

ORIENTATION FOR ALL

A guide by students for students



Colophon

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This guide to the discrimination-aware organization of orientations was produced in the wake of several workshops with and by students under the guidance of Sarah Böger (student antidiscrimination counsellor) and with support from Valerie Havemann and Marina Borrmann in their capacity as student assistants to the antidiscrimination office.

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Orientation means a fresh start in a new course of study, perhaps a new town, and often the start of a new phase of life. Students gather with questions, hopes, doubts, and curiosity to find their bearings in University, meet fellow students and new friends, and start a new chapter together.

It is all the more important for the orientation to be conceived in such a way that all can feel at ease and enjoy participating.

The guide "**Orientation for All**," aimed at students involved in the organization of orientation events, for instance as members of a student organization or as tutors, is the product of a collaboration between the antidiscrimination counsellor for students and students in diverse disciplines. A discrimination-aware series of workshops was run in collaboration with AStA in the winter term of 2020/2021, during which interested parties were able to engage with the accessible or antiracist planning of events, or were trained on matters of gender diversity by [university action committee aquat*](#) (*Aktion queer und trans* an der Uni Göttingen*). In the summer term of 2021, a further group of students attended a seminar on diversity skills in collaboration with the Central Institute for Languages and Transferable Skills (ZESS). They took on the question what form an orientation should take to ensure no one feels excluded, diverse needs are met, and violations such as sexual harassment and violence can be prevented. This guide summarizes their findings.

An "orientation for all" has to be planned from A to Z to consider as many of the first-term students' needs as possible, from its first conception through communication before and during the orientation all the way to reflection and evaluation after its completion. The pages that follow contain tips and questions for reflection for all those who are interested in organizing an "orientation for all."

Why the need for a manual?

It is not a matter of course that all participants of an orientation feel at ease. This much is clear, for instance, from the research paper "[\(Wie\) Die O-Phase verändern? Empirische Reflexionen zur Kritik studentischer Hochschuleinführung in Göttingen](#)" (Simon Volpers and Folke Brodersen, 2017; in German only), but also from the findings of the antidiscrimination counsellors between 2017 and 2021 as well as the experiences of various students.

The diversity- and discrimination-aware planning of events is a skill set that can be learned and practiced. To this end there are various services and materials offering awareness and training in the fields of diversity skills and discrimination awareness. The appendix compiles [points of contact](#) as well as [materials and methods](#) that can be of help.

This guide can and should accompany students in the process of making orientation (even) more inclusive and accessible for all "freshers." It may be read in full or consulted in various aspects of orientation planning. The "Questions for reflection" serve the critical reflection of steps in the planning process and facilitate their discussion in the team. They can help ensure a sound preparation of the orientation period and prevent commonly encountered problems from the outset. The "Tips" sum up important and helpful pointers, while "Hang on" serves to explain specific topics in detail.

11 rules for an “orientation for all”

Shared goal

Never lose sight of what you want the orientation phase to be about, and continually ensure that everyone feels at ease and enjoys getting to know one another.

Important information always in writing and in speaking

Sometimes, large amounts of information can be overwhelming. What is particularly important should therefore always be communicated verbally *and* in writing, so that everyone can be attentive and the information is still accessible afterwards.

Access for all

Organize the orientation so that everything is accessible to all (as much as possible). This means accessibility of information, rooms and activities, but also information in several languages as well as meal alternatives. The more inclusively you plan from the beginning, the less you have to organize ad hoc or additionally afterwards.

Diversity of people and methods

Different people work differently, and they need different modes of access. Accordingly, it is a good idea to choose a range of different methods that encourage everyone’s active participation and communication among themselves. Activities can take place in the large group or in series of small groups.

Talk about it

What is discrimination, and how can I identify discriminatory conduct? The answers to these questions are not self-evident, and it helps to discuss them and educate yourselves about them. Discrimination can take various forms, and it often happens that one’s intention is not discriminatory but the person affected experiences discrimination all the same.

Preventing discrimination

You can influence the atmosphere and the social dynamic by formulating such expectations as discrimination-aware and respectful behavior from all orientation participants. You can make clear at the

outset that you are happy to be approached as needed, and you can inform yourselves ahead of time about the appropriate points of contact to which to refer in case of discrimination or sexual harassment and violence.

Calling a spade a spade

Refer to each individual in the way they prefer. To rule out misgendering or incorrect forms of address, you may want to start with a round of introductions including first names and pronouns (on a voluntary basis only!), as well as using name-and-pronoun tags.

Safeguard boundaries

Intimate questions about one’s background, gender, sexuality, or body require a bond of trust that cannot be taken for granted when first getting to know one another. In addition, prior consent has to be secured before there can be any physical contact. The overall rule is: no means no, only yes means yes!

Educating yourselves

You don’t have to know everything, but if you make yourselves aware of gaps in your knowledge and make use of external expertise, this can help educate you about various forms of discrimination and how to deal with them ahead of time, thereby to avoid unintentional discriminatory conduct.

Prepare, intervene, follow up

While you can’t plan for all eventualities, you can prepare for any action that may be required on your part in a specific case — as events unfold, but also afterwards — if discrimination should occur or boundaries should be crossed.

Seek assistance

Seek professional assistance in matters in which you are unsure. You can arrange workshops for yourselves on themes in which you’d like to learn more and make use of the relevant [points of contact](#) in the University and the city.

1. Preparation

To organize an “orientation for all,” it is important at the start of the planning phase to account for the diversity of participants and to reflect on the discriminatory potential of various activities. At this point you should also consider what competences you, the organizing committee, really have, what you can do yourselves and where you might need external assistance. When organizing events in a team, it is furthermore worth discussing the nature of your teamwork as well as your shared goals for the orientation ahead of time. If you as a team make the conscious decision that the orientation’s goal is to give everyone as good a start in their course of study as possible, an orientation that meets everyone’s needs, and allows everyone to feel at ease, then that is an important first step in discrimination-aware planning.

