

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

Learning Standards (continued)

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

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