

## MODULE FOD1050: FAST & CONVENIENCE FOODS

**Level:** Introductory

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students consider budget, time, quality of food and food alternatives, by making wise choices in the buying, using and preparing of fast foods and convenience foods.

**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"> <li>identify and compare the variety and availability of fast foods and convenience foods</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li><b>project</b> in which the student compares fast food establishments in terms of:               <ul style="list-style-type: none"> <li>marketing strategies</li> <li>nutritional value</li> <li>interpreting packaging information/nutrition labelling</li> <li>preparation methods employed in production of fast foods and convenience foods</li> <li>marketplace responses to consumer demands.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Comparison Chart: Fast Food Establishment, FOD1050-1</i></p> <p><i>Standard</i>  <i>All sections have been completed accurately</i></p>	20
<ul style="list-style-type: none"> <li>prepare various fast foods and simple convenience foods</li> <li>identify decisions, and evaluate food choices, relating to fast foods and convenience foods</li> </ul>	<ul style="list-style-type: none"> <li><b>practical lab experiences</b> in which the student will prepare and evaluate the following four forms of fast food and simple convenience foods:               <ul style="list-style-type: none"> <li>mix</li> <li>partially prepared food</li> <li>entirely prepared food</li> <li>food prepared from scratch.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Lab Assessment: Introductory Level, FODLAB-1</i>  <i>Product Standard Scorecard: Fast &amp; Convenience Foods, FOD1050-2</i>  <i>Comparison Chart: Convenience Food, FOD1050-3</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i>  <i>All sections have been completed accurately</i></p>	60

**MODULE FOD1050: FAST & CONVENIENCE FOODS (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• describe the personal relevance of the competencies developed within the module</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>analysis:</b> For one of the products prepared, the student will complete a detailed analysis of the product.</li> </ul> <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"> <li>• <b>module reflection</b> in which the student will complete one of the following: <ul style="list-style-type: none"> <li>– <i>Reflection Log: Introductory Level, FODREF-1</i></li> <li>– <i>Field Trip Assessment, FODFTA</i></li> <li>– <i>Article or Audio-visual Review, FODAVR.</i></li> </ul> </li> </ul> <p><i>Standard</i>  <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> <li>• <b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <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
Consumerism	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• examine various commercial fast food outlets, considering: <ul style="list-style-type: none"> <li>– commercial food philosophy of “eat with your eyes”</li> <li>– competitive advertising and marketing techniques</li> <li>– nutritional value of fast foods</li> </ul> </li> <li>– laws regarding safety and sanitation in commercial food establishments</li> <li>– specialized equipment used in fast food outlets</li> </ul>	<p>How are commercial outlets improving nutritional value of their products? Why?</p>

**MODULE FOD1050: FAST & CONVENIENCE FOODS (continued)**

Concept	Specific Learner Expectations	Notes
Consumerism (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• interpret information provided on convenience food packaging</li> <li>• describe requirements for nutritional labelling of convenience foods:               <ul style="list-style-type: none"> <li>– mandatory</li> <li>– voluntary</li> </ul> </li> <li>• compare methods of food preparation, considering:               <ul style="list-style-type: none"> <li>– purchase of partially or wholly prepared foods</li> <li>– assembly-line concept</li> <li>– requirements for specialized equipment</li> <li>– advantages and disadvantages</li> <li>– responses to public pressure.</li> </ul> </li> </ul>	<p>Nutrition, cost, computerization. Environmental, nutritional.</p>
Preparation	<ul style="list-style-type: none"> <li>• prepare, compare and evaluate a variety of convenience foods:               <ul style="list-style-type: none"> <li>– from mixes</li> <li>– from partially prepared foods</li> <li>– from entirely prepared foods</li> <li>– from scratch.</li> </ul> </li> </ul>	<p>Muffins, cookies, beverages, pizza, cakes. Pizza crusts, burger or chicken patties, vegetarian burgers, fish sticks, cookie dough. Dinners, perogies, fish and chips, sausage rolls, samosas, doughnuts, croissants. Fried chicken, pizza roll-ups, chicken nuggets.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> <li>• demonstrate skills and techniques for the safe and sanitary handling of tools and equipment.</li> </ul>	

**MODULE FOD1050: FAST & CONVENIENCE FOODS (continued)**

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>identify career options where skills developed in Fast &amp; Convenience Foods are particularly important.</li> </ul>	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p> <p>Summarize knowledge gained by studying fast foods and convenience foods; come to personal conclusions regarding the role of fast foods and convenience foods in his or her lifestyle.</p>