

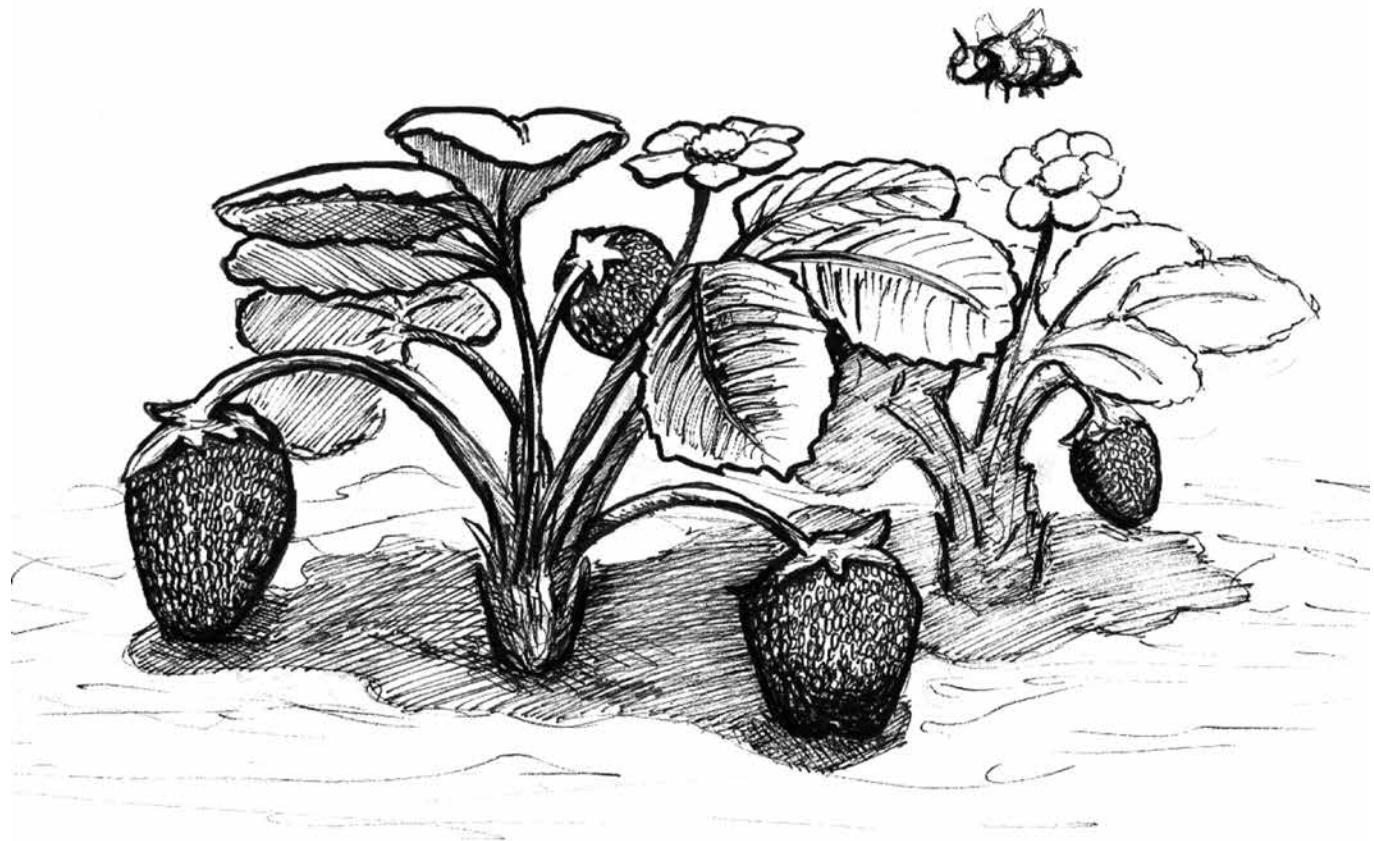
# THE YUMMY STRAWBERRY COMPANY



A labor studies curriculum for elementary schools

# The Yummy Strawberry Company

A labor studies curriculum for elementary schools



Illustrations by Sam Laughlin  
Text by members of the CFT Labor in the Schools Committee

**The CFT Labor In The Schools Committee** helps teachers reach students with information about the history and current place of the labor movement in American democracy. Committee members are classroom teachers, faculty from community college and university labor studies programs, and classified employees. The Committee is available to assist teachers in all aspects of teaching young people about the labor movement, and welcomes comments and suggestions about these topics. Communications may be directed to Chair, Labor in the Schools Committee, CFT, For more info, go to [www.cft.org](http://www.cft.org)

# Introduction

## What is *The Yummy Strawberry Company*?

*Yummy Strawberry* is an elementary level social studies unit about workplace issues. It is a new version of CFT's *The Yummy Pizza Company*. The teaching guide contains lesson plans and black line masters. You will lead students in a simulation of working for a company that makes **chocolate dipped strawberries**. Students will apply for jobs, be hired, create products on an assembly line, and participate in collective bargaining. You may present all or part of the lessons, or alter them to meet your needs, schedule, and levels of your students. Use your creativity—this is not a scripted reading program! Caution: If cooking is not a part of your classroom routine, please examine the materials carefully before you begin.

## Why should I use *Yummy Strawberry* in my classroom?

*Yummy Strawberry* supplements traditional social studies texts. If you think back about how you came to know about workplace and union issues, you probably don't remember learning anything about these things before you entered high school. If we want to protect worker rights in the future, we need to educate young people right from the beginning of their education. In doing so, *Yummy Strawberry* offers opportunities to teach about the world of work, economics, and civics, and to further develop language arts and math skills.

