

BIG IDEAS

Services and products can be designed through consultation and collaboration.

Service design interests require the evaluation and refinement of facilitation skills.

Tools and technologies can influence communications and relationships.

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"> Engage in research and empathetic observation to determine service design opportunities and barriers <p><i>Defining</i></p> <ul style="list-style-type: none"> Establish a point of view for a chosen service design opportunity Identify context and requirements and wishes of people involved Identify criteria for success, intended valued impact, constraints, and possible unintended negative consequences <p><i>Ideating</i></p> <ul style="list-style-type: none"> Take creative risks in generating ideas and add to others' ideas in ways that enhance them Screen ideas against criteria and constraints Analyze potential competing factors to meet individual, family, and community needs for preferred futures Identify, prioritize, and apply sources of inspiration and information, and include people involved when possible 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> service design opportunities that include child development and caregiving legal rights and responsibilities of caregivers, including ensuring children's welfare and safety pregnancy, including health practices for conception and during pregnancy, prenatal development, and methods of childbirth and delivery theories of child development, including cultural influences, and how and why theories change over time stages of child development from birth to age 12, including cognitive, social, physical, and emotional development, and language and speech role of play in human development and learning nutritional needs and feeding practices for children of various ages, including external influences on these practices theories of caregiving styles and impacts on child development child care options locally and internationally, influences on these options, and community resources that offer services to children and caregivers service strategies for children and families cultural sensitivity and etiquette, including ethics of cultural appropriation

Learning Standards (continued)

Curricular Competencies	Content
<p>Prototyping</p> <ul style="list-style-type: none"> • Develop a product and/or service plan that includes key stages and resources • Evaluate strategies for effective use and possible individual, familial, and community impacts <p>Testing</p> <ul style="list-style-type: none"> • Identify and access sources of feedback • Consult with people involved to gather constructive suggestions for improvement • Use consultation data and feedback to make appropriate changes • Identify and use appropriate strategies • Use project management processes throughout when working individually or collaboratively <p>Sharing</p> <ul style="list-style-type: none"> • Share progress to increase opportunities for feedback and collaboration • Decide on how and with whom to share or promote product or service and strategies • Critically evaluate the success of their product or service and explain how the ideas contribute to the individual, family, or community • Critically reflect on their plans, processes, and ability to work effectively, both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace 	

Learning Standards (continued)

Curricular Competencies	Content
<p>Applied Skills</p> <ul style="list-style-type: none"> • Apply precautionary, safe, and supportive interpersonal strategies and communications, both face-to-face and digital • Identify and assess the skills needed, individually or collaboratively, in relation to projects, and develop plans to refine them over time • Critically reflect on cultural sensitivity and etiquette skills, and develop specific plans to learn or refine them over time • Apply audience-appropriate interviewing and consultation etiquette <p>Applied Technologies</p> <ul style="list-style-type: none"> • Explore existing, new, and emerging tools and technologies and evaluate suitability for service design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Analyze the role technologies play in societal change and interpersonal communications • Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies 	

Big Ideas – Elaborations

- **Service design:** a human-centred approach that may include creating services to support human development

Curricular Competencies – Elaborations

- **research:** seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
- **valued impact:** Service designs should be based on what the people involved are hoping for, so their input is needed.
- **constraints:** limiting factors, such as the nature of family dynamics and interpersonal communications, expense, and environmental impact
- **competing factors:** social, ethical, and sustainable
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals
- **information:** for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres (such as family structures and cohorts)
- **service plan:** The primary purpose is to determine and provide or produce beneficial services for individuals, families, or groups.
- **impacts:** social, cultural, financial
- **sources of feedback:** may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals
- **appropriate strategies:** considering others' perspectives, ethical issues, and cultural factors
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during project execution
- **Share:** may include showing to others or use by others
- **product or service:** physical product or supportive process, system, assistance, environment
- **interviewing and consultation etiquette:** protocols for requesting and conducting interviews, including consideration of confidentiality, tone, and informed consent; may require knowledge of cultural protocols, such as that of local First Peoples or recent immigrant communities
- **technologies:** tools that extend human capabilities

Content – Elaborations

- **service design opportunities:** for example, creating policies, resources, programs, activities, designed environments, physical products, or services
- **caregivers:** for example, parents, grandparents, early childhood educators, babysitters, youth workers
- **health practices:** for example, mitigation of teratogens to prevent birth defects, diagnostic tests, mitigation of medical conditions
- **cultural influences:** for example, how view of the child has changed over time; different and potentially competing beliefs about parenting and discipline; First Nations, Métis, and Inuit family structures; own childhood experiences versus contrasting values as an adult; expectations for success at school
- **feeding practices:** for example, infant feeding, introduction of solid foods, addressing food allergies, healthy boxed lunches and snacks
- **external influences:** for example, media, family, culture, medical practitioners, government, finances, context, seasonal availability, access to safe and nutritious food
- **influences:** including regulations, education, and funding; for example, availability of spaces in child care facilities, economic costs to families, length of parental leaves, expectations for help from extended family
- **service strategies for children and families:** strategies that facilitate child development and joyful engagement and support family connection and involvement
- **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn