



QueeResilience

# Understanding Intersectionality

## Multiple Discrimination Online

WORKSHOP

MODULE A2



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## Module A2

# „Understanding Intersectionality“

## Multiple Discrimination Online

### Overview

<b>Topic</b>	The workshop explores how queer youth experience <b>multiple and overlapping forms of discrimination in online spaces</b>
<b>Objectives</b>	<ul style="list-style-type: none"><li>» Introduce the concept of multiple / intersectional discrimination and its relevance in online contexts.</li><li>» Help participants reflect on how different identities overlap to shape diverse digital experiences of privilege and marginalization.</li><li>» Encourage empathy and perspective-taking through role play and case study discussions.</li></ul>
<b>Duration</b>	90 minutes
<b>Target Group</b>	Young people between 16 and 25 ; mainly queer or marginalized youth, but also suitable heterogenous groups
<b>Group Size</b>	6 – 20 participants
<b>Complexity and Context</b>	<p>The module is designed for entry to intermediate level youth work contexts. It requires no prior in-depth knowledge of intersectionality or discrimination theory but assumes basic digital literacy and openness to reflecting on online experiences.</p> <p>The <u>European Digital Competence Framework (DigComp)</u> defines the key skills needed to use digital technologies confidently and responsibly. This module aligns most strongly with Managing digital identity (2.6), Protecting health and wellbeing (4.3), and Protecting personal data and privacy (4.2). The proficiency level targeted is Foundation to Intermediate (Levels 2–3).</p>
<b>Triggers</b>	Because this module deals with <b>discrimination, marginalization, and online hostility</b> , some participants may feel uncomfortable, reminded of personal experiences, or overwhelmed.

**Potential trigger include**

- » **Discussions of discrimination** (racism, queerphobia, transphobia, ableism, lookism, classism, xenophobia).
- » Scenarios involving **hate comments, bullying, or exclusion online.**
- » Themes of **not being out, family rejection, or lack of safety.**
- » **Mental health challenges** such as depression, anxiety, or ADHD.
- » **Body image** and lookism (e.g. online shaming, representation).
- » **Economic hardship** and lack of access to digital tools.

**Facilitators should remind participants that:**

- » All scenarios are fictional.
- » Sharing personal experiences is never required.
- » It is always okay to take a break or “pass” on an activity.
- » Support resources (local and national hotlines, counseling, queer youth groups) are available if needed.

**Materials****General setup**

- » Flipchart or whiteboard + markers for collecting reflections
- » Optional: Laptop and projector/screen (possibly for input slides, displaying case studies or statements)

**Activity: “Take a Step If ...”**

- » Printed role cards/sheets (large enough to read); optional: tape that is easy to remove from clothes to stick roles to participants shirt
- » Printed or projected statements list for facilitator use
- » Fairly large open space where participants can move forward/backward (alternative for online facilitation: a Padlet board where participants can drag their role card „forward“ (to the right) or „backward“ (to the left)

**Activity: Case Studies**

- » Printed **case study cards/sheets** (one per group)
- » Pens and paper or sticky notes for group work
- » Flipchart/board for presenting key points in plenary

**Closing activity**

- » Optional: sticky notes or a digital tool (e.g. Mentimeter) for sharing one-word takeaways

**Other essentials**

- » Copies of support resources (local/national hotlines, queer youth organizations, counseling services)
- » Timer/phone clock to keep activities on schedule
- » Water/refreshments if possible, to support a comfortable safe space

**Potential Adjustments**

To fit the workshop into a 45-minute slot, e.g. for school classes, one of the two activities can be left out.

The workshop can be completed online. For activity 1, you can work with a Padlet board (or similar) where participants can drag their role cards to the left or right (instead of taking steps). For activity 2, work with breakout sessions for group work.

**Additional Recommendations**

We recommend pairing this workshop with one or more QueeResilience modules from the risks sections that go into detail on hate speech, disinformation, cyberbullying and strategies to counteract these issues.

## Instructions

**Introduction (10 min)**

Share these ground rules with the participants:

- » We treat each other with respect – no judgment, no put-downs.
- » What is shared here stays here – confidentiality is key.
- » Sharing is always voluntary – you can say pass or just listen.
- » We use fictional examples for sensitive topics – no one has to speak about themselves.
- » If something feels too much, it's okay to take a break – step outside, get water, breathe.
- » Support is available – we have a list of local and national resources if you ever want to reach out afterwards.

