

Service-Learning Certification Form

___ On Campus
___ Off Campus

SECTION 1

Instructor(s):

School:

Course: U.S. History, U.S. Government, or Department: Social Studies
Economics

Period(s) Participating

Grade Level(s): 11 or 12

Project Name: A Collective Bargaining
Simulation

Anticipated # of students:

Date Submitted:

SECTION 2 Project Description:

Project Description:

In a classroom simulation of collective bargaining, students learn about unions, employers, the labor movement, and workplace issues. Students will interact in small labor and management teams to bargain a union contract at a fictional workplace on issues that include wages, medical insurance, childcare, affirmative action, etc. Students are coached by labor relations professionals who volunteer from the fields of labor and management. Following the simulation, students analyze the outcomes of their collective bargaining experiences and determine issues they want to learn more about and take action on. Some examples include: creating a public awareness campaign on the cost of healthcare insurance and legislative action for a single-payer system, identifying union vs. non-union employers in our local economy, creating an oral history project about the causes and impact of a strike in their community, creating a peer education program about workers rights.

SECTION 3 Community Need(s):

Some possibilities:

- Identifying and comparing union and non-union employers in the region
- Raising student awareness about teen workers' rights and labor law today
- Creating a public awareness campaign on the cost of healthcare insurance and legislative action for a single-payer system

SECTION 4 Community Partner(s):

L.A. County Federation of Labor, UCLA Center for Labor Research and Education, United Food and Commercial Workers Union, Resource Network for Young Workers. UTLA/LAUSD Collective Bargaining Education Project, Health Access.

SECTION 5 Student Voice

In the classroom lesson, students are directly engaged in creating the simulation outcome. After the simulation is finished, students reflect and decide what they want to take action on. Students will decide what to accomplish, resources they need, create their own action plans and definitions of success.

SECTION 6 California Content/Skill Standard(s)

California History-Social Science Content Standards--

- Grade 11-- U.S. History, Standard 11.6 (on the New Deal and organized labor)
- Grade 12—Principles of American Democracy (U.S. Government), Standards 12.2 and 12.3 (economic OVER rights and civil society)
- Grade 12—Principles of Economics, Standards 12.1 to 12.5 (on economic concepts and reasoning, elements of the market system, role of the government, labor market, and economic indicators)

Language Arts.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage

(OVER)

SECTION 7 Project Components:

- 1--Classroom case study/simulation: curriculum and demonstration lesson available from Linda Tubach, teacher for the UTLA/LAUSD Collective Bargaining Education Project. Call 213-386-3144 to schedule.
- 2--Produce action plan on child labor issues: identify goals, targets, and timeline. Support is available from the Collective Bargaining Education Project; also, a helpful how-to manual called Active Citizenship Today is available from the Constitutional Rights Foundation, 213-487-5590.
- 3--Identify community partners and resources.
- 4--Evaluate project success.

SECTION 8 Reflection Prompts

What was the most meaningful part of this lesson to you?
 What did you learn that is relevant to your life?
 What did this remind you of that we have already studied?
 Why are unions important?
 What else do you want to learn about unions and worker rights for your future?

SECTION 9 Outcomes and Assessments:

In the classroom simulation/case study, students will determine and evaluate the outcomes of their collective bargaining sessions—usually tentative agreements are reached. Teachers will be able to assess student performance through a structured sequence/portfolio of reading, writing and speaking assignments. Teachers may pre-tests and post-tests on vocabulary and concepts. With teacher guidance, students will define the goals and measure the success of their action plans on selected issues.

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
 - Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
 - Locations will be accessible. When not available alternative sites will be sought.
 - Each group member will have equal opportunities to make significant contributions to the project.
 - Students with IEPs will be identified and individual needs will be addressed.
- I agree to the above accommodations for diverse service learners. Initials _____**

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ Date: _____

Teacher Signature

Approved: _____ Date: _____

Principal or designee Signature

Original to: _____ APSCS **Copies to:** _____ SIS Coordinator _____ Teacher(s)