

FOODS

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Foods.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

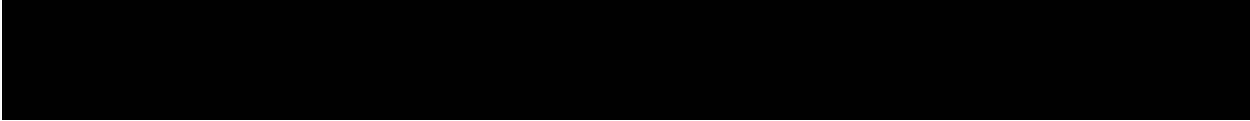
Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

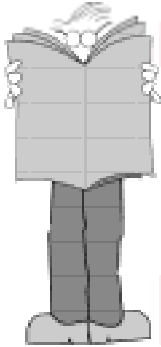
A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
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WHICH RESOURCES MAY YOU USE?



<ul style="list-style-type: none">•••••••

ACTIVITIES/WORKSHEETS



CAREER & TECHNOLOGY STUDIES

FOODS

SAMPLE STUDENT LEARNING GUIDE

FOD1010 Food Basics

FOODS

FOD1010 Food Basics

WHY TAKE THIS MODULE?



Here you begin your adventure into Foods.

- Taste gourmet delights you prepare while learning the basics of successful cooking and the benefits of healthy food choices.
- As you gain confidence in your cooking, you can share your results with family and friends.
- Knowledge gained here can enhance your daily living skills and may open doors to career opportunities.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, your enthusiasm and a willingness to learn will ensure success.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe factors relating to:
 - food safety
 - safe handling of tools and equipment
- demonstrate working knowledge of a food preparation facility
- demonstrate knowledge and skills in the planning, preparing and evaluating of basic foods
- describe food choices in relation to Canada's Food Guide to Healthy Eating
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



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FOD1010 Food Basics

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Written assignments and tests	20%
<ul style="list-style-type: none">• Practical experiences	60%
<ul style="list-style-type: none">• Career/Portfolio	20%



WHICH RESOURCES MAY YOU USE?



- *The Best You Can Be* - Red Deer Regional Health Unit
- *Canada's Food Guide to Healthy Eating*
- *Discovering Food* - Maxwell Macmillan Canada
- *The Eating Edge*
- *Food Focus, Nutritional Analysis Program*
- *Food for Today* - Maxwell Macmillan Canada
- Various Safeway Publications - Canada Safeway Ltd.
- Videos and teacher resources.

ACTIVITIES/WORKSHEETS

1. Read the following activities and with the help of your teacher, fill in your **calendar** indicating when you will complete each activity.
2. Read the information on kitchen safety (texts and local resources), and/or view a film to **complete** on of the following:
 - design a safety poster to display on bulletin board
OR
 - prepare 10 true/false test questions and give the safe solution for the false questions
OR
 - complete the safety worksheet found in the files.
3. Prepare a **demonstration** (or arrange a guest speaker; e.g., school nurse) showing the first-aid treatment required for one of the following:
 - burn
 - cut
 - choking on food
 - electric shock
 - poison (four types).

Bonus

Complete the “Home Safety Checklist” in your home and have a parent sign it. And/or Write a paragraph describing a personal experience involving a kitchen accident. Be sure you include how it happened, the steps taken at the time of the accident and how a reoccurrence could be avoided.

4. Discuss hazardous products symbols. Find examples around the room and complete the “Hazardous Products Symbols” **worksheet**. (Micro-organisms and hazardous products may be taught in science - check previous knowledge in this area.)
5. Study the information on safe food handling and plan safe, nutritious **bag lunches** for one week.
6. **Write a Safety Test**. If you receive less than 80%, redo the test. If you receive 80 – 100%, hand in your test with all corrections made in red.
7. **Prepare food** to illustrate your knowledge of safety; e.g., blender drink and nachos or one of the bag lunches planned in Activity No. 5. Write down the safe kitchen practices used. Deduct the cost of food preparation from your budgeted amount of money for this unit. Be sure to complete the student self-evaluation of this lab activity.

