



Foods Leadership 11 Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD36
Developed by: Crystal MacInnis	Date Developed: November 2022
School Name: Ecole Salish Secondary	Principal's Name: Sheila Hammond
Superintendent Approval Date (for School Districts only): January 11, 2023	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: January 11, 2023	Board/Authority Chair Signature:
Course Name: Foods Leadership 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Foods Leadership is a specialized course and should be taught by someone who understands foods safety (has a current Food Safe certification and is preferably a Food Safe level 1 examiner). This includes training using the equipment required as well as serving food and proper food storage. A foods lab will be required. Equipment required would consist of, but is not limited to, ovens, microwaves, hot holding devices, small kitchen appliances, utensils, etc.

Course Synopsis:

Foods Leadership 11 is a course that focuses on building leadership skills through collaboration, communication, and creative thinking. Students will engage in safely planning, preparing and serving food at various events in the school and local community. During the course, they will work towards understanding their relationship with others and the significance of place: local food and food from around the world. Students will learn safe food handling practices and understand all the components required to serve food at an event within and outside the kitchen. The class will encourage creative thinking and collaboration through the design and execution of different types of menus. Student will plan menus that showcase their strengths and passions; they will choose ingredients based on their own personal values and sense of place. Students will be working towards improving their skills when using tools and technologies in the foods

lab to prepare food. Foods Leadership encourages students to engage in their local community in a way that fosters relationships and values diverse perspectives. Foods Leadership 11 offers an ADST 11 credit.

Goals and Rationale:

We are in an ever-changing work environment where students will need the skills to plan a project from start to finish. In Foods Leadership students will be using creative and critical thinking skills to plan and implement foods-related leadership events. They will be required to collaborate with a team and set goals to ensure their events are successful. They will work towards understanding the cultural significance of food and who they are in terms of their relationship to others.

Foods Leadership will give students a personal and social appreciation for community building and understand their impact on others. They will have the opportunity to connect with the school, community and Indigenous community through positive interactions. They will learn how to collaborate with others and the importance of understanding diverse perspectives.

Students will be developing:

- Their understanding of self and impact on others and the community
- Their understanding of the design process: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, Sharing
- Their understanding of the tools required to complete complex tasks
- Their understanding of safe food handling and serving practices

Indigenous Worldviews and Perspectives:

Foods Leadership supports Indigenous worldviews and perspectives; the First Peoples Principles of Learning will be embedded in what we do in the course.

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Declaration of Indigenous Worldviews and Perspectives:

- Community involvement: Process & Protocols
- Experiential learning
- A positive learner-centered approach
- The role of the teacher (mentor and leader)

BIG IDEAS

Leaders influence the behaviors of others and facilitate change in a positive way

Learning is embedded in **place**

Personal design interests require the evaluation and refinement of skills

Tools and technologies can be adapted for specific purposes

Serving is relational and supports the wellbeing of self, family and **community**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected 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 serving food to a group of people or at an event <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 potential participants of a chosen leadership task or event Identify criteria for success, constraints, and possible unintended negative consequences Evaluate 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> <p><i>Collaboration</i></p> <ul style="list-style-type: none"> Engage with others in ways that build and sustain trusting relationships and contribute to collective approaches Understand roles and responsibilities within a group and are conscientious about their contributions within a group <p><i>Communication</i></p> <ul style="list-style-type: none"> Engage in informal and structured conversations in which they listen and learn to consider diverse perspectives Communicate their choices confidently based on their values <p><i>Creative Thinking</i></p> <ul style="list-style-type: none"> How to generate creative ideas within a group Understand how their ideas relate to sense of place and take into consideration unintended consequences for other living things and our planet <p><i>Food Safety</i></p> <ul style="list-style-type: none"> Microbes and pathogens associated with foodborne illness and prevention strategies when storing, preparing and serving food The components of a food safety plan Safe food preparation and serving practices

Testing

- Identify and communicate with **sources of feedback**
- Develop **appropriate tests** of the prototype
- Evaluate and apply critiques to design and make changes

Making

- Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production and execution
- Create food product, incorporating feedback from self, others, and prototype testing
- **Share** progress while making to gather feedback

Sharing

- 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

Applied Skills & Technologies

- Apply **best practices of culinary professionalism** and safety procedures for themselves, co-workers, and users in the teaching kitchen
- Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time
- Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests
- Demonstrate and assess their cookery, creativity, and service skills and skill levels

Leadership and Identity

- Think critically, creatively, and reflectively to explore one's interests and ideas
- Participate in **project development**, management and reflection
- Develop strategies for problem solving, goal setting, and time management
- Include and utilize First Peoples perspectives and knowledge to gain understanding of leadership
- Respect and value different voices within group dynamics and be able to learn from a variety of perspectives
- Use a variety of **leadership and mentorship styles** and structures in both practice and theory
- Recognizing the consequences of one's actions and reflect towards positive change
- Explain the benefits of service to self and community
- Respect and value different voices within group dynamics
- Include and utilize First Peoples perspectives and knowledge to gain understanding of leadership

- Proper cleaning, sanitizing and storage practices in a controlled kitchen environment
- Premise requirements of an establishment serving food

Serving and Catering

- Components of Menu creation, preparation and planning
- Safely plan, prepare and serve food to a **medium group** of people at an event
- Types of food and beverage services and their benefits and challenges
- Operational procedures for kitchen tools and equipment
- How to incorporate **Servant Leadership** outside the classroom

Personal and Cultural Identity

- Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.
- How one's values affect ingredient choices in regards to **sustainable food practices**
- Benefits of local harvesting and the connection to **place**

Big Ideas – Elaborations

- **Leaders:** someone who uses their knowledge and experience to inspire and motivate others (followers) to facilitate positive change or complete a given task
- **Place:** the world around us; the land, people, structures, etc.
- **Serving:** putting others' needs first to help facilitate growth and promote positive relationships
- **Community:** a group of people that share something in common (geographic location, school, interests, etc.)

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 execute a Food Leadership project or event
- **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
- **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
- **Best Practices of Culinary Professionalism:** for example, sanitation, personal hygiene, kitchen safety, kitchen attire, FOODSAFE procedures
- **Project Development:** ability to organize, develop, and implement events
- **Leadership and Mentorship Styles:** such as servant, transactional, transformational, authoritarian, etc.

Content – Elaborations

- **Generate Creative Ideas:** for example., free play, engagement with other's ideas, consideration of a problem or constraint, interests, and passions
- **Food Safety Plan:** a document that explains how you can control food safety hazards when processing and preparing food
- **Food Preparation:** the process of taking raw ingredients and making them ready for consumption
- **Serving Practices:** for example, hot holding, serving style, cooling, etc.
- **Medium Group:** a group less than 25 people
- **Servant Leadership:** a leadership style that focuses on others' well-being as opposed to the leader
- **Sustainable Food Practices:** for example, eating local, minimizing meat, knowing foods carbon footprint, gardening, etc.
- **Place:** the world around us; the land, people, structures, etc.

Recommended Instructional Components:

- Direct Instruction
- Demonstration
- Modelling
- Group Activities
- Peer Teaching
- Experiential Learning
- Inquiry Based Instruction

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:

- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

THE TEACHER WILL:

- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

- <https://www.studentleadership.ca/resources/advisors/leadership-lesson-planning>
- *The 7 Habits of Highly Effective Teens* - Sean Covey
- *Aboriginal Worldviews and Perspectives in the Classroom* - Government of BC
- <https://www2.gov.bc.ca/gov/content/health/keeping-bc-healthy-safe/food-safety>
- https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/11_210_99