

KNOW YOUR RIGHTS

ON THE JOB!

A 4-MODULE, 4-HOUR
LEARNING SERIES FOR YOUNG WORKERS



UCLA

Labor Center

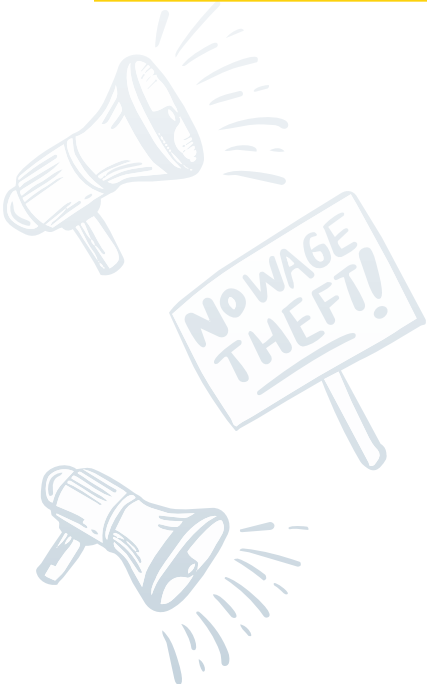
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Purpose and Learning Outcomes:

As part of the UCLA Labor Center’s Young Worker Initiative, the **Know Your Rights on the Job!**-four-module series is designed to inform young people about their labor rights and workplace dynamics. The curriculum is interactive and intended to cover some of the key experiences and challenges young workers face at work. The series is focused on young people, ages 16–24, who are working or may be working soon. This curriculum can also be used as a know-your-rights extension with the Transition-Age Youth World of Work (TAY WOW) curriculum, which is conducted with programs across Los Angeles County and the City’s youth workforce systems.

The Know Your Rights on the Job! Learning Series is divided into four 1-hour modules (the full series is 4 hours long) with a focus on know your rights preparation, practical skills development, team building, and peer-to-peer advocacy. These modules can be conducted in an in-person classroom setting or online via Zoom.

Upon completing the curriculum, young people will be able to identify their labor rights, understand how to read their pay stubs, how to advocate for themselves in the workplace, and to understand the importance of a union workplace.

Module Objectives

Module 1: Preparation

“What Are Labor Rights?”

Module 1 introduces the concepts of workplace rights, the purpose of these rights, and the systems in place to enforce these rights.

Module 2: Practice

“How to Read Your Pay Stub.”

Module 2 breaks down the components of a paystub and stresses the importance of consistently reviewing one’s paystub to monitor your pay, deductions, and hours worked, as well as identify any errors or wrongful deductions.

Module 3: Advocacy pt. 1

“How to Advocate for Yourself in the Workplace.”

Module 3 allows participants to practice advocating for themselves in the workplace through a role-play scenario.

Module 4: Advocacy pt. 2

“Why Unions?”

Module 4 offers participants an opportunity to compare non-union workplaces vs union workplaces. Participants learn about the benefits of being a union worker. By the end of the module, participants understand the significance and impact of union workplaces.

California State Standards

The learning series can also meet the following state standards for 11–12th grade.

CA State Standards, United States History and Geography: Continuity and Change in the Twentieth Century
[HSS-11.1](#)

Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

CA State Standards, U.S. History and Geography: Continuity and Change in the Twentieth Century
[HSS-11.6.5](#)

Trace the advances and retreats of organized labor, from the creation 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.

CA State Standards, Principles of Economics
[HSS-PoE.12.4.1](#)

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.

CA State Standards, Principles of American Democracy
[HSS-PoAD.12.3.1](#)

Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

Common Core Standard, Social Studies, Grade 11-12 Students
[CCSS.ELA-LITERACY.RH.11-12.7](#)

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.

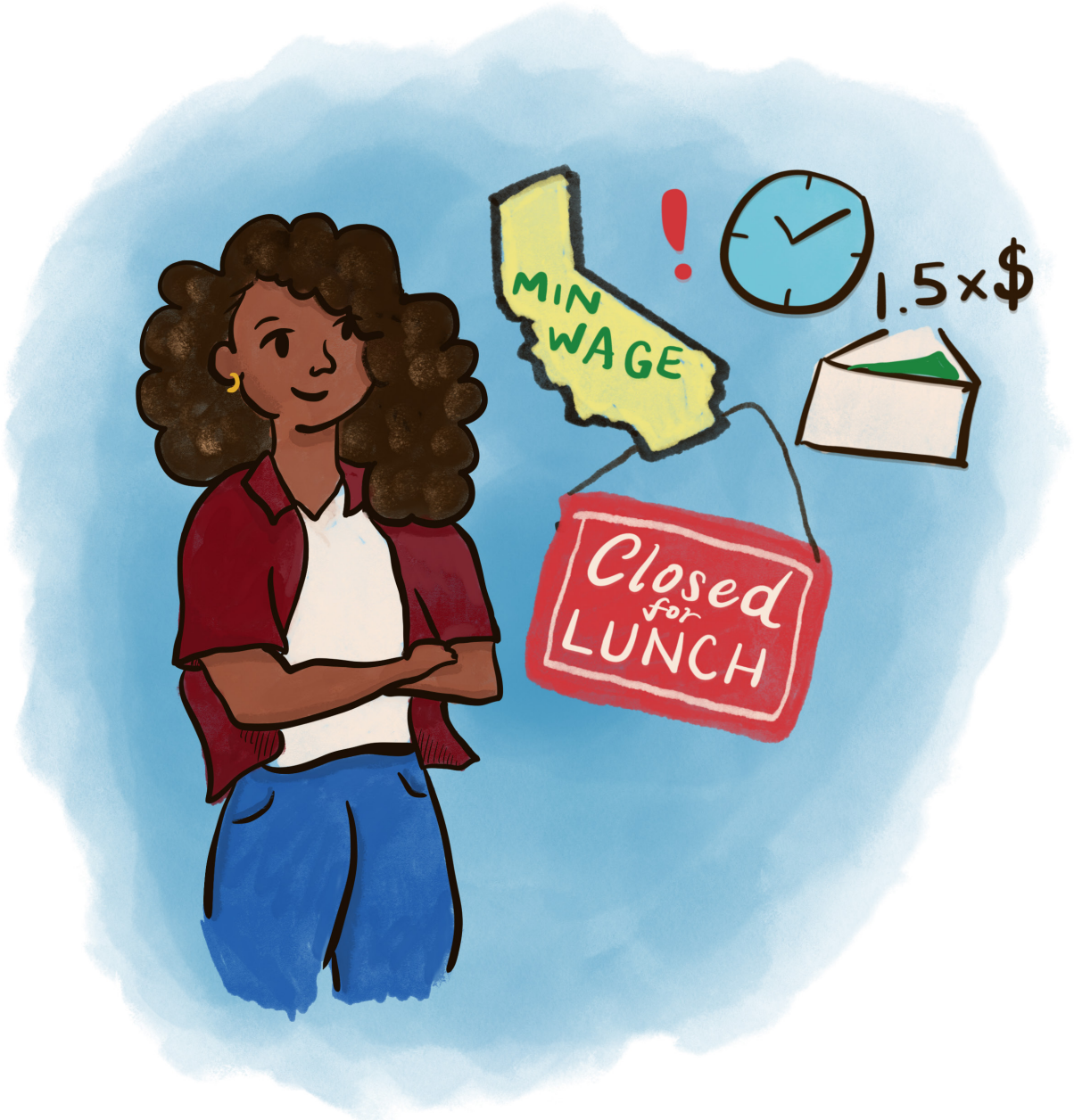
Common Core Standard, Social Studies, Grade 11-12 Students
[CSS.ELA-LITERACY.RH.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Common Core Standard, Social Studies, Grade 11-12 Students
[CCSS.ELA-LITERACY.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Module 1: Know Your Worker Rights



Overall Objectives

- Students will be able to (SWBAT) to define California minimum wage, meal and rest breaks, overtime pay, and wage theft.
- SWBAT identify the avenues one can take to report if their worker rights are violated.

Lesson Materials and Preparation

Facilitator Note: Review the Purpose of the Know *Your Rights on the Job!* 4-module learning cycle.

- Presentation: canva.link/KYRModule1Slides

In Person

- Participants should be able to move around the room and be placed in pairs. **Facilitator Note:** Think of fun, engaging ways to get people into pairs. Ask folks to pair up by asking work-related questions. Ask participants to raise their hand if the question applies to them, and group participants together by who raises their hand for the same question.

Examples of questions you may ask:

- Who works at a family-owned business?
 - Who has worked the night shift?
 - Who has been a barista?
 - Who has worn a hair net at work?
 - Who has a younger sibling?
 - Who works in retail?
 - Who wears a uniform at work?
 - Who knows someone in a union?
- Keep going under everyone is a pair. Participants should be prepared with paper and something to write with.

Zoom

The Zoom room should be prepared to have breakout rooms so that participants can be placed in pairs or small groups. The facilitator should be comfortable navigating the breakout room functions. It is best to try out this function before the lesson begins.

Participants should be prepared with paper and something to write with.

Agenda

1. Welcome and Introduction
2. Activity #1: What are rights?
3. Activity #2: What are workers' rights?
4. Activity #3: Labor Rights Quiz
5. Labor Rights Overview
6. Debrief and reflection

Facilitator Agenda

 1 hour

Welcome and Introduction

SLIDES 1–3

8 minutes

SLIDE 1 To set the stage for an engaging, interactive lesson, begin with a facilitator introduction. A bit about yourself, why you are excited about today. Why are you involved in the *Know Your Rights on the Job!* learning series.