Opening questions for team–led orientations

- What are your expectations for the teamwork in terms of the social dynamic and communication amongs yourselves? What are your shared goals?
- What social backgrounds do the individuals on the committee have (e.g. in terms of gender, age, health, ability, chronic conditions, finances, experience with racism, care roles, family background...)? What experiential expertise may be assumed on the basis of your various social backgrounds, and what cannot?
- What prior knowledge does the organizing committee have, and what perspectives? Have team members been trained in diversity skills and matters of discrimination?
- What knowledge and skills are not (yet) covered?
- What ideas do you have for creating an atmosphere in which everyone feels at ease, discrimination has little chance from the outset, and no one is excluded?
- How do you deal with the fact that discrimination may occur during orientation, even if you do your best to prevent it?
- Do you have (safe) rooms available, in which people can address or process discriminatory experiences? What member(s) of the team might be well suited to be available as confidants? What communication structures could you make visible and make use of?



In order to reflect on your social backgrounds, you could e.g. use the PowerFlower (see under [Materials and methods](#)). In the absence of professional guidance, however, the exercise should be carried out as confidentially as possible. No one should be forced to share these kinds of sensitive information with other participants. The exercise may nevertheless be helpful in visualizing what experiential knowledge and perspectives team members bring to the task and what they do not.

Depending on your composition as a team, what expertise you bring to the task, and what your circumstances and experiences are, you can draw on your own professional and personal knowledge for your work. You can use your various backgrounds to answer questions about what first-term students need or would like to have as part of their orientation. You may also have the opportunity to make use of knowledge from your predecessors or insights from previous orientations. But when planning for others, it is possible to overlook needs because you haven't experienced them yourselves and haven't encountered them in some other capacity. That's why it can be a good idea to do some preparatory work and bring in additional perspectives and expertise. Many topics are sufficiently covered online, and you can additionally ask for assistance at local [points of contact](#).

You can walk through a range of activities and games in your minds and consider whether everyone will be able to participate fully or whether there is potential for people to be excluded. Under [Materials and methods](#) you will find a reflection matrix to help you think through your activities.

Perhaps you are expecting to be able to divide groups into women and men, forgetting that not everyone thinks of themselves as a woman or a man, and not everyone will be happy to see binary divisions between genders take place. Or perhaps you are planning to show certain information visually or in writing but haven't considered the fact that not everyone can see equally well, so some people may need high contrast and an appropriate font size. You may have a great city rally planned, but the paths over cobblestones make participation difficult for those who can't walk or see well. Perhaps a game requires everyone to hold hands or touch each other, but there are various reasons why this may be either unpleasant or impossible for some people. Perhaps you are planning to go out to a fancy bar but you haven't considered whether everyone can afford it. You yourselves may feel secure walking the streets alone at night, but this too is not universally the case. People who are at greater risk of being exposed to sexual or racist violence on a daily basis may see things quite differently. And others may have different experiences that make them feel unsafe at night; that's why no one should have to walk the city alone at night.

For these reasons, you will want to discuss your planning thoroughly, listen to all perspectives, and take critical voices seriously, so that you can plan activities that give all participants a good start in university life.



Hang on: The two-senses principle and (digital) accessibility

The two-senses principle is a key guiding principle of accessible event planning. According to this principle, information should always be accessible by at least two senses, which in most cases means visually as well as by hearing. Accordingly, anything that can only be heard has to be transcribed into text, e.g. by subtitling online events or by providing handouts that summarize the most important addresses and points of contact mentioned at your events. If subtitling is not possible for videos, you might opt for automated transcription and manual correction of remaining errors. Anything exclusively visual should also be made available for hearing. If this is not yet the case, try to make it happen, for example through a spoken description of figures and graphs during a presentation. Also, for the participation possibilities in common activities, it is recommended to provide all important information (addresses, directions & condition of the paths, places where there are barrier-free toilets ...), both orally and in writing.

Questions for reflection

- What responsibilities do you envision for yourself as a student organizing committee? Where can you assume responsibility, and where can't you? Have you communicated this clearly to other parties involved in organizing the orientation?
- Which elements are best carried out digitally and which in the analog world? What benefits and drawbacks does each format have for participants?
- What information is essential for all freshers and ought to be accessible to all? How can you ensure that everyone has access to the information they need?
- Will the information remain accessible once the orientation is done? How are freshers informed about where the various types of information may be found?
- Will the information remain accessible once the orientation is done? How are freshers informed about where the various types of information may be found?
- Are the events and information truly accessible (in both the digital and analog domains)? If not, what barriers are there and how could these be eliminated or bypassed? Are there accessible alternatives?
- Are there alternatives to on-campus events for people who cannot participate?
- How well-informed is the organizing committee on matters of sexual orientation and gender identity? To what extent have you already had to deal with racism as an element of structural power relations? Does an awareness of classism and of unevenly distributed financial resources play a role in your planning?
- In what parts of the orientation does your planning have the potential to reaffirm sexist, racist, or otherwise discriminatory stereotypes?



Tips

Successful teamwork may benefit from starting each committee meeting with a check-in and closing with a check-out. An initial check-in round helps to keep the needs of individuals as well as the group as a whole in mind and to communicate expectations, and it provides the possibility of changing methods to match diverse needs. A check-out helps end a session of teamwork in such a way as to encourage reflection on one's own work. You can find more on this under [Materials and methods](#).

