

Purim & Trade

A Teacher Resource for Key Stage 3 & 4



לא תַעֲשֶׂה שִׂכִּיר עָנִי וְאֶבְיוֹן מֵאֲחִידָה
 אוּ מִגֵּרָה אֲשֶׁר בְּאַרְצְךָ
 Do not mistreat the worker
 who is poor and needy, whether
 he is one of your people or a
 stranger in your land...
 Deuteronomy 24:14 - 15

DFID Department for
International
Development


The Pears Foundation

KS3&4



Jewish action for a just world

Tzedek's programmes are founded on the principle that we have a responsibility to support our fellows to fulfil their lives, listening to their needs and supporting them to help themselves. Tzedek is driven by the Jewish values of:

צדקה Tzedaka (justice, charity) sharing our wealth to make a more just world.

תיקון עולם Tikkun Olam (healing, repairing the world) addressing ourselves towards overcoming injustices and inequalities in the world.

בצלם אלוהים Betzelem Elokim (in the image of God) recognising that all human beings are created equal and deserving of equal respect.

שותפות Shutafut (partnership) recognising the expertise that those in the majority world have and can share with us.

דרכי שלום Darchei Shalom (the ways of peace) fostering peace and pleasant relationships between Jews and non-Jews.

קידוש ה' Kiddush Hashem (sanctification of God's name) acting in a way that brings credit to God and the Jewish tradition.

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Teachers

This pack has been developed to accompany our Trade Education Pack. It contains additional classroom activities with use the opportunities presented by the story and practices of Purim to further explore our buying habits.

Please refer to our Trade Education Pack for further background information, national curriculum links, assembly ideas and classroom activities on the topic of Trade.

How to use this pack

1. Teachers are encouraged to carefully read the section entitled "Background Information for Teachers".
2. This pack can either be used in its entirety, or classroom activities can also be used as stand alone activities if time is short.
3. Teachers may also choose to facilitate chevruta activities only.
4. Activities in this pack are cross-curricular and can be facilitated through a number of different subjects. They do however lend themselves nicely to Jewish Studies (Limmudei Kodesh), Citizenship and Geography.
6. Activity extensions are highlighted for some activities should you wish to delve even deeper into the theme with your students.
7. Suggested timings are given for each activity; however they can be made longer or shorter if appropriate.
9. Fairtrade Fortnight take place every year around February/ March and is an ideal opportunity to explore further Trade issues with your students. Visit www.tzedek.org.uk and download our Trade Education pack.

Feedback

We would very much like to hear your feedback following use of this pack. Teacher and student evaluation forms can be found on pages 00-00. Please send completed forms to;

Victoria Rose
Tzedek,
Jewish Social Action Hub,
152 West End Lane,
London, NW6 1SD


Please get in touch with us with your thoughts and ideas, and do call if you have any questions. Please contact Victoria Rose on 0207 443 5122 or email vikki@tzedek.org.uk.

Key to Information

The key below shows how each section of this education resource is colour coded for easier navigation.

 Teacher Information Section


 Classroom Activities


 Resources Section
resources are highlighted in this colour throughout the information pack, with thumbnails and page numbers linking to the relevant resource pages


 Evaluation Forms

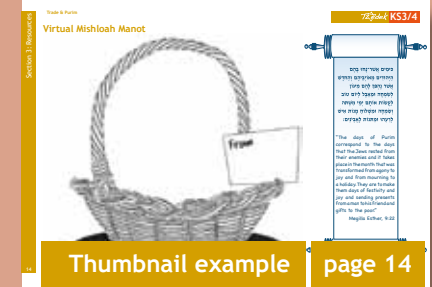
Throughout this education resource you will find links to further resources. The key to the information links is below.

 Useful website link

 Quotation

 Question

 Return to thumbnail (interactive)



- Where pupils worksheets or resources are referred to in the text, a thumbnail image of the relevant page will be shown in this area. Clicking on the thumbnail takes you to the relevant Resource page. Clicking on the “return” icon in the section bar (see left) takes you back to the original page.
- Extra information and additional activities can be found within this tinted box throughout the resource.
- Where there are no additional activities, this area can be used for notes.