Then discuss your own young worker experience.

- **What was your first job(s)?**
- **How did those jobs make you feel?**
- **How old were you when you worked these jobs(s)?**

Have participants check in with one another to begin.

- **IN PERSON:** See facilitator note above for ideas for creating pairs or popcorn-go around.
- **ON ZOOM:** Rather than dividing the Zoom into breakout rooms for this quick discussion, have one large group discussion. Encourage folks to use the chat function or unmute to respond.

Having modeled answering these questions as a facilitator, ask the group the same questions:

- **What is/was your first job(s)? This can also be work you do at home, chores, and family duties, child or elder care, etc.**
- **How do/did those jobs make you feel?**
- **How old are/were you when you worked this job?**

SLIDE 2 Use this slide to discuss the purpose of today's lesson. Briefly mention the following findings from "[California's Future is Clocked In: The Experiences of Young Workers](#)" (2023):

- Young people play a vital role in California's economy and constitute a large part of California's labor force.
- Many young people in California work in industries with low wages that lack worker protections and benefits, such as restaurants and retail.
- It's important that everyone knows their rights as workers so you can stand up for yourself when your rights are infringed upon.



Activity #1 What are Rights?

SLIDES 4–5

15–20 minutes



SLIDE 3 Share the agenda for this module.

SLIDE 4 Explain that for this next activity, they will be creating a T-chart and brainstorming examples of what rights people living in the United States have and what rights we have as human beings. Emphasize creativity in their answers.

SLIDE 5 10 minute T-chart activity:

- **IN PERSON:** Have participants stay in the pairs they were first placed in for this activity. Ask participants to turn their paper landscape and create the T-chart shown on the slide. Encourage the participants to introduce themselves and work with their partner to write down as many rights as they can think of.
- **ON ZOOM:** This is when you place participants into breakout rooms. Depending on group size, have participants in groups of 3–4.

Bring participants back together and have a large group discussion about what they wrote down. As participants share their responses, prompt them to think of why we might have these rights and the ways they're enforced (5 min).

- The goal is to have participants understand that there are structures in place to protect our rights (ex: city and state governments, law enforcement, the various court systems) and that we have these rights in place because people have taken it upon themselves to develop, protect, and enforce their rights throughout history (e.g. American Revolution and the creation of the Declaration of Independence, the Civil War and the adoption of the 13th amendment to abolish slavery, the LGBTQ+ movement to legalize same-sex marriage, etc.)

Facilitator note: This may also offer an opportunity to discuss when certain rights are not protected.

- Feel free to dive deeper into this discussion. If our right to free speech is not protected, who can we go to? Or, if we feel like we're in danger, who do we call?
- It's okay for participants not to know the answers. The goal is to have participants understand that there are ways to defend your rights when things go wrong.

Activity #2 What are labor rights?

SLIDES 6-7

10 minutes

SLIDE 6 We will now begin to discuss labor rights. Before beginning the activity, ask the participants to share again who is currently working or has worked. Ask them to raise their hands (in person or on Zoom)

- If participants have worked, encourage them to think of their work experience while completing the next activity.
- If participants haven't worked, encourage them to think about the people in their life who are working (parents/friends/family) to complete the next activity.

Have participants work individually to write down as many labor rights as they can think of on the back of the paper they were just working on for 3 minutes.

- Remind students it's okay if they do not know. Encourage them to think creatively. What do they think is illegal or legal?

SLIDE 7 Once the 3 minutes have passed, quickly have a large group discussion about what everyone wrote down. The goal is to see where the participants are coming from before learning about their labor rights.

- Be prepared to ask probing questions following their response: "How did you learn this? In class? At home?"

To close this discussion, have a conversation with participants:

- People have FOUGHT, PROTESTED, AND DIED, for us to have these rights.
- We must ENFORCE our rights when they are not being respected. There are often people you can go to for help if that happens, but sometimes it is up to US to voice our rights.



Activity #3: Labor Rights Quiz

SLIDES 8–25

5 minutes



SLIDE 8 Transition into the next activity. In this game, participants will be asked a series of questions about their rights. Have participants raise their hands if they know the answer. Explain that you will go in-depth on each topic following the question blasts:

- The slides are designed to have a question on the first slide, and an answer on the next.

SLIDE 9–10

- **Q:** What is the federal minimum wage?
- **A:** \$7.25

SLIDE 11–12

- **Q:** What is the California minimum wage?
- **A:** \$16.90 as of January 2026 ([this increases every year](#) in CA)

SLIDE 13–14

- **Q:** What is the California minimum wage for young workers?
- **A:** \$16.90 (This is a trick question! All workers in CA no matter their age, must make the minimum wage.)

SLIDES 15–16

- **Q:** Is your employer allowed to ask you to do work once you clock out?
- **A:** No—that’s wage theft!

SLIDE 17-18

- **Q:** How long do you have to work before getting a break?
- **A:** A paid 10-minute rest period for every four hours worked.

SLIDE 19–20

- **Q:** Is your employer allowed to have you work on the holidays without being paid overtime?
- **A:** YES—paid overtime on holidays is not mandatory

SLIDE 21–22

- **Q:** Is your manager allowed to ask you to lump your break and lunch together?
- **A:** No (This is illegal and violates US. labor law)

SLIDE 23–24

- **Q:** Your manager deducts your uniform cost from your pay stub. Is this allowed?
- **A:** No. In California it is illegal for employers to deduct a uniform or make you pay out of pocket for your uniform or equipment you need for the job.

SLIDE 25

- **Debrief:** ask participants whether they found any questions surprising or if anything shocked them.
- If no participant mentions the difference between the federal and state minimum wage, ask them what they thought about that.

Labor Rights Overview

SLIDES 26–31

10 minutes



SLIDE 26 Now we will go deeper into discussing our basic labor rights

SLIDE 27 Wage Theft

Wage theft occurs when employers do not pay workers according to the law. Examples include: paying less than the minimum wage, not paying workers overtime, not allowing workers to take their meal and rest breaks, requiring off-the-clock work, or taking workers' tips.

SLIDE 28 Minimum Wage

- Every worker is entitled to a minimum wage.
- Federally, the minimum wage is \$7.25
- In California, the minimum wage is \$16.90 and [increases every year](#). Remember, it is important to find out what the minimum wage is where you work, not where you live.
- Unfortunately, figuring out what minimum wage one might be entitled to if you're working in LA might be a bit tricky as there's a city and county minimum wage
- **Zoom facilitator note:** Put this in the chat if you're working with LA City: <https://wagesla.lacity.org>
 - If you are in a different region, state, or city, add their minimum wage link instead

SLIDE 29 Meal and Rest Breaks

You are entitled to a mandatory 10-minute, paid, and uninterrupted rest break. **Breaks must occur in the middle of your shift, not the beginning or end**—emphasize the importance of this fact.

- Your boss may not require you to remain on work premises during your rest and meal breaks. Your boss may not combine your breaks. Your boss may not require you to work during your breaks. You CAN waive your breaks, provided your boss isn't encouraging or forcing you to.

SLIDE 30 Overtime

- You are entitled to time and a half pay if you work over 8 hours a day, or more than 40 hours per week
- Time and a half is 1.5 times your usual hourly pay

SLIDE 31 How to file a wage theft violation

Have students use the QR code to take them to the CA Labor Commissioner's Office to file a wage claim or report a labor law violation.

- **ON ZOOM:** Add the link to CA LCO in the chat:
<https://www.dir.ca.gov/dlse/HowToFileWageClaim.htm>
And <https://www.dir.ca.gov/dlse/dlseWagesAndHours.html>

Debrief and Reflection

SLIDE 32

5 minutes

SLIDE 32 What's one word to describe what you learned today?
Do you have any questions?

Additional Activities:

Compare Other State Minimum Wage Laws

To get a better understanding of the various wage laws throughout the country, go to this interactive map featuring state minimum wage laws provided by the Department of Labor:

<https://www.dol.gov/agencies/whd/minimum-wage/state>

Zoom facilitator note: Add this link to chat; it is not on the slide

- As you run your mouse over the different states, make sure to point out the States with the same minimum wage as the federal
- Ask students questions as you go through the map:
- What state do you think has the highest minimum wage? A: Washington, but District of Columbia is \$17.95!!
- What state surprised you the most?

End this discussion by connecting this conversation back to **Activities #1 and 2 on our rights.**

- The labor rights and protections that we have in CA are different from other states because people in CA fought to have these worker protections



Module 2: How Do I Read My Pay Stub?



Overall Objectives

- Students will be able to (SWBAT) communicate the importance of constantly checking one's pay stub to be a more aware and empowered worker.
- SWBAT identify and read key components of a paystub.
- SWBAT define and distinguish gross earnings, net earnings, and deductions (Federal and state tax withholdings).

Lesson Materials and Preparation

Facilitator Note: Review the Purpose of the Know *Your Rights on the Job!* 4-module learning cycle.

- Presentation: canva.link/KYRModule2Slides
- Handout #2: Paystub worksheet: tinyurl.com/KYRModule2Paystub or see **Appendix**

In Person

- Print out copies of the paystub worksheet.
- Make sure each student has a pencil or pen to fill out the worksheet provided
- Be prepared to group students into pairs.

