

MODULE FOD2120: MEAL PLANNING 2

Level: Intermediate

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students learn strategies for planning and creating satisfying meals that accommodate busy schedules or strained budgets.

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"> describe the impact of evolving eating trends on individuals, families and the community identify and describe strategies for food planning to accommodate the various needs of individuals and families 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> analysis: the student demonstrates understanding of: <ul style="list-style-type: none"> internal and external factors that affect eating patterns of the individual, family and community analyzes the impact of a given eating pattern on a family. <p><i>Assessment Tool</i> <i>Analysis: Adapting Meal Planning to Lifestyles, FOD2120-1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	<p>10</p>
	<ul style="list-style-type: none"> project in which the student applies the principles of food planning to develop healthy menus for one week for a family with a selected constraint: <ul style="list-style-type: none"> limited budget limited time staggered family schedules eating away from home limited cooking facilities. <p><i>Assessment Tool</i> <i>Research: Adapting Meal Planning to Lifestyles, FOD2120-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>30</p>

MODULE FOD2120: MEAL PLANNING 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • plan, prepare and evaluate foods and meals to accommodate the various needs of individuals and families • describe the personal or career 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"> • practical lab experiences in which the student selects, prepares and evaluates at least three meals to demonstrate strategies for coping with different limitations including: <ul style="list-style-type: none"> – limited budget – limited time – staggered family schedules – eating away from home – limited cooking facilities. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Meal Planning 2, FOD2120–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>40</p>
	<ul style="list-style-type: none"> • analysis: For at least two of these meals, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	<p>10</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: Intermediate Level, FODREF–2</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR</i> – <i>Career Research: Intermediate Level, FODCAR–2.</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>Integrated throughout</p>

MODULE FOD2120: MEAL PLANNING 2 (continued)

Concept	Specific Learner Expectations	Notes
Consumerism and Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the relationship eating patterns of individuals and families with factors including: <ul style="list-style-type: none"> – values and goals – resources – culture – stages in the life cycle • describe the impact on eating patterns of individuals and families of external factors such as: <ul style="list-style-type: none"> – media – marketplace – availability of foods • differentiate eating patterns that have evolved from lifestyles in the local community • relate eating patterns to psychological, social and cultural needs of individuals, families and communities • compare alternatives for eating out, discussing the various aspects of eating patterns • analyze marketing strategies employed in food stores and/or eating out. 	<p>Money, time, skills.</p> <p>Fine dining, family-style restaurants, fast foods, etc.</p>
Nutrition	<ul style="list-style-type: none"> • analyze whether eating patterns satisfy nutritional needs. 	<p>What effect does income have on nutritional value of foods chosen?</p> <p>Compare food choices (and nutritional value) for families of varying socioeconomic status.</p>
Management	<ul style="list-style-type: none"> • create and appraise meals through application of principles for food planning • devise strategies to enhance flexibility in managing resources and satisfying the food needs of individuals and families • assess his or her own diet through application of principles for food planning 	<p>Limited budget, limited time, limited skills.</p>

MODULE FOD2120: MEAL PLANNING 2 (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> formulate alternatives for satisfactorily meeting the food needs of individuals and families within the constraints of various eating patterns and lifestyles. 	<p>Plan a week of healthy menus within a given budget, e.g., limited budget, limited time, staggered family schedules, living alone, eating away from home.</p>
Preparation	<ul style="list-style-type: none"> apply the principles of cookery in the preparation of foods and meals for different limitations. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and resolve safety concerns, both food and equipment, significant to Meal Planning 2. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> describe career options where skills developed in Meal Planning 2 are particularly important. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>