## How do I explain this to the principal?

As elementary teachers in the 21st century, we face the pressure of standards-based, test-driven education. How, then, do we explain to administrators and other teachers that what we are doing is not diverting time from teaching to the standards? The answer is that standards can (and should) be taught in creative ways. The use of *Yummy Strawberry* in the elementary classroom can enhance the teaching of language arts, math, and social science standards. On the following page we have included a partial list of California State History-Social Science Standards that *Yummy Strawberry* addresses. The complete standards for all content areas can be found at [www.cde.ca.gov](http://www.cde.ca.gov). Similar standards exist for other states.

## Please don't forget to help us!

The CFT Labor in the Schools Committee really wants to know if you've tried the lessons, if they were useful and appropriate, and what you think should be improved. Please fill out the short evaluation form and return it to the address on the form or email your comments to [fglass@cft.org](mailto:fglass@cft.org), and we will send you a free class set of strawberry smelly stickers. Thanks for your help!

## Credits

We would like to credit the International Brotherhood of Teamsters Teacher Scholarship Program for the original pizza company idea. Credit for the idea of *The Yummy Strawberry Company* goes to Leslian Jackson, a teacher in the Los Angeles Unified School District, who participated in a *Yummy Pizza* workshop at the UTLA Collective Bargaining Institute.

## **Selected California History/Social Science Standards**

### **Grade 1**

#### **1.1 Students describe the rights and individual responsibilities of citizenship.**

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”

#### **1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.**

1. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

#### **1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.**

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

### **Grade 2**

#### **2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.**

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

#### **2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**

### **Grade 3**

#### **3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.**

1. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
2. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

**3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**

1. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
2. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
3. Discuss the relationship of students’ “work” in school and their personal human capital.

**Grades 4 and 5**

The standards for grades 4 and 5 focus specifically on California and United States history. The role of labor unions in this history is not included in the standards, but it should be!

## **Yummy Strawberry Evaluation**

Dear teacher,

Please submit this evaluation on-line using the form available at [www.cft.org](http://www.cft.org). Click on "Committees" and then on "Labor in the Schools." When we receive your evaluation, we will send you a free class set of smelly strawberry stickers!

*In solidarity,*

*CFT Labor in the Schools Committee*

1. What grade level do you teach? \_\_\_\_\_ How many students do you have? \_\_\_\_\_

2. Were the lesson plans easy to understand? \_\_\_\_\_

3. Were student handouts used? \_\_\_\_\_ If so, which ones? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments:

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4. Which part of this unit was the most successful? (Please be specific)

---

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5. Which part was the least successful? (Please be specific)

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6. What problems did you encounter? (Please be specific)

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7. What changes would you recommend to enhance this unit? (Please be specific)

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Name \_\_\_\_\_ School and District \_\_\_\_\_

Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_

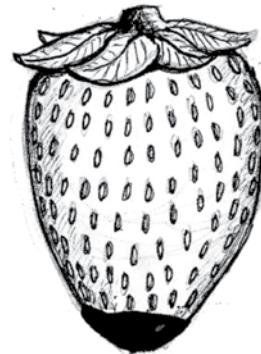
Phone \_\_\_\_\_ Email address \_\_\_\_\_

# ◀Menu▶

Note to the teacher: Please choose your lessons as you would items from a menu. The meat of the unit, or soy protein for vegetarians, is in the Main Course. Other courses may be used as time permits. For example, the five Main Course lessons can be scheduled during social studies time over a week, or perhaps in one full day (for example, on Cesar Chavez Day, March 31).

## ◀Appetizer▶

What is Work? Why Do We Work?      Page 2

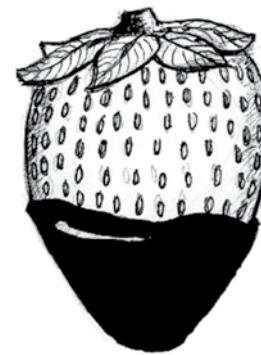


## ◀Main Course▶

Lesson 1: A Real Job	4
Lesson 2: The Assembly Line	8
Lesson 3: More Profits for the Boss	10
Lesson 4: Let's Negotiate	12
Lesson 5: The Bargaining Table	15

## ◀Sides▶

Unions in the Real World 16



Summary and Evaluation 17

What Would You Do? 18-19



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# **Appetizer**

## **What is Work? Why Do We Work?**

### **Objectives**

1. Students will learn the difference between work and play.
2. Students will examine the reasons why people work.
3. Students will see themselves as future workers.

### **Materials**

1. Pictures/photos of people at work and play.
2. Venn diagram.

### **Procedure**

1. Introduce the word “work.” Show pictures and ask the students to identify them as work or play (can use Venn diagram). Examples: jumping rope, walking the dog, washing dishes. Ask students to come up with other examples.
2. Lead students in a discussion of why people work (money, helping the family, self-satisfaction or pride).
3. What kind of jobs would the students like? (Consider salary, interests, safety.)
4. How do you get a job? (ads, application forms, skills required).

### **Practice/Homework**

Draw or write about a job you might like to have and what you would do with the money you will make.

### **Extensions**

**Language arts:** Journal writing: Keep a journal on the Yummy Strawberry experience. Interview parents or school staff about their jobs.

