Pride Online

Supporting LGBTQ+ people and celebrating diversity online

Target audience

Learners aged 11 to 18.

A collection of activities to celebrate Pride Month and understand the experiences of the LGBTQ+ community online.

Although Pride Month is a great reminder to celebrate LGBTQ+ communities, acceptance, representation and equality for LGBTQ+ people, many of these activities can be used year round.

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Educator Guidance

Pride month celebrates the LGBTQ+ community and raises awareness of the issues still affecting them. The acronym 'LGBTQ+' is commonly used to describe people who are lesbian, gay, bi, trans, queer, questioning, and other identities that are not specifically covered but identify as part of the community. This guidance includes useful terminology and information around the law to assist you when using our pride online resources.

Establishing a safe learning environment for sensitive activities

In order for learners to feel confident exploring sensitive topics, and discussing those issues with staff, it is essential to begin by establishing a safe and supportive learning environment for everyone involved. For more guidance on how to do this, visit Childnet's advice page.

Hateful content and the law

Some hateful online content can break the law. This could be inciting hate, violence or harassment. When online material is hate-motivated but does not meet the threshold for a criminal offence it may be recorded as a 'Non-crime hate incident'. Hate material online is recorded by police as a 'hate crime' when a crime defined in law is committed with hate motivation (True Vision, 2025).

In the UK, you can report online hate crime to the police, either directly or via True Vision.

Educator Guidance

Glossary

These definitions are from Stonewall (2025). You can view the full list [here](#).

Ally	A straight and/or cis person who supports members of the LGBTQ+ community. Members of the LGBTQ+ community can also be allies to one another.
Asexual	A person who does not experience sexual attraction. Some asexual people experience romantic attraction, while others do not.
Bi	Refers to someone who is attracted to more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan and queer. Stonewall uses 'bi' as an umbrella for these terms.
Cisgender	This term is often used to refer to someone whose gender is the same as the sex they were assigned at birth
Gay	Refers to a man who is attracted to men. Some non-binary people also identify with this term. Gay is also a generic term for lesbian and gay sexuality. For example, some women define themselves as gay rather than lesbian.
Homosexual	A term to describe someone who is attracted to someone of the same sex or gender. The term 'gay' is now more generally used.
Intersex	A term used to describe a person who has biological attributes of both male and female sexes or whose biological attributes do not fit with societal or medical assumptions about what constitutes male or female. Intersex people may identify as male, female, non-binary or otherwise.
Lesbian	Refers to a woman who is attracted to women. Some non-binary people may also identify with this term.
Non-binary	A term for people whose gender doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Queer	A term used by those wanting to reject specific labels of sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBTQ+ community (such as racism, sizeism, and ableism).
	The term was historically used a slur, and is still viewed as such by some LGBT people. However, others have reclaimed and now embrace the term.
Questioning	The process of exploring your own sexual orientation and/or gender identity.
Transgender	A term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.
	Stonewall uses 'trans' as an umbrella term including (but not limited to) transgender, transsexual, genderqueer, genderfluid, non-binary, agender, trans man, trans woman, trans masculine and trans feminine.

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Activity 1: Pride online

This activity gives learners an introduction to how Pride Month may be celebrated online.

1. Explain to learners that June is Pride Month. Ask learners what they think 'pride' means.

2. Ask learners if they know what Pride Month is and what it celebrates. Take some answers, and then explain to learners that Pride Month is a month dedicated to celebrating LGBTQ+ communities all around the world, and that it's about being proud of who you are no matter who you are or who you love. Explain that it is celebrated in June, as June is the month in which the Stonewall Riots took place in New York City in 1969, and that they changed gay rights for a lot of people in America and around the world.

3. Ask learners why they think Pride Month might be an important month to celebrate. Take some answers, and then explain that Pride Month is a reminder that acceptance and equality is important, and that it highlights some of the issues faced by the LGBTQ+ community. It's a reminder of how damaging hate targeting those in the LGBTQ+ community was and still can be today.

