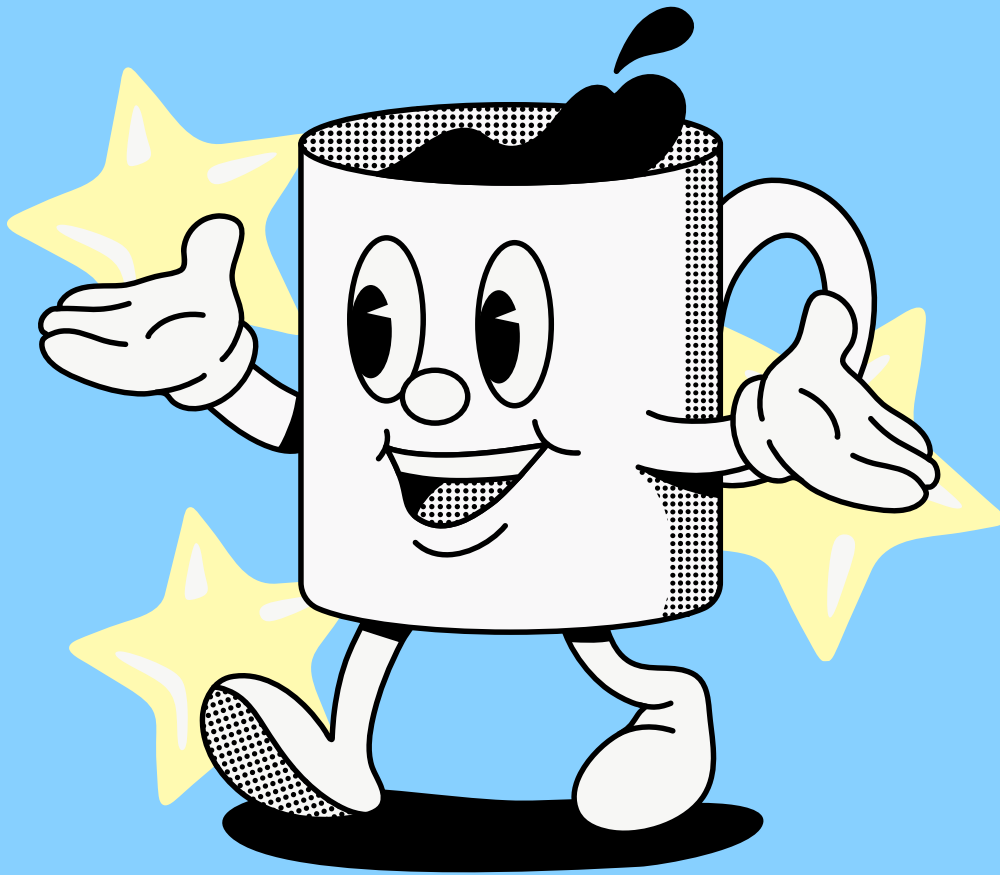


STARCUPS

NATIONAL LABOR RELATIONS BOARD ELECTION SIMULATION



YOUNG WORKER EDUCATION PROJECT

The YWEP offers an interactive learning environment to deepen awareness and understanding of the long history of labor in the United States, young peoples' power as individual actors and members of communities, and the value of thoughtful and productive dialogue

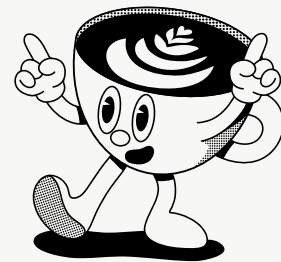
Purpose

The Starcups Coffee Election Simulation creates an interactive learning environment for students to understand the process of organizing a union and holding a democratic election under the National Labor Relations Act. This **4-hour (1 hour per day) simulation** is loosely modeled after the unionization efforts happening in Starbucks across the nation.

Building off the robust twenty-year Collective Bargaining Education Project turned Young Workers Education Project, this curriculum centers on the experiences of young workers. This simulation aims to ensure young people understand their rights as workers under city, state, and federal law on how to create organized labor unions including the benefits, obstacles, and consequences.

