

## Companion Guide for Shipboard Civility Modules I & II Videos

2022 April - Version 1.1

### **Objective Statement:**

The goals of these videos are to generate discussion and promote a culture of community accountability by empowering individuals to interrupt toxic behavior. Each person onboard brings their full selves and histories with them so it is important to consider how someone could experience or handle any of these situations as it will differ person to person and there is no right or wrong way.

### **Viewing Guidelines:**

Hosting a group discussion of the issues raised in the videos prior to departure can be a valuable exercise in team building and improving communication amongst colleagues for successful and rewarding research at sea. When engaging with others in this space be mindful of the following:

- ❖ Seek to listen, understand, and learn from others rather than to be right.
- ❖ Do not ask individuals to speak for an entire identity; speak only for yourself.
- ❖ Honor confidentiality; do not share others experiences or information without permission.
- ❖ Know that others may or may not have had similar opportunities, experiences, and background as you. Recognize that their contributions are equally valuable.
- ❖ Welcome and provide feedback respectfully and constructively with the intent for mutual growth.

### **Content warnings:**

The topics and themes explored during the course of these videos may cause emotions and thoughts to surface that would benefit from accompaniment and support. It is important to take care of your well being and to turn to your own networks or provided resources as needed.

#### **Module I Video:**

- ❖ Body shaming comments made from a male-identifying to a female-identifying character.
- ❖ Critical responses given in an aggressive manner from a supervisor.
- ❖ Suggestive images depicting male-identifying to female-identifying physical violence.

#### **Module II Video:**

- ❖ Body shaming comments made from a male-identifying to a female-identifying character.
- ❖ A male-identifying character judges physical abilities of a female-identifying character.
- ❖ Female-identifying character verbally bullies a male-identifying character.
- ❖ Female-identifying character is touched and stalked by a male-identifying character.
- ❖ Consumption of alcohol suggested in a bar setting.
- ❖ Non-binary character cornered and touched inappropriately by a male-identifying character in a bar setting.

**Discussion Questions:**

1. How might the power imbalances play out in each of these scenarios if the role on the cruise, the perceived gender or the race of individuals was swapped. How much more difficult could it be to address?
2. Consider how similar situations have played in your experience in the past. How might you address them differently today? How has your perspective changed? How have the tools available to you changed?
3. There are many different ways to be an upstander who takes action vs. a bystander who witnesses but does nothing. What kinds of strategies could best fit your personality and communication style when addressing these scenarios?
4. Reflect on how you would respond when being confronted about problematic behavior. Can you listen with empathy and introspection or are you likely to respond out of defensiveness? How can you prepare yourself to receive criticism?

**Accountability and Resources Available:**

You have resources available to you on and off the vessel. The link below will direct you to a list of policies and resources for every operating institution for addressing problematic behavior, safety concerns, and complaints. This information is on the UNOLS.org website and should also be prominently displayed as a poster onboard the vessel.

[Shipboard Civility Resources](#)

Participants in research projects aboard the U.S. Academic Research Fleet (ARF) are encouraged to be aware of the resources available at their own institution and other participating institutions before embarking.

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The Maintaining an Environment of Respect Aboard Ships (MERAS) Committee welcomes your feedback and suggested improvements for this viewing guide.

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