4. Ask learners how they think technology and the internet can help LGBTQ+ people feel supported online. You may want to use this Childnet blog for guidance with this discussion.

5. Explain to learners that everyone can celebrate Pride Month, regardless of your identity. It is important to be an ally for LGBTQ+ people – someone who supports and advocates for this community. Ask learners how people can use technology and the internet to celebrate Pride Month. Take some answers. Answers could include using the internet to educate yourself, to share and highlight LGBTQ+ voices and experiences, to report hateful comments and content online, to promote equality, and to celebrate diversity.

6. You can also use Appendix 1 to show other young people's ideas about pride online to encourage further discussion and ask them if they agree, disagree, etc.

> You may want to explain to learners that, although Pride Month is a great reminder to celebrate LGBTQ+ communities, acceptance, representation and equality for LGBTQ+ people, this is something we should strive for all year round.

Childnet spoke to the Childnet Youth Advisory Board and Digital Champions, two groups of young people aged 13 to 17 years old about their experiences of pride online.

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"Everyone celebrates pride in our household not just if they're LGBTQ+"

"Online community means there is somewhere that you can get support. There are other people out there which gets rid of that isolation factor"

"There's a great diversity of views and you can see a lot more of these than you might be able to access in your everyday life"

"Hateful content can make LGBT+ people feel unsafe and want to speak out even less than they were at that time"

"Trans identities have done such a great job in raising awareness and celebrating pride"

"We should educate everyone on how to report misbehaviour so we can have a more inclusive internet"

"We can use online resources to educate ourselves"

"We shouldn't shy away from the topic, we should all talk about what diversity is and what it means"

"Hateful comments will make the situation worse because no one will want to speak out and then they won't get help"

"We should make sure that we all know what is and isn't acceptable to say online"

"There can be hate online, especially when people come out and perspectives can change drastically about them"

🕐 **30 minutes** 👤 **Whole class**

Activity 2: LGBTQ+ experiences online

This activity focuses on what life online is like for LGBTQ+ people.

Resources: Copies of Appendix 2 for each learner

1. Give learners a copy of the 'Agree or disagree?' scale and the statements. They should plot the statements on the scale, indicating whether they strongly agree, agree, disagree, strongly disagree, or if they're not sure.

2. Once learners have plotted all the statements, work your way through each one and ask learners to share where they plotted each one and why. This should encourage discussion about these issues. You can use the guidance below to help you with this discussion.

3. Alternatively, you can use thumbs up/thumbs down, or place agreement cards at different points around the room and have learners move to the position that reflects their opinion.

Educator guidance

LGBTQ+ people can be themselves online

Some LGBTQ+ people may feel like the internet is a place where they can more confidently express themselves, compared to offline environments. This may be through how they choose to design their avatars or being able to speak openly and proudly to their friends. Being able to have some anonymity online may give them a feeling of confidence. However, hateful language and content online can prevent LGBTQ+ people feeling like they can truly be themselves.

Hate speech online (e.g. homophobic, biphobic and transphobic comments) is easily reported and dealt with

Most social media platforms and gaming services have a report function, and people can face consequences for the things they say and post online if it breaks the service's terms and conditions. However, there are instances of a report being made and no further action being taken against hateful language. Different platforms will identify 'hate' in different ways. Some unkind comments and hateful language may not reach the threshold to break a platform's terms and conditions.

The internet is a place where LGBTQ+ people can feel part of their community

The internet can help LGBTQ+ people connect with others from their community, via social media, gaming, forums, etc., who they would otherwise not be able to reach or speak to. Some LGBTQ+ people may know very few or even no other LGBTQ+ people in their offline lives, or may feel unsafe expressing their LGBTQ+ identity amongst the people they know offline.

Online activism (e.g. online posts standing up for LGBTQ+ rights) has a powerful and positive impact

The internet's reach means that education, raising awareness and mobilizing support can be achieved more easily and spread more widely. It is predominantly free to use, makes these kinds of discussion more easily accessible, and can empower people to take part in important conversations. However, some may argue that social media posts aren't always complemented by further and more direct and impactful action, and can be tokenistic. It could also be argued that the internet allows for misinformation and disinformation to be spread, resulting in hateful or harmful perspectives.