For more information on the purpose of this simulation, visit the [Young Workers Education Project website](#). For more information about the young people working in California's economy, and resources about their rights, visit the [UCLA Labor Center website](#). Slide deck to help facilitation can be found [here](#).

Facilitator Note! This simulation brings up challenging and important topics, and we hope for these conversations to be matched with play and joy. The more you engage, the more your students will engage. We encourage rigorous engagement alongside play. Have fun!



Objectives

By the end of this simulation, students will be able to:

- Explain the law and process involved with organizing a union and holding a democratic election under the National Labor Relations Act
- Describe the function and benefits of a unionized workplace for both workers and management
- Describe the stakeholders involved in the unionization and the steps taken to organize labor
- Connect workers' struggles at individual worksites to global economic trends

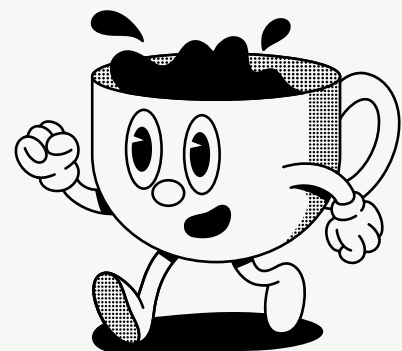
CALIFORNIA STATE STANDARDS

Why is this important? The California State Standards offered below are a few of the state learning guidelines most aligned with this curriculum. This allows you, the educator, to maintain and balance a coherent course of study as you put your own spin and flavor on the implementation of this interactive curriculum.

Standards	Description	Question
U.S. History and Geography: Continuity and Change in the Twentieth Century <u>HSS-11.6.5</u>	Trace the advances and retreats of organized labor, from the formation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.	How has American organized labor developed from its 19th-century industrial beginnings to today's economy?
<i>CA State Standards, Principles of Economics</i> <u>HSS-PoE.12.4.1</u>	Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.	How does the labor market function? How do unions impact the lives of workers and communities? How do unions impact national policies?
<i>CA State Standards, Principles of American Democracy</i> <u>HSS-PoAD.12.3.1</u>	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	How does our society support the development of various types of communities and organizations?

COMMON CORE STANDARDS

Standards	Description	Question
<p><i>Common Core Standard, Social Studies, Grade 11-12 Students</i></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>CCSS.ELA-LITERACY.RH.11-12.7</u></p>	<p>How do we learn about the labor market, unions, and consumer responsibility from a diverse set of sources? What does each source tell us?</p>
<p><i>Common Core Standard, Social Studies, Grade 11-12 Students</i></p>	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. <u>CCSS.ELA-LITERACY.RH.11-12.8</u></p>	<p>What do different media and information outlets tell us about the role and power of unions and workers rights? What biases might be apparent?</p>
<p><i>Common Core Standard, Social Studies, Grade 11-12 Students</i></p>	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <u>CCSS.ELA-LITERACY.RH.11-12.6</u></p>	<p>How do we distinguish different news sources? What biases might be present?</p>



Classroom Needs:

Materials:

- 4 classroom periods of 1 hour per session
- Projector or student devices
- Copies of simulation handouts
 - Handout 1: **Starcups Reading: A Union Representation Election at Starcups Coffee**
 - Handout 2: Student Readings based on Role
 - **Reading 2-A:** Starcups Store 867 Worker
 - **Reading 2-B:** Starcups Workers United Members from Store 942
 - **Reading 2-C:** Starcups Corporate and Management
 - **Reading 2-D:** National Labor Relations Board Official
 - **Reading 2-E:** Community Member

Pre-organized groups of students for a total of approximately 30 people.

- Non-Union Starcups Employees: **15 people**
 - (Can be broken up into smaller groups representing the three shifts: *Opening, Midday, and Closing*)
- Starcups Workers Union Members, Store 942: **3 people**
- Starcups Coffee Management: **3 people**
- National Labor Relations Board Agents: **3 people**
- Community Members: **4 people**

Facilitator Note! The facilitator can also create signs for each group and place them at different points of the room, this will help organize the groups. If the class is larger or smaller than 30 people organize the groups accordingly with the Non-union Starcups employees being the largest group.

