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INTERMEDIATE

LIFE SKILLS - FOODS



Curriculum Guide

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INTRODUCTION

This course was developed by a committee whose deliberations were guided by consideration of the learners and input from teachers. The committee consisted of teachers and consultants with a diverse range of experiences and backgrounds in education. This curriculum was strongly influenced by current food literacy research as well as developmentally-appropriate pedagogy.

Vision of Program

Career and Technical Education (CTE) provides relevance to learning and values the technical skills required to complete meaningful work as equally important to the academic skills required. Career and Technical Education provides unique opportunities for students to demonstrate both comprehension and practical skills, and prepares students for success by incorporating rigorous academic and technical skills with essential graduation competencies. CTE programs are designed to foster the development of all learners as technologically literate and capable citizens who possess the technical skills, strategic knowledge, and agility required in the development of innovative and responsible solutions to relevant technical problems.

Purpose of Curriculum Guide

The purpose of this curriculum guide is to provide a framework for educators to work within the broad environment of food education. It is a place where the learning community can weave knowledge and experiences together to create rich, authentic and safe learning spaces. Through varied instructional techniques and assessment strategies, learners can begin to understand the values and importance of food education in lifelong learning.

More specifically, this curriculum guide:

- provides detailed curriculum outcomes to which educators and others can refer to guide decision making regarding teaching and learning practices;
- informs both educators and members of the general public about the philosophy and scope of the intermediate food curriculum; and
- promotes the effective learning and teaching of food literacy.

CURRICULUM DESIGN

Essential Graduation Competencies

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Early Years designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to

successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.

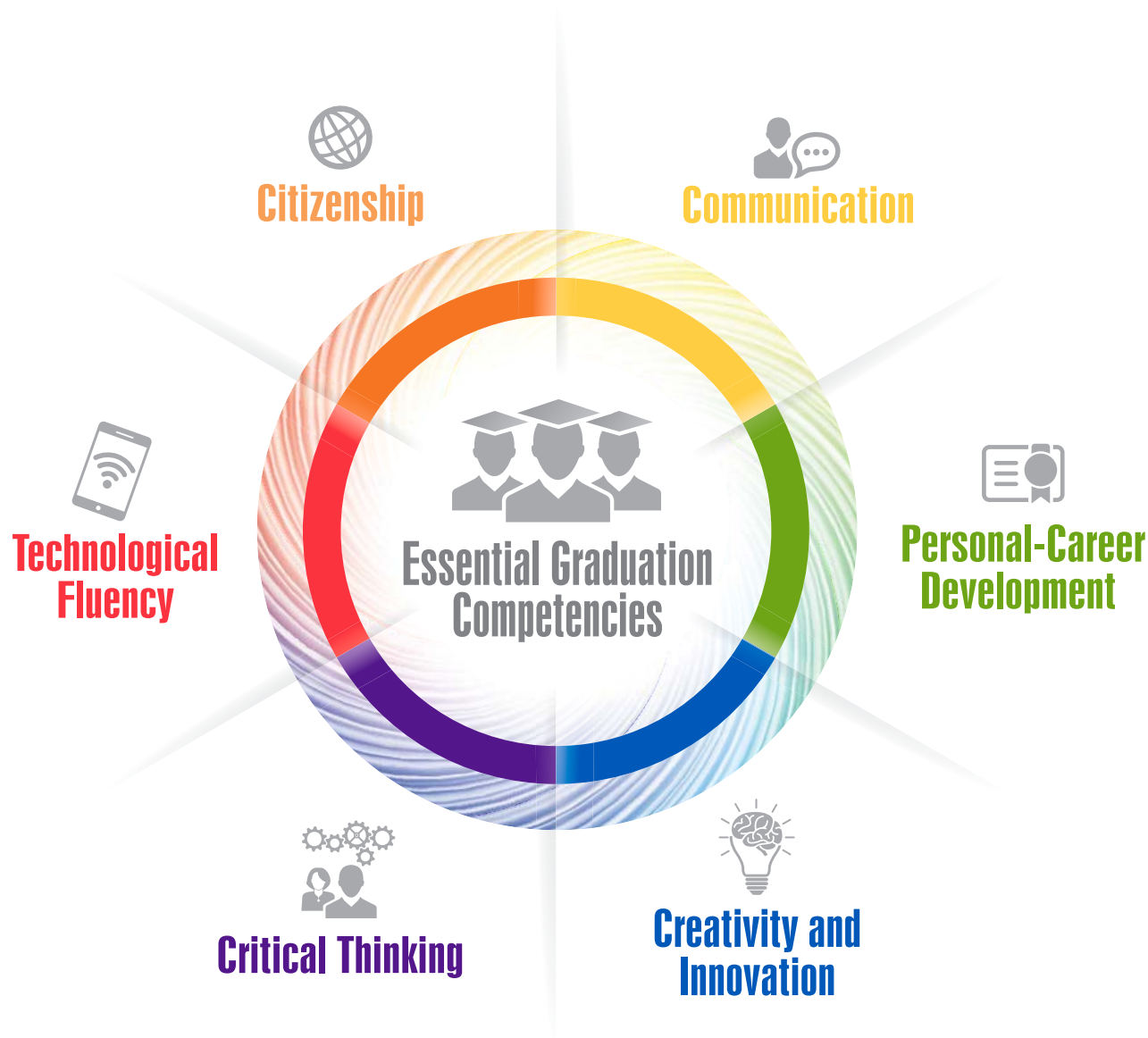


Figure 1. Essential Graduation Competencies



Critical Thinking

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.



Technological Fluency

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.



Citizenship

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion; promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.



Communication

Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.



Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.



Creativity and Innovation

Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

CURRICULUM DESIGN

General Curriculum Outcomes (GCOs)

General curriculum outcome statements articulate what students are expected to know and be able to do upon completion of study in the program area.

