**SCENARIO FOR EDUCATIONAL CLASSES**

**PART 1. OF SCENARIO**

| **SUBJECT OF CLASSES** | *Gender Inequality* |
| --- | --- |
| **TOPIC** | *Inequality around the menstruation* |
| **DURATION OF CLASSES** | *1,5 h* |
| **MODE** | *Online, synchronous* |

**PART 2. OF SCENARIO**

| **THE AIM OF THE CLASSES** | * *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* |
| --- | --- |
| **LEARNING OUTCOMES** | * *students can talk about their knowledge about menstruation* * *students are able to define basic elements of menstrual health* * *students are able to control their relationship with menstruation* * *students can learn to adequately support menstruating persons* |
| **SUGGESTED TOOLS** | MS Teams (general meeting channel and break out rooms), Google Slides, Padlet, Mentimeter, LearningApps |
| **TIPS / METHODOLOGICAL REMARKS** | 1. As a first step, we ask the students to discuss what they know about menstruation and its physical conditions. Many misconceptions will certainly arise, which we will clear up based on appropriate information. The teacher has to be avare the biological bases of the menstruation. 2. The modern literature uses the word “menstruator” to avoid gender-based problems. This should also be taken into account when developing the conversation. |

**PART 3. OF SCENARIO**

| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | “Menstrual Health was not on the agenda of the International Conference on the Population and Development or the Millennium Declaration. Nor it is explicitly stated in the Sustainable Development Goals targets for goals 3 (health), 5 (gender equality) or 6 (water and sanitation). However, it has been placed on the global health, education, human rights, and gender equality/equity agendas by grass-roots workers and activists from the global South, drawing attention to reports of women’s and girls’ experiences of shame and embarrassment, and the barriers they face in managing their period because they do not have the means to do so, with consequences for their life opportunities including their rights to education, work, water and sanitation, non-discrimination and gender equality – and ultimately to health. WHO salutes the grass-roots workers and activists, notably those from the global South, who have doggedly championed menstrual health, and welcomes the inclusion of Menstrual Health in the Human Rights Council agenda.” (WHO)  “WHO calls for three actions. Firstly, to recognize and frame menstruation as a health issue, not a hygiene issue – a health issue with physical, psychological, and social dimensions, and one that needs to be addressed in the perspective of a life course – from before menarche to after menopause. Secondly, to recognize that menstrual health means that women and girls and other people who menstruate, have access to information and education about it; to the menstrual products they need; water, sanitation, and disposal facilities; to competent and empathic care when needed; to live, study and work in an environment in which menstruation is seen as positive and healthy not something to be ashamed of; and to fully participate in work and social activities. Thirdly, to ensure that these activities are included in the relevant sectoral work plans and budgets, and their performance is measured.” (WHO)  The European law mainly deals with workplace issues related to menstrual health. Within this, menstrual leave is now considered to be one of the most important support tools for protecting the health of menstruating persons. This leave is defined in the international literature as a leave that allows menstruating persons to take leave in the sense of labor law if they cannot go to work due to their menstruation; is considered a policy that may affect menstruating persons in many ways, including their employment status. International interdisciplinary research on menstruation is linked to the concept of menstrual health. This also provides a broad context for labor law thinking, as it is intertwined with sustainability goals, gender equality and basic human rights, which is why, in addition to the research direction, it also determines policy requirements. Menstrual leave can have many benefits for menstruating women. Perhaps the most important benefit of allowing freedom is the reduction of suffering from the physical symptoms associated with menstruation. There is also a position that the recognition and evaluation of menstruation in labor law also entails the destigmatization of menstruation. In the case of modern gender issues, we can also discover additional aspects related to the rise of menstrual health in this direction, especially regarding trans men. Nevertheless, considering its sensitive circumstances, menstrual leave also carries risk factors, which are primarily of a non-legal nature. | |
| --- | --- | --- |
| **BASIC TERMS** | MENSTRUAL HEALTH, DESTIGMATIZATION, EMPATHIC CARE | |
| **COURSE OF THE CLASSES** | **STEP 1** | **Warm-up** ()   1. Each student talks about their knowledge about menstruation. 2. After this, each student has to talk about, how they felt about talking about menstruation. 3. Each student is asked tell, if some infos were new for them.   The teacher can also take part in this exercise – he/she may talk about his/her experience.   1. The exercise is followed by a short discussion. The students try to answer the following questions:  * Is it easy to talk about menstruation? * Did they experience any bullying in connection with the menstruation? * Why do we need to spread the concept of menstrual health? |
| **STEP 2** | 1. The students has to discuss, what is a menstrual cycle. What do they know about a period? What is a normal period, and what kind of symptoms are connected with the menstruation? The students can also do the Internet research on their own.  * Possible sources/suggested reading material:   <https://my.clevelandclinic.org/health/articles/10132-normal-menstruation>   * <https://www.yourperiod.ca/normal-periods/menstrual-cycle-basics/> * https://www.mayoclinic.org/healthy-lifestyle/womens-health/in-depth/menstrual-cycle/art-20047186 |
| **STEP 3** | 1. The students are divided into six groups (MS Teams, breakout rooms option). Each group is to describe a different option how to care empathically about a menstruator. The students can also do the Internet research on their own.  * Possible sources/suggested reading material:   WHO statement on menstrual health and rights  <https://www.who.int/news/item/22-06-2022-who-statement-on-menstrual-health-and-rights>  Hennegan J, Winkler IT, Bobel C, Keiser D, Hampton J, Larsson G, Chandra-Mouli V, Plesons M, Mahon T. Menstrual health: a definition for policy, practice, and research. Sex Reprod Health Matters. 2021 Dec;29(1):1911618. doi: 10.1080/26410397.2021.1911618. |
|  | **STEP 4** | The students have to discuss, what the labour law and the employer can do at the workplace to empathically care about the menstruator. The students have to talkt about the following topics:   1. Did the students experience any bullying in connection with the menstruation before? 2. Why do we need to spread the concept of menstrual health at a working community, at the workplace? 3. What kind of options are there for the employer in connection with the menstrual health?   Possible reading material:   * <https://www.bbc.com/worklife/article/20220426-could-menstrual-leave-change-the-workplace> * <https://equityhealthj.biomedcentral.com/articles/10.1186/s12939-016-0379-8> * <https://www.hrzone.com/perform/people/its-time-to-address-menstruation-in-the-workplace-period> |