- Classroom definitions posted on butcher paper or on the white board for all to see: (AFTER the class defines these phrases on Day 1)
 - **Union:**
 - a group of workers, employed by the same boss, who have organized to fight together for better wages and working conditions.
 - **Management:**
 - An organization's supervision group who oversee other employees
 - **Town Hall:**
 - A public space for a group of people to come together and discuss/vote/debate issues that affect the community

Classroom Needs:

- Props for various groups, examples:
 - Non-Union StarCups Employees- stickers for all employees, can be name tags that students write on
 - Union Members- name tags with StarCups Workers United written on them
 - Starcups Management- neckties that have been pre-done for students to slip on
 - National Labor Relations Board Agents- lanyards with NLRB tags
 - Community Members- coffee mugs

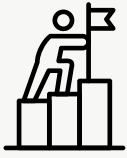
Example Image



Facilitator Note! This activity asks students to engage their imaginations and play together as these characters. For many students, this may be the first time they are engaging in this type of learning activity in a high school setting. Your role is to support students' confidence to create and explore. Join student groups as they work together to build their characters and model that playfulness by engaging with them as their role. Your engagement is critical to support student courage and excitement.

DAY 1

TIME: 1 HOUR



GOALS

- Orient students to the union process and define key labor terms like unions, management, and the National Labor Relations Act.
- Explain the development and history of organizing a union and holding a democratic election under the National Labor Relations Act
- Practice role playing, public speaking and being attentive audience members

Materials:

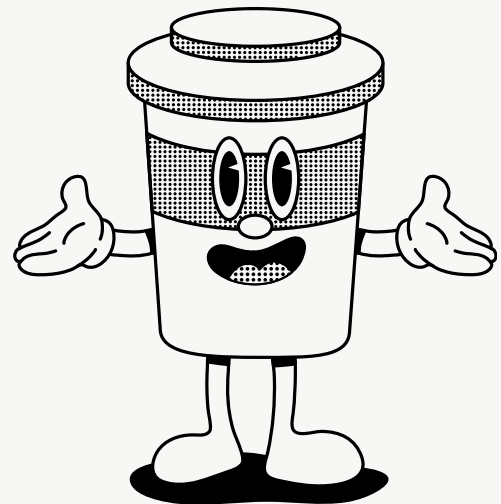
- A/V equipment for Slide deck, Article and image
- Hand out Student Reading #1: A Union Election at Starcups Coffee Store 867
- Placecards for groups and readings #2
 - Reading 2-A: Starcups Store 867 Worker
 - Reading 2-B: Starcups Workers United Members from Store 942
 - Reading 2-C: Starcups Corporate and Management
 - Reading 2-D: National Labor Relations Board Official
 - Reading 2-E: Community Member

Room Setup:

A room with moveable chairs and tables will work best. Set up chairs in a full circle at first and then rearrange students in groups according to the 5 role-play student groups stated above.

Agenda

- Warm up
- Article and Discussion
- Small Groups Activity 1:
Reading 1 and discussion
- Small Groups Activity 2:
Reading 2 and discussion
- Individual/ group questions
on reading #2
- Activity #3
- Debrief



DAY 1

- **Do Now/Warm Up:**

- Ask students for their background knowledge and/or definitions of the terms- union and management.
 - What do you think of when you hear the word “union?” Why?
 - What do you think of when you hear the word “management?” Why?
 - What do you think of when you hear the word “town hall?” Why?

- **Activity 1:**

- Discuss their background knowledge in a whole class conversation and create class definitions for each word that can evolve throughout the simulation.

- **Activity 2:**

- Have students view the chart below from The U.S. Chamber of Commerce. Ask them to discuss with a partner these questions:
 - What is going on in this chart?
 - What makes you say that?
 - Facilitate a classroom discussion after students have discussed with partners. Pose the question if it has not been raised by students:
 - Why do we think union membership has declined over the years? Chart their ideas for use later on.
 - Article link: <https://www.uschamber.com/employment-law/unions/union-membership-drops-to-previous-low-in-2021>



- **Activity 3:**

- **Student Reading #1** is distributed and groups read it aloud with each other. At the end of the group read, students should discuss these questions and prepare to share in a whole class conversation:
 - What is the National Labor Relations Board and what does it do?
 - What is happening at Store 867?
 - What do we learn about Starcups Coffee’s workforce?
 - What do we learn about Starcups Workers United?

