BRITISH COLUMBIA
Ministry of Education

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
Students are expected to be able to do the following: **Applied Design** *Understanding context* • Engage in **research** and **empathetic observation** to determine service design opportunities and barriers *Defining* • 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 *Ideating* • 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 *Prototyping* • 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**	*Students are expected to know the following:* • **service design opportunities** for individuals and families across their lifespan • factors involved in **interpersonal relationships**, including **types**, roles, and functions • **nature of committed relationships**, including the **influences of community and culture** • **factors involved in ending relationships** • components of **healthy relationships** and how to thrive and reciprocate in a variety of interpersonal relationships • indicators of unsafe relationships and actions to ensure safety of self and others • interpersonal relationship **communication styles and strategies** • cultural sensitivity and etiquette, including ethics of **cultural appropriation** • problem-solving models

Learning Standards (continued)

Curricular Competencies	Content
Testing - 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 ***Sharing*** **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 assess the success of their product or service plan and explain how the ideas contribute to the individual, family, community, or environment - Critically reflect on their processes and ability to work effectively, both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace **Applied Skills** - 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** **Applied Technologies** - Explore existing, new, and emerging tools and **technologies** and evaluate suitability for 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	

- **Service design:** a human-centred approach that may include creating services to address social challenges

- **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, 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

- **service design opportunities:** for example, creating policies, resources, programs, activities, designed environments, physical products, or services

- **interpersonal relationships:** including social, family, romantic, workplace, and community

- **types:** familial, friendship, personal, professional, intimate, romantic, sexual

- **nature of committed relationships:** may include indicators of readiness for a committed relationship, legal status and requirements, differences between marriage and a common-law relationship, financial implications

- **influences of community and culture:** for example:
  - religious beliefs and cultural expectations
  - regulations and laws
  - dating norms, arranged marriages, wedding customs, family roles
  - changes in norms over time
  - kinship relationships, extended family
  - current trends, social media
  - representations through language, symbols, art, literature

- **factors involved in ending relationships:** implications for the individuals involved, including emotional, legal, financial, and social

- **healthy relationships:** including trust, mutual support, clear limits and boundaries, humour, honesty; also consider contrasting with unhealthy relationship components, such as mistrust, jealousy, isolation, control, tension, fear

- **communication styles and strategies:** taking into consideration:
  - verbal and non-verbal (body language) communication
  - digital and face-to-face contexts
  - various audiences being addressed
  - casual social and peer group interactions versus more formal interactions

- **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