**Math:** Venn diagrams, money/shopping.

**Social Studies:** Careers and Community

**Literature:** (See Bibliography and Resources on page 20 for full citations.)

*A Day's Work* by Eve Bunting

*A Migrant Family* by Larry Dane Brimner

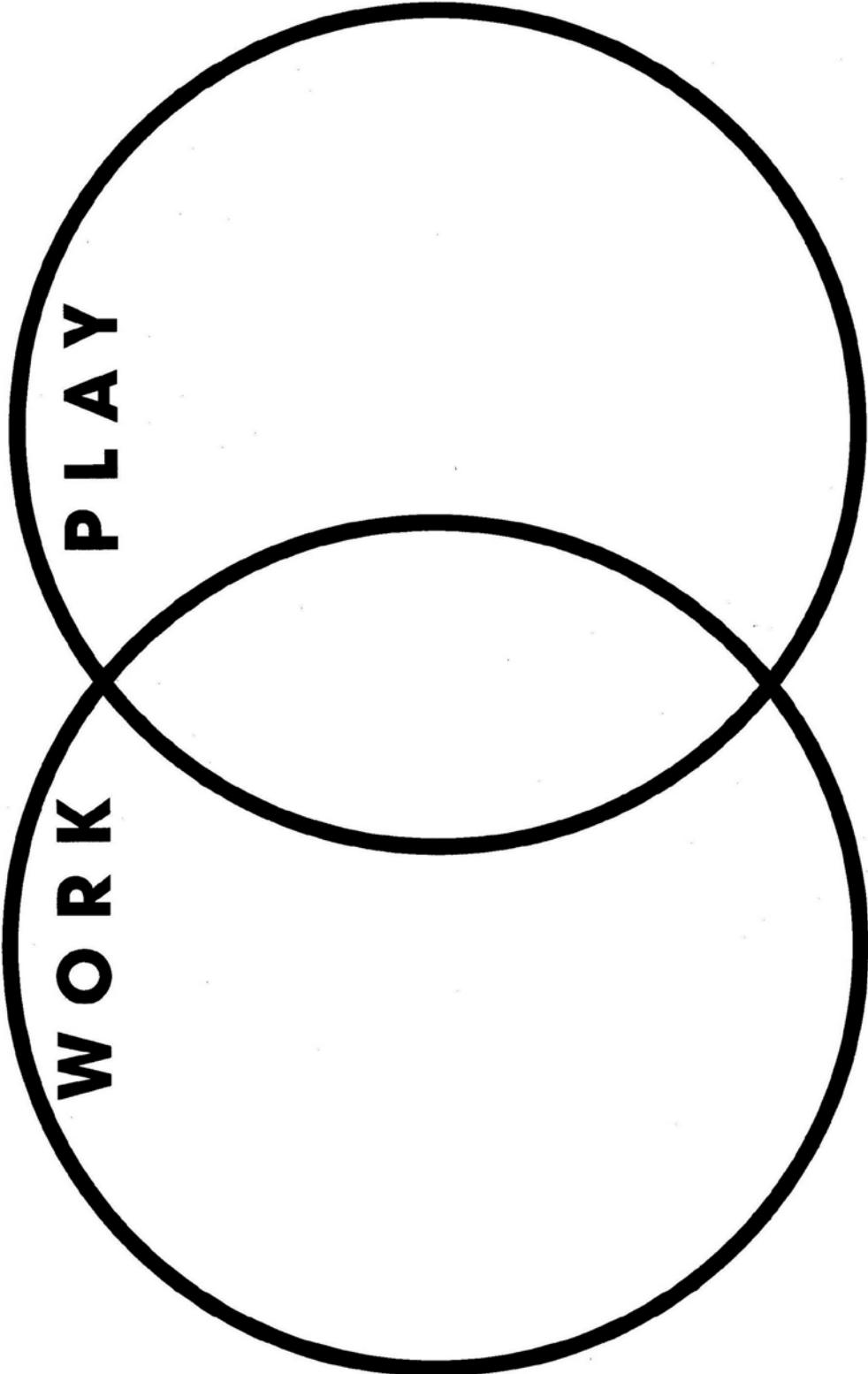
*Voices From the Fields* by Beth Atkin

*Working Cotton* by Shirley Anne Williams

Name \_\_\_\_\_

Date \_\_\_\_\_

## Venn Diagram



# Main Course

## Lesson 1 A Real Job

### **Objectives**

1. Students will learn job related vocabulary appropriate to their grade level, through discussion and role play.
2. Students will learn how chocolate dipped strawberries are made on an assembly line.
3. Students will practice filling out a job application and signing a contract.
4. Students will understand how profits are created from their work.

### **Materials**

1. Job applications
2. Contracts

(Duplicate class sets from blackline masters found on the following pages.)

### **Procedure**

1. Teacher will introduce the *Yummy Strawberry Company* and explain that she, the business owner, is looking for new employees, including marketing and management teams. (Use and explain new vocabulary.)
2. Introduce the assembly line concept and discuss the steps in strawberry dipping. (See teacher's notes on page 7.) Demonstrate the various steps (with real food, for extra motivation!)
3. Discuss how the strawberries will be sold, how the workers will be paid, and how the company will make profits. Introduce formula: sales – costs (expenses for labor and materials) = profits. Brainstorm what might be done with the profits.
4. Ask students to discuss which jobs they might like.
5. Explain the job application procedure and teach students how to fill out applications.
6. Go over work rules and explain that those hired will be asked to sign a contract.

### **Practice**

Students will fill out their job applications. During a suitable break, the teacher will go over the applications and assign jobs. Students will read and sign contracts. Teacher (boss) reminds workers to show up on time for work tomorrow, with clean hands.

### **Extensions**

**Language arts:** Reading and writing recipes, following directions



## Job Application

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Which job are you applying for?

- Strawberry Washer (washes strawberries)
- Strawberry Dryer (carefully dries berries without squishing them)
- Candy Melter (stirs & melts chocolate; must be careful with hot stove and pot)
- Strawberry Dipper (dips berries in melted chocolate; cannot be sloppy)
- Strawberry Sorter (sorts by size & arranges trays; puts them in refrigerator)
- Dishwasher (washes utensils and cleans up)
- Advertiser (makes ads for product; artistic or musical talent may be helpful)
- Salesperson (likes to talk to people; must be able to do mental math)
- Inspector (does quality control—checks product)
- Supervisor (makes sure line is running smoothly & everyone is doing good work)

What work have you done before? \_\_\_\_\_

If hired, will you be willing to follow company rules? \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please put completed application in the box provided. Thank you.