Trade Education at Purim

Virtual Mishloach Manot

Time: 45mins

With this art and discussion activity, students explore the responsibility to give to others on Purim, how to buy gifts that benefit the poor and the importance as well as some of the limitations of Fairtrade.

On Purim it is a customary to give packages of gifts, usually food, to friends. These are called mishloach manot.

1. Hand each pupil a [Virtual Mishloach Manot sheet](#), page 14.
2. In addition provide magazines, newspapers, and scissors. You may also want to provide copies of Jewish newspapers and Israeli publications so that the young people can choose to include kosher and Israeli products.
3. Pupils should cut out pictures and words to show what they would put in a "Gift Package". **Tell them not to stick anything down yet.**
4. Invite pupils to share with the group one or two products they chose.
5. Read with the pupils the text from *Megilla Esther 9.22* printed on their Virtual Mishloach Manot.

6.
Ask:



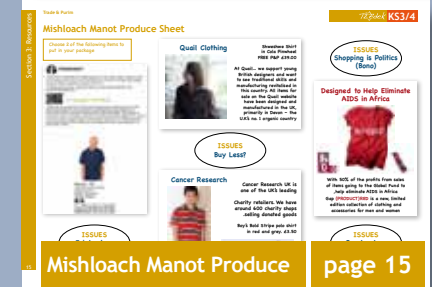
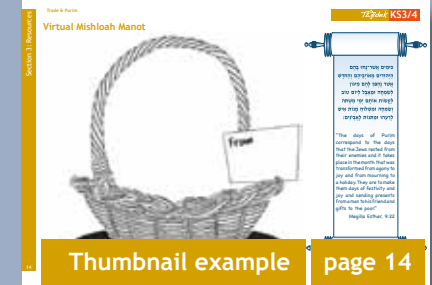
as well as giving packages to others, what else should we do, according to this text, at Purim?

7.
Ask:




If we should send gifts to the poor, as well as to friends, how can we make sure that the gifts we buy benefit the poor as much as possible?

8. Mention Fairtrade, and make sure the young people understand some of its benefits. These are listed in the Background Information on the Role of Ethical Consumerism including Fairtrade.
9. Give each student a [Mishloach Manot Produce sheet](#), page 15.
10. Ask students now to include 2 items from the [Mishloach Manot Produce sheet](#), page 15 to put in their virtual gift basket. Explain that traditionally food is put in Mishloach Manot, but we are using it to explore consumer values generally. Make clear that they are not necessarily choosing a specific item of clothing but choosing the sort of brand they would be more interested in buying.
11. At the same time, students should cut out the ISSUE bubbles, write a short note about whether they agree or not and add them to the basket.
12. Allow students to share their choice of products and ISSUE bubbles and discuss these with the class as a whole.



Trade Education at Purim

Discussion points that could emerge are:

-  a) Do you buy local or Fairtrade? Sometimes there is a choice to be made between the environment and poverty relief. OR do you buy less altogether. The one thing companies cannot say.
- b) Should trans-national companies be able to get Fairtrade certification even if many of their practices are morally questionable?
- c) If, as Bono put it, “shopping is politics”, what are the drawbacks of this political system?
- d) Not everyone can afford Fairtrade, let alone many in the majority world. You may want to take this opportunity to explore the limitations of Fairtrade. The Fairtrade Foundation itself recognises that “Fair trade itself is not the solution to world trade imbalance- we must lobby for broader reform”.

For more information on criticisms of the world trade system please feel free to read the [Background Information on Reforming Trade, page 11 of our Trade Education Pack](#). The Trade Justice Movement suggests the following points:

- Stop forcing liberalization- allow poor countries to choose their own solutions.
- End distorting export subsidies that damage livelihoods of poor communities.
- New laws to stop big businesses profiting at expense of poor people and environment.

This activity can be usefully followed by discussion of [What Can We Do, page 16](#).