The internet is a safer space for LGBTQ+ people than it was 5 years ago

Some may argue that, overall, acceptance and understanding of LGBTQ+ issues has increased over time, and that this is reflected online. However, some may argue that people have become more emboldened in recent years to be more hateful online. Other learners may argue that this has been worsened by changes in social media hateful conduct policies and removal efforts, fact-checking and moderation of posts and content.

Hateful online content is very common

Some may argue that the internet enables people to be more hateful in the content they post and the messages they send, as they can often be protected by a sense of anonymity. Some people may also argue that, even when reported, hate speech isn't always effectively dealt with by social media platforms. However, many people also use the internet to celebrate diversity and pride, and spread positivity.

Social media and tech companies aren't doing enough to tackle online hate speech against LGBTQ+ people

Social media platforms do have reporting methods, and should address or remove content that break their terms and conditions. However, some unkind comments and hateful language may not reach the threshold to break a platform's terms and conditions. Some social media platforms use AI to identify hateful content, and to progress reports made, which can make mistakes. Some may argue that moderation of content is not consistent or active enough. It could also be argued that, even if hate speech online is identified, the consequences are not impactful enough.

It's easy to be a good ally online

Being an ally online can involve: reporting hateful content; sending private messages of support to victims; sharing positive and supportive content and messaging; raising awareness of LGBTQ+ issues; and explaining to someone why what they have posted isn't okay. However, being an online ally can result in you receiving hateful messages yourself, which can be upsetting and harmful. It might also feel a lot of pressure and stress to consistently take part in online allyship.

It's difficult for LGBTQ+ people to find advice and support online

There are many online services and advice centres that LGBTQ+ people can go to for support, such as Stonewall, Switchboard and LGBT Foundation. However, some LGBTQ+ people might feel hesitant or scared about reaching out for a variety of different reasons – it is why it is important to educate about the importance of getting help when it is needed.

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Strongly disagree

Neither agree nor disagree

Strongly agree

LGBTQ+ people can be themselves online

Hate speech online (e.g. homophobic, biphobic and transphobic comments) is easily reported and dealt with

The internet is a place where LGBTQ+ people can feel part of their community

Online activism (e.g. online posts standing up for LGBTQ+ rights) has a powerful and positive impact

The internet is a safer space for LGBTQ+ people than it was 5 years ago

Hateful online content is very common

Social media and tech companies aren't doing enough to tackle online hate speech against LGBTQ+ people

It's easy to be a good ally online

It's difficult for LGBTQ+ people to find advice and support online

🕐 **30 minutes**   👤 **Groups or pairs** ———————————

Activity 3: Online allyship part 1

This activity focuses on what allies can do to support LGBTQ+ young people online.

Resources: Copies of Appendix 3 for each learner

1. Explain to learners that an ally is someone who supports and fights for the rights of LGBTQ+ people. This can include challenging discrimination, promoting awareness, and helping to create inclusive environments.

2. Explain to learners that we can all support LGBTQ+ young people online by being allies, and that there are many ways we can do this.

3. Give learners a copy of Appendix 3 with the 'Helpful or harmful?' scale and the possible actions. They should plot the actions on the scale, indicating whether they think the action would be very helpful, helpful, unhelpful or very unhelpful, in supporting LGBTQ+ people online.

4. Once learners have plotted all the actions, work your way through each statement and ask learners to share where they plotted each one and why. The guidance below can help with some points that may come up.

Educator guidance

Statement	Educator Guidance
Send someone a private message politely explaining why what they've posted online is not okay	Explaining this publicly can sometimes lead to misunderstandings or conflict, whereas if you message someone privately, this can help them to understand without escalating the situation.
Send someone who has been the victim of online hate a supportive message and asking if they're okay	This is a good way to help the victim feel supported and know that they have people they can talk to.