DAY 2

TIME: 1 HOUR



GOALS

- Experience what a real-life “Town Hall” community meeting to discuss union election would look/feel like
- Practice public speaking and being attentive audience members

Materials:

- A/V access, slide deck
- Placards for groups and readings #2
 - Reading 2-A: Starcups Store 867 Worker
 - Reading 2-B: Starcups Workers United Members from Store 942
 - Reading 2-C: Starcups Corporate and Management
 - Reading 2-D: National Labor Relations Board Official
 - Reading 2-E: Community Member

Room Setup:

A room with moveable chairs and tables will work best for this activity. Set up chairs in a full circle at first and then rearrange students in groups according to the 5 role-play student groups stated above.

Do Now/ Warmup

- Have group placards with character titles on them set out so that students head right to their group’s seats.
- Project the second day image (*in the canva slide deck*) of the Red Cup Rebellion photo collage. Ask students:
 - What is going on in these images? What makes us say that?

Agenda

1. Do Now/warm-up
2. Activity 1:
Debate/Dialogue
Discussion
3. Activity 2: Town Hall
Prep and Move and
Meeting
4. Activity 3: Town Hall
5. Debrief



DAY 2

Remind students that they will be in a town hall-style community meeting today to discuss the upcoming union election. Representatives from various groups will be there to share information and opinions about the vote. Once groups have presented their ideas and asked questions, a vote will be held to determine if Starcups Coffee Store 867 will be a union shop. Let them know that you will be acting as a meeting facilitator and that the meeting will begin today.

Activity 1

- ***What is Debate? What is a Dialogue? What are the differences between these two activities? Class discussion***
- **Debate:** *Where have you seen a debate? What examples come to mind?*
 - Keywords to consider: Argument, competition, persuasion
- **Dialogue:** *Where have you seen a dialogue? How is it different?*
 - Keywords to consider: Conversation, understanding, listening

Activity 2:

- Give students 30 minutes to prepare and rehearse their presentations and questions. It can be more preparation time depending on your students and your timeframe. Just make certain that there is at least a 20-minute window of time for meeting introductions and election guidelines. **The rhythm of the meeting is important and you don't want class to end in the middle of student conversation and questions.**
- Support meeting preparation by structuring group work. Explain each job and have students discuss/choose who would like to take on these responsibilities for their group.
 - Recorder: Write down all the group's thinking on the assigned questions
 - Facilitator: Make sure everyone in the group is engaged. Ask peers questions like, "What do you think?"
 - Timekeeper: Keep the group focused and on-task during the preparation time with their phone timer
 - Manager: Decide when the group needs teacher support to complete tasks



DAY 2

Depending on student needs, the 30 minutes of preparation could be broken into defined segments of time. Ask timekeepers to set their alarms for the full thirty minutes OR ask timekeepers to set alarms in this pattern:

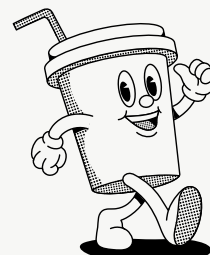
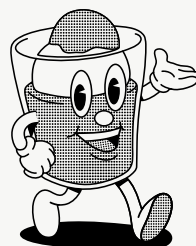
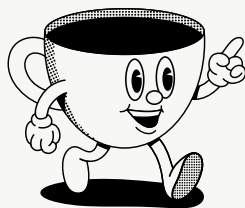
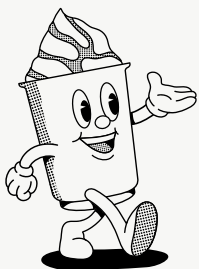
- **Question 1: 7 minutes, Question 2: 12 minutes, Question 3: 5 minutes** (except for the NLRB Agents who will need to divide their time equally between Questions 1 and 2)

- Continue to circulate around the room to check student responses and provide feedback. Check in with Facilitators and Managers about group participation and understanding. Thank Recorders for their service to the group. As timers go off, ask Timekeepers how the work is going and how much more time they need to complete their responses.