## Contract

### Section 1. Wages

- A. All employees will be paid at the rate of 1 strawberry per worker for every 30 good quality strawberries produced on his/her line and/or 25¢ per shift.
- B. Profits from strawberry sales will be used for a class party or project.

### Section 2. Work Rules

- A. Workers must show up on time when their shift is called.
- B. Workers must have clean hands.
- C. Workers must ask for permission to leave the line (for a bathroom break or other reason).
- D. Workers must follow the directions of the inspector, supervisor, and boss.
- E. Workers must make sure their stations are clean when their shift is done.

*I agree to follow all of the above rules*

Signature\_\_\_\_\_

Date\_\_\_\_\_



## **Teacher's Notes**

Some teachers love to cook and often cook with their classes, but for others, this might be a first experience. To make the experience a rewarding one, review the directions, gather materials, and practice the procedure before trying it in the classroom. If you will be having a guest speaker from a union in Lesson 9, you will need to make arrangements several weeks in advance.

### **Recipe**

One 12 oz. bag semisweet chocolate chips                    1/4 cup vegetable shortening

*or* your favorite recipe. Melt in crockpot(s) on low setting. You will also need these materials: sink, colander(s) and paper towels for washing and drying the strawberries, as well as bamboo skewers, trays, paper baking cups, and trays for the dipped strawberries to cool in a refrigerator.

### **Procedure for Dipping Strawberries**

Note: Goal is 30-40 dipped strawberries per assembly line = one shift.

1. Push desks together to set up a work area for each assembly line. The number of lines will depend on your class size. A parent volunteer(s) or TA would be a big help!
2. Strawberry washers rinse berries at a sink and return to lines. Strawberry dryers thoroughly dry them with paper towels, poke a bamboo skewer in each berry, and set them on trays.
3. Meanwhile, candy melters, with the help of the teacher, are melting and stirring the bags of chocolate chips in the crockpot(s).
4. Dippers hold strawberries with skewer and dip them in the melted chocolate to cover about 2/3 of the berry.
5. Dippers set each strawberry in a paper baking cup or paper candy cup to cool.
6. Strawberry sorters arrange pans of empty cups, sort by size the finished strawberries, and take the pans of finished strawberries to the refrigerator to cool completely.
7. Dishwashers wash and dry utensils. All team members help with cleaning the work area.

### **Selling Strawberries**

Before the lesson, you will need to make arrangements with the principal, cafeteria, or other teachers for your students to sell their products to neighboring classrooms, set up vending tables at recess, lunch, or after school, or to sell to faculty members.

8. While waiting for strawberries to cool, marketing team (advertisers and sales people) present their sales plans to the group. Plans may include pricing, signs, slogans, jingles, other pitches.  
(Alternate plan: If everyone wants to get in on the cooking, all team members can work together on marketing after strawberries are made.)
9. Discuss what will be done with the profits and make a plan.

## Lesson 2

### The Assembly Line

#### **Objectives**

1. Students will get actual experience working cooperatively on an assembly line.
2. Students will discuss their experience orally (younger students or ELL in IE classes) or in writing (older students). Students will analyze assembly line experience in terms of efficiency and their contributions and feelings toward the work.
3. Students will develop a sense of accomplishment through receiving compensation for work.

#### **Materials and Equipment**

badges from booklet, duplicated, safety pins	refrigerator, sink
strawberries	pans/trays/cookie sheets to fit in refrigerator
chocolate chips	crockpot(s)
shortening	bamboo skewers
paper baking or candy cups	wooden spoons, spatulas, colanders
disposable gloves	detergent/soap/sponge
paper towels	markers/pens/pape

#### **Procedure**

1. Review job assignments, work rules, how to make strawberries, quitting signals, and clean up procedures.
2. Push desks together to set up a work area for each assembly line, and one for marketing team. Ideally, each assembly line will have a crockpot. If this is not possible, a dipping station can be shared by all lines.
3. Students prepare for work by washing hands and putting on work badges. (page 9)
4. Students work on assembly lines for a specified time period or until a certain number of strawberries have been completed.
5. Clean up.
6. While waiting for strawberries to cool, marketing team (advertisers and sales people) present their sales plans to the group. Plans may include pricing, signs, slogans, jingles, other pitches.
7. Alternate plan: If everyone wants to get in on the cooking, all team members can work together on marketing plan after strawberries are made.
8. Students agree on a plan. At this point, sales people may go out to sell products to other classes or faculty, or the plan may involve waiting for a suitable time: recess, lunch, after school.
9. After products are sold, proceeds are counted and totaled. Boss (teacher) pays employees and profits are calculated, using the formula: sales – costs (labor and materials) = profits.
10. Debriefing: Ask students to discuss their work experience. What did they like about their jobs? What did they dislike? How could the line be improved? How did sales go? How much money was made? Did the boss (teacher) work? What happened to the money?

#### **Practice/Homework**

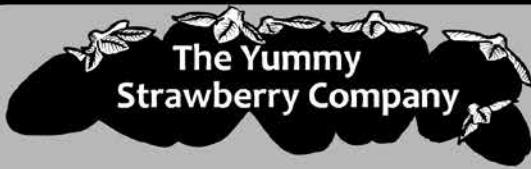
Write a journal entry about the experience or draw a picture and dictate a story to teacher or parent.

#### **Extensions**

Math: Counting, measurement, money skills.

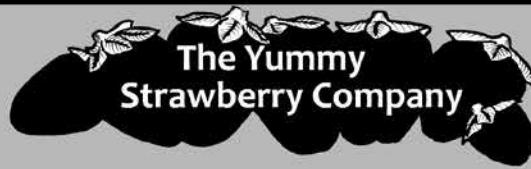
Health: Nutrition, good health habits.

