live. Risk and capacity matter.

Encourage small, realistic actions instead of pushing participants into high-risk activism they cannot sustain.

Link to existing campaigns and resources (local LGBTQ+ organisations, media advocacy projects) where youth can plug in, rather than reinventing everything.

Instructions

Welcome & quick check-in (5 – 10 min)

Goal: Set the tone, define “digital allyship” in participants’ own words.

- » Welcome participants, introduce yourself, your pronouns and the topic: “Today we’re exploring what it means to be a digital ally – to show support and sometimes respond to hate online, in ways that are safe, realistic and actually helpful for LGBTQ+ people and other marginalised groups.”

- » Revisit or set safer-space agreements (respect, confidentiality, no slurs, assume good intentions but name impact, right to pass).
- » Quick pair or plenary question: a) "When you hear the word ally, what do you imagine?"; b) "Have you ever seen good allyship online? What did it look like?" (no need for detailed examples).
- » Write a few key words on the board: "support", "likes", "DMs", "calling out", "hashtags", "performative?", etc.

Short input - What is digital allyship? Authentic vs. performative (10-25 min)

This short input introduces the idea that while social media is often seen as harmful, research shows it can also have clear positive effects when used intentionally. Key points to highlight are: it can reduce feelings of loneliness, strengthen friendships, provide spaces for creativity and self-expression, and offer support — especially for queer youth facing minority stress. Online communities can serve as safe spaces and even as gateways to mental health resources.

Goal: Provide a clear, research-informed frame in simple language. Use a short, conversational mini-input (adapt as needed):

1. Allyship as a verb

- "Ally" is not just an identity label you give yourself; it's a **verb** – something you **do, and keep doing**.
- Digital allyship means using your **online presence and tools** to:
 - a) support people who are targeted,
 - b) challenge harmful narratives,
 - c) and help create safer, more inclusive spaces – **without centering yourself**.

2. Authentic vs. performative allyship

Authentic allyship tends to be:

- **consistent** over time (not just when it's trendy),
- **aligned** with offline behaviour (you don't post "love is love" and then laugh at homophobic jokes),
- **willing to take some risk or effort** (time, emotional labour, sometimes social risk),
- **centred on the needs of the targeted group**, not your image.

Performative allyship is more about:

- looking good, collecting likes, easing your own guilt,
- posting once ("black square effect") and then disappearing,
- speaking over the people affected or stealing the spotlight.

Online, some platform features (like story stickers, quick reactions) can encourage low-effort signalling without deeper engagement; that's not always bad, but it's limited.

3. Counterspeech basics

Counterspeech means responding to hateful or harmful speech with messages that:

- challenge the hate,
- support the targeted person or group,
- and offer **alternative narratives** (e.g. humanising stories, humour, positive identity messages).
- Good practice from PEN America, Dangerous Speech Project, UN and others suggests:
- You **don't have to respond to everything** – choose your battles.
- Think about the **audience** (people watching) more than the troll.
- Avoid amplifying hate by re-posting it without context.
- Work **with others** when possible; it's safer and more effective.
- Always consider **your own and the target's safety** first.

4. Digital allyship ≠ always jumping into public fights

Allyship can be:

- **visible** (public comments, posts, counterspeech),
- **semi-visible** (sharing resources, boosting marginalised voices),
- **invisible** (private check-ins, reporting, documenting, advocating behind the scenes).

All three levels matter; not everyone can or should do high-visibility actions.

Invite 2–3 quick reactions:

“Does this match what you've seen? Anything surprising or confusing so far?”

Activity 1 : „Allyship in the wild“ : analyse examples (20 min)

Goal: Train the ability to distinguish helpful vs. unhelpful ally behaviour online.

Instructions for the facilitator:

1. Divide participants into small groups of 3-4.
2. Give each group 3–5 Example Posts/Comments from Annex C1.1, including:
 - a clearly supportive, target-centred response,
 - a performative “look at what a good ally I am” post,

- a "saviour" style comment that speaks over the target,
- a well-intended but risky response (e.g. escalating, outing, reposting hate).

3. Ask groups to sort each example into:

- **helpful / supportive,**
- **performative / mixed,**
- **potentially harmful / risky**

4. Provide guiding questions:

- Who is centred here – the person targeted, or the ally's image?
- Would this make the **target feel safer and more supported**, or more exposed and stressed?
- Does it respect **consent, privacy and safety** (no outing, no unwanted attention)?
- Is it **realistic** for young people in your context to do?