There are various reasons why individuals may not be able to attend an event, from child care to doctors' appointments and work commitments. You can make it easier for students to participate in orientation events by offering multiple time slots. To the same end, you will want to make sure whether other events, such as religious holidays or days of commemoration, might coincide with your plans. Tools like [Dudle](#) or the [DFN-meeting-poll](#) may be of use in the finding of available time slots.

If some people are unable to participate in an event, it is a good idea to consider how the most important information may nevertheless be made available to them, or how the event can be modified to accommodate their participation. Try to observe the two-senses principle by conveying information both visually and auditorily, so that everyone is able to follow along.

Further pointers for accessible orientation planning may be found in this [handout by the representative for students with disabilities or chronic diseases](#) (pdf, in German only).

Information on the accessibility and equipment of University of Göttingen rooms may be found in the [accessibility campus map](#).

Information on the accessibility of coffee shops, restaurants, and other public locations in Göttingen's central area may be found e.g. at [Wheelmap.org](#) (in German only). The pilot project [StadtRampe](#) (in German only) likewise catalogues locations, but it is not

actively developed, and Wheelmap too is a collaborative project without firm guarantees. It is therefore recommended you visit the desired location ahead of time. When doing so, always ensure bathrooms are wheelchair-accessible and gender-inclusive. If desired locations are further away, your best option is to choose a different location, or else plan longer breaks.

Ideally, you'll want to explain the schedule as transparently as possible and make this information available to students as early as possible. In this way, participants can inform themselves early on about the nature of each event, the routes between locations, and meeting points, and make preparations as needed.

You can signal your availability for contact from the outset in case anyone needs assistance. For instance, you can indicate at the outset that participants can get in touch if they have no access to childcare, require translation, or desire other forms of assistance.

Further information on planning gender-aware orientations may be found in this [handout by the university action committee aquat*](#) (pdf, in German only). The website of the Equal Opportunities and Diversity Unit contains a [list of all-gender bathrooms](#) (pdf, in German only) at University and in the city of Göttingen.

Use this guide in preparation and consider early on e.g. whether and how to form an [awareness team](#) at parties and if you could acquire a prepaid cell phone for the orientation, so that no one has to reveal their private cell number.

As orientation organizers you can also organize or suggest the organization of antidiscrimination workshops, or make use of existing options. You may inquire about such options in your faculty, or ask about them in the Equal Opportunities and Diversity Unit.

2. Communication

Already the invitation to your orientation may be designed in such a way that everyone feels welcome. Don't stop at the consideration whether it should be in English in addition to German, but also ensure your written and visual language is diversity-aware. For translation you can also use tools like [deepl.com](https://www.deepl.com) or [dict-leo.org](https://www.dict-leo.org).

Also be as clear as you can be on what you are planning and what participants should expect. You could furthermore explicitly identify the things you consider important, e.g. that all should feel at ease, ahead of the event. Emphasize that you're happy to be approached with questions or suggestions; this will allow you to meet the needs of a diverse group of participants.

Questions for reflection

- Have you striven to use simple language? Have you explained technical terms?
- What default language have you chosen for your events? Is language a barrier to participation? Does everyone speak German or is there need for (e.g.) an interpreter?
- Have you used gender-neutral and inclusive language such as asterisks (*) and gender-neutral word forms (e.g. freshwo*men)?
- Have you taken care in general to use nondiscriminatory language and expressions?
- Is the information you are disseminating accessible to all? Have you observed the two-senses principle?
- Is your information equally accessible to all or are there challenges for which you could offer assistance or solutions?
- Are the events (or their informative parts) documented? How are people who are unable to take part provided with the most important information?
- Have you appointed contact persons who may be approached with questions or concerns?
- Have you considered ahead of time what emotional processes may be triggered by the planned activities and how these may affect different people?
- What social circumstances serve as the frame of reference for your description of life as a student?
- What do you bring up, and what don't you? For instance, do you discuss the position of the university as a white institution in the context of colonial history? Or when women were first admitted to study and teach at university? Or whether it is taken for granted that everyone has access to the material resources that are required at many points in the course of study (including IT hardware and infrastructure)?
- How can you make clear whom students facing particular challenges (such as childcare), or who are being disadvantaged, can turn to? Are you yourselves sufficiently familiar with the corresponding [points of contact](#) to be able to refer them?

Hang on: orientation and alcohol

Some orientation participants won't want to, or can't, consume alcohol. It is important to accommodate this variable already in the planning stage of games or other activities. The consumption of alcohol should accordingly not be central to your planned activities. It makes a lot of sense to consider whether any games you have planned are primarily about consuming alcohol, and what the games are meant to achieve. Drinking games are not enjoyable for everyone and accordingly have no place in an inclusive event or in an orientation for all. It should be emphasized repeatedly that the consumption of alcohol is voluntary, and that there can be no coercion or social pressure. You should also always make non-alcoholic alternatives available. If you should decide to allow alcohol, always ensure sufficient water is made available free of charge, and draw attention to this service to prevent alcohol poisoning and bad hangovers.

You should furthermore be aware that the consumption of alcohol (or other drugs) may elevate the likelihood of people crossing boundaries, and you as the organizing committee may have to respond if boundaries are crossed or nonconsensual sexual behavior takes place. To prevent the exclusion of people who don't drink alcohol or who aren't comfortable in groups where a lot of alcohol is consumed, you should communicate ahead of time what you're planning and, if applicable, what alternatives you have planned for people who don't want to or who can't consume alcohol.