Then give a short input that introduces the concept of multiple or intersectional discrimination. This short input (5 minutes) provides participants with a first introduction to the concept of multiple discrimination in online contexts. It explains that many queer young people may experience overlapping

forms of discrimination (e.g. racism, sexism, ableism, queerphobia) and that these don't just add up but can multiply, creating additional stress. The script also highlights that discrimination can come both from outside and within queer communities, and stresses the importance of solidarity and safer spaces online.

Facilitators can read the script as written (to be found in **Annex A2.1** or adapt it to their own words. The aim is to set the stage for reflection and activities that follow, not to provide a full lecture.

### **Activity: “Take A Step If ...” (30 min)**

This activity makes visible how different dimensions of privilege and discrimination affect queer people's experiences. Participants experience – in a safe, fictional way – how some identities face barriers while others benefit from privilege, including in online spaces.

#### **Preparation**

Prepare role cards with short descriptions of fictional characters; Ideally, the roles are written or printed on a large piece of paper, so everyone can read the role at all times. Each participant receives one card and “steps into” that role. The role card should be held in front of the body or attached to the shirt of the participant for everyone to read.

Here are some recommendations for roles. You can add and alter the roles as you see fit and depending on your group size:

- » 19-year old bisexual white cis-woman, currently on unemployment benefits with no savings
- » 23-year-old lesbian cis-woman, second generation immigrant of Iranian parents, diagnosed with depression
- » 18-year-old Black trans cis-man
- » 19-year-old plus-size white gay cis-man
- » 16-year-old gay Ukrainian refugee who recently arrived and is still learning the local language, living in a crowded shelter
- » 20-year old white gay cis-man, plus-size, university student, with low income and two side jobs
- » 18-year-old white lesbian with a physical disability using a wheelchair
- » 21-year old gay man, not out, plus-size, second generation immigrant with parents from Albania
- » 20-year-old pansexual woman of Vietnamese descent from a wealthy family
- » 16-year old bisexual white girl, not out, diagnosed with ADHD, living in a two-bedroom apartment with parents and 2 siblings
- » 20-year old nonbinary white deaf person

**Activity:**

Give a short disclaimer: "Before we begin, please remember: in this activity we will only talk about the fictional roles on the cards. No one has to share personal experiences. The goal is to reflect on how different people can face different opportunities and barriers in their digital media use. It's not about comparing who 'has it the worst.' Every experience is different, and every experience is valid."

The facilitator reads out a series of statements. Participants reflect from the perspective of their assigned role.

**If the statement applies → take one step forward or backward, depending on the category**

**If it does not apply → stay where they are.**

Here's a list of possible statements. You can add and alter this list according to your needs. You can alternate between step-forward and step-backwards statements.

**Take a step backwards, if:**

- » When I post a selfie on my public Instagram account, I often get hate comments only based on the way I look.
- » I don't feel safe using my real name and photos on social media.
- » I have to worry that my family or community will see my queer online activity and react negatively.
- » I've received discriminating messages on queer dating platforms
- » If my phone broke, I would have difficulties paying for repairs or buying a new one
- » I don't feel pressure to hide parts of who I am in order to be accepted in non-queer online communities, such as gaming channels on Discord
- » When I comment on a reel, people will attack me simply because of my profile picture
- » I regularly see hate comments that attack people like me
- » My mental health challenges stop me from participating fully in online activities, such as finding community or dating
- » With everything I post, I have to double-check my privacy settings or hide my post to some of my followers

**Take a step forward if:**

- » I have reliable internet and enough data to stay connected whenever I want.
- » I regularly see people with bodies like mine portrayed positively online.
- » I can afford subscriptions or apps that help me with mental health, fitness, or learning.
- » I can easily find online creators and role models who share my identity and experiences.

- » In queer online spaces that are not about dating, such as forums, groups, channels, I feel fully accepted
- » I have the time and energy to explore online communities beyond school, work, or family responsibilities.
- » I believe people like me have the same chance to be visible and celebrated online as others.
- » I face no language barriers participating in online discussions and consuming any type of content in [English/German/Czech/Lithuanian/Slovak or else depending on country].
- » I comment on political posts without fear of being attacked for who I am
- » I usually understand the cultural references or jokes used in queer online communities
- » I have a private space where I can safely use my phone or computer without having to hide my screen

**Reflection:**

At the end, the group observes the distribution in the room: Who is far ahead? Who stayed behind?

Facilitate a discussion with questions such as:

- » What differences became visible?
- » What's an aspect that became clear that you haven't thought about so far?
- » How did it feel to step forward or to stay back in this role?
- » What does this show us about intersectional or multiple discrimination – also in digital spaces?

After the reflection, invite participants to "step out of role" to ensure emotional distance.