Visual arts: Storyboards on strawberry process.



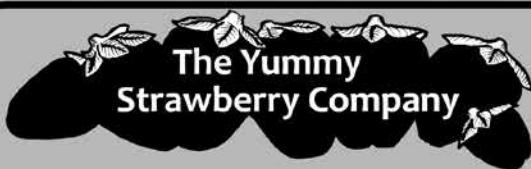
The Yummy  
Strawberry Company

Strawberry Washer



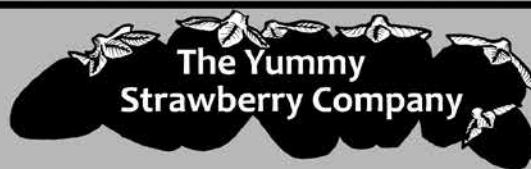
The Yummy  
Strawberry Company

Candy Melter



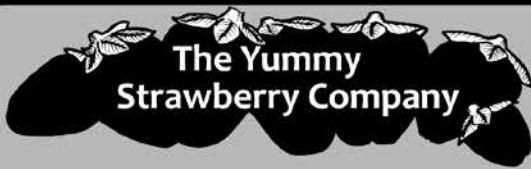
The Yummy  
Strawberry Company

Strawberry Dryer



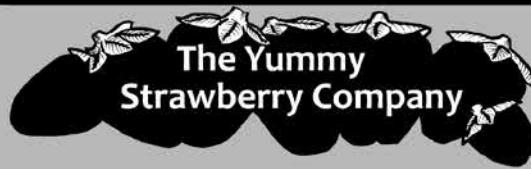
The Yummy  
Strawberry Company

Strawberry Dipper



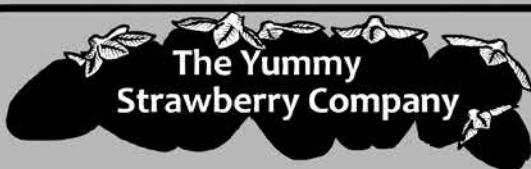
The Yummy  
Strawberry Company

Strawberry Sorter



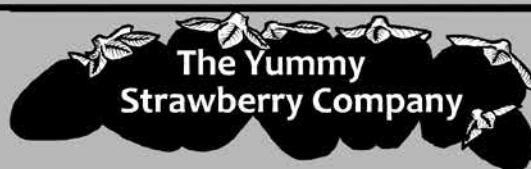
The Yummy  
Strawberry Company

Dish Washer



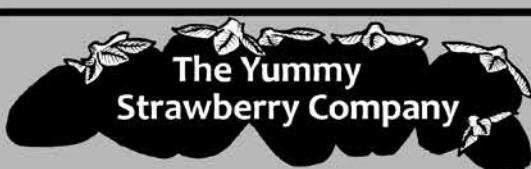
The Yummy  
Strawberry Company

Advertiser



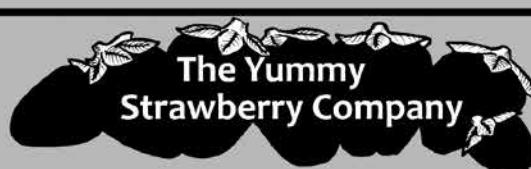
The Yummy  
Strawberry Company

Salesperson



The Yummy  
Strawberry Company

Inspector



The Yummy  
Strawberry Company

Supervisor

## Lesson 3

### More Profits for the Owner!

#### **Objectives**

1. Students will analyze the concept of profit. The business owner gets the profit because s/he provides the materials, owns the products, and sells them. To increase profits (= sales – costs), business owners can increase sales or reduce costs. This may change the work, and there may be a conflict between the owner's profits and the workers' needs.
2. Students experience a profit-driven assembly line, production speed-up and wage-cuts.

#### **Materials**

1. Chart paper and markers, journals and pencils
2. New Work Rules (Duplicate blackline master for handouts or write on a chart.)
3. See Lesson 2.

#### **Procedure**

1. Discuss the term profit. Announce that the Yummy Strawberry Company owner (teacher) wants to make more money. (You can supply a reason.) In order to increase profits, some contract work rules will need to be changed. Show new rules. Read and discuss the reasons for the new rules. Do not allow students to object, even if they refer to the signed contract!
2. Meet separately at recess or during independent work time with supervisors and inspectors to go over their roles in enforcing the new rules.
3. Set up assembly lines as before.
4. Review new work rules and stress that teacher (boss) needs to make a profit.
5. Students work, while teacher and management team make life miserable, until a specified time or until a certain number of strawberries have been produced.
6. Clean up without talking.
7. No talking while strawberries cool.
8. After work shift is over, students may go to the bathroom. Hopefully, there haven't been any accidents!
8. Marketing of strawberries, tabulation, and debriefing.
9. Pay distribution. No talking while eating.

#### **Practice/Homework**

Write a journal entry on expressing an opinion on the new work rules. This may be a compare/contrast lesson: old vs. new rules.

#### **Extensions**

**Math:** Compare old and new pay rates and profit margins. Students can practice math skills by graphing how much would be made for selling various amounts of strawberries.

**Research skills:** Research historical connections (4th and 5th graders). Learn about labor conditions on assembly lines, child labor.

**Computer skills:** Use the Internet to search for information about anti-child-labor groups and activities. (See Bibliography and Resources on page 20 or go to [www.cft.org](http://www.cft.org) and click on Committees and Labor in the Schools.)

