

MODULE FOD1040: MEAL PLANNING 1

Level: Introductory

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students begin to develop an understanding of eating and meal requirements through the creative planning, preparing and serving of food.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify factors influencing food choices • describe factors contributing to successful meal planning • demonstrate the importance of consumer skills in selecting foods for meal planning • plan, prepare and evaluate healthy meals for varying lifestyles and special occasions 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • case study and/or concept test consisting of questions on: <ul style="list-style-type: none"> – influences on food choices – considerations in planning successful meals – consumer strategies for food selection and purchasing. <p><i>Assessment Tool</i> <i>Discovering Food and Nutrition, Teacher Resource Binder</i> <i>Food For Life, Teacher Resource Binder</i></p> <p><i>Standard</i> <i>50% achieved on case study and/or concept test</i></p> <ul style="list-style-type: none"> • practical lab experiences in which the student, given a predetermined budget and time allotment, will plan, prepare and evaluate four meals: <ul style="list-style-type: none"> – breakfast – bagged lunch – dinner – special occasion meal. <p><i>Assessment Tool</i> <i>Lab Assessment: Introductory Level, FODLAB-1</i> <i>Product Standard Scorecard: Meal Planning 1, FOD1040-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	<p>20</p> <p>60</p>

MODULE FOD1040: MEAL PLANNING 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the personal relevance of the competencies developed within the module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis: For at least one of the meals prepared, the student will complete an analysis. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Food Focus, Nutritional Analysis Program</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Reflection Log: Introductory Level, FODREF-1</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Management</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify factors that affect food choices when selecting foods and planning meals including: <ul style="list-style-type: none"> – nutrition – human resources – nonhuman resources – family and/or cultural traditions 	<p>Time, skills, energy. Money, equipment. Explain how coordinating meals can save resources. Plan ways to save money in meal preparation.</p>

MODULE FOD1040: MEAL PLANNING 1 (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> – psychological and sociological influences – special dietary needs. 	<p>Peer pressure, lifestyle, desire to be thin: bulimia, anorexia, obesity. Diabetes, food allergies.</p>
Consumerism	<ul style="list-style-type: none"> • describe consumer strategies employed in selection and purchase of foods, considering: <ul style="list-style-type: none"> – types of food supply stores – store layout – comparative shopping – label information – food grades – food storage facilities. 	
Preparation	<ul style="list-style-type: none"> • plan, prepare and evaluate a breakfast, a bagged lunch, a dinner and a special occasion meal, considering such factors as: <ul style="list-style-type: none"> – preparing a grocery list – estimating costs – buying and storing foods – managing time – nutrient value of foods and meals – preparation techniques – skill level – availability of tools and equipment – presentation of foods. 	<p>Incorporate convenience foods, as appropriate.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate skills and techniques for the safe and sanitary handling of tools and equipment. 	

MODULE FOD1040: MEAL PLANNING 1 (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<i>The student should:</i> <ul style="list-style-type: none">• identify career options where skills developed in Meal Planning 1 are particularly important.	What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interests and values? How are these important now? How will they be important in the future?