Zoom

Facilitator Note: A large portion of this workshop asks participants to complete a worksheet. On Zoom, it is difficult to have participants follow along to the slides without a worksheet. Instead as the facilitator, you can use the whiteboard feature on Zoom to share and fill out the worksheet on screen for all participants to see, or you can share the link to the worksheet and have students work in groups in a breakout room. After filling out the worksheet, skip to slide 17 and resume the lesson as outlined.

As a facilitator, it's important to test run the whiteboard feature on Zoom prior to the lesson. The lesson is better ran when there are less Zoom technical pauses.

Agenda

1. Welcome and Introduction
2. Activity #1: "Fill in the blank" - What's on Your Pay Stub? Worksheet activity
3. Discussion: Let's break things down
 - Gross earnings
 - Deductions
 - 401K
 - Net earnings
4. Debrief and reflections

Facilitator Agenda

 1 hour

Welcome and Introduction

SLIDES 1–3

10 minutes

YOUNG WORKERS
Rising



SUPPORT
WORKERS



NO WAGE
THEFT!



SLIDE 1 To set the stage for an engaging, interactive lesson, begin with a facilitator’s introductions and explain why you are involved in facilitating this learning series.

Discuss how it feels to receive a paystub.

Some questions to consider:

- **How did you receive your first paycheck (direct deposit, check in hand, etc.)?**
- **How much was your first paycheck for? Was it what you expected it to be?**
- **What did you spend that money on?**

Zoom facilitator note: Unmute or put your answers in the chat.

SLIDE 2 Everyone should receive a paystub, whether it’s a paper one or an electronic one. It’s important to engage in the habit of checking your pay stub every time you get paid so you protect yourself against wage theft, illegal deductions, and HR mistakes. Also, make sure to keep track of your weekly schedule and of every hour you work so you can calculate your pay and check this against your pay stub.

SLIDE 3 Share the agenda for this module.

**Activity #1:
Fill in the
Blank**

SLIDES 4–16

20 minutes



SLIDE 4 Share Slide 4 with the projector, with the fill-in-the-blank worksheet for everyone to see. Keep this slide up on the screen. Pairs should work together for a few minutes, filling in the worksheet.

- **IN PERSON:** Divide the group into pairs in a fun way.
- **ON ZOOM:** For this activity, share your screen with Slide 4 to show the worksheet, and also paste the link for the Paystub Worksheet into the chat.

For 10 minutes, participants will fill-in-the-blank with what they believe each section on the pay stub should be correctly labeled as. You can also use the whiteboard feature. No one should be receiving cash from an employer without a pay stub.

SLIDES 5–15 After all participants have completed their worksheet, go slide by slide and share the answers to the fill-in-the-blanks. Where do you think, i.e., deductions should go? Pay rate? Pay period? Etc. Ask for volunteers for each question. The slides are programmed to have the question on one slide, and the answer immediately following.

SLIDE 16 Debrief the activity. Ask the class to show how they did by holding up their fingers.

- 1 finger** = super easy, knew all of this already.
- 2 fingers** = had some trouble with a few terms
- 3 fingers** = this was my first time seeing a paystub, and I was confused

Ask the room if anyone wants to share what they found surprising or interesting about this activity. Ask the participants why they think that all of this information should be clearly stated on your pay stub.

Zoom facilitator note: Have them put their answers in the chat or unmute to share their answers.

Pay stub (hourly)

123 West Street Smalltown, CA 98765			
Johnson, Bob		SOCIAL SECURITY NO. XXX-XX-6789	
		18.00 regular	1/7/XX to 1/13/XX
		27.00 overtime	
	HOURS	AMOUNT	AMOUNT
Regular	40.00	720.00	Federal W/H 60.45
Overtime	2.00	54.00	FICA 47.99
GROSS EARNINGS:		774.00	Medicare 11.22
TOTAL DEDUCTED:		213.29	CA State W/H 10.04
NET EARNINGS:		560.71	CA State DI 6.19
SICK LEAVE:			401k 77.40
24.00 HOURS AVAILABLE			

Discussion: Let's break things down

SLIDES 17–27

20 minutes



SLIDE 17–18 You will now begin discussing each part of the paycheck in detail. Before beginning, emphasize the importance of keeping your record of hours worked so that you are aware of any mistakes.

SLIDE 19 Gross Earnings: What you earn based on your pay rate and hours worked is called your gross earnings or gross pay. This is how much money you make before any deductions are subtracted from your pay.

Gross pay = Pay rate x Hours worked

SLIDE 20–25 Deductions

SLIDE 20 Refer to the amount of money employers withhold, or deduct, from your gross earnings to pay taxes and benefits. Benefits could include retirement and health insurance.

SLIDE 21 Federal W/H: Money that is withheld and sent to the IRS to pay federal income taxes.

SLIDE 22 FICA: Stands for the Federal Insurance Contributions Act and funds Social Security retirement, disability, survivor, spousal, and children's benefits. FICA taxes also fund a chunk of Medicare programs.

SLIDE 23 Medicare: A federal income tax that pays for a portion of Medicare, which provides insurance to seniors and people with disabilities.

SLIDE 24 CA State W/H: Money that is withheld and sent to the State of California to pay California income taxes.

SLIDE 25 CA State DI: Refers to State Disability Insurance, which provides benefits to eligible workers experiencing a loss of wages because they lost their job, pregnancy, illness, or injury.

SLIDE 26 401(k): This is a type of retirement account that may be offered by an employer. **Ask them why our federal and state governments make these deductions. What do you think about this?** The facilitator can add that in a democratic society, workers have fought for protections, including collective protections for the disabled, special needs people, the elderly, the sick, expecting parents, veterans, etc. We often call this a social safety net where able-bodied workers and our federal and state governments have agreed to support so that the vulnerable can live with dignity. **Ask why we need to always check our pay and deductions.**

SLIDE 27 Net earnings, also called net income, is your gross earnings minus deductions. This is how much money you take home after all the taxes and contributions are taken from your paycheck. **Net income = Gross Earnings - Total Deduction**

Debrief and Reflection

SLIDES 28–29

10 minutes

SLIDE 28 Make it a habit to check your paycheck! All employers in CA are required by law to give you a paystub that reflects your hours worked, wage rate, deductions, sick time off, your name, their company name, with address so you can prove who pays your wages. It is really important to keep these records to defend your worker rights and pay. As a worker, you have the right to get paid for every hour you work, no exceptions.

SLIDE 29 Reflections: ask your audience if they have any questions. What is one takeaway for them from today? Please post in chat or on a butcher paper. Ask them if they would like more information about a particular topic. Remind them that the next module, Module #3, How to Advocate For Yourself in the Workplace, will be about roleplaying how to talk to your boss when things aren't going right at work, like if you have questions about your paycheck, your schedule, co-worker interactions, time off, etc. See you next time! Thank you!



Module 3: Advocate for Yourself in the Workplace



Overall Objectives

- Students will be able to (SWBAT) identify what steps to take to advocate for themselves in the workplace.
- SWBAT use their newly acquired knowledge on wage theft and violations (Module 1) and pay stubs (Module 2) to work through the roleplay for today.

Lesson Materials and Preparation

Facilitator Note: Review the Purpose of the Know *Your Rights on the Job!* 4-module learning cycle.

- Presentation: canva.link/KYRModule3Slides
- Know Your Rights Roleplay: Boss Handout: tinyurl.com/KYRModule3Boss or see **Appendix**
- Know Your Rights Roleplay: Employee Handout: tinyurl.com/KYRModule3Employee or see **Appendix**
 - IN-PERSON: Print both sheets, enough for each student group or pair
 - ON ZOOM: Paste each role into the chat when it is time

In Person

- Make sure each participant is equipped with a pencil or pen to work on the scenario provided
- Be prepared to group students into pairs (by number, or something fun like a common theme, who likes chocolate ice cream best find each other, who has an older sibling, find each other, who has worked the night shift- find each other, who works full-time, find each other ect) to have students complete the activity

Zoom

- Make sure each participant has a pencil or pen to work on the scenario provided.
- Make sure you know how to use the Zoom breakout rooms function to form groups of 2. One person is the Boss, the other the Worker. At the beginning of the session, count quickly how many participants are on the screen. If there are 10 participants, you will need 5 breakout rooms. Make facilitators co-hosts so they are sent to a room with the participants. As hosts, you can send messages to the room and ask if they need clarification.
 - Send the roleplay scenarios to the Zoom breakout room chat and make sure only the person who is going to play the Worker views the Worker role and the Boss reviews the Boss's role.