Hang on: orientation and food

With food, too, it is a good idea to communicate clearly what is available and what the ingredients are. There are many people who cannot have various kinds of food, due to a variety of causes. If you are planning a potluck, instruct all participants to provide lists of ingredients. Make sure vegan and vegetarian food items are equally available as gluten-free and lactose-free foods, that pork and gelatin are always indicated, and that any sweets may be eaten by people with diverse needs.



Tips

Use the simplest language possible. It is a good idea to formulate your content in such a way that it is easy to understand, and to avoid technical terms or explain them on their first use.

Suggestions and pointers on inclusive language may be found in the [guidelines for inclusive writing](#) (in German only).

Make use of the University of Göttingen's [information on and services for accessible teaching, research, and work](#) (in German only).

Make use of the [Goethe-Universität Frankfurt's recommendations for diversity-aware media language](#). (pdf, in German only).

Ideally, disseminate information about planned events orally and in writing. In this way, students will be able to identify potential challenges and arrange for assistance. It's a good idea to use the invitation to indicate

- whether participants are expected to install or prepare something
- whether subtitles or sign language interpreters will be available
- whether the event is accessible
- whether the location has gender-inclusive and accessible bathrooms and how best to get to the location and back.

Contact information should also be disseminated both on websites and in invitations, and repeatedly orally as well. It would be good to offer multiple channels of getting in touch with you (e.g. by email, phone, or voice message), so that students with sensory impairments have access to one of the available channels. If possible, choose not just one, but a number of different messenger services.

Encourage gender-aware interaction by communicating your pronouns at the outset.

Discuss such matters as racism, empowerment, critical masculinity, critical whiteness, socio-economic inequality, discrimination-aware language, and stereotypical portrayals in your team. You may be able to arrive at a shared position, but even just the exchange may help you respond well if the subject should become relevant during the orientation.

Actively collect feedback on your event organization. You can use anonymous surveys to assemble freshers' needs and availability, particular interests, and their most pressing questions, and take these into account when planning. This can be done online using tools like [LimeSurvey](#) or offline using flipcharts (with markers or stickers) following or during on-campus events.

For many, the university is a new place with new, often unfamiliar rules.

Many do not know that they can turn to the [Central Student Advisory Service](#) (Zentrale Studienberatung), the [Academic and Examination Advising Service](#) (Studien- und Prüfungsberatung) in the faculties, the respective departmental student advisory services (Fachstudienberatungen), and often also the departmental student councils (Fachschaften) and student groups (Fachgruppen) as well as the [AStA](#) with all their questions about studying and organizing their studies. Information about these and other [counselling services](#) as well as an invitation to use them should be made available to all first-year students (see [points of contact](#)).



Hang on: self-identifiers and pronouns

A person's gender can't so easily be inferred from their looks. To prevent misgendering and painful situations, you could indicate your pronouns (e.g. she, he, or they) when introducing yourselves as organizing committee and so encourage others to follow your example (see under [introduction with pronouns](#) below).

There are various self-identifiers for gender identities, with which you should make yourselves familiar. However, self-identifiers should not be applied to others unasked; they wouldn't be self-identifiers then. You can familiarize yourselves with self-identifiers and gender-related concepts on the website [Gender diversity at the University of Göttingen](#), and in the paper there provided entitled "[Terms and definitions](#)" (pdf, in German only), or read up on them in [aqt*'s handout on gender-aware orientation](#) (pdf, in German only).

Self-identification plays another important role, namely in signaling how people wish to be referred to and how not to be referred to. Some (third-party) designations arose or took on certain connotations in a violent context, e.g. under colonial racism or national socialism. They often perpetuate negative stereotypes about groups of people, and should accordingly be avoided altogether.

Susan Arndt and Nadja Ofuatey-Alazard's book *Wie Rassismus aus Wörtern spricht. (K)Erben des Kolonialismus im Wissensarchiv deutsche Sprache. Ein kritisches Nachschlagewerk* (in German only) may be used to learn more about antiracist language use and the origins of various designations.

More sources on this topic may be found under [Materials and methods](#) at the end of this guide..

3. Running the event

During the orientation there are several things you can do to keep track of everyone's needs and help them along. Orientation usually represents the new students' first contact with University, the department, and fellow students. This gives you, the organizing committee, the responsibility and opportunity to help shape the department's atmosphere and establish a healthy social dynamic. You may help meet these goals by formulating in concrete terms what aspects of the group dynamic matter to you. This may mean ensuring that everyone gets a turn to speak without being interrupted; ensuring respectful and considerate interaction generally; emphasizing that consent is of paramount importance in romantic or sexual contact; or encouraging everyone to see to it that everyone makes it home safe from a party.

Questions for reflection

- What style of interaction are you striving to achieve? How are you communicating that?
- How can you identify discriminatory behavior during an event? How do you intend to deal with such conduct?
- How will you deal with discriminatory experiences or incidents? Do these incidents exclude or expose individuals? If so, how can you best assist these individuals?
- How can the perpetuation of stereotypes be avoided during an event?
- Are you introducing yourselves with name and pronoun at the outset? Are the participants given an opportunity to share their pronouns, for example in a round of [introductions with pronouns](#)?

- Do you know whom to contact in case of discrimination, sexual assault or harassment, or complaints?
- Have all contact persons for cases of discrimination and emergency been identified to the participants, and are all tutors and organizers aware of these? (see list below)
- Where and how can unpleasant experiences and discriminatory incidents be identified and discussed? Who is to be contacted if individuals don't feel comfortable?
- Are video conferences run with lead-in time? This gives students with impairments a chance to change their device settings ahead of time if need be.
- Are schedules, tasks, directions, the rules of games etc. communicated by two channels (orally and in writing)?
- What locations (e.g. pubs and clubs) will you visit? Are they accessible, and are they locations where all may feel at ease? What will you do if the atmosphere turns out not to be so open and friendly to everyone, or if other guests display disruptive or discriminatory behavior?
- Is there an awareness concept for parties and evening events involving alcohol?
- Are there contact persons or an awareness team to whom affected persons may turn? Who is part of such a team? Does it include contact persons of multiple genders, with and without their own experiences of racism etc.? Do you have a prepaid cell phone by which the awareness team is available for the duration of the event or the orientation?
- Are events involving the consumption of alcohol equipped with enough water free of charge, and does everybody know where to find it?