**Literature/Media**    *Fire!* by Barbara Diamond Goldin (See page 20 for full citations.)

*Lyddie* by Katherine Patterson

*Modern Times* (available at video rental stores)



## New Company Rules

1. No talking on the line.
2. No breaks. You cannot go to the bathroom.
3. Pay for regular line workers will be 1 strawberry for every 40 strawberries produced and/or 15¢ per shift.
4. 5¢ pay will be docked for each strawberry that does not meet quality standards.
5. Supervisors and inspectors will get a bonus of 5¢ for every 40 strawberries produced on their line.
6. Owner will keep all the profits and use them however s/he wants.



## Lesson 4

### Let's Negotiate!

#### **Objectives**

1. Students will learn labor vocabulary appropriate to their grade level.
2. Students will learn techniques to resolve conflicts.
3. Students will prepare for their own bargaining session.

#### **Materials**

1. Rope
2. Reading material. Depending on the age of your students, choose from *Click, Clack, Moo: Cows That Type*, by Doreen Cronin (Grades 1-2), *Trouble in the Hen House* by CFT Labor in the Schools Committee (Grades 2-5), and *What is a Union?* by Althea (Grade 1) (see page 20).
3. Union sign-up sheet, 1-2 copies (p. 14). Optional reading: *How Does a Union Work?* (p. 13)
4. Union membership cards or materials for students to design membership cards

#### **Procedure**

Note: For the next two lessons, it will be helpful to work with an adult TA/team partner/parent volunteer so that you can continue in your “business owner” role.

1. Ask students to express how they felt about the previous day’s work.
2. After the students have talked about their feelings, challenge them individually to a game of tug-of-war. After several students have tried to beat the teacher, ask students for ideas on how they could win. Have several students collectively pull together against the teacher.
3. Introduce the reading material. This can even be done during the language arts block. Older students can read *TITHH* as readers’ theater; younger students can listen to the stories during story time or the language arts block.
4. Guide students to discuss the stories and learn the vocabulary union, bargaining, negotiating, and strike. Talk about prioritizing, give and take, and compromising. Ask if they think every demand has to be met every time. Do they think supervisors and inspectors should be in a union? Why or why not? (At this point, the teacher-as-owner can step aside while the adult helper continues the lesson....)
5. Your helper asks students if they would like to use some of these ideas to solve their problems at the Yummy Strawberry Company, and after a vote, helps students to conduct a union drive to form a labor organization and sign up union members. Optional: Students can set union dues and rules, and elect shop stewards and/or officers.
6. Helper reminds workers that tomorrow they will hold a union meeting to formulate contract proposals and elect a negotiating team.
7. If students have decided that supervisors and inspectors are ineligible for union membership, the teacher, as the boss, can meet with them separately, and enlist their help in negotiating.

#### **Practice/Homework**

Think about proposals and what kind of person would make a good leader. Older students may do this as a written assignment.

#### **Extensions**

**Language arts:** Think of a name for the union. Tell why you think this is a good name.

**Math:** Calculate union dues as a percentage of wages.

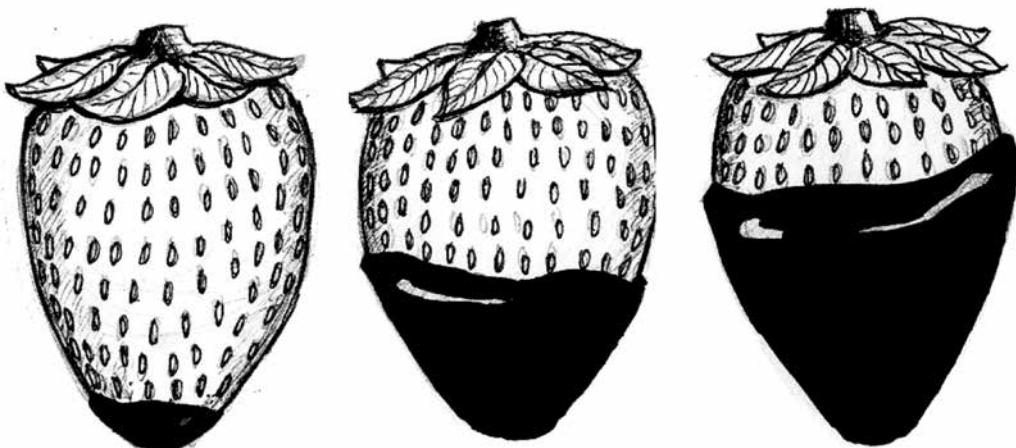
**Visual arts:** Design a union logo and membership cards. Make union posters for the campaign.

**Literature:** Read *Swimmy* by Leo Lionni (see page 20) and write and illustrate a story in the style of Leo Lionni.

## HOW DOES A UNION WORK?

When someone has a problem, she or he can get together with other people who have similar problems and try to work together for a solution. When workers get together to solve their common problems, they form groups called unions. The union chooses leaders to act as spokespersons for the members. The leaders' job is to represent the workers when discussing with the owner/employer or bosses. When the owner or the management (bosses or supervisors) sits down with the union leaders to talk about problems, pay, or working conditions of all the workers, this is called collective bargaining.

Through collective bargaining, workers and owners can almost always work out their problems. Sometimes, though, workers and their employers cannot work out their differences. When this happens, the workers may go on strike. This means that the workers stop working to show the owner that they are not satisfied with some part of their employment and want a change. No one likes to have a strike, but sometimes it is the only way that workers can remind the owner that without the workers' labor, the business owner has no products to sell!