5. After ~15 minutes, each group shares one example from each category and their reasoning.

Facilitator synthesis:

- » Highlight patterns of authentic allyship: a) listening to the target; b) asking what they need; c) not making it about the ally.
- » Normalise that we have **all** done mixed or clumsy allyship at some point. The goal is to **learn**, not to "cancel" ourselves.

Activity 2 : Practising counterspeech & support (25 min)

Goal: Practise concrete responses that apply counterspeech and allyship principles.

1. Keep the same small groups (or re-mix).
2. Give each group one Scenario Card from Annex C1.2, e.g.:
 - A trans person being mocked in comments;
 - A homophobic meme shared in a local community group;
 - A queer activist receiving coordinated harassment;
 - A "joke" in a class chat about "LGBT ideology".

3. Ask groups to choose **one or two response strategies** to practise:
 - **Supportive DM** to the targeted person;
 - **Counterspeech comment** addressing the hate;
 - **Post / story** sharing resources and positive narratives;
 - **Reporting/documenting plan** (how to report, to whom, how to minimise risk).
4. Give them 15–20 minutes to draft their response(s) on paper:
 - exact wording of a comment or DM,
 - short plan: who does what, on which platform, with what safety checks.
5. In plenary, invite each group to share one response (or read it out). Then discuss:
 - What do you like about this response?
 - Who does it support (target, audience)?
 - Any risks? How could those be reduced?

Facilitator connects to best-practice guidance :

- From PEN America, Dangerous Speech Project, UN & Council of Europe:
 - Assess risk before engaging; sometimes the safest ally action is not public counterspeech but support + reporting.
 - Focus on values and empathy rather than trying to “win” against trolls.
 - Avoid reproducing hate in your own message.
 - If you’re part of a non-targeted majority, be mindful not to take over; amplify the voices of those affected where possible.

Activity 3 : Practising counterspeech & support (25 min)

Goal: Help each participant define their own realistic allyship practice and boundaries.

1. Hand out the Digital Allyship Plan template (Annex C1.4), or ask participants to divide a sheet into sections.
2. Invite them to fill it in quietly (no obligation to share). Suggested sections:

A. My roles & platforms

- Where am I active (IG, TikTok, Discord, WhatsApp, etc.)?
- In which spaces do I feel I could be an ally (class chats, fandoms, local groups, etc.)?

B. My strengths & limits

- What am I good at (writing, listening, DMs, humour, making visuals, organising people...)?
- What are my limits (time, mental health, safety, family context)?

C. My allyship toolbox

- 2–3 things I can realistically do when I see hate or harassment (e.g. DM support, report, share resource, simple counterspeech comment, check-in with mod/teacher).
- 1–2 things I will avoid because they're too risky or draining for me (e.g. long arguments with trolls, public fights with family online).

D. My safety & wellbeing

- How I will take care of myself when ally work feels heavy (breaks, support, boundaries, saying no).

3. Give ~10 minutes for quiet work.

4. Optional short sharing round ("one thing from my toolbox I feel good about").

Emphasise:

"Your plan can change over time. Allyship is not about doing everything; it's about doing something, consistently and thoughtfully."

Closing (5 min)

Goal: Ground, summarise, link to further learning and support.

1. Ask each participant to share (or write just for themselves):

- "One small ally action I'm willing to try in the next month."

2. Summarise key messages in plain language:

- Digital allyship is **practice, not a label**.
- You don't have to be perfect; learn, listen, adjust.
- You have **options**: visible, semi-visible and invisible support actions all matter.
- Safety and consent come first – for the targeted person **and** for you.

3. Brief grounding exercise (e.g. three deep breaths; notice three things in the room).

4. Show / remind participants of:

- **Support resources** (Annex C1.5),
- Any **local LGBTQ+ or media advocacy projects** where they can plug in,
- The **further reading** on digital allyship and counterspeech (see below).

Thank them for their ideas and courage.

Annex C1.1: Input Script

For Activity 1: "Allyship in the wild"

Note for facilitators

- These are fictional examples.
- Do not label them as "good/bad" on the cards – that's the group's task.
- Mix them so each small group gets a few clearly supportive, a few mixed/performative and a few problematic/risky examples.
- You can adapt platform feel (IG, TikTok, FB, Discord) and local language.

