**SCENARIO FOR EDUCATIONAL CLASSES – for academic workers and stuff**

**PART 1. OF SCENARIO**

| **THEME OF CLASSES** | *Legal aspects of (in)equality in employment* |
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| **TOPICS** | *I. Work-Life Balance*  *II. Inequality around the menstruation*  *III. Employment law issues of gender equality*  *IV. Mobbing, (cyber)bullying and harassment* |
| **DURATION OF CLASSES** | *1,5 h/classes* |
| **MODE** | *Hybrid form* |
| **KEYWORDS** | *Equality, Work-life balance, family protection, female workers, male workers* |

**PART 2. OF SCENARIO**

| **THE AIM OF THE CLASSES** | *I. Main aim is to introduce the legal background of labor and social law aspects with combain the private law (especially family law) rules. Is it capable of protecting the private life/family law of the legislator, or can we experience differences between these two legal fields?*  *It is an aim also, to analyze, which problem can we find on the field of academic sphere, what kind of challenges can experience the female and the male workers in this area, and how can give solution to that the legislator, and the private law rules.*  *II. Main aim is to introduce the problem of menstrual health, to explain the importance of equal treatment of menstruators, to make students aware of the boundaries the menstruators feel during menstruation, to familiarize students with the concept of menstrual health to eliminate social stigmas surrounding menstruation*  *III. The course aims to familiarize students with the general state of the labor market. It also draws attention to the differences that arise from gender differences. The main aim is to familiarize students with the legal instruments and the legal background that they can invoke if they are disadvantaged because of their gender or other protected characteristics.*  *IV. Sometimes known as “group bullying,” mobbing in the workplace involves groups of people targeting a coworker for isolation, humiliation, and aggression. The impact on mobbing targets, as well as the business itself, can be serious. The academic sphere should be aware of the signs of mobbing and take steps to foster a healthy work environment.*  *Conflicts in the workplace are nothing new. There is evidence that that healthy conflict can be beneficial to a business organization. Sometimes, however, conflict can take a sinister turn when a worker embarks on a campaign of psychological terrorism against another employee. As distressing as individual bullying can be, the situation can become far worse when the terrorizing employee enlists the assistance of other coworkers who also intimidate, humiliate and harass the target.* |
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| **LEARNING OUTCOMES** | *participants can speak about their situation, their good practices and problems about the topics, how they can manage the differences and problematic points, what they are expecting from the legislator etc.* |
| **SUGGESTED TOOLS** | Ms Teams, Ppt presentation, group session, case studies |
| **TIPS / METHODOLOGICAL REMARKS** | forward making short interview about the previous knowledge of the participants. Many misconceptions will certainly arise, which we will clear up based on appropriate information.  We will explore these issues by working together on case studies. Some of the cases examine gender discrimination in general. From the general issues, we highlight cases and questions relating to higher education. |
| **RISKS** | - |

**PART 3. OF SCENARIO**

| **LEARNING CONTENT - CHARACTERISTICS** | In the course, students will first learn about the constitutional foundations of equal opportunities law based on their prior knowledge. They will learn about the constitutional background that ensures the everyday implementation of this right.  Beyond this constitutional framework, they will also learn about national legislation which, by explaining the constitutional framework, regulates equal treatment in all areas of life. In the context of the course, students will learn which cases of discrimination fall within the scope of discrimination by solving practical exercises together, specifically in relation to the labor market. Through practical exercises, they will learn about the redress systems in place and the redress forum system available to them.  Students will also learn to distinguish between direct and indirect discrimination and how to prevent or avoid becoming a perpetrator of such situations.  National legal practice is framed by the European Union's equality policy. Some of the cases will also reflect the practice of the European Union. | |
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| **BASIC TERMS** | *Equality, Work-life balance, family protection, female workers, male workers* | |
| **COURSE OF THE CLASS** | **STEP 1** | *Talking about the previous knowledge about the topics/ themes. The leader of the topic makes questions to warm up and after that they talk about their experiences. (good and bad also) 20 minutes* |
| **STEP 2** | To divide the participants into groups (the number of the groups depends on the number of participants). Here comes some conversation about the topics and the further expectations.  40 minutes |
| **STEP 3** | Take a short presentation from the legal background of the topics, and expand the knowledge of the participants. After that we will monitor the reactions and make a conversation again about their opinion – what are the good solutions and practices in the light of the legal background, and what area should rethink or develop.  Discussion of case law experience in the light of theory and case law.  30 minutes |

**PART 4. OF SCENARIO: ADDITIONAL MATERIALS (WORKSHEET, CARDS, PICTURES, RECORDINGS)**

The additional teaching materials (ppt, survey, case studies) are in development.