Hang on: awareness

Awareness means attentiveness or being aware. A degree of awareness is required to prevent problematic behavior. Especially for parties and events where alcohol (and other drugs) are consumed, it is a good idea to develop an **awareness concept**. As part of such a concept, you could enforce a **code of conduct** for an event and set consequences for its violation. It is also a good idea for an **awareness team** to attend the event, intervene in case of discriminatory behavior, and assist persons affected as needed. The awareness team should prepare to deal delicately with violations and emergencies. The team remain sober and can be approached in case someone feels uncomfortable, requires assistance, or observes problematic behavior. The team approaches individuals directly who (e.g.) have drunk too much or seem unwell, and ask whether they need assistance. They know whom such individuals can approach in an emergency and also help arrange their way home. It is a good idea to use a prepaid cell phone whose number can be advertised (instead of a private cell phone number), so anyone in need of assistance or feeling unsafe can call it.

More on the subject of awareness at parties may be found in these [guidelines](#) (pdf, in German only) by AStA Hannover. The Hannover PLATZprojekt's website also has a [sample awareness concept](#) (pdf, in German only).

Tips

Take a stance! Through e.g. announcements, social media posts, posters, etc., you should make clear that discriminatory behavior, such as racist, sexist, or transphobic comments, have no place in the orientation, and that you want to create a space in which everyone is comfortable and able to enjoy themselves.

Avoid divisions of groups by gender, such as into men and women, so that queer participants aren't excluded or exposed.

You could also write a code of conduct collaboratively with the entire group and codify what matters to you in the context of the orientation. In this context you could also agree on rules of conversation or conduct. Aspects like the following could be taken up here:

- You could take a clear shared position against discriminatory behavior and speech.
- Even so, you could agree on the principle of error tolerance. No one should be afraid to participate or say the wrong thing, make a fool of themselves, or be penalized. All the same, discriminatory behavior has to be addressed, so everyone can learn from "mistakes."
- You could formulate clear rules of conversation to make events as accessible as possible, e.g. by repeating or summarizing what has been said if spoken contributions are difficult to hear. You could agree on signals participants can use if something is unclear, and ensure people aren't all talking at the same time. The most important points should be written down, so you are not exclusively communicating orally.

Everything should be based on voluntary participation; there should be no pressure or coercion. Ideally, you'll want to consider alternatives to take the

place of planned activities or that could be done additionally if you or others should notice that a method or activity doesn't work as well as hoped, or when people are unable or unwilling to participate in something.

No one should be marginalized, so be on the lookout for people not participating or standing on the sidelines. Walk up to these persons and ask whether they'd like to talk about the reason they aren't taking part.

If someone says something discriminatory, you can approach the person "affected" (though ideally not in front of everyone) and agree on what should be done. Don't undertake any action against their will.

Try to guide activities in such a way, and choose methods in such a way, that all needs are considered. Make use of the two-senses principle in task supervision and instruction.

Especially at first, people often feel more comfortable in smaller groups than in larger groups or with the whole group. Accordingly, it's a good idea to form small groups repeatedly while getting to know each other and to provide them with closer guidance in the beginning, for instance using set questions or tasks.

You can make extensive and varied use of media. There are many instructional videos you could use to raise awareness among participants or tutors, such as this video on the subject of sexual consent: [Consent: It's Simple as Tea](#).

You should avoid a parallel reliance on written chat during live online AV formats, as these add to everyone's stress and divide participants' attention. It is better to make key information available after the event and communicate this strategy to participants early on.

All contact persons should signal an openness to being approached. Make sure it's clearly visible who may be reached by what means. Ideally, you'll want to have access to a shared (prepaid) cell phone whose number is known to all and by which you may be reached for the duration of the orientation, e.g. if someone can't find you or has other questions.



Hang on: train the—tutor

To prepare yourselves well for a discrimination-aware orientation, you could discuss the following themes in the context of training your tutors:

- Clarify aims and expectations: what are we looking to achieve? What matters to us in terms of communication and interaction?
- Clarification of roles: what are the tutors' tasks? What are their responsibilities? How does their capacity as tutor change their relationship to the other students? What might be problematic in the relationship between tutors and new students?

Tutors impart important knowledge and have instructional and guiding roles. This gives them a degree of power to define and to act. You could discuss ahead of time what consequences arise from this power dynamic and how the tutors may come to a healthy way of handling it.

You could also discuss how you as organizers want to conduct yourselves if and when confronted with discriminatory or transgressive behavior. As part of this, of course, you'll above all want to confront your own biases and avoid discrimination in your own words and deeds as much as possible.

To prepare the tutors to confront discrimination and sexual violence and harassment, you may want to seek external experts (see [points of contact](#) below) to counsel or train yourselves as well as the tutors..



Hang on: introductions with pronouns

It is important to open up the possibility of naming one's own pronouns. It is impossible to infer everyone's gender from their looks. In addition, there are people who are neither man nor woman, either because they were born that way (e.g. as inter* people) or because they don't or are unable to identify with one of these two genders. Giving one's name and pronouns helps create a safe space for TIN* (trans* inter*, non-binary) people and to eliminate insecurities around the correct form of address.