Example A1 – Supportive comment under a hateful post

"Hey, just a reminder that LGBTQ+ people are real people reading these comments. Nobody deserves to be insulted for who they are. If you're hurt by this thread, you're not alone – there are people and organisations who've got your back. ☐"

Example A2 – Supportive DM

"Hi, I saw what happened in the comments under your post. I'm really sorry people are being so cruel. If you ever want to vent or need help reporting anything, I'm here. No pressure to reply – just wanted you to know someone is on your side."

Example A3 – Amplifying marginalised voices

"Instead of listening to people who talk about LGBTQ+ folks, follow people who actually are LGBTQ+ and share their experiences. Here are some accounts/organisations I've learned a lot from: [@account1], [@account2], [local NGO]."

Example A4 – Ally calling out a friend (semi-private)

"Hey, I like you a lot, but that 'joke' you posted about trans people really isn't okay. It hurts people in our community. Can you take it down? Happy to share some info if you're open to it."

Example B1 – Performative "virtue signalling" post

"Just wanted everyone to know that I, unlike most people here, totally support LGBTQ+ rights ☐☐☐. I've always been an ally and my friends can confirm. #bestally #notliketheothers"

Example B2 – Hashtag-only activism

Story screenshot of a hate incident, with no context

Caption: "This is so awful. #stopthehate #loveislove"

(No mention of consent from the target, no resources or support, no follow-up.)

Example B3 – Centre-shifting comment

"As a straight person I get attacked all the time for asking questions. It's so hard to say anything these days without being called homophobic. We need to respect BOTH sides. I'm the real victim here."

Example B4 – “Saviour” comment

“Don’t worry everyone, I will educate these ignorant people! I’ve read a lot of books, I know more about LGBTQ+ issues than most LGBTQ+ people. Let me explain what’s really going on...”

Example C1 – Risky counterspeech: amplifying hate

Quote-tweeting a homophobic meme to hundreds of followers:

“LOOK at this disgusting post. Can you believe people still think like this?! [screenshots of the original hate, handle visible]”

Example C2 – Outing without consent

“Stop being mean to them, they’re actually gay and have had a difficult coming out, okay?? Have some compassion.”

(The person has not publicly come out on that platform.)

Example C3 – Escalation and insults

“You homophobic losers make me sick. I hope you all get banned and lose your jobs. Trash like you doesn’t deserve free speech.”

Example C4 – Silence + private support (invisible allyship)

No comment on the public post.

DM to target: “I saw the stuff people are posting about you. I didn’t respond publicly because I know it sometimes makes it worse, but I’ve reported the worst comments and I’m here if you want to talk.”

You can adapt any of these to your local context (Slovak, German, etc.) and platforms.

Annex C1.2: Input Script

For Activity 2: Practising counterspeech & support

Note for facilitators

- Each scenario is a short story with prompts.
- Print one per small group.
- Feel free to localise (e.g. change platforms, add CEE-specific context like local political debates, church youth group, school setting).

Scenario C1 – Hate under a coming-out post

Alex (17) posts on Instagram:

"I'm bisexual, and I'm tired of hiding. If this changes how you see me, that's your problem, not mine. "

At first, several friends comment with hearts and supportive messages. After a few hours, two classmates start commenting:

"So basically you're confused lol."

"Next step OnlyFans? "

A third person writes: "People only 'come out' these days for attention." Some others like those comments, but most people stay silent.

Your task as a group:

1. Draft a supportive DM you could send Alex.
2. Draft one public comment you could post to support Alex and challenge the hate (counterspeech).
3. Note any risks and how you'd reduce them (e.g. avoid escalating, avoid exposing Alex further).

Scenario C2 – Homophobic meme in a local community group

In a public Facebook group for your town, someone posts a meme showing two men holding hands with the caption: "New EU family model: parents optional ☐". The post is full of comments like "disgusting", "keep this out of our country", "this is what they teach our kids now".

A few people reply with things like "Love is love" but get mocked: "Go cry to Brussels" or "touch some grass".

Your task as a group:

1. Decide whether you want to respond publicly, semi-publicly (e.g. share to your story with commentary), or not directly (e.g. reporting, posting positive content elsewhere).
2. Draft one action you'd take:
 - a counterspeech comment OR
 - a story/post OR
 - a report strategy + message to a local NGO or admin.
3. Explain why this action feels realistic and relatively safe in your context.