Facilitator Note! Be flexible during this preparation depending on student progress. If students need more time, the Town Hall Activity can all be done in one class session on Day Three. Gauge student progress and adjust accordingly. If students need more time, they can finish their writing and decide who is going to present which parts to the Town Hall Meeting. They can also rehearse their parts for the Town Hall by reading aloud to each other.

“Move and Meet” (7-10 minutes)

- Each group splits in half with some members staying in group sessions and the other half traveling around the room talking to other groups/listening to other groups.
- This allows students to warm up their voices in articulating their positions in the meeting and to interact with folks in the room who might be “allies” or “obstacles”
 - Plus it gets student energy going and voices working!



DAY 2

Activity 3: Town Hall Meeting

[Tip]: Depending on student readiness, this can be moved entirely to the next day of the learning cycle. Evaluate student readiness and make a decision.

Facilitator Note! You are setting the tone for the Town Hall as the meeting's moderator, a local elected official. Decide if you want to be the Mayor or a City Councilperson. Open up the meeting in character by welcoming everyone and expressing interest in hearing from all participants in the room. You are most closely aligned with the Community Members group as a consumer and neighbor. Students will take their cue from your level of engagement in this exercise of imagination. The more invested you are, the more invested they will be. Your goals are to support student confidence, encourage group interactions, and remind participants that this is a dialogue and not a debate.

- As the facilitator, open the meeting stating the goal of the event- This is a forum for café workers to listen to each other and hear from fellow Starcups employees, Starcups management, concerned community members, and National Labor Relations Board agents, before a union representation election.
- Each group will share a brief introduction and share their perspective on the question of this store becoming a union shop. Once everyone in the meeting has done this, there will be an opportunity for meeting attendees to ask questions and make comments. After that, Starcups Store 867 workers will vote on whether or not they want to be members of Starcups Workers United.
- The order of introductory presentations will be as follows:
 - Starcups 867 non-union workers
 - the National Labor Relations Board Commissioners
 - Starcups Workers United workers
 - Starcups Management
 - Community Members
- Students should read their prepared statements for the first question from their character handouts.

Debrief

- Thank all the groups participating in the Community Meeting and collect group placards. Let students know that tomorrow's meeting will allow everyone to share their views on the upcoming election. Explain that this next part is not a debate but a dialogue.

DAY 3

TIME: 1 HOUR



GOALS

- Practice public speaking and being attentive to audience members
- Participate in a union election

Materials:

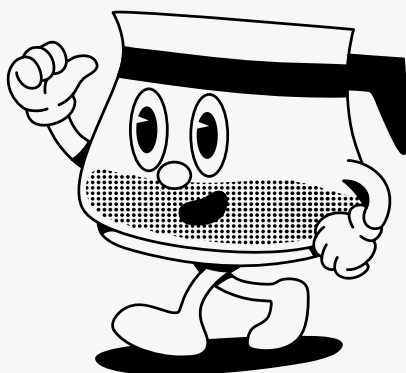
- Butcher paper and markers
- Placecards for groups
- Students' paperwork
- Ballots and ballot box

Room Setup:

A room with moveable chairs and tables will work best for this activity. Set up chairs in a full circle at first and then rearrange students in groups according to the 5 role-play student groups stated above.

Agenda

1. Do now/warm-up
2. Activity 1: Election!
3. Debrief



Do Now/ Warmup

- Have a sign or write on the board- Starcups Coffee Store 867 Union Election today!
- Distribute group placards to student tables and remind them that today is the time for dialogue and not debate.
- Ask students to take out all their paperwork for a quick review together.

