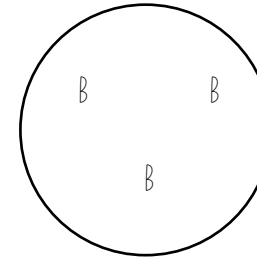
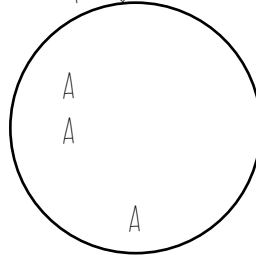
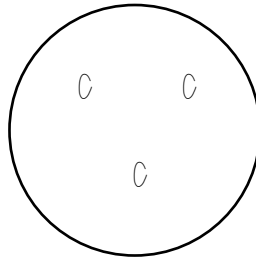


Date: _____

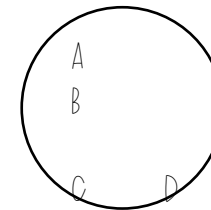
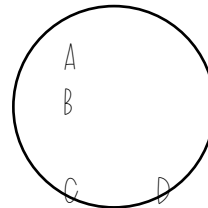
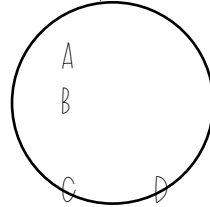
1. Answer the essential question: How does Fair Trade impact people's lives?

3. Group A will read "Artisan Spotlight"

[illegible]

Page9

4. The groups will then split up to form 3 groups of A, B, and C.



4. Synthesize and Revise your first answer to include the information you've learned throughout the activity from your classmates and their resources.

Name: _____

Fair Trade Jigsaw

Date: _____

Essential Question: **How does Fair Trade impact people's lives?**

First Answer: _____

A. Artisan Spotlight

Artisan: _____

Country: _____

Fair Trade Product: _____

Major Impacts:

-
-
-
-

B. Impact Report

Countries:

-
-
-
-

Fair Trade Products:

-
-
-
-

Major Impacts:

-
-
-
-

C. Photo Gallery

Artisans:

-
-
-
-

Country: _____

Fair Trade Product: _____

Major Impacts:

-
-
-
-

D: Fair Trade Videos

Countries:

-
-
-
-

Fair Trade Products:

-
-
-

Major Impacts:

-
-
-
-

Essential Question: **How does Fair Trade impact people's lives?**

Final Answer: _____

noonday collection

IMPACT REPORT

2017



OUR VISION

TOGETHER WE'RE BUILDING A FLOURISHING WORLD WHERE...



People have
JOBS



Women are
EMPOWERED



Children are
CHERISHED



We are
CONNECTED

2017 IMPACT BY COUNTRY
**TOGETHER
WE'RE DOING
A WORLD
OF GOOD**



4,500 ARTISANS

31 Artisan Business Partners
14 Countries





2017 IMPACT

AFGHANISTAN

47 ARTISANS
IMPACTED

1 ARTISAN
BUSINESS PARTNER

4 YEARS OF
PARTNERSHIP

100% OF JOBS

held by women

47 FEMALE ARTISANS

able to earn a flexible income doing
embroidery from their homes

2017 IMPACT

INDIA

1,223 ARTISANS
IMPACTED

9 ARTISAN
BUSINESS PARTNERS

7 YEARS OF
PARTNERSHIP

269,500 PRODUCTS

purchased from our Indian Partners
in 2017, a 51% increase over 2016



BRIDGING THE GAP CLEAN DRINKING WATER

In 2017, Noonday invested \$15,000 from our Impact Uganda Giveback funds for 200 families to receive TivaWater Filters after our Partners identified access to clean water as a critical health issue in their community.

2017 IMPACT
MEXICO

14 ARTISANS IMPACTED **1** ARTISAN BUSINESS PARTNER **2** YEARS OF PARTNERSHIP

14 OTOMI ARTISANS

preserve their indigenous culture through centuries-old embroidery techniques



2017 IMPACT
UGANDA

469 ARTISANS IMPACTED **1** ARTISAN BUSINESS PARTNER **8** YEARS OF PARTNERSHIP

FREE DAYCARE

30+ children attending

34 SCHOLARSHIPS

for primary & secondary students

**\$5,000 INVESTED TO
BUILD A NEW LIBRARY**

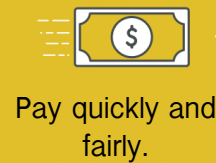
to serve the children of the daycare
& community through our Flourishing
World Initiative



HOW WE WORK

FAIR TRADE IN ACTION

We help artisans' businesses to grow around the world, and to create jobs in their communities.