Table 1. Program Area General Curriculum Outcomes

Strand	Description
GCO 1	Kitchen and Food Safety Students are expected to demonstrate an understanding of the importance of kitchen and food safety practices, and apply procedures to ensure the safety of self and others.
GCO 2	Food Preparation and Kitchen Basics Students are expected to demonstrate an understanding of basic food preparation techniques and kitchen practices, and develop lifelong skills to support healthy eating habits.
GCO 3	Food Choices Students are expected to demonstrate an understanding of the influences that affect food choices, and develop strategies to build lifelong health and wellness, and a positive food relationships.
GCO 4	Food Systems Students are expected to demonstrate an understanding of the complex nature of food systems, considering societal, environmental, and economic impacts.
GCO 5	Career Awareness Students are expected to demonstrate an understanding of the nature and variety of current and evolving careers within the food industry.

CURRICULUM DESIGN

Specific Curriculum Outcomes (SCOs)

Specific curriculum outcomes (SCOs) identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to... .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that support, define, and demonstrate the depth and breadth of the corresponding SCO.

Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner, are not a prioritized list of instructional activities, and are not a set of prescribed assessment items. Achievement indicators provide clarity and understanding to ensure instructional design is aligned to the SCO.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to... .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

CURRICULUM DESIGN

Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect students to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve students, teachers, and administrators by:

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive process of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication

Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 2. Bloom's Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

CURRICULUM DESIGN

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.



verb: demonstrate; cognitive process: **APPLYING**

KFS1.1—demonstrate basic safety and sanitary kitchen practices in food production.

Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 3. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left hand corner.
SCO Block	Appears in the coloured box; contains the cognitive process level
AI List	Appears in the body of the page immediately following the SCO.
EGC Map	Appears at the bottom of the page.

CURRICULUM DESIGN

Name of Curriculum Unit:

KITCHEN & FOOD SAFETY -LEVEL I

Specific curriculum outcome (SCO)

LEVEL I				LEVEL II	FDS421
KFS1.1	Learners are expected to ...			demonstrate basic safety and sanitary kitchen practices in food production	C.2 apply appropriate precautionary measures associated with food preparation
	demonstrate basic safety and sanitary kitchen practices in food production				
Remembering		Understanding	Applying	Analysing	Evaluating
					Creating

Set of achievement indicators (AIs) indicating “breadth and depth” of SCO

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. identify common kitchen accidents or safety concerns in food preparation;
- b. describe emergency procedures in response to common accidents;
- c. describe the purpose of select personal protective equipment associated with food preparation;
- d. describe safe food lab procedures to ensure the safety of self and others;
- e. describe the safe use, maintenance, cleaning and storage of food preparation equipment;
- f. use proper personal and workplace hygiene practices in a kitchen lab setting
- g. apply safe food lab procedures and practices to ensure the safety of self and others (e.g., effective clean-up, no running, communication of hot foods/equipment, handling of sharps, etc); and
- h. demonstrate the safe use, maintenance, cleaning and storage of food preparation equipment.

Cognitive process level for this particular SCO

Essential Graduation Competencies Map

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

18 LIFE SKILLS FOODS

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CURRICULUM DESIGN

Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops students' understanding of themselves as learners.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page 10). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

Students should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.

Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning.

Assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction (formative);
- assessment as learning to involve students in self-assessment and setting goals for their own learning (formative); and
- assessment of learning to determine student progress relative to curriculum outcomes (summative).

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analyzing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of students;
- are appropriate for the purpose of instruction and learning strategies used;
- are explicit and communicate to students and parents the expectations and criteria used to determine the level of achievement;
- are comprehensive and enable all students to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;
- accommodate the diverse learning needs and experiences of the students;
- allow for relevant, descriptive, and supportive feedback that gives students clear directions for improvement, and engages students in metacognitive self-assessment and goal setting that can increase their success as learners; and
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

Social and Emotional Learning (SEL)

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg & Cascarino, 2013).

The benefits of social and emotional learning (SEL) are well-researched. Evidence demonstrates that an education integrated with SEL yields positive outcomes for students, adults, and school communities. These findings include increased social and emotional skills, academic performance, mental wellness, healthy behaviours, school climate and safety, and positive lifetime outcomes (Durlak et al., 2011).

Students will experience a sense of belonging and emotional safety when teachers develop a supportive atmosphere where students feel valued and are encouraged to express their ideas and emotions. While SEL isn't a designated subject like history or math, it must be woven into a school's curriculum and community (Durlak et al., 2011; Wigglesworth et al., 2016). The following five skills provide examples of how social-emotional learning competencies can be incorporated into the curriculum:

Self-Awareness entails the understanding of one's own emotions, personal identity, goals and values. Integrating self-awareness involves planning activities and practices that help students understand and connect with their thoughts, emotions, and strengths and how they influence behaviour;

Self-Management entails skills and attitudes that help students to regulate emotions and behaviours. Integrating self-management involves developing students' organizational skills, resilience, and goal-setting abilities through structured activities, personalized learning plans, and providing consistent feedback;

Social Awareness entails recognizing the perspective of those with the same or different backgrounds and empathizing and feeling compassion. Integrating social awareness involves incorporating diverse perspectives, cultural contexts, and collaboration while encouraging students to understand and appreciate the broader societal implications of the content they are learning;

Relationship Skills entail the tools to establish and maintain healthy relationships and effectively navigate settings with different social norms and demands. Integrating relationship skills involves fostering collaborative projects, encouraging effective communication and teamwork, and enabling students to develop positive interpersonal connections that enhance their learning experience; and

Responsible Decision-making entails the knowledge, skills and attitudes to make caring and constructive choices about personal behaviour and social interactions across diverse settings. Integrating responsible decision-making within lessons involves incorporating real-world scenarios, ethical considerations, and critical information analysis to make thoughtful choices.