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FOD1010 Food Basics

8. Write a short factual **report** (50 – 100 words) from personal experience or research on the consequences of not practising hygienic routines causing one of the following:
 - food-borne illness
 - loss of job
 - business closure.
9. Watch a **teacher demonstration** (e.g., quickbread) and make a special note of:
 - personal and equipment hygiene
 - kitchen and lab routines
 - measuring techniques
 - reading a recipe
 - clean-up procedures.

(You may be assigned a map of your kitchen or lab facility to complete, a worksheet on measuring and/or an assignment on names and uses of kitchen equipment.) A game is a good way to review the location and names of equipment in the kitchen.
10. Plan and **prepare** muffins demonstrating your knowledge of the skills demonstrated. Complete all banking procedures and a self-evaluation.
11. Pick up your copy *Canada's Food Guide to Healthy Eating* and be prepared to lead a class discussion on one of the facts in this guide. (See your teacher for your assignment.)
12. Record everything you ate for one day and complete an **analysis of one day's food intake**. Indicate the food group to which each food item belongs. Were you short any servings? How will you improve your daily food intake? What influences does the food you eat have on your appearance, your athletic ability and your mental alertness?
13. **Plan and prepare** food from all four food groups. This activity may be scheduled for two, three or four labs depending on time available. Be sure to complete banking procedures and self-evaluations at the conclusion of each preparation.

Bonus

Choose a recipe to prepare and indicate the changes you will make to improve the nutritional value of the product. This could be completed at home or at school. See your teacher for details.

14. In consultation with your teacher, decide on an ongoing **personal project**, which you will continue throughout the Foods modules. Some ideas include:
 - a portfolio of journal
 - an analysis of your own food habits
 - determine ways to reduce waste in food preparation
 - explore food-related career interests by job shadowing or work experience
 - sample as many foods from other cultures as possible
 - enter all your favourite recipes on your home computer
 - student suggestion - must be approved by teacher.
15. Complete your **Reflective Log** at the conclusion of this module.

CAREER & TECHNOLOGY STUDIES

FOODS

SAMPLE STUDENT LEARNING GUIDE

FOD1050 Fast & Convenience Foods

FOODS

FOD1050 Fast & Convenience Foods

WHY TAKE THIS MODULE?



- Our current fast-paced lifestyle, combined with concerns for a healthy lifestyle, make this module a “must.”
- Discover how easy and economical it is to prepare your own fast food delights.
- Learn some tips for using the information on food labels to help you choose foods for healthy living.
- The skills learned in this module may be applied to everyday living and career choices.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: FOD1010: Food Basics

To work successfully in this module you must also be able to:

- work in a safe, sanitary fashion in the kitchen
- apply knowledge and management skills to food preparation
- use *Canada's Food Guide to Healthy Eating* when choosing food.



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FOD1050 Fast & Convenience Foods

WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

Upon completion of this module you will be able to:

- identify and compare the variety and availability of fast foods and convenience foods
- prepare various fast foods and simple convenience foods
- identify decisions, and evaluate food choices, relating to fast foods and convenience foods
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

WHEN

SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



FOODS

FOD1050 Fast & Convenience Foods

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Written assignments and tests	40%
<ul style="list-style-type: none">• Practical experiences	50%
<ul style="list-style-type: none">• Career/Portfolio	10%



WHICH RESOURCES MAY YOU USE?



- Films, *Fast Food, Fast Food Caper*
- *Canada's Food Guide to Healthy Eating and Using Food Labels* – Health and Welfare Canada
- *Discovering Food* – Maxwell Macmillan Canada
- *Fat Budgeting* – Canada Safeway Ltd.
- *Food Focus, Nutritional Analysis Program*
- *Nutrition Labels* – Canada Safeway Ltd.

