

## BIG IDEAS

Services and products can be designed through consultation and collaboration.

**Service design** interests require the evaluation and refinement of problem-solving 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><b>Applied Design</b></p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Engage in <b>research</b> and <b>empathetic observation</b> to determine service design opportunities and barriers</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Establish a point of view for a chosen service design opportunity</li> <li>Identify context and requirements and wishes of people involved</li> <li>Identify criteria for success, intended <b>valued impact, constraints</b>, and possible unintended negative consequences</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Screen ideas against criteria and constraints</li> <li>Analyze potential <b>competing factors</b> to meet individual, family, and community needs for preferred futures</li> <li>Identify, prioritize, and apply <b>sources of inspiration and information</b>, and include people involved when possible</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>service design opportunities</b> that include housing and living environments</li> <li>building, architectural, and interior design methods</li> <li>materials that enhance and improve a living space, including elements and principles of design</li> <li><b>societal trends</b>, including <b>ethical, environmental, and political factors</b> and how they affect shelter/housing needs</li> <li><b>influences on housing options</b></li> <li>traditional and contemporary First Peoples <b>living arrangements and housing options</b> and the importance of sense of place</li> <li><b>considerations for individual and family needs</b> with respect to living space</li> <li><b>laws and regulations</b> related to shelter and housing</li> <li><b>financial considerations</b> involved in housing</li> <li>cultural sensitivity and etiquette, including ethics of <b>cultural appropriation</b></li> </ul>

Learning Standards (continued)

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

**Learning Standards (continued)**

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