Supporting English as an Additional Language (EAL) Learners

Multilingual learners add valuable experiences to the classroom. The linguistic knowledge and experiences of English as an additional language (EAL) students can extend the understanding of the linguistic diversity of all students. When the language, prior knowledge, and culture of EAL students are valued, respected, and incorporated into learning, the learning environment is enhanced.

Supportive learning includes classroom practices that affirm cultural values and leverage students' home language and prior knowledge. Making connections to content and language structures in their home language and English is encouraged when possible. It is also essential that EAL students make connections between their learning in English and learning in other curricular areas and use learning contexts in other subjects to practice, reinforce, and extend their language skills. Addressing the demands of the subject area and discussing how different forms, styles, and registers of English are used for various purposes will benefit students. Providing students learning English as an additional language with ample opportunities to use English in communicative ways and designing classroom activities to aid language development through active language use will support their learning.

Addressing barriers to equitable instruction and assessment for EAL students is essential. By providing various ways for them to access content, demonstrate learning, and develop language skills, we can ensure their full participation and contribution to the classroom community. This approach benefits EAL students and enhances the overall learning environment.

Effective Foods Learning Environments

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem-solving, critical and creative thinking, and informed decision-making are essential for success in the future. The learning environment can contribute significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate the varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teachers are encouraged to incorporate approaches and strategies that foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of Life Skills-Foods provide unique opportunities to do this. To meet these challenges, the Life Skills-Foods program reflects a wide range of elements.

Respectful of Diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. An effective foods learning environment provides a unique opportunity to affirm the positive aspects of this diversity and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of the diversity of their backgrounds, all learners should be given equal access to educational opportunities for success.

Inclusive and Inviting

The foods education environment should be a safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Learners come with different attitudes, levels of knowledge, cultural backgrounds and points of view. These differences should not be obstacles but rather opportunities to rise above stereotypes and develop positive self-images. Students should be provided with collaborative learning contexts in which they can become aware of their own stereotypical attitudes and behaviours. The foods learning environment provides many unique and natural opportunities to celebrate culture and diversity through food.

Indigenous Perspectives, Knowledge, and Experiences

As part of the Truth and Reconciliation Calls to Action for education, “building student capacity for intercultural understanding, empathy, and mutual respect”, can be achieved through indigenization of curricula. Inclusion of indigenous perspectives, knowledge and experiences benefits all, as First Nations, Metis, and Inuit culture and history is Canadian culture and history. The inclusion of these perspectives and understandings within curriculum, in authentic respectful ways, can lead to enriched classrooms and school communities.

This integration of indigeneity is best when it is a part of:

- student curriculum outcomes;
- content and learning resources;
- the instructional strategies employed within the classroom;
- assessment practices and tools; and
- the underpinnings of the overall curriculum.

For over 12,000 years, Epekwitk has been, and continues to be, the home of the Mi’kmaq, the First Peoples of Mi’kma’ki. Learning the culture and history from our local First Nations’ community will build relationships toward reconciliation, and strengthen the respect of land-based knowledge they have held for thousands of years. Incorporating indigenous perspectives, knowledge, and experiences within the curricula will assist students in gaining a richer understanding of topics, foster respectful and valued interactions, and ultimately build an inclusive learning community.

Netukulimk (neh-DOO-goo-limgp) - Seeing Food Differently

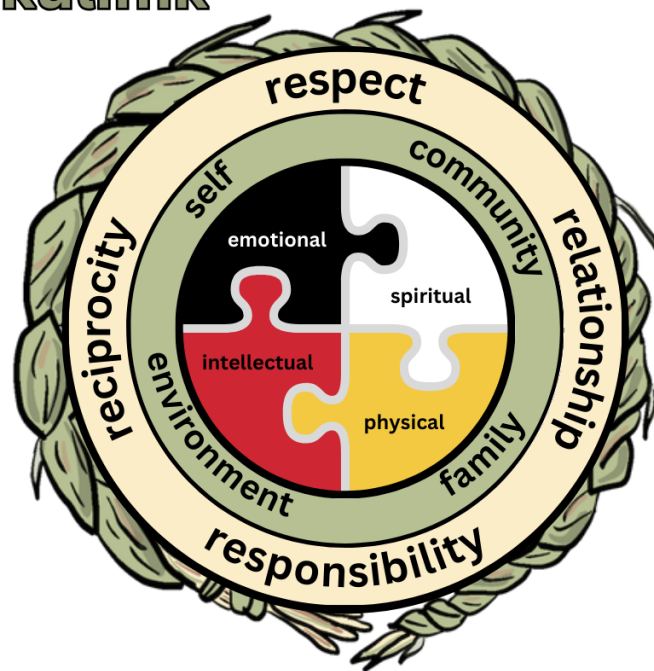
Respect for food is one of the many cultural values of the Mi’kmaq. Food is considered sacred, and therefore should not be played with or wasted, with each person taking only what they need, and sharing the rest. This respect is an extension of the belief that all life is connected and resources are gifts from Mother Earth, meant to be honored. Resources, such as soil, water, and air, that sustain food gifts are also connected in various cycles of life, nutrients, and water. Humans therefore support, and are supported by, the cycles connecting everything together. The Mi’kmaq believe that over thousands of years you become spiritually, genetically, physically, and traditionally a part of everything. “M’sit No’kmaq” (MM-sit-no-GO-mah), All My Relations, is a Mi’kmaq concept that refers to all living things being related and guides all interactions with the natural world. Intertwined with this is another cultural concept known as Netukulimk (neh-DOO-goo-limgp). It is based on using the natural resources provided by the creator in a way that will achieve adequate standards of nutrition and economic well-being for the community, yet still ensures the sustainability and prosperity for future generations.