In larger groups you can simply set a good example ("Hello, my name is x and my pronouns are abc"). It's generally a good idea to take the initiative and proactively give your pronouns along with your name. This encourages others to do the same.

In this context it is important that no one be coerced. It's fine not to use a pronoun at all, or not to want to give one at this time. For instance, perhaps Karli prefers that Karli always be referenced by name rather than with Karli's pronoun. The people around Karli may have to get used to this, but "she" or "he" simply isn't the right pronoun for Karli, and Karli also doesn't like "they." So everyone references Karli by name and uses Karli's name instead of a pronoun, as in this example.

Use name-and-pronoun tags. Let everyone write their names and pronouns onto a piece of tape or a sticker for them to attach to themselves. In online events you could invite everyone to enter their pronouns along with their name: name (pronouns, e.g. she/her). If someone misspeaks and uses the wrong pronoun, they can simply correct their error concisely, without drawing too much attention to the error ("she, sorry, he said ..."). If you are unsure about someone's pronoun, you can check with them confidentially. Or you can simply use neutral language and substitute names for pronouns (as in the example on Karli).

4. Evaluation

The orientation is over, and now hopefully you have grounds to celebrate your successes, express your respect for one another, and thank everyone involved. Ideally you have planned a concluding meeting with all committee members and thus have a chance to talk the whole orientation over and together reflect on what went well and what might have to go differently next time, because in a way, the time after the orientation is also the time before the next orientation. Here are a few questions for reflection that may help you conclude and evaluate your work.

Questions for reflection

- How will you evaluate the event as a team? Have you planned a tutors' evaluation meeting to discuss how the orientation went?
- You could ask the following questions:
- What went well, and what took you by surprise?
- What should be done differently in the future?
- Have you observed or been told about discriminatory behavior? If so, how did you go about addressing it? What helped you in this situation, and what do you wish you would have had available to you?
- Have participants had, or will they have, an opportunity to provide feedback? Have you provided anonymous channels for feedback, e.g. using a suggestions box or an anonymous online survey?
- How will you process the feedback? Who keeps track of your insights for the next orientation? You'll ideally want to keep a written record of your findings, so the next organizing committee can pick up where you left off.
- Will all key information and materials be made available following the event (in compliance with the two-senses principle)?



Tips

A good feedback method for the organizing committee is the five-fingers method: everyone copies the outline of their hand onto a sheet of paper using a marker, then uses the sheet to write down their thoughts. The sheets can then be collected anonymously or discussed collectively. In this method, each finger represents a different type of feedback:

Thumb: I thought the following was great:
Index finger: Here's what I'd like to draw attention to:
Middle finger: I didn't like this at all:
Ring finger: Here's what I've learned:
Pinky: This was given short shrift:

Further feedback methods may be found under [Materials and methods](#). You can store your evaluation results for the next team, but if you encounter structural problems, such as physical barriers or unlit paths on campus, or racist or discriminatory behavior among University personnel, you can also get in touch with the University's respective points of contact and let them know where you see a need for change. You will find a list of [points of contact](#) below..



Hang on: Allyship

Allyship means to stand in solidarity for equal opportunities and against discrimination without patronizing others. People who don't experience any disadvantages from discriminatory features are privileged with respect to such features. You can find more on discrimination and privilege under [Materials and methods](#).

The university action committee aqut* has a handout on gender-aware orientations (pdf, in German only) summing up what allyship means in the context of gender diversity.

How can we be good allies for queer/trans* and nonbinary persons?

Do's

- Stand in solidarity with others, and ally yourself with others
- Watch your language, correct yourself, and allow yourself to be corrected
- Refuse to take gender roles and your own privilege for granted
- Inform and correct others
- Ask people for their needs and help meet these needs
- Ask people for their pronouns and names and respect these

Don'ts

- "Born with the wrong body"
- "... used to be a woman/used to be a man"
- Deadnaming (using a cast-off name that is no longer used). It's better to ask people for their first name yourself and use it, regardless what it says in some university-issued list of names or what others say. Every person best knows their name themselves!
- Ask intimate questions (e.g. "did you undergo operation?" / "do you take hormones?")
- Ascribe or assume gender and sexual orientation (even if people appear to be in a heterosexual relationship, this does not make them heterosexual)
- Out others without asking first

Points of contact

There is much advise and support you can use to prepare the orientation for all well. You can find different points of contact at the University of Göttingen, for example on the webpage [Advising and Information](#) and in the [Starter-Kit](#) (switch language to read the English version). You can also contact the Decentralized Equal Opportunity Officers and ask them if they would like to introduce themselves and communicate what they are interested in, what they are available for and what they can advise on. Here is an overview of the University's Equal Opportunity Officers: <https://www.uni-goettingen.de/en/51702.html>

Points of contact in case of emergencies

Emergency numbers: 112 (rescue service/fire department) and 110 (police)

Emergency and incident reporting center: 0551 39-1171

Points of contact for sexual assault and harassment as well as harassment and discrimination on the basis of gender

University Equal Opportunities Officer ([Link](#)):
Dr. Doris Hayn, 0551 39-26321,
doris.hayn@zvw.uni-goettingen.de

Emergency Helpline for Women (Frauen Notruf Göttingen) ([Link](#)): 0551-44684,
kontakt@frauen-notruf-goettingen.de

Points of contact for mental health

Social and Psychosocial Counseling (PSB) ([Link](#)):
psb@studentenwerk-goettingen.de

Psychotherapeutic Outpatient Clinic for Students (PAS) ([Link](#)): 0551 39-4596, pas@uni-goettingen.de

Further points of contact at the University of Göttingen

Counselling services of the General Student Committee (Allgemeiner Studierendenausschuss) – ASTA ([Link](#)):

[Counseling for trans* People](#); [Study and Social Issues](#); [Accessability](#); [Incomings & Outgoings](#); [Studying with a Child](#); [Legal Advice](#); Support for First-Year Students, [Health Insurance and Broadcasting Fees](#); [Housing](#)

Advisory and Information Services for Students from A-Z (esp. contact persons for all study matters ([Link](#)), Central Student Advisory Service ([Link](#)), Academic and Examination Advising in the Faculties (via subjects A-Z) ([Link](#)))

List of decentralized Equal Opportunity Officers ([Link](#)), with responsibilities according to faculties/schools and institutions.