Trade Education at Purim

Ethical Fashion Show

Time: 60mins

Through this art, crafts and performance activity, pupils consider and spread awareness about approaches to ethical consumerism. This is a group project that will require more than one lesson.

On Purim it is traditional to dress up as the characters from the Purim story, in the Book of Esther. Each group can design the clothes for one of these characters. That group's script, to be read at the Fashion Show, should also include some information on the character. This could be preparation for or part of a Purim Party or Purim Spiel (a re-enactment of the Purim Story).

- Ask Groups of 4 or 5 chanichim to design a new range of products for an Ethical Clothing Company. Chanichim can use information that they gather themselves through using the **Clothing Company Research Sheet page 17**.
- The material from which to make the new products can be gathered from several places. Chanichim can bring in clothes they no longer want. Scrap material can be used. You might organise a group visit to the local WRAP, a centre of recycled material. The WRAP helpline number is 0808 100 2040.
- Tell the group that as well as the products themselves they must put together a script to be read out during their section of the fashion show. This script must mention: where the clothing materials came from; the ideas and purpose of **buying fairer** by reusing, of **researching**, and of **buying fairer**. The groups should use the **What can we do? sheet, page 16** to help with their scripts.

- The fashion show can then be performed by other chanichim who weren't involved in this activity. The show can be recorded or photos can be taken and used as part of a display.

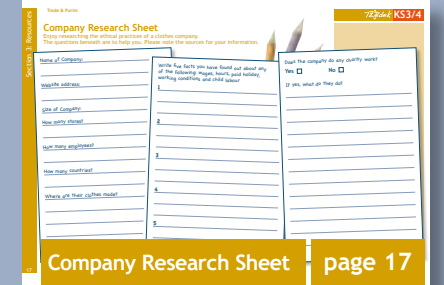
Alternatively, the Fashion Show could be introduced as the Parade that King Ahasuerus requires to choose his new wife. The King was advised to assemble all the beautiful young women within his kingdom and:



וְהַנְּעִרָה אֲשֶׁר תִּיטֵב בְּעֵינֵי הַמֶּלֶךְ תַּמְלֶךְ תַּחַת וְשָׂתִי
וַיִּיטֵב הַדָּבָר בְּעֵינֵי הַמֶּלֶךְ וַיַּעַשׂ כֵּן:

"let the maiden who pleases Your Majesty be king" (Esther, 2.4).

However in the 21st Century "version" of Purim the King will choose the person whose clothes best combine ethics and style. The Group can vote for the most ethical, stylish product at the end of the fashion show.

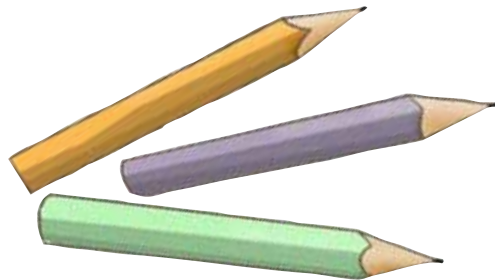


Chevruta: Purim 1



כִּימִים אֲשֶׁר-נָחוּ בָהֶם הַיְהוּדִים מֵאוֹיְבֵיהֶם וְהַחֲדָשׁ
אֲשֶׁר נִהְפָּךְ לָהֶם מִיָּגוֹן לְשִׂמְחָה וּמֵאֲבֵל לְיוֹם טוֹב
לַעֲשׂוֹת אוֹתָם יְמֵי מְשִׁתָּה וְשִׂמְחָה וּמְשֻׁלּוּחַ מְנוֹת
אִישׁ לְרֵעֵהוּ וּמִתְּנוּת לְאֲבִינָיִם:

"[The days of Purim] correspond to the days that the Jews rested from their enemies, and [it takes place in] the month that was transformed from agony to joy and from mourning to a holiday. [They are] to make them days of festivity and joy and sending presents from a man to his friend and gifts to the poor."
(Megilla Esther 9:22)