LIFE SKILLS - FOODS LEARNING ENVIRONMENT

“A key part of practicing Netukulimk is having an innate awareness of ones’ impact on its environment and life forms, which creates an awareness and responsibility to harvest, hunt, and fish in a responsible way. Any resources taken in these ways are done through the understanding that every life form is interrelated – by considering the land or waters it is taken from, and only taking what you need.” (L’nuey)

Netukulimk is a guide to living one’s life that weaves together the four aspects of humanness with ways to interact, guided by the four core values. When an individual is guided in this way of being and knowing, it is believed that one is living and acting in accordance with Netukulimk.

Netukulimk



a way of living

Figure 2. Netukulimk

Sustainability is being able to meet one’s own needs, without compromising the ability of future generations to meet theirs. It is understanding that resources are not inexhaustible, and instead must be protected, managed, and used carefully. It is a way of life that practices taking only what is needed, wasting nothing, and leaving a place better than you found it for future generations. With the incorporation of ecological and social factors of food literacy, this food curriculum offers an opportunity to connect the concept of Netukulimk and sustainability together as Etuaptmumk (Eh-doo-ahp-duh-mumk) or Two-Eyed Seeing.

Students can be mentored to develop understanding and promote the value of respect and the importance of sustainable living, environmental responsibility, and stewardship of our world through the reciprocal connection and relationship with food. By doing so, reconciliation can be an authentic and valued response to the Truth and Reconciliation Commission’s 94 Calls to Action.

Food Literacy

Canada's overall food environment, which includes all the factors that influence food choices and eating habits, has seen significant changes over the past decades. The 2017 Food Environment Policy Index reports, "The current Canadian food environment is dominated by nutrient poor, energy dense food items, which are increasingly more accessible, available at a lower cost, and more heavily promoted than their healthy food counterparts, which plays a significant role in contributing to poor dietary habits among Canadians" (Vanderlee et al, 2017, pg 5).

Due to the prevalence of highly processed, convenience, and fast foods, "the unhealthy diet is now the leading behavioral risk factor for death in Canada" (Vanderlee, 2017, pg2), and has now become the most frequent type of diet adopted by Canadians (Mehta, 2020, pg 74-102). Increased dependance of ultra-processed foods has resulted in an increase in diet-related disease rates, and increased environmental impacts due to of over-packaging, single use plastic, and increased greenhouse gas emissions from associated food production practices.

An important target age for educational programs are the youth who are particularly susceptible to a cycle of dependency on packaged and processed foods that displace healthier options (Fernandez et al, 2020, pg 5). This dependency has led to a "deskilling" of traditional food skills and knowledge. Expanding school food curricula to include a food literacy framework is a highly important and achievable action (Vanderlee, 2017).

Food literacy has been described as, "the ability of an individual to understand food in a way that they develop a positive relationship with it, including food skills and practices across the lifespan in order to navigate, engage, and participate within a complex food system. It is the ability to make decisions to support the achievement of personal health and a sustainable food system considering environmental, social, economic, cultural, and political components" (Cullen et al, 2015, pg 143). It is influenced by "food environments, social norms and networks, marketing practices, and government practices" (Fernandez et al, 2020, pg 3). Canada's food guide also integrates many food literacy attributes that impact our relationship with food. Health Canada states that, "healthy eating is not just about the foods that you eat, it includes:

- mindful of eating habits;
- cooking more often;
- enjoying your food;
- eating meals with others;
- using food labels;
- limiting foods in high in sodium, sugars, and saturated fats; and
- being aware of food marketing." (Health Canada, 2020).

By developing food literacy, learners become more informed consumers, able select and prepare nutritious food, and make decisions that support the achievement of personal health and well being. Fostering food literacy also enables learners to consider the social, environmental, economic, cultural, and political components of our food systems, and prepares them to make choices that will benefit themselves and the wider community.

LIFE SKILLS - FOODS LEARNING ENVIRONMENT

The scope of food literacy includes a focus on the connections of food to social, emotional, environmental, and economic factors experienced by students. Five interconnected categories of food literacy and their associated attributes as identified by the Locally Driven Collaborative Project (LDCP) Healthy Eating Team and Public Health Ontario, are used to frame the new intermediate Life Skills - Foods curriculum (see fig 1). By including external, social, environmental, and economic factors in the curriculum, students can also enhance their critical thinking skills and promote environmental sustainability, develop cultural competencies, and recognize factors leading to food insecurity. Food literacy empowers individuals to develop life-long healthy eating habits and make informed choices about the foods they consume. The figure below illustrates the categories and their associated attributes identified by the Locally Driven Collaborative Project (LDCP) Healthy Eating Team and Public Health Ontario.