Scenario C3 – Transphobic “joke” in class chat

In your class WhatsApp/Telegram chat, someone posts a screenshot of a news article about a trans person and writes: “Imagine this teaching your kids one day ☹️.” Another person adds a photo of a random person from your school who doesn’t fit gender stereotypes with the caption: “Our school’s next teacher.”

Several classmates react with laughing emojis. The person whose photo was used is in the chat and goes silent. The class teacher is not in the chat.

Your task as a group:

1. Brainstorm **at least two possible responses** as an ally / bystander:
 - one that is **visible** in the chat,
 - one that is **private** (e.g. DM to the target, DM to the person who posted, or message to a teacher/ youth worker).
2. Choose one and write out the **exact words** you might use.
3. Check your response against the **allyship principles**:
 - Does it centre the target’s wellbeing?
 - Does it avoid outing or shaming the target?
 - Does it keep you reasonably safe?

Scenario C4 – Queer activist under coordinated attack

A young queer activist in your region posts a video explaining why inclusive education matters. The video goes semi-viral. A small far-right channel shares a clip of it with the caption: “Look at the degeneracy they want in our schools.” Suddenly the activist receives hundreds of hateful comments and DMs, including threats.

They post in their story: “I’m fine, but I have to log off for a bit, this is too much.”

Your task as a group:

1. Brainstorm what you could do as allies, even if you don’t know the activist personally (think: reporting, boosting supportive content, contacting organisations, etc.).
2. Draft:
 - one **public supportive action** (e.g. a post, story, or counterspeech comment focused on values and solidarity, not the trolls),
 - one **non-public action** (e.g. reporting, emailing an NGO, sharing resources with friends).
3. Discuss: When might **public counterspeech** be helpful here, and when might it risk drawing more attention and harm to the activist?

Scenario C5 – Intersectional hate in a fandom server

In a large Discord server for a game/fandom, someone with the nickname “rainbowwitch” mentions that they’re queer and from a Roma background. Later, when they disagree with another user about the game, the other user writes:

“Go cry to the EU about racism and gay rights, diversity token.”

A few people add emoji reactions that mock them. One mod is online but doesn't intervene.

Your task as a group:

1. Imagine you're another regular member of this server.
2. Come up with two ally actions:
 - one that involves messaging the **mods/admins**,
 - one that involves **supporting the target** (publicly or privately).
3. For each, write a short message you could actually send in your own words.

You can add more scenarios if needed (e.g. about influencers, family WhatsApp groups, sports fan chats), following the same structure.

Annex C1.3 – Digital Allyship Safety Checklist

A one-page guide for allies & witnesses online

You can print this as a handout, show it as a slide, or turn it into a small “pocket card”.

Digital Allyship Safety Checklist

For Allies, Bystanders and Supporters Online

1. Before I act – Quick self-check

What is my role here?

- Am I directly targeted, part of the group being attacked, or an ally watching from the side?

How am I feeling right now?

- Very angry / panicked / shaky? → I may need a pause before responding.

What is my context and risk level?

- How would my family, school, workplace or community react if they saw my response?
- Are there legal or safety risks in my country?

-> It is okay to decide: “This one is not safe for me to engage with publicly.”

2. Understanding the situation

Is this hate speech, harassment, or just disagreement?

- Hate speech usually attacks a group’s identity (“LGBTQ people are...”, “they all should...”).
- Harassment targets an individual repeatedly.

Who is watching?

- Remember: your response is mainly for the audience and the target, not for the troll.

Is the target already overwhelmed?

- If yes, consider lower-exposure actions (DM support, reporting, contacting moderators).

3. Choosing my action

I have options – I do **not** have to jump into a public fight.

Visible allyship (public)

- Calm, values-based comment that challenges hate and affirms the target’s humanity.
- Sharing accurate information or positive stories.
- Posting a supportive message when someone is under attack.

Semi-visible allyship

- Sharing resources in my own circles (stories, group chats) with context.
- Amplifying posts from the targeted group, not just about them.

Invisible allyship (still powerful)

- **Supportive DM:** "I saw what's happening. I'm sorry this is happening to you. I'm here if you want support."
- **Reporting** hate or abusive accounts to the platform.
- **Documenting** (screenshots, links) if the target wants to report to an organisation or lawyer.
- **Contacting moderators, teachers, youth workers or NGOs** for help.

Pick actions that match your **capacity, skills and safety**.