1. What, according to the text on the left, should we do on Purim?



2. What possible connections are there between these activities?



Chevruta: Purim 2



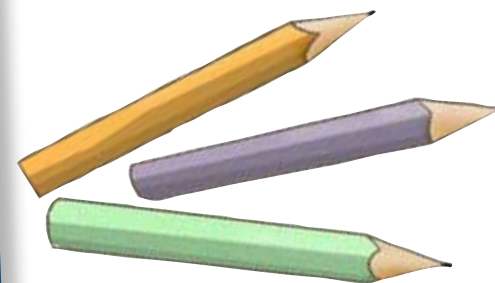
מוטב לאדם להרבות במתנות אביונים מלהרבות
בסעודתו ובשלוח מנות לרעיו, שאין שם שמחה גדולה
ומפוארה אלא לשמח לב עניים ויתומים ואלמנות
וגרים, שהמשמח לב האמללים האלו דומה לשכינה

*"It is better for a person to increase gifts to the poor than to increase his feast or the mishloah manot (portions/ presents of food) to his neighbors. There is no joy greater or more rewarding than to gladden the heart of the poor, orphans, widows, and strangers. For by gladdening the hearts of the downtrodden, we are following the example of the Divine."
(Maimonides, Mishneh Torah, Hilkhoh Megillah 2:17)*

1. Which of the Purim customs does Maimonides say is most important? Why, and what could be seen as unusual about his reason?

2. How might Maimonides' ideas about joy affect how we feast and what we put in our Mishloah Manot, Portions of Food?

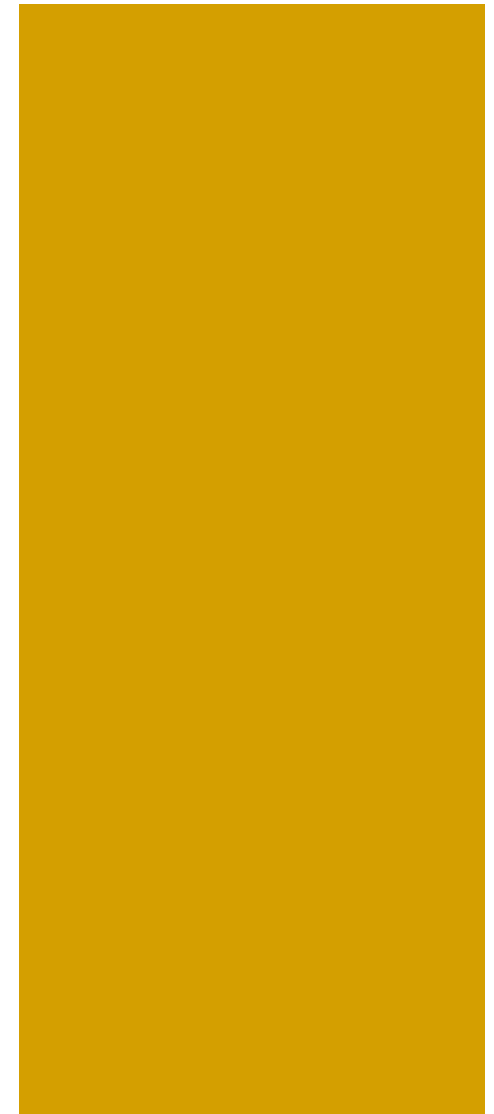
3. How could Maimonides' ideas about joy affect our everyday lives?



Trade & Purim Worksheet & Resources



Illustration © Peter Williamson



Virtual Mishloah Manot



כִּימִים אֲשֶׁר־נָחוּ בָהֶם
 הַיְהוּדִים מֵאוֹיְבֵיהֶם וְהַחֲדָשׁ
 אֲשֶׁר נִהְפָּךְ לָהֶם מִיָּגוֹן
 לְשִׂמְחָה וּמֵאֵבֶל לְיוֹם טוֹב
 לַעֲשׂוֹת אוֹתָם יְמֵי מְשִׁתָּה
 וְשִׂמְחָה וּמְשִׁלוּחַ מְנוֹת אִישׁ
 לְרֵעֵהוּ וּמִתְנּוֹת לְאֶבְיָנִים:

"The days of Purim correspond to the days that the Jews rested from their enemies and it takes place in the month that was transformed from agony to joy and from mourning to a holiday. They are to make them days of festivity and joy and sending presents from a man to his friend and gifts to the poor."