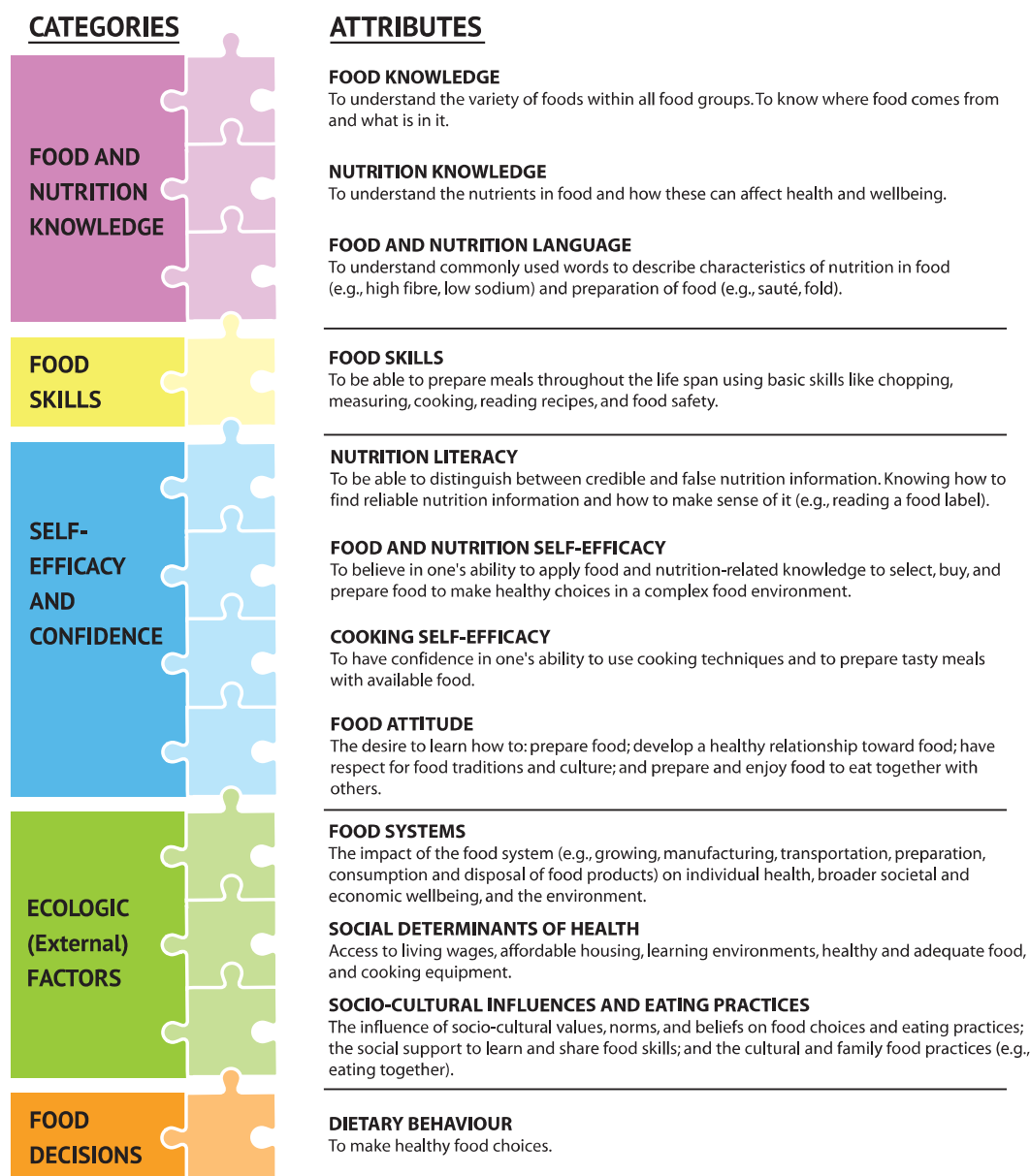


Figure 3. Food Literacy Categories and Attributes
(LDCP Healthy Eating Team and Public Health Ontario, 2018)

LIFE SKILLS - FOODS LEARNING ENVIRONMENT

Safety

A foods education learning environment can present learners with significant potential hazards and opportunities for harm. Student safety is of the utmost importance and it is essential that adequate attention and consideration be given to reducing risks and optimizing the learning environment.

In a learning environment where cooperative, active, and collaborative teaching strategies are utilized, students must become knowledgeable of their role in ensuring safety. Being empowered to take ownership for their own safety, and that of their peers, is an essential requirement to working in the foods learning environment. Life Skills - Foods provides students with the knowledge required to prevent unnecessary risks in this learning environment. By developing an understanding of risk factors involved in the learning environment, students become active participants in the ownership of their own safety and of others. In all learning situations, the teacher needs to encourage a positive, responsible student attitude toward safety. The physical learning environment for Life Skills - Foods should consist of two components.

- **Classroom Component** - This component of the curriculum is required to enable students to learn the knowledge and skills associated with the learning outcomes of the curriculum. The Classroom Component should not exceed one third of the instructional time. Teachers are expected to use a variety of teaching strategies to engage students in the content and make connections to existing knowledge and/or other course content.
- **Skill Development Component** - This component of the curriculum is required to enable students to apply the knowledge and develop the skills related to the learning outcomes of the curriculum. This lab component represents two thirds of the instructional time and is designed to allow students to develop the skills that will lead to a deep understanding of the curriculum. To deliver this component of the curriculum, it is essential that schools have access to a modern, well-equipped, purpose built kitchen space. Adequate space must be provided for students to work safely.

7LSFA

8LSFA

9LSFA



INTERMEDIATE

LIFE SKILLS - FOODS (LEVEL 1)



Curriculum Guide

LEVEL 1 LIFE SKILLS - FOODS OVERVIEW

Life Skills - Foods is a central component of the intermediate exploratory program. Designed in two levels for delivery across grades 7-9, it provides hands-on opportunities for learners to acquire essential life skills, develop food literacy, and expand their essential graduation competencies.

The outcomes in Life Skills-Foods are arranged into two levels to provide schools with the flexibility required to deliver this program in a wide variety of configurations and schedules. By the end of grade 9, students are expected to have demonstrated competency with the Level 2 outcomes. The Level 1 and Level 2 outcomes are designed to scaffold required skills and knowledge directly (i.e. FC1.1 scaffolds directly to FC2.1). This enables learners to progress at their own pace and challenges instructors to differentiate instruction and facilitate learning experiences that encourage students' continued growth.

Each level is flexible and designed to be delivered within 18 - 25 hours of instruction.

Level 1: Life Skills - Foods

Level 1 outcomes introduce students to basic kitchen and food preparation skills. Using a variety of food preparation equipment and ingredients, students will be provided with opportunities to develop practical life-skills, and begin to analyze personal food choices and eating habits. Students are expected to apply safe food practices and procedures to ensure the safety of self and others, develop essential graduation competencies, and will be introduced to wider food systems, sustainability, and career and employment opportunities.