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Statement	Educator Guidance
Report a hateful post or person online using the report button	This helps the platform to know that someone has posted something hateful and can lead to it being removed. By reporting something, this may mean fewer LGBTQ+ people see hateful content targeting them. Reporting online is anonymous.
Call out the hateful comments or content that have been posted in the group chat	This can help people to understand that these comments are not acceptable and mean that anyone in the group who identifies as LGBTQ+ feels less alone. However, some young people may suggest that addressing such comments one to one may feel less confrontational and mean that the person who made the comment is more responsive to the feedback. Additionally, ongoing debates or disagreements about hateful comments could be upsetting for any people in the group who identify as LGBTQ+.
Share supportive content on social media	This can help LGBTQ+ young people to feel supported. However, some may argue that it doesn't always have a tangible impact if not combined with direct actions that contribute towards actual positive change.
Follow LGBTQ+ creators online	This can help someone to learn more about different LGBTQ+ experiences. Also, engaging with LGBTQ+ creators can also increase visibility of the community, and improve representation elsewhere.
Tell a trusted adult if someone you know has been the victim of online hate	A trusted adult can help to talk about it, or help with any actions that can be taken.

Statement	Educator Guidance
Don't get involved – it's not your argument to make	Some young people are concerned about any impact it may have on them to get involved in these situations. However, there are actions that can be taken to potentially reduce the impact on the person, such as supporting the victim and educating themselves.
Ask someone questions about their sexuality, gender or identity	Learners may identify that sometimes this can be well-intended, if someone is trying to educate themselves further or seem interested in their friend's lives. However, this can feel like an invasion of someone's privacy and can lead to the person feeling uncomfortable. Instead, learning from other sources, and only asking questions when invited, in a sensitive way, are better ways to be an ally.
Leave a comment on an LGBTQ+ person's post saying something like "you're so brave"	This can make an LGBTQ+ person feel like they are different, or that their identity is something that people feel they can comment on without any invitation to do so. LGBTQ+ are not trying to be 'brave', they are just trying to exist and be themselves.
Leave a comment on a trans person's post saying something like "I couldn't tell you were trans!"	This kind of comment can make someone feel uncomfortable. It can imply that if someone doesn't look exactly like the gender they identify with, then their identity is not as 'valid.' This idea risks people not being accepted simply because they don't meet society's standards of what certain genders should look like.
Do further research on LGBTQ+ issues and history	This is a good way to educate yourself so that you are better informed.

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Statement	Educator Guidance
Tell someone you are an ally	Although it is great to be an ally, some LGBTQ+ people might feel that this is used by people without them also taking part in any direct action leading to positive change for LGBTQ+ people. It may depend on how the person is sharing this, and what else they are doing to be an ally.
Laugh at or join in with a gay joke – it's just a joke	Taking part in jokes like these, or laughing at them, can have an impact on those who are part of the group being targeted, making them feel isolated or different. The intention behind the joke might not be to hurt someone, but jokes like this can be harmful.
Reference a friend's sexuality in a group chat or social media post	Someone's sexuality can be quite a personal topic, and it could make them feel quite uncomfortable if somebody else shares it. It could also be 'outing' the person if they haven't shared this more widely themselves yet. LGBTQ+ people are not solely defined by their sexuality.
Assume someone's sexuality	Different people will present in different ways, and we can never assume someone's sexuality from how they look or act. It can feel uncomfortable for someone who has had their sexuality assumed, and they may not feel ready to talk about their sexuality.
Donate to or volunteer for LGBTQ+ charities or causes	Supporting LGBTQ+ charities or causes is a helpful way to be an ally, as it can raise funds to help the community or garner further support from others to make positive change.