Megilla Esther, 9:22

Mishloach Manot Produce Sheet

Choose 2 of the following items to put in your package

& Organic Certified

Traidcraft is a leading UK fair trade organisation and was one of the first organisations to be certified by the Fairtrade Foundation to distribute cotton products carrying the Fairtrade Mark. Our range of cotton products, including T-Shirts, Polo Shirts and Sweatshirts are made from fairtrade organic cotton from India. Agrocel, our Indian partner who has worked with Traidcraft to help pioneer the development of fairtrade cotton.

Polo Shirt
 100% Fairtrade Certified
 Organic Cotton
 Packed: 10 per size
 Weight: 200gsm

Size	S	M	L	XL	XXL
Chest cm	104	109	114	119	124
Chest inch	41	43	45	47	49

ISSUES
 Fairtrade = expensive?

Quail Clothing

Shweshwe Shirt in Cola Pinwheel
 FREE P&P £39.00

At Quail... we support young British designers and want to see traditional skills and manufacturing revitalised in this country. All items for sale on the Quail website have been designed and manufactured in the UK, primarily in Devon – the U.K's no. 1 organic country

ISSUES
 Buy Less?

Cancer Research

Cancer Research UK is one of the UK's leading Charity retailers. We have around 600 charity shops .selling donated goods

Boy's Bold Stripe polo shirt in red and grey. £3.50

ISSUES
 Shopping is Politics (Bono)

Designed to Help Eliminate AIDS in Africa

With 50% of the profits from sales of items going to the Global Fund to help eliminate AIDS in Africa Gap (PRODUCT)RED is a new, limited edition collection of clothing and accessories for men and women

ISSUES
 Buy local or Fairtrade?

What can we do?

Buy Fairtrade

- Buying fairtrade means that workers are paid a fair price and do not have to work in dangerous conditions.

Clothes can be made from fair-trade cotton. Lots of big clothes shops now stock fairtrade cotton !t-shirts, look out for these

You can also buy fairtrade foods such as banana's, tea, coffee .and chocolate

Look for the fair-trade logo whenever you buy!



Learn more

- Labour Behind the Label:



www.labourbehindthelabel.org

encourages consumers to find the answers to 5 key questions:



How much do the people producing the clothes get ?paid

?What hours do they work

Do workers have a place to ?complain

Do the shops suppliers take the issue of workers' rights ?seriously

- Are shops really sure what's going on in their factories?

Be active

- **Write to companies:** You can play an important role in encouraging companies to change their practices. If companies know that you, as a customer care about how their clothes are produced, then they will improve their standards.

At **school**, why not **campaign for fairtrade**. • Encourage teachers to drink fairtrade tea .and coffee and ask for fairtrade chocolate

- You can even get **Fairtrade School** status. For more information, visit:



www.fairtrade.org.uk



Company Research Sheet

Enjoy researching the ethical practices of a clothes company.
The questions beneath are to help you. Please note the sources for your information.

Name of Company:

Website address:

Size of Company:

How many stores?

How many employees?

How many countries?

Where are their clothes made?

Write five facts you have found out about any of the following: wages, hours, paid holiday, working conditions and child labour

1

2

3

4

5

Does the company do any charity work?

Yes

No

If yes, what do they do?

Purim Spiel - The Play 1

Background:

In June 2009, investigative journalists from TzedekTV uncovered international trade practices that led to the death and suffering of thousands of people in the South American country of Diego.

It was found that trade practices of two multi-national companies, Haman Enterprises and A. Cash Industries, either directly or indirectly led to the deaths and suffering of thousands of cotton farmers as well as workers in the Diego garment trade. Esther Benitez, an employee of A. Cash Industries, first blew the whistle on these practices. Her uncle Mordecai Scolari also played a vital role in saving hundreds of lives and forcing A. Cash Industries to change their trade practices. Fair Trade campaigner Juan Hatacho played an important role keeping Esther updated on the latest developments.