Mayan Hands

handmade · fair trade

Guatemala

In her words...



"My dream is to go to university and become a nurse. I would like to help people who need medical care in my own community."
-Isidra Isabel Aguilar



"Watching my parents work so hard is an inspiration to me. I want to be able to help them. My dream is to become a fashion designer. I'd like to work with Mayan fabrics, to honor my family and my culture."
-Ofelia Maribel Chiro



"I am going to school to become a teacher. I want to understand children and help them learn."
-Juanita Raimundo

Mayan Hands

handmade · fair trade

Guatemala

In her words...



"We have seen great changes through fair trade. Now we are women with the chance to work, earn money, and share our culture with the world."

-Macaria Quisquina
Mendoza



"Because of this good work, my dreams of a better life for my children are coming true."

-Manuela Morales



"I want you to know what is behind the things that I make. A better life for my family. We have good food on the table every day, and my children go to school."

-Maria Eugenia
Morales

Artisan Spotlight



Diega Churunel is an Mayan artisan (weaver) working with Mayan Hands. Diega and other artisans make animal toys made from felted wool.

Diega has been impacted by poverty, or not having enough money. When she was a child, there were times when she and her six brothers and sisters shared a single egg for dinner. Instead of playing at lunch time, Diega stayed in the classroom making bracelets, which she later sold for a few pennies. Though she loved school, she had to stop going after sixth grade, like most Mayan girls her age.

Diega is amazed at the changes in her life. Mayan Hands has **impacted**, or helped her, very much.. “Now I can buy what we need. I have a good home, grow our food and have chickens, turkeys and sheep.”

“I work with joy. The money I earn supports our family and allows my daughter to go to school. This work is life.”

Diega wants to be sure that her daughter’s future is bright. Karen Lily, her daughter, is now in high school thanks to a *Mayan Hands* scholarship and Diega hopes that she will achieve her goal of becoming a lawyer.

This year Diega was happy to share the **impact** of fair trade with more women. For the first time, she taught two groups of artisans to make felted wool birds, a popular *Mayan Hands* product. The women have turned in their first orders and now earn money monthly.



Diega Churunel teaching a felting workshop



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER OBSERVATION REPORT

Teacher Name: ALISON DUBOIS Teacher ID: 0959235
School Year: 2018-2019 School Name/DBN: 20K247-P.S. 247 Brooklyn

CLASSROOM OBSERVATION (OBS):

In each observation, all components for which there is observed evidence must be rated. Each form must contain lesson-specific evidence for each of the components observed during a classroom observation.

This observation was: (check one)

☐

Formal Observation (full period)



Informal Observation (15 minutes minimum)

Date of Observation: 03/07/2019 Time/Period: 8:15 am

Component	Ratings
<i>1a (obs): Demonstrating knowledge of content and pedagogy</i> Mrs. DuBois displays extensive knowledge both in her planning and execution of her lessons. Her lessons and learning activities are developed based on her knowledge of the students strengths and needs. She incorporates techniques and protocols that she knows will help support the students to reach their instructional goals and learn the content within the thematic unit. For example, the strategy work focused around synthesizing. In addition, there were four stations set up where the students read articles and reports, looked at pictures and watched videos to have a deeper understanding of what fair trade is and how it impacts people's lives. (See Attachments)	4- Highly Effective
<i>1e (obs): Designing coherent instruction</i> Groups of students were engaged in learning activities throughout the classroom. Each station provided the students with resources to learn more about fair trade and complete a synthesizing task aligned to the essential question. The focus has been that the more they learn about a topic, the stronger and clearer their understanding of the content becomes. The four groups in the Fair Trade Jigsaw protocol were: 1) Artisan Spotlight 2) Noonday Collection Impact Report 3) Fair Trade Photo Gallery 4) Fair Trade Video Gallery (See Attachments)	4- Highly Effective
<i>2a: Creating an environment of respect and rapport</i> Mrs. DuBois and her students work in an environment where they value and respect each other. Students were observed taking risks and providing support to	4- Highly Effective