Very helpful

Helpful

Harmful

Very harmful
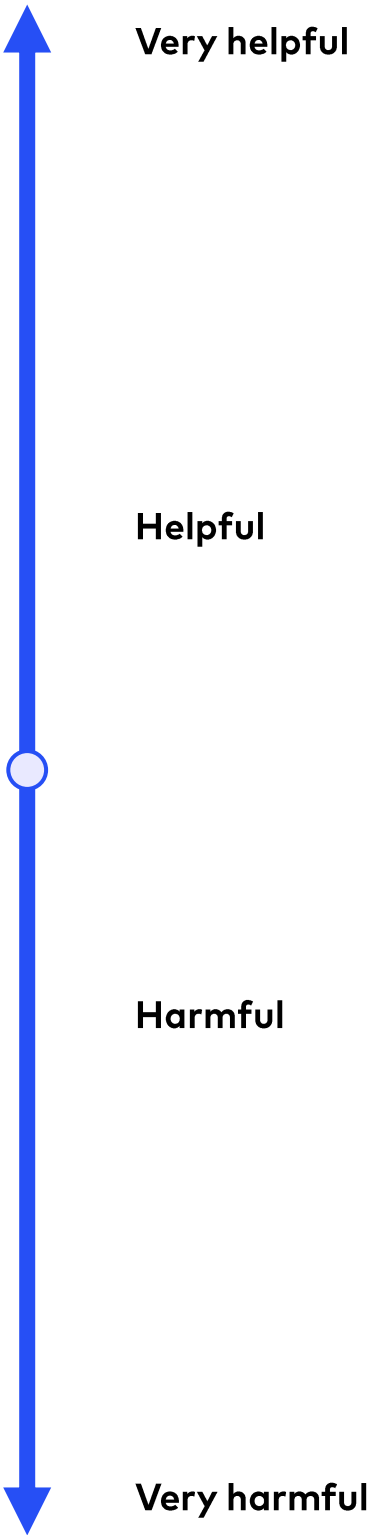
1. Send someone a private message politely explaining why what they've posted online is not okay

2. Send someone who has been the victim of online hate a supportive message and asking if they're okay

3. Report a hateful post or person online using the report button

4. Call out the hateful comments or content that have been posted in the group chat

5. Share supportive content on social media

6. Follow LGBTQ+ creators online

7. Tell a trusted adult if someone you know has been the victim of online hate

8. Don't get involved – it's not your argument to make

9. Ask someone questions about their sexuality, gender or identity

10. Leave a comment on an LGBTQ+ person's post saying something like "you're so brave"

11. Leave a comment on a trans person's post saying something like "I couldn't tell you were trans!"

12. Do further research on LGBTQ+ issues and history

13. Tell someone you are an ally

14. Laugh at or join in with a gay joke – it's just a joke

15. Reference a friend's sexuality in a group chat or social media post

16. Assume someone's sexuality

17. Donate to LGBTQ+ charities or causes

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Activity 4: Online allyship part 2

This activity continues thinking about online allyship and any barriers that may stop learners from taking positive action.

Resources: Their copy of Appendix 3 from Activity 3

1. Focus on the helpful actions from part 1 of the activity and discuss if there are any they would feel confident they could do.

2. Discuss if there are any of these which might feel more difficult to do. What might stop someone from taking part in this action? Read through the discussion points below for ways that you can suggest overcoming these barriers.

Educator guidance

Discussion point	Educator Guidance
Fear of causing drama or facing consequences or backlash	Talking to someone one on one can often be easier than posting publicly or in a large group chat. It's also important to consider the tone of your message – keep it calm. Or, if they don't feel confident doing that, they can take actions that do not involve talking to the perpetrator such as supporting the victim and reporting any hateful content.
Not having money to give to charities	You can still support LGBTQ+ charities without giving money, like raising awareness of them in your local community or amongst your friends, or recommending them for any fundraising your school or community groups are doing.
Feeling like you don't know enough or not knowing where to go to find out more about LGBTQ+ history or issues	Educating yourself is important, but feeling like you lack some education doesn't need to stop you calling out hateful behaviour when you recognise it. There are also lots of great charities in this space that can help you to find out more such as Stonewall.