ACTIVITIES/WORKSHEETS

To demonstrate that you are ready to begin this module, complete either Activity 1 or Activity 2.

Activity 1:

- Show the teacher your journal or portfolio from the Food Basics module, showing you have the entry-level competencies.

Activity 2:

- Do a Safety Test
- With your partner(s), do **one** of the following:
 - a. Make up a video of yourselves preparing one of the quickbread recipes provided. Use appropriate equipment and proper techniques for sanitation, mixing, measuring and clean-up.
OR
 - b. Do the same activity as above but demonstrate live.
OR
 - c. Describe the above techniques on paper, mentioning all the points covered in “a.”
- Complete a worksheet on *Canada’s Food Guide to Healthy Eating*.

1. Complete your calendar with suggested timelines.

2. View the film *Fast Food* or *Fast Food Capers* and complete the worksheet.

OR

Visit a fast food outlet. Prior to your visit, look over the worksheet you must complete so that you know what information to obtain from the visit. Fill in the worksheet and be prepared to present your findings to the class. (Consider using a video to record your visit for the class report.)

3. Plan and prepare your own fast food. Choose a fast food that is similar to one you would obtain from a fast food outlet. Compare these “homemade” fast foods with those purchased in a restaurant, considering cost, time spent, energy costs, convenience, flavour and a chance to be creative. Complete all self-evaluation and banking procedures.

4. As a class (or group) list various examples of convenience foods. Put a * beside any your family uses frequently at home. Put a \$ beside any your family makes from scratch. Answer the activity sheet “Saving Time in Meal Preparation - Convenience Foods.”

5. Observe a teacher demonstration. Compare each of the products using the chart provided.

6. Choose one convenience food item (teacher approval necessary) and prepare this food from scratch, from a mix and from a partially prepared mix. **SAVE YOUR CONTAINERS, BOXES OR CANS FOR FUTURE ACTIVITY.** Be sure to complete a self-evaluation of your preparations and complete all banking. Evaluate each item prepared and a similar prepared item on Chart A. Thoughtfully answer questions.

FOODS

FOD1050 Fast & Convenience Foods

7. Another use for convenience foods, rather than using them just as they are, is to use them in a recipe. Often this is a compromise that pleases the person who likes the homemade touch but hasn't time to do the whole recipe from scratch. Prepare and evaluate a different recipe that uses a convenience food in it to shorten the recipe. Complete your self-evaluation and banking.

Bonus

Another way of taking advantage of convenience foods is to use homemade mixes. Obtain the "Easy Mixes" and select a homemade mix to prepare. Make one recipe from the mix and one variation of it. Store the remainder of the mix and when appropriate in the future, use it for a meal or project. Complete your self-evaluation and banking.

8. Read the handout "Food Labels." Using the package labels from the products your group prepared in the previous Activity No. 6, complete worksheet "Food Labelling." Thoughtfully answer the questions.
9. Write a report (50 – 100 words) on the possible impact on the environment of using the different products your group produced. Consider the following:
- packaging for each
 - energy required to produce the convenience item
 - energy required for you to produce or finish the product.

Bonus

Food Additives

Define food additives.

Are food additives a new concept for modern convenience foods? Explain. Why are additives used in food?

Using the package from the convenience food you prepared earlier, find out what additives are and what they do in the food.

10. Research three possible careers that you might like to pursue should you consider a job in the fast food industry.
11. Give a brief description of what each of the three jobs might entail.
12. Look in the classified section of your newspaper and find three advertisements for jobs related to the fast food industry. Cut them out and attach them to a sheet of paper so they can be handed in for marking,
13. Add to your ongoing personal project (e.g., journal or portfolio), which you started in Food Basics.
14. Complete you Reflection Log for this module and hand it in.

CAREER & TECHNOLOGY STUDIES

FOODS

SAMPLE STUDENT LEARNING GUIDE

FOD2160 Food Venture

FOODS

FOD2160 Food Venture

WHY TAKE THIS MODULE?