Agenda

1. Welcome and Introduction
2. Activity Instructions
3. Roleplay scenario #1 - Facilitator example
4. Roleplay scenario #2 - Participants' turn
5. Debrief
6. Discussion on unions
7. Takeaways

Facilitator Agenda

 1 hour

Welcome and Introduction

SLIDES 1-3

5-8 minutes

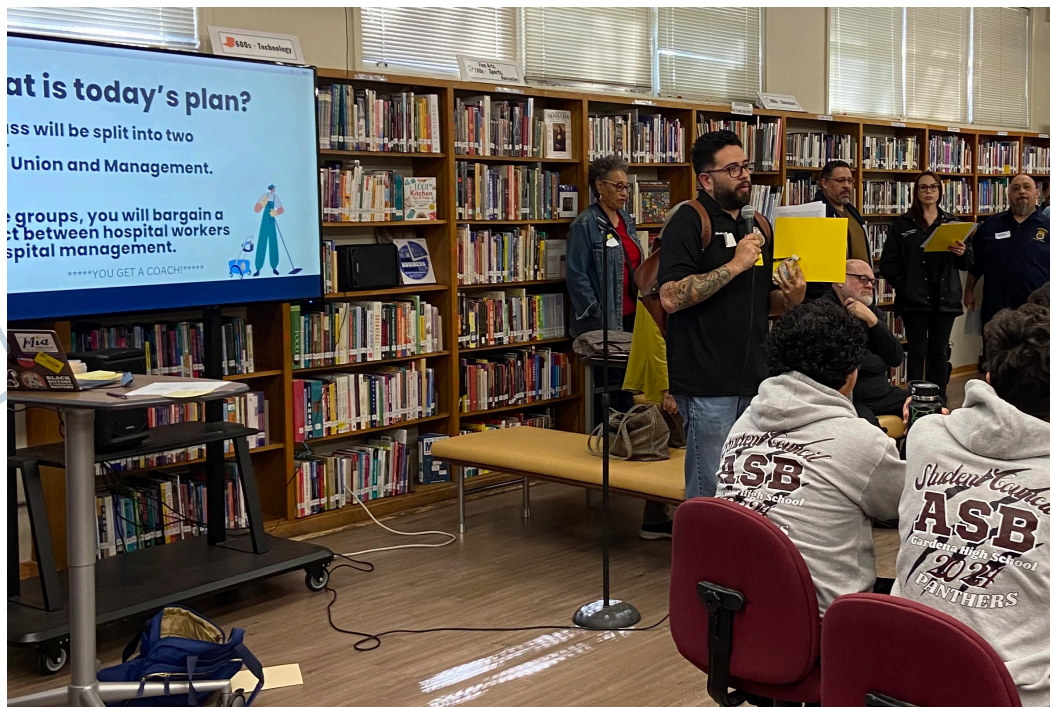
SLIDE 1-2 Facilitators introduce themselves and share a bit about their role and why they are involved in this work. Review the Facilitator Note above regarding the purpose of the *Know Your Rights on the Job!* 4-module learning cycle.

Ask participants what school they go to and if they work where they are currently working, or if not, where they recently worked. This can include family duties, chores, responsibilities, and volunteer jobs.

SLIDE 3 Review the agenda for Module 3 and discuss the purpose of “Advocating for Yourself” at work.

- **IN PERSON:** Turn to your partner and talk about a time when you had to stand up for yourself and how you felt, how it turned out.
- **ON ZOOM:** In the chat, share a time when you had to stand up for yourself and how you felt. How did it turn out? Invite participants to unmute and share.

Optional: Facilitators can also create quick pair or small group breakout rooms depending on the number of participants and available time.



**Activity
Instructions**

SLIDE 4-7

5-8 minutes

SLIDE 4 As an employee, it can be a bit nerve-racking to go up to your boss and advocate for yourself. Today, we're going to practice a few scenarios where you might have to stand up for yourself at your workplace.

The Three Do's

1. PREPARE and Speak with confidence
2. Bring a friend / Tell a friend
3. Keep a record

SLIDE 5 Before you meet with your boss:

It's important to get informed and set up before meeting with your boss. Review your employee handbook, your paystub, your schedule for that pay period, and anything that will help you prepare for the conversation. Take a moment to sit down and write out your talking points, calculations, and practice (in the mirror is always good).

SLIDE 6 During the meeting with your boss:

Bring a coworker with you if you can, especially if they have experienced a similar issue. It's best to have support and an extra set of eyes and ears to vouch for you in case things go wrong. Remember that you have rights as a worker.

SLIDE 7 After the meeting with your boss:

Keep a record of the conversation. Take notes right after the meeting. Send an email to your boss and thank them for meeting with you and recap the meeting in the email or text for your own documentation.

Send an email, send a text, take a picture or screenshot of your email. DO NOT secretly tape the conversation unless you ask for permission. You must always have consent to tape conversations. It's always important to have things (such as consent) in writing. It is most important that you document the conversation right after the meeting by taking notes or creating a voice memo on your phone with all the details.

Ask participants if they have questions or want to make any comments. Has anyone ever in a situation where they had to meet with their boss about a challenging issue?



Roleplay scenario #1: Facilitator example

SLIDE 8–12

10 minutes



SLIDE 8 Workplace issue: I noticed a mistake on my paycheck. I got paid less than I was supposed to for the hours I worked.

SLIDE 9 We are going to act out an example so that we can see what steps you should take when meeting with your boss and asking them about something that concerns you. As we learned together in Module 2, it's important to always check and verify your paycheck. Ask participants to walk through the steps with you. What should be done before, during, and after?

SLIDE 10 Before:

1. Calculate how much I should have earned
2. Text my coworker of the same shift to have them check how their paycheck looks - let them know your paycheck had a mistake. Ask them if they'd be willing to join you at the meeting since they have experienced a similar issue now or in the past. If they can't join you, keep them updated after the meeting.
3. Set up a meeting with your boss and confirm the time and date a day before the meeting via text or email.

SLIDE 11 During: If you have two or more facilitators, have one facilitator act out the worker role and one facilitator act out the boss role. If you are the only facilitator, ask a participant to act as the boss. Tell them to act impatiently, busy and a bit rude to create the scene.

1. State the problem with your Boss: Say hello and thank them for meeting with you because you noticed that your paycheck is incorrect. Share the calculations and pay mistake, share your hours worked, the pay period, and show them your paystub and your schedule on your phone for that pay period. Be clear: i.e., I worked 25 hours during this last pay period, but I was only paid for 20 hours. Here is my paystub and my schedule.
2. Ask them when you can expect this situation to be fixed and taken care of. Speak confidently and do not engage with any agitation. Land on an agreement and a date of resolution.

SLIDE 12 After: Take notes right after the meeting on what happened and what was agreed upon. Send an email to your boss with what you've discussed. Here is a sample email template: "Thank you for meeting with me on (date). At our meeting, you agreed to remedy my missing pay by (date). I appreciate your attention to this matter." Update your trusted friend or co-worker.

Debrief questions: What did you notice? Was there a resolution? Any other observations?

**Roleplay
scenario #2:
participants'
turn**

SLIDE 13

15 minutes



SLIDE 13 Explain the activity to the group. It's your turn now. In pairs, you will act out the role as a Target worker and a Target Boss. In pairs (1 worker, 1 boss), you will read about your role in the document we are about to post or pass out (4 minute read and prep). Then you will have about 10 minutes to act out your roles in pairs.

IN-PERSON: Place people into pairs by counting off or using a fun pair division dynamic.

ON ZOOM: Use the Breakout Room Function. Learn this function BEFORE the workshop. One person should be knowledgeable about breakout room functions. Count how many participants are in the Zoom meeting and make sure to have the host create the right number of rooms. If there are 18 participants, for example, make 9 rooms. Make sure all facilitators are co-hosts so they don't get put into a room.

1. Explain the activity and the objective of role-playing. As workers, we are not trained or taught how to talk to our bosses about workplace issues. Doing role plays helps us practice and build our muscles for standing up for our rights in the workplace.
2. Let participants know they will be put into pairs in a breakout room. (ie, 18 participants would be 9 rooms; make sure facilitators are all co-hosts so they don't get put into a room).
3. Once you are in your room, you will decide who will be the WORKER and who will be the BOSS. You will receive 2 links: one for BOSS and one for WORKER in the chat. Click ONLY on the link that is your role: BOSS or WORKER.
4. Then each person will spend 4 minutes reading independently in silence and preparing for their role.
5. After you prepare your role, you will act out your assigned roles for about 10 minutes.
6. Hosts will send a chat message to see how you are doing and if you need more time. The host will bring you back to the main room after about 10 minutes

Now the facilitator can open the breakout rooms for the participants.

Send a message through the breakout room chat to all rooms with the 2 links and remind them to only click the role they decide to be.

Debrief

SLIDE 14

10 minutes

SLIDE 14

- *How much should the employee have earned? (\$629)*
- *What did you do as the Worker or Boss? Before, during, after?*
- *How did it feel to act out that scenario?*
- *Can you imagine this looking different if the example wasn't at Target?*
- *What if you worked in construction or in a hospital? How different do you think that would look?*

Discussion on unions

SLIDE 15–16

5 minutes

SLIDE 15 This scenario would look different if you worked in a unionized workplace. Tell participants that next week, we'll dive deeper into how this would look if this were in a union workplace.

Ask participants quickly if they have heard of unions before. Ask participants if they know what a union is. (Ask for examples, write in the chat, or write their examples on large butcher paper)

Time permitting, share the following union definitions with the class:

1. A labor union or trade union is an organized group of workers who unite to make decisions about conditions affecting their work.
2. As a union member, you have a collective voice regarding things such as: Pay and wages; Work hours, Benefits (including but not limited to: retirement plans, health insurance, vacation and sick leave, and tuition reimbursement); Workplace health and safety, and ways to balance work and family.
3. Working in a union workplace, you operate under your mutually agreed-upon collective bargaining agreement
 - Share some examples like:
 - Dictates how you would go about fixing your paycheck issues
 - "Collective-bargaining agreements between agencies and unions include negotiated grievance procedures that an employee, union, or agency may use to pursue certain types of workplace disputes." (U.S. Federal Labor Relations Authority)

SLIDE 16 Remember about the 3 Do's when talking to your boss. Regardless of whether you're in a union workplace or not, you should always remember that YOU HAVE RIGHTS as a WORKER and when talking to your Boss.