**Join the Union!**  
**Strawberry Workers Union Local #1**  
**Sign Up Sheet**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
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18. \_\_\_\_\_  
19. \_\_\_\_\_  
20. \_\_\_\_\_

**Membership Card**

Strawberry Workers Union Local #1

Name \_\_\_\_\_

Valid Until \_\_\_\_\_

Signature \_\_\_\_\_



**Membership Card**

Strawberry Workers Union Local #1

Name \_\_\_\_\_

Valid Until \_\_\_\_\_

Signature \_\_\_\_\_



**Membership Card**

Strawberry Workers Union Local #1

Name \_\_\_\_\_

Valid Until \_\_\_\_\_

Signature \_\_\_\_\_



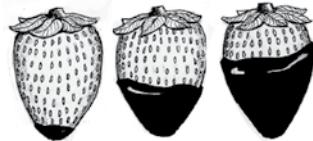
**Membership Card**

Strawberry Workers Union Local #1

Name \_\_\_\_\_

Valid Until \_\_\_\_\_

Signature \_\_\_\_\_



## Lesson 5

### The Bargaining Table

#### **Objectives**

1. Students will learn the collective bargaining process through actual experience.
2. Students will elect leaders using the democratic process.
3. Students will learn to express and defend their opinions in front of a group.

#### **Materials**

1. Chart paper
2. Paper for ballots

#### **Procedure**

1. It is strongly recommended to have a TA or adult volunteer to serve as a union coach.
2. Union members, guided by a coach, will hold a “meeting” to come up with a short written list of proposals and elect speakers and recorders. Proposals may include restoration of pay or more pay, adequate bathroom breaks, etc. Encourage students to be creative. Supervisors and inspectors, if not in the union, can meet with the teacher to prepare management’s position. (To give the role play extra realism, the teacher can offer “rewards” to the management team in exchange for standing with the boss rather than the workers.)
3. Groups come together, set up a table in the center of the room, and sit facing each other (or union leaders sit facing the teacher).
4. Mutually establish some negotiating rules, such as:
  - Each side will present one proposal at a time.
  - Only elected representatives should speak.
  - How long the discussions should last.
5. Choose recorders to chart proposals and note the outcomes of the discussions.
6. Continue until agreement is reached. For older students, the volunteer may coach them to caucus, make substitute proposals, etc. The owner (teacher) can decide how much resistance to offer to the union’s proposals, and how much and when to give in!
7. Union leaders hold a union meeting to report to union members and invite them to ask questions and express opinions before voting to approve or not.
8. Union members then vote on the agreement their leaders have negotiated.
9. Select representatives to count the ballots. If members vote not to accept, the process must be repeated. If the membership accepts the deal, then celebrate! (Some students may request to repeat the strawberry making process under the new agreement. Some teachers have even found that students want to use the sales as on-going fundraising for a class project. This is up to you.)

#### **Practice/Homework**

Write up the agreement in their journals. Use the old contract as a model to write a new contract.

#### **Extensions**

**Science/Health:** Use the Internet or library to learn about strawberry production, farm labor, and pesticides

## **Sides Unions in the Real World**

Note: For the teacher who has been wondering how and when to find time to teach this unit, a wonderful opportunity is the birthday of the great labor leader Cesar Chavez. This unit is a good lead-up to the holiday (March 31). In California, Cesar Chavez Day was established in 2000 and the legislation can be found in the California Education Code, Section 37220-37223. In some districts, such as Berkeley, schools are closed. In other school districts where schools are in session on March 31, “educational institutions throughout the state may include exercises...commemorating and directing attention to the history of the farm labor movement in the United States and particularly the role therein of Cesar Chavez” (from the Ed. Code). Curriculum materials can be found at <http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx>. A condensed version of *Yummy Strawberry* can be taught on March 31 to help students understand why we celebrate Cesar Chavez Day.

### **Objectives**

1. Students will learn about a real union and how it helps its members through listening to a guest speaker from a labor union, or if a speaker is not available, a movie.
2. Students will learn some labor history and learn about a few prominent labor leaders who emerge from the workers' labor movement.

### **Materials**

1. DVD, videotape, filmstrip, or books. (See below.)
2. Television, DVD player or VCR, projector, or any set-up requested by guest speaker

### **Procedure**

1. Introduce the union speaker or show the movie.
2. Allow for questions and answers. Students can share their own experiences with the speaker.
3. Explain assignment on labor history/leaders. Older students can do research and/or book reports and dramatic presentations, slideshow presentations, etc., in groups or individually. The teacher can read a story about a labor leader such as Cesar Chavez to younger students, such as *Let Me Tell You About This Man*, by Bill Morgan for the California Federation of Teachers Labor in the Schools Committee.

### **Practice/Homework**

Research reports, book reports.

### **Extensions**

Language arts: Interview parents to find out if they belong to a union. Report to the class.

Performing arts: Act out the life of a labor leader.

Cooperative learning: Students can do research on the UFW as a group project.

Visual arts: Portraits, collages.

Current events: Look for and study newspaper and magazine articles about current labor situations.

### **Additional Literature/Media** (see also p. 20 or on-line at [www.cft.org](http://www.cft.org))

*Cesar Chavez* by Maria Cedeno

*La Causa* by Dana Catherine de Ruiz

*Cesar Chavez* by Ruth Franchere

*Newsies* (available online or video rentals)

# **Summary and Evaluation**

## **Objectives**

1. Students will be able to sum-up important aspects of the labor curriculum
2. Students will apply what they have learned to new situations

## **Materials**

1. Worksheets: What would you do?
2. Certificates

## **Procedure**

1. Guide students in a summary of the “Yummy Strawberry Company” experience. Include student likes and dislikes, and what they felt was the most valuable lesson learned.
2. Present students with new work situations. Ask them to choose one and apply their new problem solving skills to come up with a fair, workable solution. If you wish, this can be done as a group activity. Older students can write their ideas. The teacher can lead the discussion for younger students and record their responses.
3. Hand out certificates of completion to be taken home

## **Practice**

Students do worksheets.