Level 2: Life Skills - Foods

Level 2 outcomes provide increased opportunities for students to cultivate kitchen and food preparation skills. By selecting, adapting, and creating new recipes, students are expected to demonstrate increased proficiency and responsibility for working safely and cooperatively within a kitchen environment. Students will be provided with opportunities to experience a greater diversity of food experiences, and further develop graduation competencies, and their understanding of food systems, sustainability and career and employment opportunities.

LEVEL 1 LIFE SKILLS - FOODS OVERVIEW

Level 1 Specific Curriculum Outcome Summary

The specific curriculum outcomes for each level are organized into 5 strands and provide a lens through which each curriculum outcome may be viewed and understood. Although the outcomes are organized into strands, they are not intended to be experienced in isolation, but should be considered in ways that allow them to be integrated across units. Each outcome, with its related achievement indicators are listed on the pages following this summary.

Table 4. Summary of Level 1 Specific Curriculum Outcomes

Strand	Code	Learners are expected to ...
Kitchen and Food Safety	KFS1.1	demonstrate basic safety and sanitary <i>kitchen practices</i> in food production
	KFS1.2	demonstrate basic safety and sanitary <i>food practices</i> in food production
Food Preparation and Kitchen Basics	FKB1.1	practice basic food preparation skills
	FKB1.2	use recipes to produce food products
Food Choices	FC1.1	describe influences on eating habits
Food Systems	FS1.1	describe factors that affect the sustainability of local and global food markets
Career Awareness	CA1.1	identify current and evolving careers in the food industry

LEVEL 1 LIFE SKILLS - FOODS OVERVIEW

Level 1 Assessment Framework

The assessment framework describes the relative weighting of each strand within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative student assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabi development.

Table 5. Assessment Framework for Level 1

Strand	Remember	Understand	Apply	Analyse	Evaluate	Create	Strand Weight
Kitchen and Food Safety			KFS1.1				25%
			KFS1.2				
Food Preparation and Kitchen Basics			FKB1.1				50%
			FKB1.2				
Food Choices		FC1.1					15%
Food Systems		FS.1.1					5%
Career Awareness		CA1.1					5%

LEVEL 1				LEVEL 2	FDS421	
KFS1.1	Learners are expected to ...			demonstrate safe and sanitary kitchen practices in food production.	apply appropriate precautionary measures associated with food preparation.	
	demonstrate basic safety and sanitary <i>kitchen practices</i> in food production.					
Remembering		Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify common kitchen accidents or safety concerns in food preparation;
- describe emergency procedures in response to common accidents;
- describe the purpose of select personal protective equipment associated with food preparation;
- describe safe food lab procedures to ensure the safety of self and others;
- describe the safe use, maintenance, cleaning and storage of food preparation equipment;
- use proper personal and workplace hygiene practices in a kitchen lab setting;
- apply safe food lab procedures and practices to ensure the safety of self and others (e.g., effective clean-up, no running, communication of hot foods/equipment, handling of sharps, etc); and
- demonstrate the safe use, maintenance, cleaning and storage of food preparation equipment.

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Working within a kitchen, either individually or with others, demands a safety conscious attitude. Students must develop awareness of potential hazards and safety concerns in order to mitigate risks. The first step in any risk reduction strategy is to identify potential hazards within the learning environment. Common hazards include cuts, burns, trip hazards and fires. Students should be provided with opportunities to identify hazards and to implement practices to mitigate risks.

The potential for accidents within the workspace multiplies with increased numbers of people within the kitchen. It is important for learners to develop good communication skills and spacial awareness of the environment in order to work safely.

Learning basic safety and sanitary kitchen practices is an essential life-skill, and provides a foundation for work within the hospitality and food service industries. Continued learning opportunities to develop and demonstrate understanding of this outcome should be provided throughout the course.

KFS1.1

Guiding Questions

- What are some of the main hazards when working in a kitchen?
- What practices can help avoid accidents when working in a kitchen?
- How can you ensure the safety of people working within a kitchen?
- How can you practice awareness and responsibility when working in the kitchen?
- Why is good communication important when working in a kitchen?

LEVEL 1				LEVEL 2	FDS421
KFS1.2	Learners are expected to ...			demonstrate safe and sanitary food practices in food production.	apply safe food handling, storage and preparation methods.
	demonstrate basic safety and sanitary <i>food practices</i> in food production.				
	Remembering	Understanding	Applying	Analysing	Evaluating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- describe conditions that might lead to food contamination, food spoilage, and disease;
- describe safe food handling and storage methods;
- use proper food handling techniques and practices to prevent food contamination and disease; and
- use proper food storage methods to prevent food contamination, food spoilage, and disease.

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Learners need to develop practical skills when working with food in order for it to be safe for human consumption. Understanding how food handling techniques minimize opportunities for contamination and spoilage is critical to both personal and collective health and wellness. Developing these essential food skills will benefit learners for a lifetime.

Background Knowledge

Globally, food-borne illnesses result in millions of cases annually involving fever, nausea, diarrhea, chronic illness, and even death. Food contamination may occur at any point along the food supply chain from food production, processing, distribution, storage, preparation and retail. The cause of the contamination may range from microorganisms such as bacteria and viruses to chemicals such as heavy metals and pesticides. Incorporating food safety strategies and information will allow learners to reduce the opportunities for contamination and minimize the risks to health.

There are four basic rules to food safety (clean, separate, cook, and chill) and learners should be well versed in the measures used for each area.

KFS1.2

Guiding Questions

- How can I keep my school lunch safe to eat?
- What are the four basic rules of food safety?
- How does food become spoiled or contaminated?
- What techniques must we know to work with food safely?
- What are common food handling mistakes that cause illness?
- What is the difference between the temperature at which we cook a food versus the internal temperature of the food?

