

MODULE FOD2160: FOOD VENTURE

Level: Intermediate

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students develop entrepreneurial skills through the planning and creation of a food venture.

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 and describe the safety issues relating to the preparation of food for a customer 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> sanitation standards, safe handling practices and appropriate storage of foods safe use of tools and equipment. <p><i>Assessment Tool</i> Food for Today Testing Program (<i>Teacher Resource Binder</i>)</p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of the questions</i></p>	15
<ul style="list-style-type: none"> show a project plan for a simple food venture 	<ul style="list-style-type: none"> project plan: Alone or as a group, students will plan a food venture including: <ul style="list-style-type: none"> description of product/service description of customer and/or target market food and/or menu plans suppliers initial and operating costs sales projection management systems and standards financial analyses revisions to the plan based on the strengths and weaknesses identified after implementation of the venture. <p><i>Assessment Tool</i> <i>Framework for Assessing a Project Plan: Food Venture, FOD2160–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	25

MODULE FOD2160: FOOD VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • prepare and evaluate food for a food venture • 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, adapts if necessary, presents and evaluates food for the venture. During the production phase, proper food safety and sanitation techniques will be followed and food will consistently meet criteria for quality products. <p><i>Assessment Tool</i> <i>Product Testing Scorecard: Food Venture, FOD2160–2</i> <i>Safety and Sanitation Checklist, FODSSC</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • analysis: For at least one of the products prepared, 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> <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>40</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD2160: FOOD VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain and demonstrate the need for sanitation standards to produce and serve food • demonstrate safe use of tools and equipment • demonstrate safe handling and storage of food including: <ul style="list-style-type: none"> – shelf life – stock rotation – storage temperatures and conditions – handling and serving precautions. 	
Management	<ul style="list-style-type: none"> • describe existing food ventures within the school and community • research and describe student-directed food venture opportunities • prepare a business plan for a food venture including: <ul style="list-style-type: none"> – initial cost – operating cost – operating standards – food and/or menu plans – marketing strategies – financing possibilities • devise monitoring procedures for the production of food: <ul style="list-style-type: none"> – implementing quality controls – monitoring inventory. 	<p>Identify the customer. Where are the customers? Motivational strategies.</p>
Ecology	<ul style="list-style-type: none"> • describe ecological concerns relevant to the food venture. 	<p>Packaging materials, recycling, disposables versus reusables, etc.</p>

MODULE FOD2160: FOOD VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare, evaluate and adapt test foods, considering: <ul style="list-style-type: none"> – appropriateness to the food venture – adaptations necessary for the food venture – describing standards for the food – packaging and presentation • demonstrate consistency and efficiency in the preparation, presentation/packaging of the food product to the consumer. 	<p>Will it keep? Is it appealing to the customer? What are the costs?</p> <p>Portioning, controls? Adjustments to recipe, methods, etc.?</p> <p>What will increase the food's appeal? What is the function of the packaging?</p>
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food Venture 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>