The CEO of Haman Enterprises has been arrested for his role in the scandal and his company has now been declared bankrupt. The Prime Minister of Diego has been criticised for not acting against Haman Enterprises and has had to resign. The A. Cash legal team successfully proved that their CEO was in fact misled by Haman enterprises, enabling the company to continue trading. Ms Benitez and Mr Scolari have both been given positions on the board of A. Cash. Ms Benitez has denied that her story is to be made into a Hollywood movie.

Characters: (in order of appearance)

1. TzedekTV Investigative journalist(s)
2. Haman III, CEO of Haman Enterprises
3. A. Cashverosh, CEO of A Cash Industries
4. Esther Benitez, employee of A Cash.
5. Mordecai Scolari, uncle of Esther.
6. Juan Hatacho, Fairtrade campaigner and friends of Mordecai
7. Diego cotton farmer(s)
8. Diego garment worker(s).
9. Felipe Ramos, Prime Minister of Diego
10. The A Cash Legal Team

The Play begins with Action! over the page

Purim Spiel - The Play 3

TzedekTV Journalist(s):

As we now know, that agreement had some far-reaching consequences for the farmers and garment workers of Diego. Our reporter learnt the following from them.

Scene 2: TzedekTV Journalist, Farmer and Worker

Look at your character profile cards for ideas about your characters. Then write an interview between the journalist and the farmer and worker using the following information:

1. Two years ago farmers were told by the government they could only sell their cotton to A Cash/Haman, who would give them a good price.
2. A Cash/Haman never paid on time and kept lowering the price before they would pay, blaming global conditions.
3. Farmers had to borrow money from A Cash while waiting for payment and the high interest on these loans forced farmers to sell their farms to A Cash plantations. Previously well-off farmers now have no income and merely grow food for themselves. They have no money to buy medicines or to send their children to school.
4. Instead of buying cotton from farmers, factories had to buy it from A Cash/Haman middlemen who increased the price.
5. A Cash/Haman ordered very large numbers of garments and gave an unreasonable time in which they had to be completed. Late delivery meant penalties for factories.
6. Desperate factories hired child workers or forced workers to work very long hours for very little pay.
7. A Cash/Haman bought up factories which had unsafe working conditions. When hundreds of workers died after being trapped in a factory fire, investigators started to look at the A Cash/Haman business practices more closely and it all started to come out.

Space for students to write dialogue

Purim Spiel - The Play 4

TzedekTV Journalist

Their names have become famous by now, but how did it all start for Esther Benitez and her uncle Mordecai Scolari? Watch the following clip.

Scene 3: Esther and Mordecai

Look at your character profile cards for ideas about your characters. Then write a phone conversation between you two including the following information:

Write a phone conversation between Esther and her uncle.

Esther has just landed a position in marketing at A Cash Industries working specifically with the Haman Enterprises fashion group. She is very excited about the opportunity – she loves fashion and she has heard that the people of Diego will benefit from the deal. Esther wants to go far in fashion and does not want to hear anything negative about this company

Mordecai warns her that Haman III does not like South Americans and that she must be careful not to let on that she is from Diego. He has heard that the company is ruthless and just out to make a large profit with no concern for people. He is not happy that Esther is working for them and he is worried about her.

Space for students to write dialogue

Purim Spiel - The Play 5

TzedekTV Journalist

That conversation took place 2 years ago. Today Esther Benitez is one of the key witnesses testifying against Haman Enterprises – how did that change come about?

Scene 4: Esther and Juan Hatacho

Look at your character profile cards for ideas about your characters. Then write a dialogue between you two including the following information:

Esther has now been working for A Cash/Haman for a year. There are some things that worry her about the way they do business but at the same time she does not want to lose her job.

Mordecai has sent Juan to speak to her about the terrible things that are happening in Diego and to tell her that she must act urgently before more people die and suffer.