4. Do-no-harm principles

Before sending/posting, ask yourself:

- Does this action centre the needs of the targeted person/group, or my own image?
- Could it expose the target more (e.g. by re-posting hate, tagging them, or outing them)?
- Does it respect consent and privacy?
 - Never out someone's identity without their clear permission.
 - Be careful with screenshots that show names, faces, locations.
- Is my language values-based and humanising, or am I just throwing more insults?
- If the targeted person asked me to stop posting, would I listen?
- If something feels "off", adjust or choose a different action.

5. While I act – Boundaries

- Set time limits for engaging with heavy content (e.g. 10–20 minutes).
- Avoid going down the rabbit hole of reading every hateful comment.
- Remember you are not solely responsible for "fixing the internet".

6. After I act – Care & reflection

- Check in with yourself:
 - How do I feel in my body? Do I need a break, a walk, a drink of water?
- Reach out to someone you trust if you feel shaken.
- Notice what worked and what didn't:
 - Did my action support the target?
 - Did it attract trolls to my own account?
 - What would I do differently next time?

- Adjust your Personal Digital Allyship Plan based on this experience.

Important:

You don't have to be the loudest voice to be a good ally. Small, thoughtful and safe actions, repeated over time, matter a lot.

Annex C1.4 – Personal Digital Allyship Plan Template

Used in Activity 3 – 1-page worksheet

You can format this as four or five boxes on an A4 page. Below is the text structure.

My Personal Digital Allyship Plan

(This plan is for me. It can change over time.)

A. My roles & platforms

- Where am I active online?
 - (e.g. Instagram, TikTok, Discord, WhatsApp/Telegram groups, gaming platforms, forums...)
- In which spaces do I feel I could practice allyship?
 - (e.g. class chats, fandom servers, local community groups, school pages, friend group chats...)

Notes / list:

B. My strengths & limits

My strengths – what I'm good at or comfortable with:

- (e.g. writing kind messages, making memes, organising people, listening, creating infographics, moderating chats...)

My limits – things I need to respect to stay safe and well:

- (e.g. my mental health, my family's attitudes, my job/school situation, time/energy limits...)

Notes / list:

C. My allyship toolbox

When I see hate or harassment online, I can realistically:

- Support the **target** by...
 - (e.g. sending a DM, checking in offline, offering to help report or document, asking what they need)
- Support the **wider audience** by...
 - (e.g. posting a calm comment, sharing a resource, reminding people of values and facts)
- Work **behind the scenes** by...
 - (e.g. reporting posts/accounts, contacting mods/admins/teachers/NGOs, documenting patterns)

Write down 3–5 specific actions that feel doable for you:

1.

2.

3.

4.

5.

I will try to avoid:

- (e.g. long arguments with trolls, quote-tweeting hate without context, posting when I'm very triggered, outing someone without consent...)

D. My safety & wellbeing

What I will do to protect myself when ally work feels heavy:

- Set time limits for reading/engaging (e.g. max 15–20 minutes).
- Take breaks from screens when needed.
- Mute/soft-block accounts or keywords.
- Talk to someone I trust (who?):
- Use grounding/self-care that works for me (what helps?):
 - (e.g. walk, music, drawing, journaling, cuddling an animal, breathing exercises...)

Notes / list:

E. My next step

In the next month, one small digital ally action I commit to trying is:

...

(You can keep this sentence somewhere visible – in your notebook, on your wall, or in your phone notes.)

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Council of Europe. Knowledge hub on combating hate speech (incl. INACH counterspeech training).

<https://www.coe.int/en/web/combating-hate-speech/knowledge-hub>

Children's Radio Foundation & Taboom Media. (2020). LGBTQI+ Media Advocacy Toolkit.

PDF: <https://taboommedia.com/wp-content/uploads/2020/12/crf-taboom-lgbtqi-media-advocacy-toolkit-2020.pdf>

Cooley LLP. LGBTQ+ Allyship Resource Kit.

<https://www.cooley.com/resource/lgbtq-allyship-resource-kit>

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 and krizovalinkapomoci.sk (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)

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)

- **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 (PRIZMA KOŠICE)

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

Email: help@pridekosice.sk (support for LGBTI+ refugees and people on the move). (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)

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)

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)

- **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)

- **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)

- **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 → “I need help” section (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, lgbt-zdravi.cz ([LGBT zdraví](https://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**.