open another. Jia Hao was open to receiving "tips" from his classmates and teachers and it was evident Janice, Lisa and Jason valued sharing and supporting each other.	
<i>2d: Managing student behavior</i> Student behavior was entirely appropriate.	4- Highly Effective
<i>3b: Using questioning and discussion techniques</i> Mrs. DuBois posed questions designed to promote student thinking and understanding. She created a discussion among groups of students. She challenged students to justify their thinking. Mrs. DuBois opened the workshop with the students reflecting on fair trade. She asked, "What is fair trade?" The students wrote a response on their jigsaw template. Mrs. DuBois explained the stations and posed the question she wanted them to kept in mind while they were deepening their understanding of fair trade in their stations, "How does fair trade impact people's lives?" She encouraged them, "Think about what you already know and put that together with new ideas." She sat with Jia Hao and discussed the videos he watched. She asked him, "How did Fair Trade impacts the lives of the people in the video?" (Impact is an academic vocabulary word they have been studying) Jia Hao shared with support from his para-professional, "They created jobs for people in Africa."	3- Effective
<i>3c: Engaging students in learning</i> Mrs. DuBois planned well-designed learning tasks and stations that guided students to explore content and synthesize their learning. Mrs. DuBois encouraged the students, "How does fair trade change they lives of all the people we are reading about?" Luisa shared, "The single mother I read about has a whole new life because of Mayan hands." Mayan hands is a fair trade organization that employed artists. Lisa continued, "Her daughter got to go to school and she now had money to grow food." During the workshop students had multiple opportunities to reflect upon their learning and consolidate their understanding with the support of Mrs. DuBois and their classmates.	4- Highly Effective
<i>3d: Using assessment in instruction</i> Questions and assessments were used regularly to diagnose evidence of learning by individual students. Mrs. DuBois was constantly taking the pulse of the group, monitoring understanding in multiple formats and then providing quality feedback. In addition, throughout the workshop she had the students reflect on the new information they were learning about fair trade and how that deepened their understanding of the topic.	4- Highly Effective
<i>4e (obs): Growing and developing professionally</i> Mrs. DuBois has continued to conduct inquiry studies at PS 247 with the strategies, techniques and protocols she is being introduced to at the District 20 Advanced Literacy professional development and additional professional development to support English Language Learners.	4- Highly Effective

ASSESSMENT OF PREPARATION AND PROFESSIONALISM (P&P):

In this section of the form, evaluators should rate evidence for components 1a, 1e, and 4e that was observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each form must contain teacher-specific evidence for each of the components observed.

Component	Ratings
<i>1a (p&p): Demonstrating knowledge of content and pedagogy</i>	N/A
<i>1e (p&p): Designing coherent instruction</i>	N/A
<i>4e (p&p): Growing and developing professionally</i>	N/A

Additional Evaluator Notes (please attach more pages, as necessary):

I had such a nice visit during the ESL literacy workshop. It was great to see and hear the students working together in different stations aligned to the learning target (Synthesizing) and content they are exploring and learning about (Fair Trade). They supported one another as they discussed what they learned about fair trade from their station and display their thinking both in writing and speaking.

At the post-observation conference we discussed the variety of scaffolds, supports and planning techniques you have incorporated into your instruction to release teacher support and provide opportunities for the students to construct meaning of on the content by engaging in tasks with their peers. Great job. Keep it up.

This school year, the ESL team has been focusing on developing reading, writing, listening and speaking goals to support our ESL students. We have worked on developing tasks and lessons aligned to these goals within our thematic units. Following the lesson, we discussed working together with students to begin developing individualized language goals and implementing a system for students to reflect on them. Metacognition is vital for helping students become self directed learners. We discussed that if we want students to develop into critical thinking, lifelong learners, we need them to develop metacognitive skills. Providing these opportunities will encourage students to reflect on their goals, think about what works for them as a learner, what is difficult and support their future goal setting. In addition, it was recommended to support students to be aware of their goals and have discussions around student goals within the small group and station work within your classroom.

I look forward to discussing how the students respond meta-cognition activities and discussing how they think about themselves as learners.

Thank you for your hard work and dedication to your students.

Teacher ID 0959235

Teacher Name ALISON DUBOIS

Teacher's signature: _____ **Date** _____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Evaluator's name (print): OHANLON, ERIN

Evaluator's signature: _____ **Date** _____