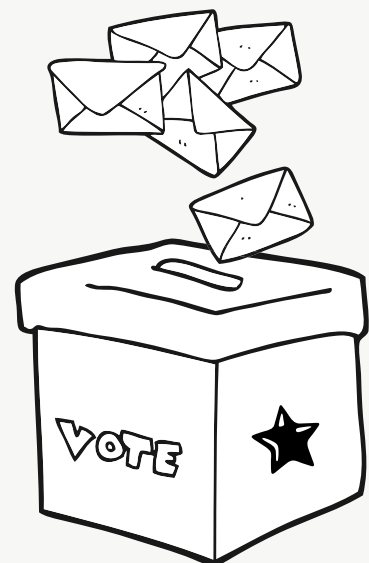
DAY 3

Activity 1

- Resume or begin the Community Meeting with students sharing their responses for the second question on their character handouts. Groups should present in the following order:
 - Starcups 867 non-union workers
 - National Labor Relations Board Commissioners
 - Starcups Workers United workers
 - Starcups Management
 - Community Members
- At the end of each group's presentations, Starcups Store 867 Workers should be given time to ask questions and make statements. They should get the bulk of class time to do so. Allow other participants to respond to these questions and comments. If the non-union workers exhaust their questions, other groups can ask their questions as well. Groups can also make closing statements if time allows.
- Closing statements should be brief statements answering: Why should the workers vote yes or no?
- Make sure there are at least 10 minutes before the period ends to conduct the election. The NLRB agents explain the election rules and then hand out ballots to the Store 867 workers only. If possible, as the votes are being cast, check in with both the Starcups Workers United and Starcup Management groups to see if they have a prediction about the outcome.
- Once everyone's votes are in the ballot box, the NLRB agents count the votes and report the results to the class.

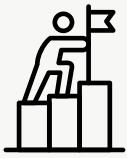
Debrief

- Ask students to respond in writing to the final questions on their character handouts for discussion tomorrow.



DAY 4

TIME: 1 HOUR



GOALS

- Debrief union election experience
- Explain the challenges and obstacles when trying to organize a union
- Understand the role of consumers and consumer power in labor struggles.
- Connect workers' struggles at individual worksites to global economic trends

Materials:

- A/V Equipment: slide deck
- Video and/or Inside Starbucks' Dirty War Against Organized Labor reading
- Optional: Reading #4

Room Setup:

A room with moveable chairs and tables will work best for this activity. Set up chairs in a full circle at first and then rearrange students in groups according to the 5 role-play student groups stated above.

Agenda

- Do Now
- Activity 1: Class debrief of union election
- Activity 2: Vox charts
- Debrief/ Extender Activity

Do Now/ Warmup

- Ask the class:
 - When you are at your favorite coffee spot, what is your order? How do companies like Starbucks create excitement and consumer demand for their products?

Activity 1: *Begin in small groups and then pivot to large discussion.*

Class Debrief of Union Election- start with these questions:

- How did it feel to play your particular roles during this experience?
- What important ideas did you learn about unions and management?
- Project the chart from the first day back on the board or repost it online for students and ask:
- How does this experience help us understand this chart differently?

DAY 4

You can also show or remind students about their own ideas from that first day regarding this chart. Explain that, in reality, workers do not have the opportunity to sit together and hear all these perspectives before voting. Instead, workers might be subjected to management’s “captive audience” meetings during the workday, and union members/organizers must meet folks off-site, after hours, over email, and/or social media.

Watch the video:

- <https://www.cnn.com/2022/11/02/business/starbucks-union-organizers-risk-takers-22-ctrp/index.html> (4 ½ minute video)
- What stands out to you from this video?

Give students two minutes to discuss these questions with their group. Then, hold a class conversation to discuss their ideas. Based on their experience over the last couple of days, and this video:

- Who is responsible for the obstacles workers face in organizing unions? What makes you say that?
- What can be done to make certain that workers are able to more easily engage in the union organizing and election process?

