

## BIG IDEAS

Consumer needs and preferences inform food production and preparation.

Social, ethical, and sustainability considerations impact design.

Complex tasks require different technologies and tools at different stages.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b></p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Observe and research the context of a meal preparation task or process</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Identify and analyze points of view for a chosen meal design task or process</li> <li>Identify potential <b>consumers</b> and contexts</li> <li>Identify criteria for success, intended impact, and any <b>constraints</b></li> <li>Identify the physical capacities and limitations of workspaces</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Engage in appropriate <b>risk taking</b> to creatively respond to <b>challenges</b></li> <li>Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation</li> <li>Choose an idea to pursue, using <b>sources of inspiration</b> and <b>information</b></li> <li>Maintain an open mind about potentially viable ideas</li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>Select and combine appropriate levels of form, scale, and detail for prototyping</li> <li>Experiment with a variety of tools, ingredients, and processes to create and refine food products</li> <li>Compare, select, and employ <b>techniques that facilitate</b> a given task or process</li> <li>Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>meal design opportunities</li> <li>elements of meal preparation, including principles of <b>meal planning</b> and <b>eating practices</b></li> <li>causes and consequences of food contamination outbreaks</li> <li>First Peoples food <b>protocols</b>, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership</li> <li>ethics of <b>cultural appropriation</b></li> <li>relationship between eating practices and mental and physical well-being</li> <li>food trends, including nutrition, marketing, and <b>food systems</b></li> <li>simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health impacts</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Identify <b>sources of feedback</b></li> <li>• Develop <b>appropriate tests</b> for the prototype</li> <li>• Use feedback to make appropriate changes</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Make a step-by-step plan for production</li> <li>• Create food products, working individually or collaboratively, and making changes as needed</li> <li>• Use food materials in ways that minimize waste</li> <li>• Identify and use appropriate tools, <b>technologies</b>, materials, and processes for production</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Decide on how and with whom to <b>share</b> prepared food products</li> <li>• Critically evaluate the success of meals, and explain how design ideas contribute to the individual, family, community, and environment</li> <li>• Assess their ability to work effectively both as individuals and collaboratively</li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of precautionary and emergency <b>safety procedures</b> for self and others</li> <li>• Identify and assess their skills and skill levels</li> <li>• Develop specific plans to refine existing skills or learn new skills</li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for food preparation tasks</li> <li>• Evaluate <b>impacts</b>, including unintended negative consequences, of choices made about technology use</li> <li>• Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies</li> </ul>	

Curricular Competencies – Elaborations

- **consumers:** for example, individuals who engage with a food product, such as in producing, designing, or eating
- **constraints:** for example, available technologies, resources, expense, environmental impact, dietary restrictions and preferences
- **risk taking:** creative thinking and application of new and unfamiliar ideas
- **challenges:** such as time, space, economics, skill set, resources
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, and people, including consumers and professionals
- **information:** may include First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities; food science and food security
- **techniques that facilitate:** For example, when is it of greater value to employ estimation or precision measurement, or to use a convenience form of a food product?
- **sources of feedback:** may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, consumers, and professionals
- **appropriate tests:** for example, when to taste test, appropriate people to test, suitable product standards
- **technologies:** tools that extend human capabilities
- **share:** may include tasting by others, giving away, or marketing and selling
- **safety procedures:** including food safety and sanitation, health, digital literacy
- **impacts:** personal, social, and environmental

Content – Elaborations

- **meal planning:** for example, social and cultural considerations; serving amounts, budget, resources, timing, skill level required; seasonality and accessibility of foods; food presentation
- **eating practices:** with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special occasions and cultural etiquette)
- **protocols:** will vary depending on the traditions and practices of local First Peoples
- **cultural appropriation:** use of a cultural motif, theme, “voice”, image, knowledge, story, or recipe shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **food systems:** growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items