University Equal Opportunities Officer ([Link](#))

Representative for Quality of Studies/Ombudsperson & Ideas and Complaints Management, ([Link](#)):

Representative for Quality of Studies/Ombudsperson Meike Gottschlich, Tel. 0551 39-28882
studienqualitaet@uni-goettingen.de

Team Ideas and Complaints Management:
kritik@uni-goettingen.de

Compatibility of University/work life and private life/ Studying with a Child ([Link](#)):
familienervice@zvw.uni-goettingen.de

Working Group Against Discrimination and Harassment at the the English Department/ Philosophische Fakultät ([Link](#))

Representative for students with disabilities and chronic diseases ([Link](#)):
katrin.lux@zvw.uni-goettingen.de

Overview of the student associations at the University of Göttingen ([Link](#)) and ASTA's overview of student groups at the University ([Link](#), in German only).

University action committee aqut* ([Link](#))

Right-wing extremist or hate symbols and slogans on campus: Contact the University's emergency and incident reporting center at 0551 39-1171 or at stoermeldezentrale@zvw.uni-goettingen.de.

Materials and Methods

University of Göttingen

- [Barrierefrei studieren – Hinweise zur Barrierefreiheit digitaler Lehre](#) (pdf, in German only). Representative for students with disabilities or chronic illnesses – University of Göttingen. (Last accessed July 18th, 2022)
- [Handout zur gendersensiblen O-Phase](#) (pdf, in German only). aqut*. (Last accessed July 18th, 2022)
- [Studying Parents](#) – Tips concerning “studying with children.” Family Service University of Göttingen. (Last accessed July 18th, 2022)
- [Inklusive Schreibweise - Eine Handreichung](#) (in German only). University of Göttingen. (Last accessed July 18th, 2022)
- [Portal Gender und Diversity in Teaching and Studying](#) (in German only). Equal Opportunities and Diversity Unit – University of Göttingen. (Last accessed July 18th, 2022)
- Guideline for the prevention of and protection against sexualised harassment and violence at the Georg-August University of Göttingen including the University Medical Centre Göttingen. (Richtlinie zur Prävention von und zum Schutz vor sexualisierter Belästigung und Gewalt der Georg-August-Universität Göttingen einschließlich der Universitätsmedizin Göttingen. (pdf, in German only) University of Göttingen (Last accessed July 18th, 2022)
- [Safety on Campus](#). Equal Opportunities and Diversity Unit – University of Göttingen. (Last accessed July 18th, 2022)
- [Wege zu mehr Sicherheit auf dem Campus](#) (pdf, in German only) – University of Göttingen (Last accessed July 18th, 2022)

Other Sources

- [Awareness auf Partys – Leitfaden](#) (pdf, in German only). AStA Hannover and the autonomous feminist collective of Hannover University (Last accessed July 18th, 2022)
- [Check-in-Methode für effektivere Meetings](#) (in German only). D! DoDifferent AG. (Last Accessed July 18th, 2022)
- [Consent. It's simple as tea](#). Video. YouTube. (Last accessed July 18th, 2022)
- [Die Broschüre zu Intersektionaler Pädagogik mit Methoden, Interviews, Erklärungen, Erzählungen aus der Praxis uvm](#) (in German only). i-PÄD Berlin. Initiative intersektionale Pädagogik. (Last accessed July 18th, 2022)
- [Diskriminierung, Abwertung und Missachtung – Erkennen. Benennen. Verändern! – Themenflyer zu Gruppenbezogener Menschenfeindlichkeit](#) (in German only). Amadeu-Antonio-Stiftung. (Last accessed July 18th, 2022)
- [Dos und Don'ts beim Sprachgebrauch über blinde Menschen](#) (in German only), anderes sehen e.V. (Last accessed July 18th, 2022)