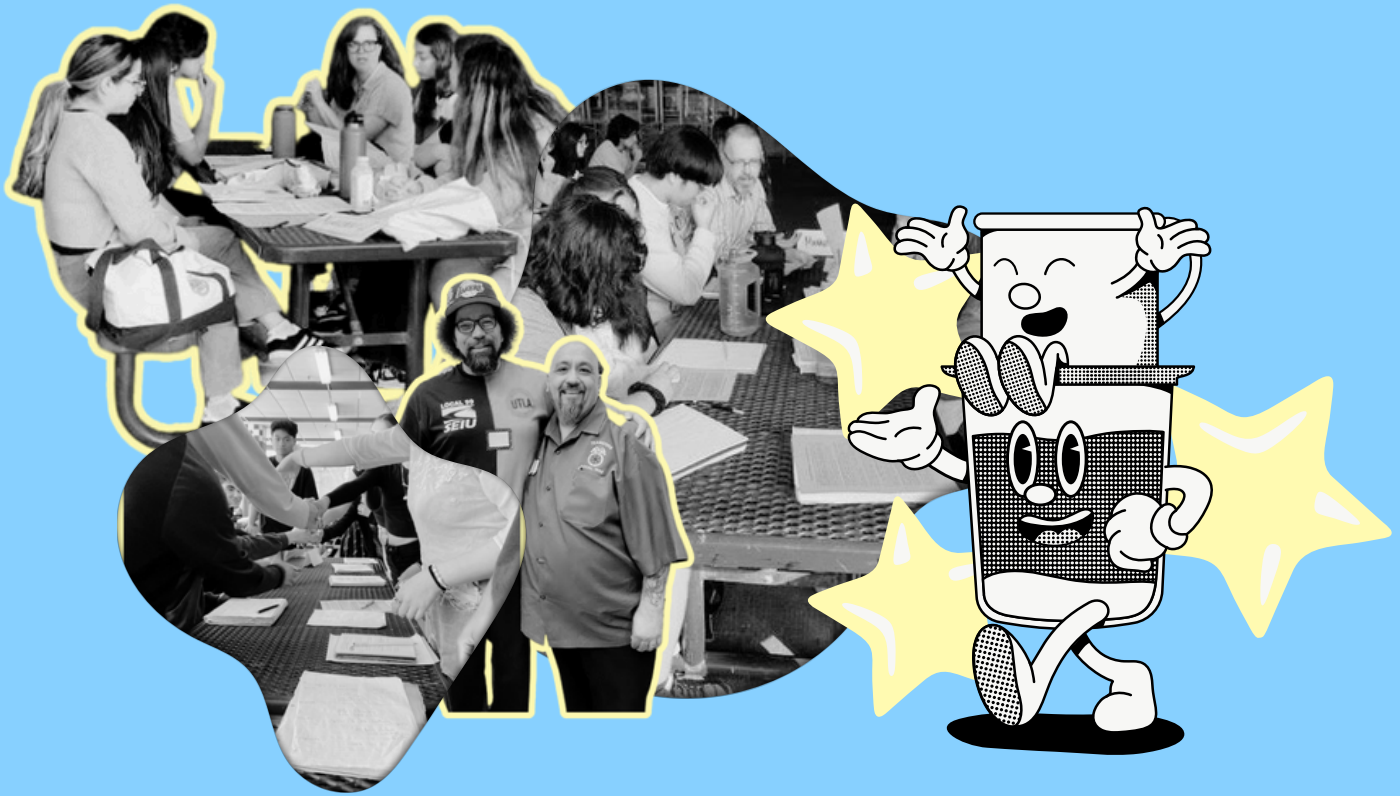
Activity 2:

- <https://www.vox.com/recode/2022/8/30/23326654/2022-union-charts-elections-wins-strikes>
- What do you notice about these charts?
- How are they similar and/or different from the charts from day 1 that began our simulation on unionization?

Debrief/Extender Activity: “Where do you spend your money?”

- Ask students to read Student Reading #4 and then have a conversation with students about the the role of consumers in these situations:
- What role/responsibility do regular-day consumers, like you and me, have, when workers are engaged in the organizing process or when struggling to get a first union contract?
- <https://www.nytimes.com/2023/11/16/business/starbucks-strike-red-cup-day.html> [video or photos, which includes consumers entering Starbucks store, despite the worker strike outside]

STARCUPS ACKNOWLEDGEMENTS



Curriculum author &
Young Worker Education Director:
Nicolle Fefferman

UCLA Labor Center Research,
Communications, and Teaching Team:
Abbie Cohen, Maisha Kalam, Jazmin
Rivera, Janna Shadduck-Hernandez,
Emely Rauda

The StarCups curriculum was a
collective and participatory effort,
and we thank the high school
workers, learners, and educator
advocates who contributed to this
project. We dedicate this
curriculum to all the young
workers organizing for change.