- Learn entrepreneurship as you test your cooking skills in the marketplace.
- Tempt your friends, school staff and/or community with your culinary expertise.
- Survey the clients, choose a product, plan and prepare your food, and advertise, sell and analyze the success of your venture.
- Have fun as you enter the world of small business and gain valuable experience in food service.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: FOD1010: Food Basics

To work successfully in this module you must also be able to:

- work in a safe, sanitary fashion in the kitchen
- apply knowledge and management skills to food preparation
- use *Canada's Food Guide to Healthy Eating* when choosing food.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe the safety issues relating to the preparation of food for a customer
- show a project plan for a simple food venture
- prepare and evaluate food for a food venture
- describe the personal or career relevance of the competencies developed within the module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



FOODS

FOD2160 Food Venture

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Written assignments and tests	40%
<ul style="list-style-type: none">• Practical experiences	50%
<ul style="list-style-type: none">• Career/Portfolio	10%



WHICH RESOURCES MAY YOU USE?



- *Canada's Food Guide to Healthy Eating*
- *Food for Today* – Maxwell Macmillan Canada
- *SNAP* – Safeway's Nutrition Program
- *Sports Nutrition for the Athletes of Canada* – Beef Information Centre
- Modules in Enterprise and Innovation.

ACTIVITIES/WORKSHEETS

To demonstrate that you are ready to begin this module:

- Complete a pre-test on safety, sanitation and safe food handling. If you receive less than 80%, review the material and rewrite the test. If you receive 80 - 99%, hand in test with errors corrected in red.

1. Read the following activities and complete your calendar. This must be approved by the teacher.
2. Interview three people who work in the food service industry (e.g., personnel for school cafeteria, community/church groups, catering company/community restaurants, fast food outlets, lemonade stand) to determine marketing procedures, assembly-line preparation and commercial sanitary standards. Report your findings to the class.
3. Brainstorm ideas for your food venture; e.g., school cafeteria, parent/teacher interviews, staff luncheon, school events such as tea and fashion show, dinner theatre, school breakfast, breakfast, snacks for ECS, community/church event.
4. Conduct a market survey giving the participants a choice of 10 foods you are considering preparing. The survey should include:
 - a cross-section of the market (male/female, grades, staff, etc.)
 - a variety of foods (drinks, snacks, salads, fast foods, baked goods).

Analyze this survey to determine your choice of product.

5. With your group, name the company under which your product will be marketed.
6. Write out the chosen recipe(s) and determine unit cost.
7. Planning is all-important. Complete the following:
 - a detailed time plan – When will the product be prepared? Who will be responsible for each step?
 - equipment required
 - cooking procedures – Do you know how to prepare this item? Should you practise?
 - portion sizes – How will this be controlled?
 - market orders – Who will purchase?
 - presentation; e.g., garnishes, utensils, serving dishes, wraps
 - in class or in the cafeteria, practise assembly-line preparation for sandwiches, salads and desserts. Write out a detailed description of the assembly line necessary for your product(s). Who will be responsible for each step?
 - clean-up responsibilities.

FOD2160 Food Venture

8. Marketing will be the key to the success of your venture. Be innovative.
 - How will you advertise? e.g., posters, P.A. announcements, flyers, free samples (include in the price)
 - When will you advertise?
 - Who will be responsible for the advertising?
 - What should you include? e.g., date, product, cost, location of sale, name of company, location and date of ticket sales (if necessary).
9. Decide on how and when you will set up the marketing centre:
 - to keep hot foods hot and cold foods cold
 - for an efficient assembly line
 - cash centre (including an appropriate float).
10. At the conclusion of your venture, analyze your successes and failures:
 - profit (if applicable)
 - product - good choice or not? - preparation, presentation, timing
 - marketing strategies - What was the most successful type of advertising? Where did it fail?
 - was safety and sanitation a major consideration throughout the production and sale of your product(s)?
 - What alternatives would you suggest for you or for others as they enter into Food Ventures?