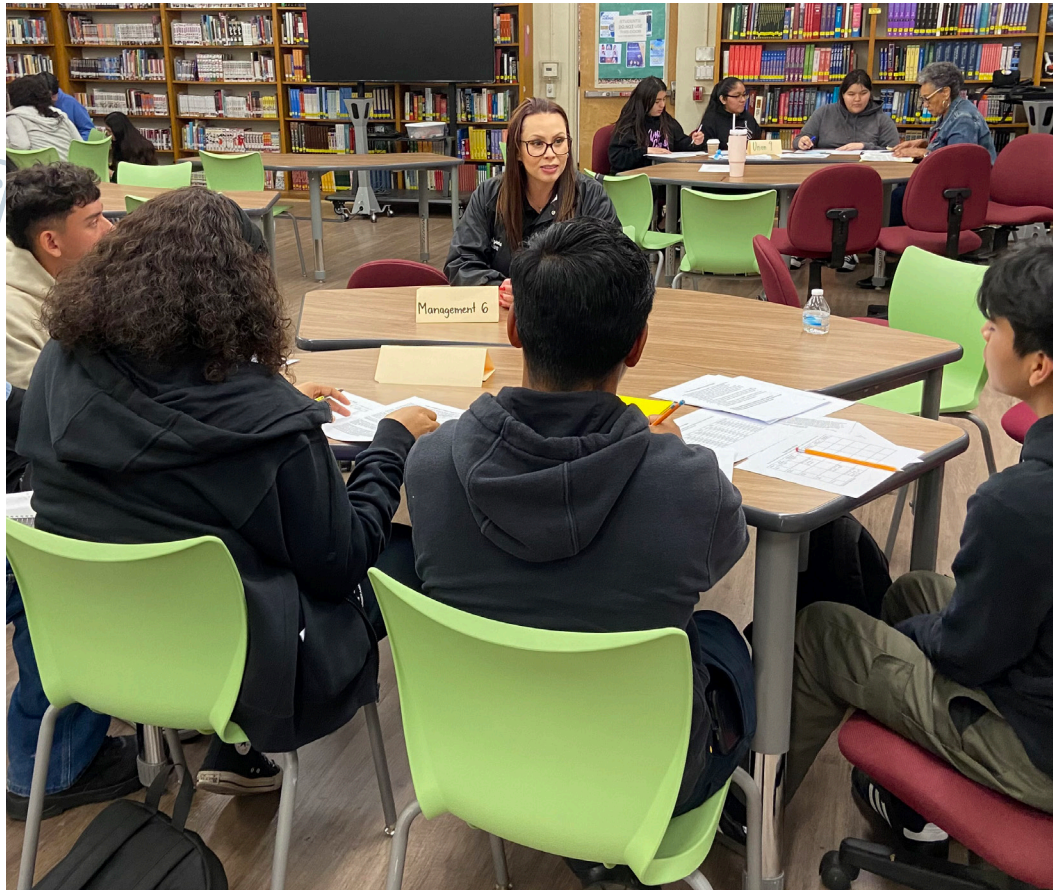


Takeaways

SLIDE 17

5 minutes

SLIDE 17 Ask participants to share 1 takeaway and unmute or put into the chat or on butcher something they learned, something they want to know more about, something they will share with a friend. Thank the group and say you look forward to seeing them in Module #4.



Module 4: What are unions, and why are they important?



Overall Objectives

- Students will be able to (SWBAT) define what a union is, describe a brief history of unionization, and describe the benefits and consequences of a unionized workplace.
- SWBAT define and understand a collective bargaining agreement by examining case studies.
- In an extension activity, SWBAT understand the process of collective bargaining through case studies and a labor contract negotiation simulation activity.

Lesson Materials and Preparation

Facilitator Note: Review the Purpose of the Know *Your Rights on the Job!* 4-module learning cycle.

- Presentation: canva.link/KYRModule4Slides
- Background definitions (UC Berkeley, Fred Glass): tinyurl.com/KYRModule4Definitions
- National Labor Relations Act (NLRB) Reading: tinyurl.com/KYRModule4NLRA or see **Appendix**
- (Time permitting) Collective bargaining documents: United Teachers of Los Angeles (tinyurl.com/KYRModule4UTLA) and Boston Teachers Union (tinyurl.com/KYRModule4BTU)
- (Time permitting) See tinyurl.com/KYRModule4-LaborNegotiation or see **Appendix** for Labor Negotiation handouts

In Person

- Make sure each participant is equipped with a pencil or pen to work/take notes
- Have access to individual or shared computers/iPads for students to explore large collective bargaining documents
- Be prepared to group students into pairs to have students complete the activity

Zoom

- Make sure each participant is equipped with a pencil or pen to take notes or an open document on their computer
- Depending on your class size, you'll want to have groups of 3-4 people each for the group shares and activities, so prepare breakout groups in advance or during class time.
- Have a shareable link for the virtual handouts and collective bargaining documents.

Agenda

1. Welcome and Introduction
2. Union Overview
 - NLRA Reading
 - Membership trends
 - Images of unions
3. Active unionization: collective bargaining case studies
4. Debrief and reflection

Facilitator Agenda

 1 hour+

Welcome and Introduction

SLIDES 1–9

15 minutes

SLIDE 1–2 Facilitators introduce themselves and share a bit about their role and why they are involved in this work. Have facilitators and participants share their names and a fun fact about a job, volunteer, or work experience they have had. Review the Facilitator Note above regarding the purpose of the **Know Your Rights on the Job!** 4-module learning cycle. Review the agenda for Module 4.

SLIDE 3 Frontload key terms. Start by asking, “What do you think these terms mean? Where have you seen them used before? What do they make you think of? Why?” All terms are on slide 3: Union, Management, Town Hall, Collective Bargaining, Collective Power, Grievances.

- **IN PERSON:** Brainstorm the meaning of each on the board or whiteboard. Then share the pre-prepared butcher paper with the definitions below.
- **ON ZOOM:** Use the whiteboard function on Zoom and have participants use the function to jot down ideas collectively. What do they think each term means? What does each term make them think of? The facilitator puts the 6 terms on the board and goes one by one, starting with the word: union. Ask the group to brainstorm the 6 terms/words on the board. Give them 1 minute for each term and ask them to write down a meaning, or where they have seen the term or what it makes them think of?

SLIDE 4–9 Facilitator will go through each slide with the definition and ask participants if they want to add something, share an experience or idea, or if they have questions.

- **Union:** a group of workers, employed by the same employer, who have organized to fight together for better working conditions and wages
- **Management:** An organization’s supervision group that oversees other employees
- **Town Hall:** A public space for a group of people to come together and discuss/vote/debate issues that affect the working community
- **Collective Bargaining Agreement:** A written contract that outlines the working conditions for a group of employees
- **Collective Power:** The strength of a group of people, communities, and organizations to make transformative change.
- **Grievances:** Complaint about a violation of the collective bargaining agreement (CBA) or a rule or regulation that affects employment conditions

ON ZOOM: Post this resource in the chat for folks who want to read more about unions. tinyurl.com/KYRModule4Definitions (UC Berkeley, Fred Glass)

Union Overview

SLIDES 10

15 minutes



SLIDE 10 Where did Unions come from?

Moving from defining key union concepts, students will take a few minutes to read and review the NLRA-National Labor Relations Act (NLRA) brief reading:

- **IN PERSON:** Pass out the NLRA reading handout
- **ON ZOOM:** Post the link to the NLRA handout in the chat (tinyurl.com/KYRModule4NLRA)

Participants will read the document individually and find three key ideas. After the 3-minute read, the facilitator will bring the group back together and ask them to share their key takeaways. The facilitator will restate some of those listed below to affirm the participants' report back.

- Unions play an important role in advocating for workers' rights, improving working conditions, and negotiating fair wages.
- They often peak during times of societal change

Ask what was happening in the 20th century (1900s)?

- Consider: industrialization, shifts in the labor market, WWI & WWII

Ask what was happening in the 21st century (2000s)?

- Consider: deindustrialization, companies leaving US, service economy, corporations seeking cheap labor

Ask what is going on right now that may lead to an increase in unionization?

- Consider: technology (AI advancements), globalization (products made where?), wealth inequality (top 1% of households in the US hold nearly 30% of the country's wealth).

SLIDE 11–12 The facilitator will show the two union membership trend outlines and ask students to explore the graphs: what do they see or notice?

- Show the chart from US Chamber on slide 11. The source is the following: tinyurl.com/KYRModule4-Membership1
- Show the figure on slide 12. The source is the following: tinyurl.com/KYRModule4-Membership2

SLIDE 13 The facilitator will now transition to a short 5-minute union video titled "How Labor Unions Have Impacted Workforce Equity in the U.S." on slide 13. Use this if easier: tinyurl.com/KYRModule4Video

Ask students: what did you learn in this video? What surprised you? What was the most important message you took away from the video?

Active Unionization Efforts: Collective Bargaining Case Studies

SLIDES 15–16

25 minutes

SLIDE 14 The facilitator will show the four Images of Unions (positive and negative). Ask the group: What do you notice in these images? What themes emerge across the images? Facilitators jot down participants' answers and share them at the end of the group brainstorming.