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Discussion point	Educator Guidance
Not knowing how to report	If you are unsure how to report on a particular platform, often googling 'how to report' and the platform you want can help. For more guidance on how to report a range of different issues, across different platforms, you can visit Report Harmful Content. But even if you aren't sure, you can report what has happened to a trusted adult. Hate crimes can also be reported to the local police or through True Vision.
Worried you'll say the wrong thing	It is understandable if you're worried about saying the wrong thing, as this comes from a place of caring, but don't let this stop you from speaking up. Being an ally is always a learning process, and you can always do more research to help you understand what language to use and when.
Not wanting to get involved or feeling like it's none of your business	You may feel like it's not your argument to make, but the more people calling out or challenging hateful behaviour online, the more likely action will be taken against this kind of behaviour.

Activity 5: Barriers to getting help

This activity focus on the barriers that can prevent an LGBTQ+ young person from getting help with online issues.

Resources: Copies of Appendix 5 for each pair

1. Ask learners what actions a young person can take if they experience something upsetting or worrying online. You may get ideas such as reporting the content, talking to a trusted adult, talking to a friend, and blocking or muting certain accounts, words or chats.

2. Discuss with learners if they think a young person will take one of these actions every time they have an experience like this? Why?

3. Remind learners that these barriers can also stop LGBTQ+ young people from getting help with online issues and that there may be more barriers for these young people in particular. Explain that some of these barriers may have more of an impact on an LGBTQ+ young person and be more likely to stop them from getting help.

4. Ask learners in pairs to read through the barriers in Appendix 5, and order them from most impact on an LGBTQ+ young person to least impact.

5. Once learners have ordered the barriers, bring them together to discuss what they decided. Which barriers might have the most impact on an LGBTQ+ young person? Were there any barriers they hadn't thought about before? Is there anything they can do to try and prevent these barriers from impacting LGBTQ+ young people they interact with online?

Fear of judgement

Not knowing where to go or what to do

Encountering hate speech

Negative experiences when doing this in the past

Thinking nothing will be done

Feeling it shouldn't bother them as much as it does

Fear of not being listened to or being made to feel like it isn't important

Worried about backlash

Embarrassment

Not realising the content is wrong

Not wanting to make the situation worse

Activity 6: Start, Continue, Stop

This activity gathers ideas for what improvements can be made to support LGBTQ+ young people online by parents and carers, schools, governments or the internet industry.

Resources: Copies of Appendix 6 for each learner or group

1. Explain to learners that you are going to be thinking of how people can improve support for LGBTQ+ young people online.

2. Choose an audience you want learners to focus on, this could be schools, other young people, parents and carers, governments, or the internet industry.

3. Provide learners with copies of Appendix 6. You may wish to print this in a larger size if you'd like learners to work in groups. Learners should write down the audience they are focusing on at the top, and then complete the table to show ideas that they think this audience should start doing, continue doing, and stop doing to support LGBTQ+ young people online.

4. After completing the table, ask learners to share their ideas. You may wish to repeat the activity with a different audience.

> You could ask each of the groups of learners to focus on different audiences (schools, other young people, parents and carers, governments, or the internet industry) and feed back what they focused on at the end.

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Audience:

Appendix 6

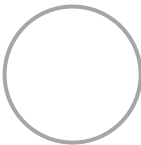| Start doing...	Continue doing...	Stop doing...

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Activity 7: Create a pride post

This activity allows learners to create their own post to celebrate Pride Month.

Resources: Copies of Appendix 7 for each learner (optional)

1. Remind learners that June is Pride Month, a month that celebrates the LGBTQ+ community, and that social media can be a great way to spread positive messages.

2. Provide learners with copies of Appendix 7 as a template. Learners should create a post that celebrates Pride Month, thinking about what images and text they would use, and how it would stand out to viewers. There are two templates for them to choose from, or they may wish to create their own.