- [Glossar. Wörterverzeichnis der Neuen deutschen Medienmacher*innen \(NdM\) mit Formulierungshilfen, Erläuterungen und alternativen Begriffen für die Berichterstattung in der Einwanderungsgesellschaft. Neue deutsche Medienmacher*innen](#) (in German only). (Last accessed July 9th, 2021)
- [Handlungsempfehlungen für eine diversitätssensible Mediensprache der Goethe-Universität Frankfurt](#) (pdf, in German only). Goethe-University of Frankfurt. 2016. (Last accessed June 30th, 2021)
- [How to be a genuine ally](#) (pdf). Amnesty International – Australia. (Last accessed May 7th, 2021)
- [Intersektionalität](#) (pdf, in German only). Bildungsmaterialien Nr. 4. Rosa-Luxemburg-Stiftung. (Last accessed May 7th, 2021)
- [Irgendwas zu Vielfalt...Anregungen für eine reflektierte Methodenauswahl](#) (pdf, in German only). Reflection on Methodologies. Katharina Debus. (Last accessed July 15th, 2021)
- [Klassismus. Oder: Was meine ich eigentlich, wenn ich von Klassismus spreche? Eine Annäherung.](#) (pdf, in German only). Tanja Abou. (Last accessed July 15th, 2022)
- [Leitfaden zum Umgang mit rassistischen, sexistischen Äußerungen](#) (pdf, in German only). Jasmine Böhm in cooperation with VÖGB and ZARA. 2006. (Last accessed May 26th, 2021)
- [Perspektivenwechsel](#) (pdf, in German only), Presentation for the course “Didaktik und Konzeption interkultureller Trainings”. Gabriela Nangia, winter term 2013/14. Friedrich-Schiller-University of Jena. (Last accessed May 7th, 2021)
- [PowerFlower](#) (pdf, in German only) – Methode zur Reflexion von gesellschaftlicher Positionierung, Privilegierung und Diskriminierung. (Last accessed June 30th, 2021)
- [Privilegienbewusstsein stärken für eine antirassistische Haltung](#) (in German only). Cora Bieß. University of Tübingen. (Last accessed May 7th, 2021)
- [Psychologie und Privilegien. Die unangenehme Wahrheit sozialer Ungerechtigkeit](#) (in German only). Pia Rauschenberger and Trang Thu Tran. Podcast. (Last accessed July 8th, 2021)
- [Queer-Lexikon](#) (in German only), explains terms such as agender, bigender, Geschlechtsidentität, genderfluid, binäres Geschlechtersystem, genderqueer, zugewiesenes Geschlecht, cis, dyadisch, inter*, sexuelle Praxis, sexuelle Präferenz and more. (Last accessed June 30th, 2021)
- [Reflexions- und Feedbackmethoden](#) (in German only). University of Koblenz-Landau. (Last accessed July 9th, 2021)
- [Respect Guide: A Guide to Treating Others Respectfully](#) (pdf), i-PÄD Berlin. Initiative intersektionale Pädagogik. (Last accessed July 5th, 2021)
- [Schön & sicher feiern!? Prävention und Intervention von uns bei Sexismus und Sexualisierter Gewalt. Handreichung für Veranstalter*innen von Partys, Events und Festivals](#) (pdf, in German only). LAG-Mädchenpolitik. 2018. (Last accessed July 9th, 2021)
- [Schön und sicher feiern](#) (in German only). YouTube. M.A. Medienwissenschaft – University of Tübingen. (Last accessed June 21st, 2021)
- [Solidarity and Support](#), inter* NRW, (Last accessed May 7th, 2021)
- [Wenn Wörter weh tun](#) (in German only). Fluter. 2018. (Last accessed June 30th, 2021)

Further Reading (in German)

- ADVD. 2013. [Antidiskriminierungsberatung in der Praxis. Die Standards für eine qualifizierte Antidiskriminierungsberatung ausbuchstabiert.](#) (Abgerufen 01-07.2022)
- Antidiskriminierungsstelle des Bundes. 2020. [Bausteine für einen systematischen Diskriminierungsschutz an Hochschulen](#), Berlin. (Abgerufen 01-07.2022)
- Antidiskriminierungsstelle des Bundes (2015): [Leitfaden Beratung bei Diskriminierung: Erste Schritte und Weitervermittlung](#) (pdf). 2. Auflage. Berlin. (Abgerufen 01-07.2022)
- Arndt, Susan/ Nadja Ofuatey-Alazard (Hg.) 2011. Wie Rassismus aus Wörtern spricht. (K)Erben des Kolonialismus im Wissensarchiv deutsche Sprache. Ein kritisches Nachschlagewerk. Unrast Verlag.
- Arndt, Susan. 2020. Rassismus. Die 101 wichtigsten Fragen. C.H.Beck.
- Feltes, Thomas/ List, Katrin /Schneider, Rosa/ Höfker, Susanne. 2012. Gender-based Violence, Stalking and Fear of Crime. Länderbericht Deutschland. EU-Projekt 2009 – 2011. Bochum.
- [Göttingen Kolonial](#). Webseite zu Göttingen in der Kolonialzeit. Lehrstuhl Prof. Habermas – Universität Göttingen. (Abgerufen 18.08.2021)
- Heitzmann, Daniela/ Houda, Kathrin (Hg.). 2019. Rassismus an Hochschulen. Analyse – Kritik – Intervention. Beltz Juventa.
- Kelly, Natasha. 2021. Rassismus. Strukturelle Probleme brauchen strukturelle Lösungen. Atrium Verlag AG.
- List, Katrin/ Feltes, Thomas. 2015. Sexuelle Gewalt an Hochschulen. In: Peer Pasternack für das Institut für Hochschulforschung (HoF) (Hg.): die hochschule. journal für wissenschaft und bildung 2/2015. Halle-Wittenberg: Martin-Luther-Universität.
- Popal-Akhzarati, Karima 2019. Inkludierte Exkludierte. Studentische Verhandlungsweisen von Rassismus und Rassismuserfahrungen. Göttinger Studien Zur Kulturanthropologie/ Europäischen Ethnologie, 8.
- Scherr, Albert. 2016. [Diskriminierung/Antidiskriminierung – Begriffe und Grundlagen](#). APUZ. Bundeszentrale für Politische Bildung. (Abgerufen 01-07.2022)
- Volpers, Simon/ Brodersen, Folke. 2017. [\(Wie\) Die O-Phase verändern? Empirische Reflexionen zur Kritik studentischer Hochschuleinführung in Göttingen](#) (pdf). Gender(ed) Thoughts, Working Paper Series, Vol. 1. (Seiten: 115 – 128) (pdf). (Abgerufen 01-07.2022)
- Zuber, Johannes. 2015. [Gegenwärtiger Rassismus in Deutschland. Zwischen Biologie und kultureller Identität](#) (pdf). Dissertation, Universitätsverlag Göttingen. (Abgerufen 01-07.2022)