- Karen Lewis (Chicago) source: tinyurl.com/KYRModule4-Img1
- LAUSD image source: tinyurl.com/KYRModule4-Img2
- Scabby the rat: image source: tinyurl.com/KYRModule4-Img3
- Elon Musk screenshot source: tinyurl.com/KYRModule4-Img4

SLIDE 15 Split the participants into groups of 3–4 and assign each group one of the four case studies. After introducing themselves, instruct students to assign roles such as reader, notetaker, timekeeper, and reporter.

- **IN PERSON:** Pass out the NLRA reading handout
- **ON ZOOM:** Prepare to open breakout rooms of 3–4 people depending on the size of the group. Have the links to the readings ready in the chat for them to access.

• **Group 1 Amazon:**
tinyurl.com/KYRModule4-Article1 or see **Appendix**

• **Group 2 MOCA:**
tinyurl.com/KYRModule4-Article2 or see **Appendix**

• **Group 3 Inland Empire:**
tinyurl.com/KYRModule4-Article3 or see **Appendix**

• **Group 4 Starbucks:**
tinyurl.com/KYRModule4-Article4 or see **Appendix**

SLIDE 16 Provide the following questions on this slide for students to discuss after reading their assigned case study.

- **What arguments are presented in each case? What is this group promoting and why?**
- **What captivates you the most? What are you still wondering about?**
- **What would you add or take away from this campaign?**
- **What other information might you need? Where would you go to find additional information?**



Debrief and reflection

SLIDES 17–19

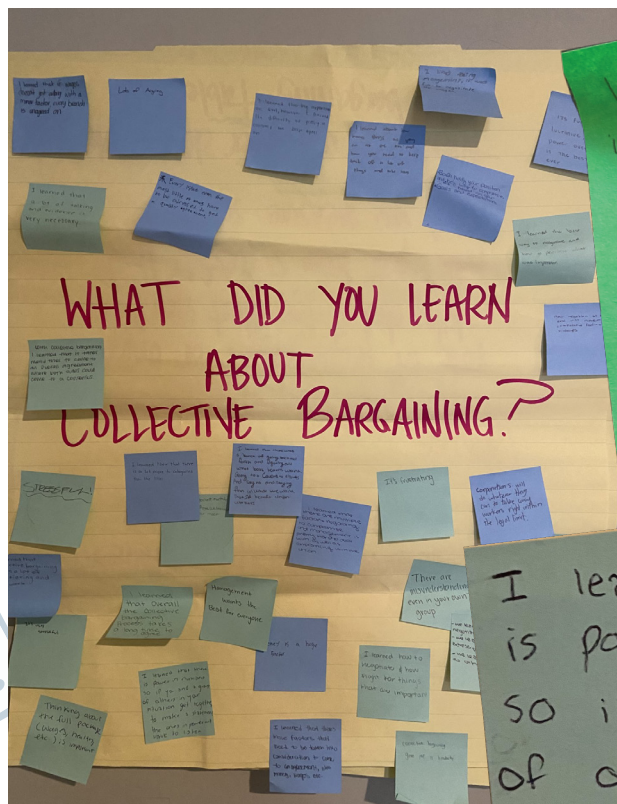
5 minutes

SLIDE 17 Facilitators ask each group to report back for 3 minutes

SLIDE 18 A major goal of forming a union is to be able to collectively bargain and have a contract that protects workers and provides for dignified and just working conditions.

SLIDE 19 Engage students with reflection questions before closing. Thank the participants and share your email or contact information if they would like to be in touch. This is the last in our 4-module Know Your Rights on the Job! series. We hope you enjoyed these learning activities and welcome your feedback.

If you would like more curriculum on young workers, see the UCLA Labor Center's curriculum: [I am a # Young Worker Video](#), and [Young Workers Animated for Change curriculum](#)



I learned that it can be a long process and you have to really listen to the other persons' needs in order to come to an agreement that benefits everyone.

I learned that there is power in numbers so if you and a group of others in your situation get together to make a statement, the ones in power will HAVE to listen

Additional Activities:

If there is an interest for more learning or additional scaffolding needed, consider continuing this union lesson with these exercises.

Collective Bargaining Agreement Exercise

Overall Objectives

By the end of this activity, students will have compared and contrasted two collective bargaining agreements.

Students will be able to connect the lessons learned from Modules 1–3 to the examples of the collective bargaining agreements.

Directions

(20–30 min)

Split the class into two groups and return back to the working definition from the beginning of the session on collective bargaining. Offer an active definition such as:

Worker representatives sit down with management representatives to discuss and decide employee matters—wages, conflict resolution processes, health and retirement benefits, etc. “By bargaining collectively, instead of individuals, workers can offset the naturally stronger bargaining position of an employer.” -Fred Glass, Work Money and Power

From there, give one group the sample contract from United Teachers of Los Angeles (tinyurl.com/KYRModule4UTLA) and Boston Teachers Union (tinyurl.com/KYRModule4BTU)—from coast to coast. Explain that these documents are legal documents and thus are written in specific, often difficult to comprehend language at first glance. Work in pairs in your small groups to review (skim) the documents. Questions to consider: **What do you notice about this document? Its length? Its format? What does it remind you of, if anything? What jumps out at you? What would you consider critically important information as you consider the goals of a collective bargaining agreement? (Consider the employee matters above: wages, health, benefit, etc) What other questions emerged for you?**

Instruct students to choose someone in the group to report back to the large group.



Labor Negotiation Game

Overall Objectives

By the end of this activity, students will experientially engage in the process of coming to an agreement on key terms in a Collective Bargaining Agreement (CBA).

Students will reflect on the way distinct stakeholders may work towards compromise and common goals.

Directions

(1 hour+)

In this game, your students will roleplay that they are a group of either a) unionized workers, or b) a group of managers at a Target store in the neighborhood. Use the handout (tinyurl.com/KYRModule4-LaborNegotiation) or see **Appendix** and make sure each group only receives information pertinent to their assigned role (workers or managers).

- The focus is on wages, overtime, uniforms, paid holidays, and employee discounts.
- Each team has a set of directions under a bolded header directed to the managerial staff and union staff. Make sure the groups only read their respective directions, which breaks down their goals and agenda items for deliberation.
- Give about 15 minutes to each group to read through the current agreements and their goals for future agreements and have time to huddle and discuss strategies to use in Collective Bargaining Agreement negotiations with the other group.



Appendix

In this appendix you will find the following handouts:

- Module 2: Paystub Handout

- Module 3: Boss Handout
- Module 3: Employee Handout

- Module 4: NLRA Reading
- Module 4: Group 1 Amazon
- Module 4: Group 2 MOCA
- Module 4: Group 3 Inland Empire
- Module 4: Group 4 Starbucks
- Module 4: Labor Negotiation Game
- Module 4: Labor Negotiation Game - Target Management
- Module 4: Labor Negotiation Game - Target Union
- Module 4: Labor Negotiation Game - Contract
- Module 4: Labor Negotiation Game - Reflection



Handout: How to Review a Paystub

Pay stub (hourly)

123 West Street Smalltown, CA 98765		SOCIAL SECURITY NO. XXX-XX-6789		18.00 regular	1/7/XX to 1/13/XX
Johnson, Bob				27.00 overtime	
	HOURS	AMOUNT		AMOUNT	
Regular	40.00	720.00		Federal W/H	60.45
Overtime	2.00	54.00		FICA	47.99
				Medicare	11.22
				CA State W/H	10.04
				CA State DI	6.19
				401k	77.40
GROSS EARNINGS:		774.00			
TOTAL DEDUCTED:		213.29			
NET EARNINGS:		560.71			
SICK LEAVE:		24.00 HOURS AVAILABLE			

Figure: Example itemized wage statement (pay stub) for a worker paid hourly. As required by Labor Code section 226(a).

Gross Earnings or Gross Pay

Deductions

Federal W/H

FICA

Medicare or MED/EE

CA State W/H

CA State DI or CA SDI or OASDI/EE

401K

Net Earnings or Net Income

Handout: Roleplay - Boss

Supervisor: General Manager at Target

You began working at Target 5 years ago. You have worked your way through the ranks and are proud to be a General Manager. You take your job very seriously and love working at Target. You love the customers and the family-like environment you have with your employees. You just got a notice that one of your employees wants to schedule a meeting with you over a mistake on their paycheck. You know this employee is in college and probably just wants more money from the company without doing the work, so you're feeling a bit suspicious as you go into this meeting. You are confident that your Human Resources and Billing Department rarely makes mistakes. Regardless, you check the employee's record and see that they are a part-time employee making \$17 an hour. Last week, they worked 35 hours total. You are confused as to what the problem is, as clearly, they got more hours than they usually do.

Questions:

1. Calculate what the gross earnings should be for the employee after having worked 35 hours, making \$17 an hour: \$ _____
2. What are some points you are thinking about leading into the conversation with this employee?
3. What are some common misconceptions about young workers?

Handout: Roleplay - Employee

Employee: Cashier at Target

You work as a part-time cashier at your local Target. You make \$17 an hour. Because you go to school full-time, you can only work in the evenings and on weekends. Your schedule changes weekly, but you do your best to pick up shifts to ensure you work at least 20 hours every week. Last week was Spring Break, so you were able to pick up more shifts than usual. Twice last week, you picked up an early morning Fulfillment shift, where you had to report to Target at 4 am to receive the merchandise from the shipment trucks. In each extra shift, you worked 2 hours of overtime. Although you were exhausted when the week ended, you were excited because you knew you had a big check coming. You worked a total of 35 hours that week, with 4 of those hours being overtime. However, when you finally received your paycheck, you didn't see your overtime pay and got paid a lot less than you had originally calculated. You decided to schedule a check-in with your supervisor to discuss this situation.