**Activity: Case Studies (35 min)**

Participants analyse fictional online situations to explore how different forms of discrimination can overlap, and to reflect on possible coping or protection strategies. This activity allows to get into more detail than the first activity.

**Instructions for the facilitator:**

Choose 3 - 4 short case studies (see **Annex A2.2** or create your own), depending on group size. Divide participants into small groups. Give each group one case study to discuss.

Ask groups to consider:

- » What types of discrimination could be visible in this scenario? How would they differ if a cis, white, able-bodied, normal weight and financially stable queer person was in the same situation?
- » What risks does this person face in online spaces?
- » How do different identities overlap in the experience of the character?

- » What coping strategies or protective measures might help in this situation? (e.g. blocking, reporting, finding allies, safe communities, digital self-care)

After 10–15 minutes, invite groups to present their reflections briefly in the plenary. **Collect key points on a flipchart or board.**

Wrap up by emphasising that no single experience is “the worst” or “more valid than others.” The goal is to understand complexity and to think about supportive responses.

### **Closing & Key Takeaways (10 min)**

End the session with a short reflection round to help participants integrate what they’ve learned and take something concrete with them.

#### **Instructions for the facilitator:**

- » Invite participants to think about one key takeaway they are taking away from the workshop. Ask volunteers to share their takeaway.
- » Thank participants for their openness and contributions.
- » Remind them that support is available, both in their peer group and through a prepared list of local/national resources.

## Annex A2.1: Input Script

When we talk about discrimination, we often think of it in one dimension – for example, someone is treated unfairly because they are queer. But many people experience **more than one form of discrimination** at the same time. This is called **multiple discrimination or intersectional discrimination**.

For example:

- » A queer person of color might face both **racism** and **homophobia**.
- » A trans person with a disability might experience **ableism** and **transphobia** together.
- » A lesbian girl from a working-class background might be affected by **sexism, classism, and queerphobia** at once.

Online spaces can make this even more visible. Social media and gaming communities can be great places for connection, but they can also bring hate comments, stereotypes, or exclusion.

It's also important to know that discrimination doesn't only come from the "outside." Sometimes, it happens **within queer communities** too. For example, queer people of color often report racism on dating apps or in LGBTQ+ spaces; trans and nonbinary people can experience exclusion even among queer peers; and fatphobia or ableism are sadly also present in our own communities. Talking about this honestly is not about dividing us, but about building more inclusive, safer spaces for everyone.

The key thing to remember is: these different forms of discrimination don't just add up – they can **multiply** and create extra stress, also known as minority stress. Research shows this can really affect wellbeing, but online spaces can also be a source of **solidarity and support** when we connect with others who share or understand our experiences.

In this workshop, we'll look at the different dimensions of discrimination, explore how they overlap, and reflect on how we can deal with them and also how we can build safer, more supportive communities online.

### **List of references:**

This input script is based on these studies. Feel free to look into the studies if you would like to have a deeper understanding of the subject matter before facilitating the workshop.

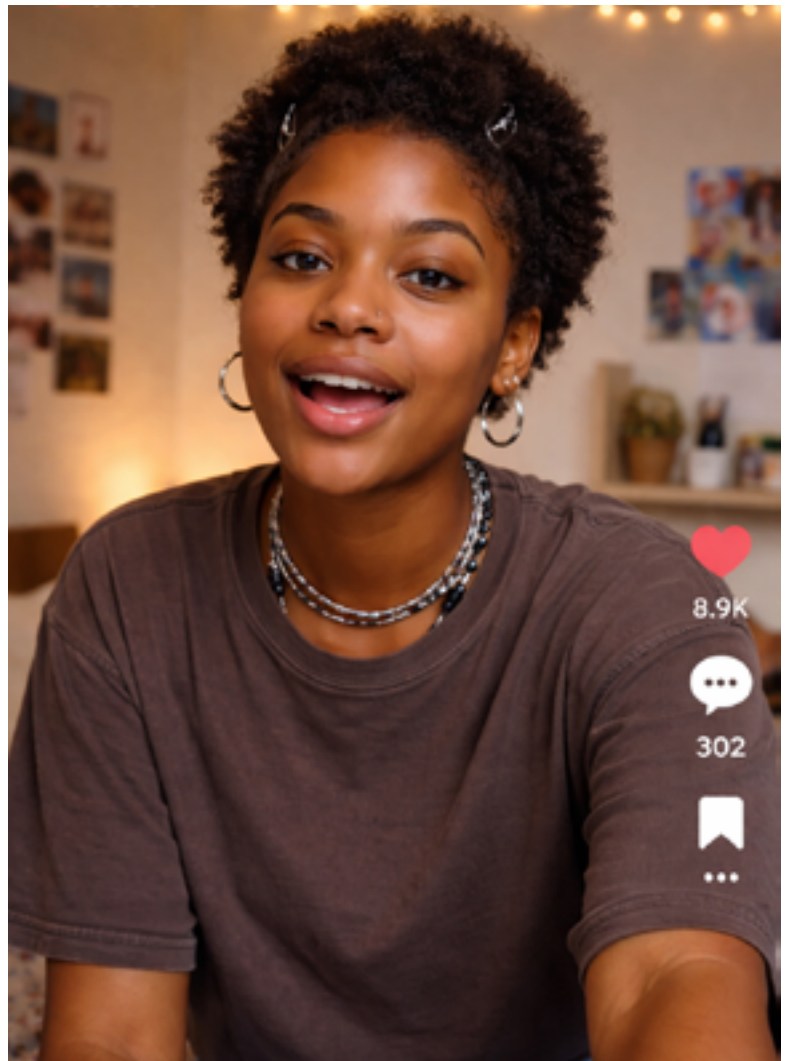
Wade, R. M., & Harper, G. W. (2020). Racialized Sexual Discrimination (RSD) in the Age of Online Sexual Networking: Are Young Black Gay/Bisexual Men (YBGBM) at Elevated Risk for Adverse Psychological Health?. *American journal of community psychology*, 65(3-4), 504–523. <https://doi.org/10.1002/ajcp.12401>