Juan tells her: Farmers are not given the agreed price, they are paid late and forced to get into debt, losing their farms and barely able to feed their families.

Workers are forced to work very long shifts and punished for not meeting their quotas. Working conditions are unsafe and a recent fire trapped and killed hundreds of workers.

Esther is at first reluctant, then she realizes that she has to do something but she is worried that as a mere employee she can't just march into the boardroom. She asks Juan to organise a big strike and to get the media on her side so that she can show Mr. Cashverosh the extent of the malpractices.

Space for students to write dialogue

Purim Spiel - The Play 6

TzedekTV Journalist

Let us go next to that moment when Esther marched into the boardroom to confront Haman III and A. Cashverosh and their legal team.

Scene 5: Esther, A. Cashverosh, Haman and the legal team

(Take 1) Roleplay Esther trying to get her courage to go into the boardroom. When she gets in, A. Cashverosh has been looking at a very successful promotion she did for the company and he congratulates her and asks her what she wants. She can't bring herself to say anything about the problems and instead invites Haman III, A. Cahsverosh and the lawyers to a VIP pre-launch party the following day. They all accept, flattered to be invited.

Space for students to write dialogue

Purim Spiel - The Play 8

TzedekTV Journalist

In a further development today, Felipe Ramos, who had only been Prime Minister of Diego for a year, has been sacked today. It has emerged that Mr Ramos changed some laws which allowed Haman Enterprises to do a tremendous amount of damage to the country's economy and people.

Scene 6: Interview with Felipe Ramos

Design questions and answers using the following information as well as the character profile cards:

Ramos wanted to improve the economy by increasing trade. He was told by Haman II that this deal would bring more trade and money for everyone. He decided to change the laws only because he thought it would help the country (he claims). He did not think it would lead to such a terrible situation (he claims). He also claims that Haman never gave him any payment and that he has not personally benefitted from the deal.

Space for students to write dialogue

TzedekTV Journalist

To what extent did A. Cashverosh know what was going on? Did prime minister Ramos benefit from the dealings? Will the new trade agreements with Diego last and actually improve people's lives once the media attention goes away? Will Esther become a role-model for young women around the world and be asked to appear on celebrity reality TV shows?

All these questions remain unanswered tonight. Go to our website at Tzedek.org.uk to express your views and contribute to the fairtrade conversation.

Goodnight.

Purim Spiel - Character Profile Cards



Journalist

You are quite a serious and intelligent person. You are not scared to ask awkward questions. You like getting to the bottom of a story and have earned a reputation of unmasking powerful people.

Quote:

"Feel the fear and do it anyway"



Haman III

Too cool to have a surname, Haman is the man who brought the catwalk to the high street with a bang. Selling the hottest styles before anyone else and at a ridiculous price brought him fame and tremendous wealth. For Haman it is all about money, power and fame so you can make him as greedy, shallow and unlikeable as you want.

Quote:

"Fashion is not a matter of life and death. It is far more important that"



A. Cash Verosh

(What's the A for anyway?) has built up one of the largest companies and is always looking to expand. He is a realist: in business one has to be tough to get ahead. He does not have many friends. He can be ruthless and relies on his legal team for advice so that he does not get into trouble.

Quote:

"If you can't stand the heat... get a good lawyer"



Farmer

You are in a terrible position: your farm has always provided your family with a decent income but the past three years that has all changed. You have lost everything and are now barely able to feed your family.

Quote:

"The winner takes it all"



Worker

You have been working 12 hour shifts and sometimes when there is a big order you are expected to work double shifts. If you don't complete a certain number of pieces in an hour, you are fined. Some of the younger people who work with you even get beaten when they do not work fast enough. You know people who have died in the factory fire and you feel in danger as well.

Quote:

"Overworked and underpaid"

Purim Spiel - Character Profile Cards

Esther

Ambitious fashionista – will she forget her Diego roots now that she has landed a dream job with the fastest-growing fashion conglomerate? Will she have the courage to do what is right? Watch this space...