Questions:

1. How much money were you expecting to receive if you worked **4 hours of overtime, 35 hours total for \$17 an hour?** (Do not take into consideration taxes or deductions that might occur for the sake of this role-play example.) What should your take-home pay be for this simulation? \$ _____
2. How will you prepare for the conversation with your supervisor?
 - a. What steps will you take *before* the meeting?
 - b. What steps will you take *during* the meeting?
 - c. What steps will you take *following* the meeting?

Handout: NLRA

What is the NLRA?

In the U.S. today, we are witnessing workers more engaged in organizing unions at their place of employment. For a union to exist in the workplace, the workers must organize it themselves. Usually, this process begins in one of two ways. Workers can either contact an existing union and ask for support to help get organized, or a union may decide to organize employees in a particular workplace. The **NLRA (National Labor Relations Act)**, also called the Wagner Act, was demanded by workers during the Great Depression and enacted by Congress in 1935. The federal law gives employees the right to elect whether or not they want a particular union to represent them and to participate in a union without interference from the employer. Employers are also required to bargain with a union workforce.

The **NLRB (National Labor Relations Board)**, created by the Wagner Act, is responsible for supervising union representation elections at a workplace when at least 30% of the employees have signed union authorization cards. These cards give the workers' approval for the union to bargain a contract, also known as a collective bargaining agreement. The NLRB also conducts hearings when workers complain that an employer has discriminated against them for participating in organizing a union or being an active member of their union. If the NLRB decides in favor of the workers, the employer must pay penalties.

Handout: Group 1 Amazon

Amazon Workers are striking at multiple facilities. Here's what you should know.

By Halleluya Hadero; December 20, 2024, AP News

Amazon workers affiliated with the Teamsters union continued a strike Friday at seven of the company's delivery hubs just days before Christmas. At midnight on Saturday, workers at a prominent unionized warehouse in New York will also join, the Teamsters said. However, the union has not indicated how many employees were participating in any of the walkouts or when it will end.

The workers, who voted to authorize strikes in recent days, first joined picket lines on Thursday after Amazon ignored a Sunday deadline the union had set for contract negotiations. Meanwhile, workers at Starbucks stores said they were going on a five-day strike starting Friday to protest lack of progress in contract negotiations with the coffee company.

The e-commerce giant has a couple hundred employees at each delivery station and thousands at the New York City warehouse, which is known as JFK8 and located in the borough of Staten Island. A spokesperson for the company said Amazon did not expect the strike to impact holiday shipments.

The Teamsters mainly have focused on organizing delivery drivers, who work for contractors that handle package deliveries for the company. But Amazon has rebuffed demands to come to the negotiating table since it doesn't consider the drivers to be its employees.

Here's what else you need to know:

Where are the strikes happening?

The strikes are taking place at three delivery hubs in Southern California, and one each in San Francisco, New York City, Atlanta, Georgia, and Skokie, Illinois, according to the union's announcement. The Teamsters haven't formally indicated when the actions will end, but Vinnie Perrone, the president of a local Teamsters union in metro New York, said Thursday that the walkout would continue "as long as it takes."

The union, which claims to represent 10,000 Amazon workers at 10 facilities, said workers in more locations were prepared to join the fight. Beginning on Saturday, that will include Amazon employees at the New York warehouse, which unionized with the nascent Amazon Labor Union in 2022 and has since affiliated with the Teamsters. The Teamsters say over 5,500 employees work

there. On Thursday evening, union leaders at that facility and volunteers held a Zoom call where they encouraged local community supporters to show up to the strike.

Employees at a company air hub in California have also authorized a strike. Furthermore, the Teamsters says its local unions are also putting up picket lines at other Amazon warehouses. A company spokesperson said Thursday the strikers “almost entirely outsiders, not Amazon employees or partners, and the suggestion otherwise is just another lie from the Teamsters.” Teamsters General President Sean O’Brien is scheduled to rally with striking union members on Friday at one of the facilities in California.

What do the workers want?

The striking workers are fighting for higher wages, better benefits, and safer work conditions. The Teamsters have tried to get Amazon to come to the negotiating table since last year, when the labor organization first said it had unionized a group of delivery drivers in California who work for a contractor. Amazon -- which denies it employs the workers -- refused, leading the union to file unfair labor charges against the company at the National Labor Relations Board.

In August, prosecutors at the federal labor agency classified Amazon as a “joint employer” of subcontracted drivers. In September, the company boosted hourly pay for the drivers amid the growing pressure. The Amazon warehouse workers who voted to unionize in 2022 also have tried to get the company to engage in contract negotiations.

The National Labor Relations Board certified the Amazon Labor Union election, but the company objected to the representation vote and refused to bargain. In the process, Amazon also filed a lawsuit challenging the constitutionality of the labor board, which it accused of tainting the vote. Some organizers involved with the unionization effort there have long believed Amazon would not come to the negotiating table unless workers went on strike.

What about holiday deliveries?

Amazon says it doesn’t expect the strike to impact its operations, but a walkout — especially one that lasts many days — could delay shipments in some metro areas.

An Amazon spokesperson said Thursday that the company intentionally builds its sites close to where customers are, schedules shipping windows and works with other large carriers, such as UPS, to deliver products. “We believe in the strength of our network and plan for contingencies to minimize potential operational impact or costs,” the spokesperson said.

Handout: Group 2 MOCA

MOCA will voluntarily recognize new employee union; Marciano closure is permanent

By Carolina A. Miranda; Dec 6, 2019, Los Angeles Times

The Museum of Contemporary Art in Los Angeles said Friday that it would voluntarily recognize a new union formed by more than 100 visitor services employees. The employees, who petitioned the National Labor Relations Board late last month, intend to unionize with the American Federation of State, County and Municipal Employees.

“We have been outspoken for over a year about our vision for the museum as a civic-minded public institution that supports the community,” MOCA Director Klaus Biesenbach told The Times. “That is as important internally for our staff as it is externally.”

He said recognizing employees’ desire to organize is “in full alignment with this vision we have set forth for our institution. Ultimately, we’re taking this step to come together as one team, one MOCA.”

The burgeoning MOCA union can now be formally established without the additional step of a secret ballot election, as outlined by the NLRB. “This is a smart move,” says Lylwyn Esangga, organizing director at AFSCME’s District Council 36. “At the end of the day the workers want a voice and a seat at the table.... It shows a willingness to recognize that seat at the table. This is unique in that many employers will go through an election or do an anti-union campaign.”

Gallery attendant and MOCA union organizer Christine Samples said in a statement: “We are thrilled MOCA will voluntarily recognize our union, and we look forward to working together to start a new partnership to serve our community. We care about MOCA and want to make it better.”

AFSCME represents workers at more than a dozen museums around the country, including the Metropolitan Museum of Art in New York and the Museum of Tolerance in Los Angeles. Early last month, visitor services workers at the Marciano Art Foundation announced their intent to unionize, but just days later the museum announced that it was laying off nearly six dozen employees and that the museum was closing down indefinitely.

On Friday afternoon, the Marciano announced that the closure was permanent. “The foundation’s only goal was to give back to greater Los Angeles by fostering an appreciation of the arts accessible to everyone and free to the public,” read a Marciano statement. “We are grateful to the public and the art community for their enthusiastic support of this ambitious project and all that we have

accomplished during the past two and a half years.... Maurice and Paul Marciano will continue to support and encourage artists and curators internationally in their creative endeavors.” Spencer Longo, who worked in visitor services at the Marciano and was an organizing committee member of the Marciano Art Foundation union, said he and his colleagues were disappointed by the decision.

“We hope that they do reconsider because we believe that the reopening of the Marciano Art Foundation is not only what we want, it’s what the community wants, it’s what Los Angeles wants,” he said. “That would be the right thing to do.”

The union will proceed with an unfair-labor-practice filing against the Marciano Art Foundation. In paperwork that AFSCME filed with the NLRB last month, employees allege that the layoffs and closure were an attempt to bust the union. The employer, the complaint said, “has illegally discriminated against its employees by laying off employees en masse and/or closing its facility because employees ... engaged in union and other concerted activities.” A representative for the Marcianos did not return a request for comment.

It’s unclear whether the foundation will try to evolve into another type of art institution, such as a lending organization. Also unknown is the fate of the building, a 1961 Scottish Rite Masonic Temple designed by Millard Sheets.

The last year has seen a wave of unionization campaigns by visitor services employees at the New Museum of Contemporary Art and the Guggenheim Museum in New York, as well as the New Children’s Museum in San Diego and the Frye Museum in Seattle. Visitor services associates, who help monitor galleries, often work part-time and without benefits. Wages for many hover around the minimum. In recent years the work has evolved, requiring gallery attendants to not only protect the art but also to have knowledge of art and art history.

“We are paid minimum wage, but what is expected of us is more than a typical minimum wage,” Betsy-Ann Toffler, a part-time visitor services associate, told *The Times* last month. It is a model that was pioneered by the Broad museum when it opened in 2015 and has been picked up by many other museums, including MOCA (where Maurice Marciano is a chair emeritus of the board of trustees).

At MOCA, the process will move forward, with employees and management meeting next week to have an independent auditor verify the cards that were submitted to the NLRB expressing employees’ desire to unionize. Then they can move into negotiations. “We look forward to moving forward in good faith to establish an equitable and sustainable contract,” Biesenbach said.