McConnell, E. A., Janulis, P., Phillips, G., 2nd, Truong, R., & Birkett, M. (2018). Multiple Minority Stress and LGBT Community Resilience among Sexual Minority Men. *Psychology of sexual orientation and gender diversity*, 5(1), 1–12. <https://doi.org/10.1037/sgd0000265>

The Trevor Project. (2022, August). The mental health and well-being of multiracial LGBTQ+ youth. The Trevor Project. Retrieved from <https://www.thetrevorproject.org/research-briefs/the-mental-health-and-well-being-of-multiracial-lgbtq-youth-aug-2022/>

## Alice (18)

Alice is a Black lesbian teenager. She posts a video on TikTok talking about her identity and her coming-out process. The video reaches a larger audience than her other content.



### Leading Questions:

- » What **types of discrimination** could be visible in this scenario? How would they differ if a white queer person was in the same situation?
- » What **risks** does Alice face in online spaces?
- » How do **different identities overlap** in the experience of Alice?
- » What **coping strategies or protective measures** might help in this situation? (e.g. blocking, reporting, finding allies, safe communities, digital self-care)

## Rafa (20)

Rafa 20 year old trans woman. She is streaming on Twitch. Her voice is typically read as male. Her user name is female and she has “she/her” pronouns in her profile. She’s pansexual and talks about it publicly, when the context is fitting.



### Leading Questions:

- » What **types of discrimination** could be visible in this scenario? How would they differ if a cis queer person was in the same situation?
- » What **risks** does Rafa face in online spaces?
- » How do **different identities overlap** in the experience of Rafa?
- » What **coping strategies or protective measures** might help in this situation? (e.g. blocking, reporting, finding allies, safe communities, digital self-care)

## Gabriel (19)

Gabriel is a 19 year old gay man with low income. He uses a dating app, looking for a relationship. He grew up in poverty and is currently working in a low-paying hospitality job.



Gabriel, 19 ✓

📍 8 miles away

👤 Hospitality worker

Looking for a relationsh. Working a lot, but hoping to find someone special. I may not have much, but I give the best hugs. He/Him

### Leading Questions:

- » What **types of discrimination** could be visible in this scenario? How would they differ if a financially stable queer person from a wealthier background was in the same situation?
- » What **risks** does Gabriel face in online spaces?
- » How do **different identities overlap** in the experience of Gabriel?
- » What **coping strategies or protective measures** might help in this situation? (e.g. blocking, reporting, finding allies, safe communities, digital self-care)

## Mohammed (17)

Mohammed is a 17-year old gay Syrian refugee. He posts in a queer Discord channel, looking for friends and people who share his interest in anime, using his real name Mohammed and a picture of himself.



### Leading Questions:

- » What **types of discrimination** could be visible in this scenario? How would they differ if a white queer person without migration background was in the same situation?
- » What **risks** does Mohammed face in online spaces?
- » How do **different identities overlap** in the experience of Mohammed?
- » What **coping strategies or protective measures** might help in this situation? (e.g. blocking, reporting, finding allies, safe communities, digital self-care)