3. After learners have created their post, you may wish to share these by putting them up around school, or on your school website or social media.
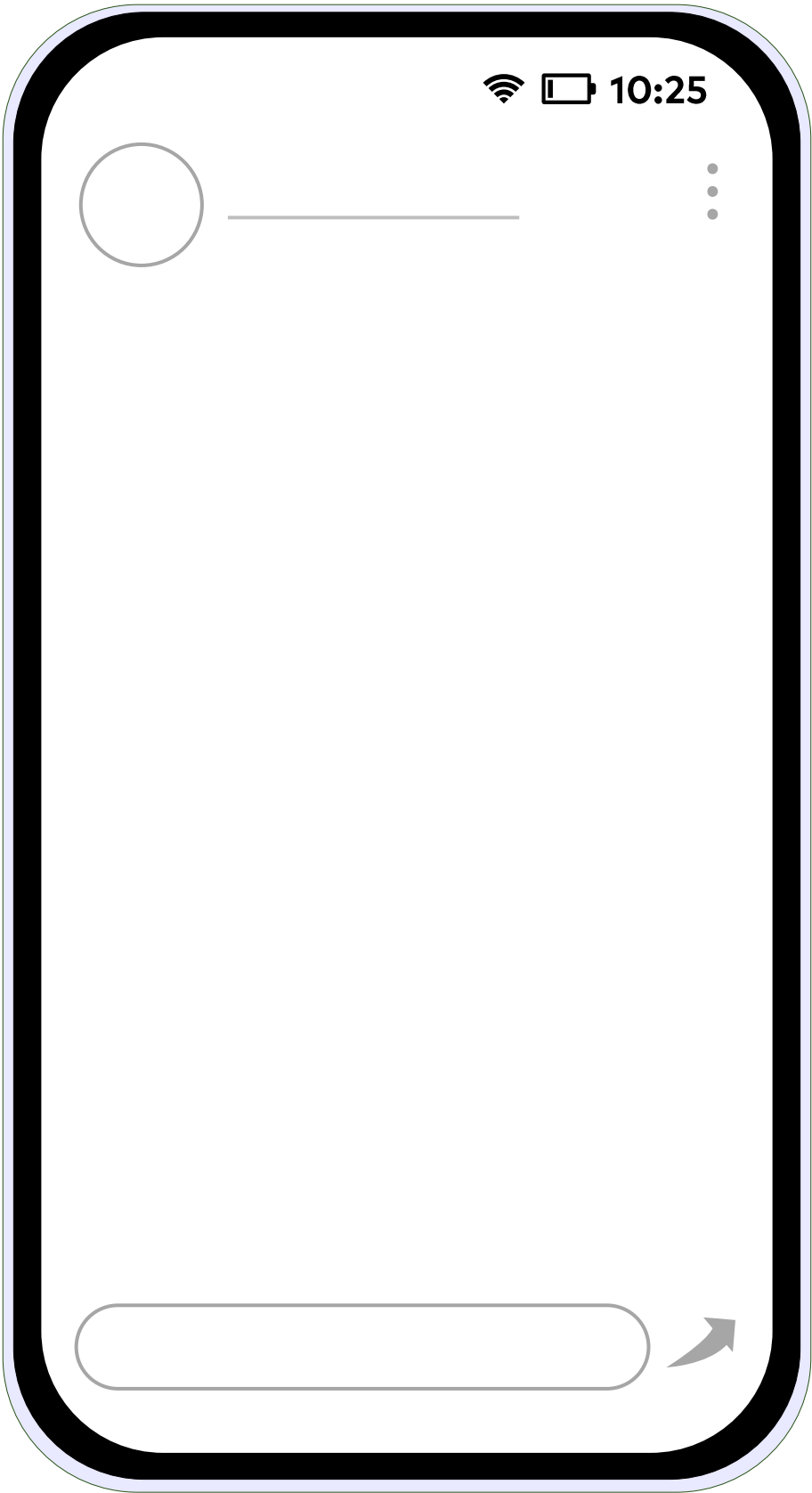
10:25

# # #

10:25

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Childnet's mission is to work in partnership with others around the world to help make the internet a great and safe place for children. We work directly with children and young people from the ages of 3 to 18 on a weekly basis, as well as parents, carers, teachers and professionals, finding out about their real experiences online, and the positive things they are doing as well as sharing safety advice.

Explore more resources at childnet.com/resources