Miranda, C. A. (2019, December 8). Moca will voluntarily recognize New Employee Union; Marciano closure is permanent. *Los Angeles Times*. <https://www.latimes.com/entertainment-arts/story/2019-12-06/moca-recognizes-employee-union-afscme-marciano-closure-permanent>

Handout: Group 3 Inland Empire

Amazon Teamsters vote to strike at four SoCal facilities

By Denise Florez; Dec 17, 2024, CALÓ NEWS

Teamsters at four Southern California Amazon facilities have authorized strikes after the union says the corporation denies their recognition and refuses to negotiate contracts.

The facilities in Southern California that have voted to strike are DFX4 in Victorville, DAX5 in City of Industry, KSBD in San Bernardino and DAX8 in Palmdale.

“It’s past time that we fight for the pay and benefits we deserve,” said Raymond Scarborough, a driver at the DFX4 facility in Victorville. “Amazon isn’t going to bully us out of demanding our rights.”

The Teamsters represent workers at 10 Amazon facilities across the country.

“We’re tired of Amazon’s lies,” said Alexis Ayala, a driver at the DAX5 facility in the City of Industry. “Amazon is responsible for our low pay and unsafe working conditions. My co-workers and I are ready to stand with our brothers and sisters around the country and fight back against this abusive company.” After ignoring a December 15 deadline from the Teamsters to come to the bargaining table, Amazon now faces potential large-scale labor actions at a critical time of year.

“The corporate elitists who run Amazon are leaving workers with no choice,” said Teamsters General President Sean M. O’Brien. “Greedy executives are pushing thousands of hardworking Americans to the brink. Amazon rakes in more money than anybody, they subject workers to injury and abuse at every turn and they illegally claim not to be the rightful employer of nearly half their workforce. This rigged system cannot continue. Amazon must be held accountable to workers and consumers alike. If workers are forced onto the picket line, Amazon will be striking itself.”

Teamsters at seven Amazon facilities have now voted to authorize strikes, including workers at DIL7 in Skokie, Ill., and JFK8 and DBK4 in New York City. “We know how important our air hub is to Amazon’s operations,” said Tobias Cheng, a worker at the KSBD air hub in San Bernardino. “If Amazon forces a strike, it might have a serious impact on customers throughout the region and beyond.”

Founded in 1903, the International Brotherhood of Teamsters represents 1.3 million people in the U.S., Canada, and Puerto Rico. Amazon’s revenue in 2023 was \$574.7 billions.

Handout: Group 4 Starbucks

Starbucks and unionized baristas locked in a wage standoff

By Suhauna Hussain; May 1, 2025, Los Angeles Times

Starbucks and thousands of its baristas are locked in a labor standoff.

More than two years after negotiations began, the union representing workers at more than 550 stores has yet to reach a contract with Starbucks.

Starbucks Workers United announced last week that worker delegates had voted to reject the coffee chain's latest proposal that guaranteed annual raises of at least 2%.

Out of some 490 baristas who voted on behalf of the company's more than 550 unionized U.S. stores, 81% voted against the proposal, the union said.

The proposal did not offer immediate pay raises or increases to healthcare benefits, and did not establish a minimum number of scheduled work hours, according to the union.

"The reality is the company is just not offering anything that would really provide economic justice to its workers, that will keep up with the cost of living in Los Angeles," said Cassie Pritchard, 35, a barista who represents workers at a Starbucks near Little Ethiopia in Los Angeles. She voted against the proposal.

"We are eager and willing to negotiate a proposal that actually meets the needs of baristas," Pritchard said.

Starbucks contends that it already offers competitive pay and benefits, with the average hourly pay for its retail workers higher than \$19.

In a statement posted to the Starbucks website, the company criticized the union for putting to a vote what it said was as an "incomplete framework" rather than a full proposal.

"The union's actions, unfortunately, only cause further delay in reaching a mutual agreement on the path forward," the company said. "Starbucks is the industry leader in terms of total pay and benefits which far exceed retail industry norms."

Hopes that the two sides would be able to hammer out a deal had been high since early last year, when Starbucks — which had previously been accused by federal regulators of unlawfully firing workers — pledged publicly to work with the union.

Module 4: What are unions, and why are they important?

The parties made headway on noneconomic proposals, including attendance policies, dress code, “just cause” protections and health and safety measures, the union said.

But talks broke down in a dispute over wages. The union filed some 90 unfair labor practice complaints against Starbucks with the National Labor Relations Board and launched a five-day strike leading up to Christmas Day in major cities, including several stores in Los Angeles. Starbucks accused the union of prematurely ending bargaining and making unreasonable wage increase demands.

In February, federal mediators were brought in to resolve the dispute.

About a month later, one of two federal mediators assigned to the Starbucks talks was terminated by the Trump administration as part of sweeping cost-cutting actions that have raised concerns among unions and employers that rely on mediation to fend off strikes and settle labor disputes.

The Starbucks mediation sessions have continued with one mediator, the union said.

Brian Niccol, who was named Starbucks’ new chief executive last August, recommitted to working “constructively and in good faith” with the union.

But union members remain critical of how bargaining has been conducted under Niccol’s tenure and have questioned his \$96-million compensation package.

Hussain, S. (2025, May 1). Starbucks and unionized baristas locked in a wage standoff. Los Angeles Times. <https://www.latimes.com/business/story/2025-05-01/starbucks-union-baristas-contract-talks>

Handout: Labor Negotiation Game

Congratulations! You are now an employee of Target! The class has been divided into two teams—Target's labor and Management. The bargaining teams will discuss demands and try to reach an agreement for the new "Collective Bargaining Agreement" (CBA).

Target has been operating at this present location for the past 5 years and the labor union has only been recognized for the last year. In their first contract, the Target employees did not gain everything they wanted to, but with their contract up for renewal they are hoping to try again.

Current agreement:

Wages	\$16.50
Overtime	None
Uniforms	One shirt provided
Paid Holidays	None
Employee Discount	5%

Target Management and Target employees are both coming to the negotiating table with different sets of desires, resources, and capacity.

Handout: Labor Negotiation Game - Target Management

Directions: With your team, read over the information only available to your team. Review your group’s priorities and figure out your strategy that supports those priorities. What are your starting demands and what are you willing to accept in the negotiation? Take notes on any arguments you plan to make and reasons for each of your demands.

Issue	Current Contract	Starting Demand	Willing to Accept	Notes (Strategy)
Wages				
Overtime				
Uniforms				
Paid Holidays				
Employee Discount				

Negotiated issues in order of priority:

Wages: Any increase in wages will be challenging as Target has been struggling with competition with stores popping up nearby. The cost of employee insurance has also increased, which will erode profits. However, to be competitive, a \$.20 per hour wage increase may have to be compromised.

Overtime: Overtime wages cannot be considered. Introducing overtime pay would result in layoffs so that Target could meet their payroll.

Paid Holidays: Paid holidays are an item for compromise. Currently employees are paid only for the days that they work. Target has never had a policy of paid holidays, but would be willing to consider.

Uniforms: By providing one uniform per employee, the employee is forced to take good care of it and return it upon a departure from Target. However, a compromise might be negotiated. When an employee has completed 6 months on the job, they would receive a second uniform.

Discount: Employees discount can be an area of compromise.



Handout: Labor Negotiation Game - Target Union

Directions: With your team, read over the information only available to your team. Review your group’s priorities and figure out your strategy that supports those priorities. What are your starting demands and what are you willing to accept in the negotiation? Take notes on any arguments you plan to make and reasons for each of your demands.

Issue	Current Contract	Starting Demand	Willing to Accept	Notes (Strategy)
Wages				
Overtime				
Uniforms				
Paid Holidays				
Employee Discount				

Negotiated issues in order of priority:

Wages: Wages are the top priority. Most Target employees are the primary wage earners for their families. Target has healthy profits and the economy is improving and is projected that profits will continue to increase. The average team member at Target in California is around \$17.50 and thus the union aims to for a \$1.00 wage increase, but would settle for half for a little less this contract round.

Overtime: Employees want time and a half for work after midnight. This work involves after-hours clean-up which is difficult. Other comparable chains pay overtime.

Employee Discounts: Employees are the primary wage earner for their families and often purchase much-needed affordable goods at Target but with very little discount which substantially diminishes the size of their paychecks. They want a 10% discount, up 5% from the current contract.

Paid Holidays: Two paid holidays per year would be viewed as a bonus and would generate cooperation between the workers and the management and promote employee satisfaction. One paid holiday per year could be compromised.

Uniforms: This is the lowest priority of the union. Depending on how other demands go, this is the lowest precedence, and can be given up easily.



Handout: Labor Negotiation Game - Contract

Contract: Target Management and Target Union

On this date, _____, the above parties agree to the following:

	Proposed Contract
Article I WAGES	Wages shall be _____ per hour.
Article II OVERTIME	Union members shall be paid _____ for overtime.
Article III PAID HOLIDAYS	Union members shall receive _____ paid holidays.
Article IV UNIFORMS	Union members shall receive _____ uniforms.
Article V DISCOUNTS	Union members shall receive a % _____ discount on Target goods
Article VI ADDITIONAL AGREEMENTS (if any)	

Target Representatives

Target Union Representatives

Handout: Labor Negotiation Game - Reflection

1. What did you take away from this experience?

2. How satisfied are you with your new contract? How close did you get to your ideal contract?

3. What did you learn about the benefits of being a part of a union? The consequences?
