

BIG IDEAS

Services and products can be designed through consultation and collaboration.

Personal design interests require the evaluation and refinement of skills.

Tools and technologies can be adapted for specific purposes.

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 and/or recipe preparation task or process <p><i>Defining</i></p> <ul style="list-style-type: none"> Identify potential users or consumers for a chosen meal or recipe design opportunity Identify criteria for success, constraints, and possible unintended negative consequences Examine the physical capacities and limitations of the workspace <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, and prioritize them for prototyping Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment <p><i>Prototyping</i></p> <ul style="list-style-type: none"> Identify, critique, and use a variety of sources of inspiration and information 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 use techniques that facilitate a given task or process 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> meal and recipe design opportunities components of recipe development and modification, including <ul style="list-style-type: none"> ingredients functions proportions temperatures preparation methods issues involved with food security, including causes and impacts of food recalls factors involved in the creation of international and regional food guides First Peoples food guides ethics of cultural appropriation food labelling roles and responsibilities of Canadian government agencies and food companies food promotion and marketing strategies and their impact on specific groups of people

Learning Standards (continued)

Curricular Competencies	Content
<p>Testing</p> <ul style="list-style-type: none"> • Identify and communicate with sources of feedback • Develop appropriate tests of the prototype • Apply critiques to design and make changes <p>Making</p> <ul style="list-style-type: none"> • Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production • Create food product, incorporating feedback from self, others, and prototype testing • Share progress while making to gather feedback <p>Sharing</p> <ul style="list-style-type: none"> • Decide how and with whom to share finished product • Critically reflect on their design thinking and processes, and identify new design goals • Assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace • Identify and analyze new design possibilities, including how they or others might build on their concept <p>Applied Skills</p> <ul style="list-style-type: none"> • Apply safety procedures for themselves, co-workers, and consumers in both physical and digital environments • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time <p>Applied Technologies</p> <ul style="list-style-type: none"> • Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Analyze the role technologies play in societal change • Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level 	

Curricular Competencies – Elaborations

- **constraints:** limiting factors, such as availability of technologies and resources, expense, space, materials, time, environmental impact
- **Prototyping:** for example, testing the steps or ingredients needed to create a food product, or creating test samples of a food product
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals
- **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
- **techniques that facilitate:** for example, when to estimate versus when to use precise measurement, or when to use a convenience form of a food product
- **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
- **appropriate tests:** for example, when to taste test, appropriate people to test, suitable product standards
- **Share:** may include tasting by others, giving away, or marketing and selling
- **safety procedures:** including food safety and sanitation, health, digital literacy
- **technologies:** tools that extend human capabilities

Content – Elaborations

- **food security:** access to safe and nutritionally sound food
- **food recalls:** past and/or present, local and/or global
- **factors:** for example, why food guides are created, types of foods included, influences on decision making, new nutritional information
- **First Peoples food guides:** for example, Canada’s Food Guide for First Nations, Inuit, and Métis
- **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, recipe, or practice 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 labelling:** for example, regulations, nutrition facts, health claims, terminology, standards of composition, ingredients, calories, allergies, preservatives
- **food promotion and marketing strategies:** including social media, print, television, product placement
- **specific groups:** for example, age groups, cultural groups, groups with different activity levels, niche markets