## **Extensions**

### **Language Arts**

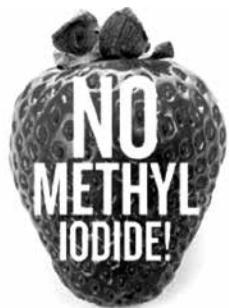
Students summarize experiences/lessons from this unit in their journals.

## **WHAT WOULD YOU DO?**

- 1. MRS. CHIN WORKS IN A SEWING FACTORY DOWNTOWN. SHE HAS A BABY WHOM SHE LOVES VERY MUCH. SHE CANNOT FIND ANYONE TO TAKE CARE OF HER BABY WHEN SHE IS WORKING. SHE ASKED HER BOSS IF SHE WOULD MAKE AN EMPTY STOREROOM AT THE FACTORY INTO A CHILD CARE CENTER. THE BOSS SAID, "NO." THERE ARE MANY WOMEN WHO WORK WITH MRS. CHIN WHO ALSO CANNOT FIND SOMEONE TO TAKE CARE OF THEIR CHILDREN. WHAT DO YOU THINK MRS. CHIN AND HER FRIENDS SHOULD DO?**
  
- 2. "KIDS FOR HIRE" IS OWNED BY MR. INK. HE HIRES CHILDREN TO WORK AT WASHING CARS, MOWING LAWNS, AND BABYSITTING. CUSTOMERS CALL MR. INK TO FIND WORKERS. MR. INK CHARGES THEM \$4.00 PER CAR, \$15.00 PER LAWN, AND \$3.00 PER HOUR TO BABYSIT. HE PAYS THE KIDS \$2.50 PER CAR, \$10.00 PER LAWN, AND \$2.00 PER HOUR TO BABYSIT. SHARON WORKS 2 HOURS TO MOW 1 LAWN. LISA WORKS ONLY 1 HOUR TO MOW 1 LAWN. THE KIDS ARE UPSET ABOUT THIS AND ASK SHARON TO TALK TO MR. INK. HIS ANSWER IS THAT IF THE KIDS ARE UNHAPPY, THEY DON'T HAVE TO WORK FOR "KIDS FOR HIRE." BUT THAT IS THE ONLY PLACE IN THE COMMUNITY WHERE KIDS CAN GET JOBS. WHAT DO YOU THINK THE CHILDREN SHOULD DO?**



**"NEWS" ARTICLE ABOUT WATSONVILLE, CALIFORNIA**  
**STRAWBERRY WORKERS FIGHT IN 1999 FOR A UNION AND AGAINST PESTICIDES**  
BY BILL MORGAN



## Strawberry Fields – Who Does the Work?

In 1996 and 1997, the UFW, the farm workers' union started by Cesar Chavez and Dolores Huerta, staged a series of demonstrations around Watsonville, California. Watsonville is part of California's Central Coast, the area where most of the strawberries in California are grown. About 85% of all the strawberries picked in the United States come from California.

Strawberries are one of the hardest crops to pick, because you have to lean over all the time to pick them. After many years of working strawberries, many workers have back trouble. In 1996, workers in the strawberry fields were making about 6 dollars for every hour of labor. That was barely enough to pay for a place to live and food for a family. The days were long and hard because the strawberries have to be picked right away when they are ready or else they will rot. Workers work up to twelve hours a day. Many of the fields were sprayed with pesticides called methyl bromide and methyl iodide, which many people say cause cancer and birth defects in the babies of people who work there.

Most farm workers do not have health plans to pay for a doctor if they get sick. They don't have pensions to support them when they get too old to work. The motto of the 1996-97 demonstrations was "Five Cents for Fairness," because the workers were asking to be paid 5 cents more for each pint of strawberries they picked. A pint is about half a pound of strawberries. The workers were also asking for union recognition, which meant that the UFW would work together with the strawberry companies to make sure that the workers were safe and well paid. But most growers refused, saying those things would cost too much money.

It has taken a long time, but the UFW and other farmworker unions have won some campaigns that have made the lives of farm workers better. Methyl iodide has been banned, but methyl bromide, which also harms the earth's atmosphere, is still used in the fields. And a farmworker still makes about half of what workers in factories make. Most of the workers in the strawberry fields still don't have a union to protect them.

If you go for a drive in the Central Valley of California, notice the people who are working in the huge fields where fruits and vegetables are grown. They are the men and women, and children who bring food like strawberries to your local market. Remember what Cesar Chavez said: **"We are not beasts of burden, we are not tools or rented slaves. We are men and women."**

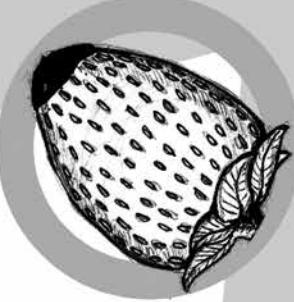
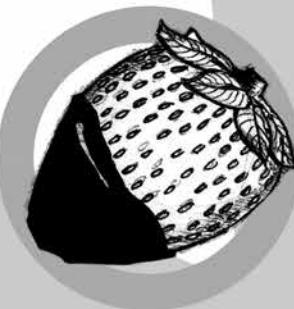
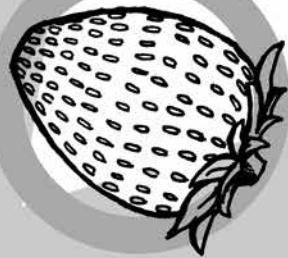
# CERTIFICATE OF COMPLETION

The Yummy  
Strawberry Company

A LABOR STUDIES UNIT

PRESENTED TO \_\_\_\_\_

PRESENTED BY \_\_\_\_\_ DATE \_\_\_\_\_



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For more information about the CFT Labor in the Schools Committee, or its publications, go to [www.cft.org](http://www.cft.org), or call 510-523-5238.

## NOTES

## NOTES