Quote:

"Sisters are doing it for themselves"

Mordecai

A wise and kind man, Mordecai has never forgotten his home country Diego, even though he is now a successful judge. He tries to keep an eye on his niece – he knows she wants to succeed but he wants her to have the courage to speak up against injustice. Will she listen to him?

Quote:

"Be the change you want to see in the world (Ghandi)"

Juan Hatacho

Fairtrade campaigner Juan has seen the misery unfair trade practices can cause. His own family has been affected both in the farming crisis and his niece died in the factory fire. He is a very decent guy and a bit impatient with Esther, who is taking her time to decide to do the right thing.

Quote:

"Make trade fair for all"

Felipe Ramos

He was at first popular when elected, promising to improve the Diego economy. However, he has in fact made it worse and in the process endangered many people's lives. Nobody can quite figure out what he is like – maybe you have an idea how to play him?

Quote:

"Easy come easy go"

A. Cash Legal Team

You wouldn't want to meet this lot in a dark alley. Under those sharp suits, they are heartless and devious and clever enough not to get caught...

Quote:

"Money can't buy you happiness but it does bring you a more pleasant form of misery."

Teacher Evaluation Form

Please help us make our educational resources as useful as possible by filling out this evaluation form. Some questions will ask you to rank your response from 1-5, with one being the lowest and least positive response and 5 the highest and most positive. Others will ask for more detailed feedback. Please try to answer all questions as honestly as possible and feel free to contact the Tzedek office if you would like to talk through your experience in more detail. Thank you for your help!

The Educational Content - please tick where appropriate

How well did the resources prepare you to facilitate the lesson with confidence?

1 2 3 4 5

I used additional information in order to further my knowledge on the topic.
If YES, please explain in more detail below

Y N

How age appropriate was the learning for your class?

1 2 3 4 5

How interesting was the topic?

1 2 3 4 5

Please add any further comments relating to the educational content of the material provided

The Activities - please tick where appropriate

How engaging and enjoyable were the activities?

1 2 3 4 5

How well did they achieve the learning objectives?

1 2 3 4 5

How age appropriate were they?

1 2 3 4 5

How clearly explained were the activities?

1 2 3 4 5

Did you find the activities either too prescriptive or too vague? Please comment below

Please add any further comments relating to the suggested activities provided

Teacher Evaluation Form continued

The Overall Process - please tick where appropriate

How easy to pick up and facilitate were the resources?

1 2 3 4 5

To what extent do the topics covered fit into your National Curriculum?

1 2 3 4 5

Please comment further

I would facilitate using these materials again in the future

Y N

How could Tzedek make improvements when developing future educational materials?

Tzedek's aim for the Jewish Global Citizenship Project is to develop materials which can be used in Schools, Youth Movements and Chederim. Having experienced a taster of what Tzedek has to offer, please comment on how you might be able to access and use our resources on Global Development, highlighting any topics which might be of particular relevance to your group.

Please see our attached information booklet for more information about Tzedek or visit www.tzedek.org.uk

Pupil Evaluation Form

Name (optional): _____ Age: _____

Please help us to make our lessons as interesting and enjoyable as possible by filling in this form!

Before the lesson I... (please tick where appropriate)

- never really thought about where goods come from and who is involved in making them.
- knew a little about Fairtrade and how many goods are made in countries around the globe.
- knew a lot about the subject of trade and encouraged others to buy Fairtrade.

Please list two or three things you have learnt from the lesson

1. _____

2. _____

3. _____

Following the lesson I will... (please tick where appropriate)

- not think about these issues again.
- think about where goods are made but not do anything else.
- try to learn more about trade and encourage my family and others to buy Fairtrade items.

I found the lesson... (circle as many of these words as you agree with)

- | | | | |
|-------------|-------------|-------------|-----------|
| Interesting | Refreshing | Repetitive | Exciting |
| Enjoyable | Inspiring | Fun | Confusing |
| Fascinating | Upsetting | Annoying | Sad |
| Boring | Frustrating | Informative | Difficult |
| Useful | Easy | Challenging | Unusual |

Thank you for your help!