LEVEL 1				LEVEL 2	FDS421
FKB1.1	Learners are expected to ...			apply appropriate food preparation skills.	prepare healthy dishes and simple meals by examining and applying cooking principles.
	practice basic food preparation skills.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify and explain the function of basic food preparation equipment;
- define basic food preparation terms (e.g. stir, beat, whip, fry, chop, broil, saute, fold...);
- demonstrate the use of various food preparation equipment and appliances appropriately;
- demonstrate basic food preparation techniques (e.g. stir, beat, whip, fry, chop, broil, saute, fold, baste, blanch, dice, drizzle, dust, mince, marinate);
- measure ingredients accurately;
- clean and sanitize cooking utensils, equipment, and work surfaces effectively;
- use practices to minimize food waste;
- work cooperatively as a member of a team (e.g., carry out team member duties and responsibilities, communicate respectfully); and
- apply workflow strategies in relation to safety and efficiency in a kitchen (e.g. mise en place).

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Learning and developing practical cooking skills that are transferable to both work and home enables students to prepare healthy, nutritious food. Working in kitchen teams, students learn to work collaboratively in a kitchen setting, with various roles and responsibilities that support effective and safe planning, preparing and producing of various food items and simple meals.

Background Knowledge

According to a Health Canada report, food skills include the following:

- Knowledge (i.e. about food, nutrition, label reading, food safety, ingredient substitution);
- Planning (i.e. organizing meals, food preparation on a budget, teaching food skills to children);
- Conceptualizing food (i.e. creative use of leftovers, adjusting recipes);
- Mechanical techniques (i.e. preparing meals, chopping/mixing, cooking, following recipes); and
- Food Perception (i.e. using your senses- texture, taste, when foods are cooked).

(Chenall, p. 14, 2011)

Curriculum programs are vital to supporting the transfer of these skills to youth and adolescent learners.

Due to the availability of fast food, food preparation skills are declining, leading to a “deskilling” of the population. Understanding the connection of food to health and wellbeing includes knowing how to select and prepare safe nutritious foods. Developing these skills supports health and wellness and reduces food insecurity.

FKB1.1

Guiding Questions

Basic food preparation skills

- How can you prepare food from scratch?
- How do you use kitchen equipment to prepare food?
- Are there parts of food products that need to be removed from a recipe or that are inedible? (e.g. potato skins, rhubarb leaves)
- How do I prepare or process food efficiently, considering the purpose, presentation, and cooking method?
- How can I minimize food waste?

Kitchen Basics

- How do you work in a kitchen team?
- What are the roles and responsibilities of team members?

LEVEL 1				LEVEL 2	FDS421
FKB1.2	Learners are expected to ...			create food products using or adjusting standard recipes.	prepare healthy dishes and simple meals by examining and applying cooking principles.
	use recipes to produce food products.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- interpret the terms, abbreviations and information given in a recipe;
- correctly and accurately measure various ingredients using standard and metric instruments;
- research a variety of recipes using various sources and cultural influences while considering preparation time, food availability, cost, and nutritional value; and
- execute recipe instructions with accuracy and consistency to achieve the intended taste, texture, and appearance.

Citizenship	Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	✓ Technological Fluency	Creativity and Innovation	

ELABORATIONS

Recognizing the language and understanding the components of a recipe is essential to producing foods that are safe, tasty, and consistent in quality to eat. Learners will be able to build confidence in their food skills more quickly by being able to read and execute a standard recipe, and appreciate how to use these to budget and plan appropriately when food shopping.

Background Knowledge

All recipes are not created equal. Some may be missing instructions, lack all the ingredients, or be untested. A standard recipe provides all the required information to repeatedly produce a consistent product, regardless of the cook. The use of a standard recipe has many benefits, particularly within a school cooking program. These include:

- consistent quantity and quality product;
- ensuring nutritional value and adjusting for dietary concerns such as allergies or special diets;
- portion control;
- planning for ingredient purchasing and budgeting;
- fewer errors with new cooks; and
- less food waste.

FKB1.2

Guiding Questions

- Why do we need to follow a recipe?
- What are the key understandings to complete a recipe successfully?
- How does “mise en place” help with the successful completion of a recipe?

LEVEL 1					LEVEL 2	FDS421
FC1.1	Learners are expected to ...				analyse influences on eating habits.	analyse comparative costs and nutritional value of convenience, restaurant, and self-prepared foods.
	describe influences on eating habits.					
Remembering		Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify healthy eating patterns suggested by Canada's Food Guide;
- understand healthy eating patterns suggested by Canada's Food Guide;
- identify foods by Canada's Food Guide groupings (i.e. grains - what foods are whole grains?);
- recognize nutritional information on food labels;
- identify social and economic influences of healthy eating habits (i.e convenience, availability, peer/family, culture, money, community, etc);
- identify ways food marketing/businesses can affect healthy food choices;
- recognize how food intolerances and dietary choices may impact eating meals with others.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Eating habits are influenced by a wide range of factors that can be individual, household or environmental. Students are exposed to copious food messages through marketing and social media. Learning how these influences impact the selection of foods, and the various factors that contribute to healthy food relationships will provide students with knowledge that can lead to healthier life-long wellness.

Background Knowledge

The list of influences on our food choices is long and complex. Many decisions around food are contextual and may combine a number of factors together. Personal taste, hunger levels, income levels, health factors, cultural beliefs and practices, availability, time, convenience, nutritional value, family and peers, and environmental sustainability are but a few of the influences facing youth everyday. Advertising and marketing of food products can provide mixed messages to youth trying to navigate this topic. Supporting students in understanding these factors and helping them to think critically can help develop healthy habits and make informed choices.

Canada's Food Guide is a valuable resource that provides guidelines for healthy eating, information on food groups, nutrition, and food labels. The Food Guide also includes information on topics such as mindful eating, the value of eating with others, and limiting highly processed foods.

Guiding Questions

Nutrition Information:

- Do you know the groupings in Canada's Food Guide?
- Do you understand and can you explain the importance of each group and statement in the Guide?
- Can you understand and explain the nutrition label on food products?
- What information is on a food label?
- Do all foods have a label?
- Why might food and nutrition labels be important?

Availability:

- What is more expensive, eating healthy or eating conveniently (fast)?
- What is the value of a daily or weekly meal plan?
- What is the difference between whole food versus processed food?
- What is eating in moderation?

Social Influences:

- Have you experienced misleading or inaccurate advertisements or influences due to food marketing?
- What marketing tricks may be used to promote the sale of food products?
- What influences your food choices most? Cost, availability, or nutrition?

FC1.1

LEVEL 1				LEVEL 2	FDS421	
FS1.1	Learners are expected to ...			analyse factors that affect the sustainability of local and global food markets.	identify factors that affect food production and food supply.	
	describe factors that affect the sustainability of local and global food markets.					
Remembering		Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- define the terms producers, processors, wholesalers, distributors, retailers, and consumers;
- describe what is meant by the phrase “farm to table” in terms of food supply chain;
- identify food that is produced in PEI;
- identify food that is produced in other Canadian provinces;
- identify food that is not produced in Canada;
- describe the Mi’kmaq concept of Netukulimk;
- describe sustainability practices and traditions of Indigenous people (e.g. Three Sisters, Seventh Generation Principle);
- describe challenges and opportunities connected to food waste within the local food system, and
- describe how the production of food has social, environmental, and economic impacts.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential
✓ Communication	Technological Fluency	Creativity and Innovation	Graduation
			Competencies

ELABORATIONS

There are many complex factors and conditions that influence food availability and food security. Environmental, economic, social and political conditions can all influence food availability and food security globally.

Students can begin understanding these influences by examining the local food supply and where it fits within the global system. Learners will connect their food choices to the larger food systems and recognize their relationship and impact within it.

Background Knowledge

Recognizing the differing approaches to food production (large business farming or small organic farms), processing (commodity or value-added), distribution (grocery stores or small markets/Community Supported Agriculture) and retail (restaurants, grocery stores) are all ways to analyze the food supply chain and the various impacts socially, environmentally, and economically. Prince Edward Island is able to grow and harvest a variety of food products from both the land and the sea. The availability of food on PEI is balanced between fresh, local, quality food and imported food products. Food systems are large and complex and disruptions can have significant impacts on food security, sustainability, and overall health. Students can begin to investigate various entry points into food systems by focusing on our local challenges and opportunities in food production.

Guiding Questions**Local**

- What food do we grow on PEI?
- Does “fresh” always mean “local”?
- Why should I shop local?
- How do I shop local in the winter?
- Why is PEI branded as “Canada’s Food Island”?
- What kinds of food/ingredients can you buy on PEI that are locally sourced or processed?
- Can you create a simple meal using the seasonal products available on PEI?
- How might a disruption in food transportation, like a bridge closure, impact PEI’s food supply?

Social

- How does mindfully eating, or eating with others impact your relationship or attitude toward food?
- How might various cultural traditions or celebrations alter the food chain supply?

Environmental

- How could the weather effect our food security?
- What are sustainable food practices or concepts that can benefit overall health

FS1.1

CAREER AWARENESS

LEVEL 1					LEVEL 2	FDS421
CA1.1	Learners are expected to ...				describe current and evolving careers in the food industry.	analyse skills and knowledge required for successful employment in food-related occupations.
	identify current and evolving careers in the food industry.					
Remembering		Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify careers in the food supply chain in relation to the production of a food product; and
- identify food-related careers within major economic sectors in PEI (e.g. tourism, agriculture, retail, health, environment, transport).

✓	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	Essential Graduation Competencies
	Communication		Technological Fluency		Creativity and Innovation	

ELABORATIONS

Food related careers may range from work in farming or training as a chef, to becoming a food inspector or food scientist. The opportunities are wide ranging and diverse. Recognizing the importance of developing skills, and connecting these to future careers, helps students on a path of career exploration and planning. The food industry is an expanding and vital sector of the economy. Learners at this age will benefit from exposure to possible career opportunities outside of the limited range of familiar choices.

Background Knowledge

Students in the intermediate level may be seeking their first employment opportunity. A large proportion of jobs available to youth on PEI are found within the food service and food production sectors. Many skills and experiences developed during the Intermediate Life Skills Food program are relevant to possible summer employment opportunities, and potential career pathways. Food skills acquired in this course are all foundational, transferable, and can be utilized in a workplace. Supporting learners in recognizing how these skills are connected to employment and careers should better enable them to explore, experiment, and extend their interests and build their career readiness. Opportunities within the farming, fishing, food processing, or food service industry are all readily available for those seeking employment on PEI.

CA1.1

Guiding Questions

- How can my interests and talents be useful in a food related career?
- How are skills and talents within a food related occupation important transferable skills?
- Who can I contact in my community to learn more about employment opportunities in the food industry?
- Is career training available in PEI for the food industry?

7LSFA

8LSFA

9LSFA



INTERMEDIATE

LIFE SKILLS - FOODS (LEVEL 2)



Curriculum Guide

LEVEL 2 LIFE SKILLS - FOODS OVERVIEW

Life Skills - Foods is a central component of the intermediate exploratory program. Designed in two levels for delivery across grades 7-9, it provides hands-on opportunities for learners to acquire essential life skills, develop food literacy, and expand their essential graduation competencies.

The outcomes in Life Skills-Foods are arranged into two levels to provide schools with the flexibility required to deliver this program in a wide variety of configurations and schedules. By the end of grade 9, students are expected to have demonstrated competency with the Level 2 outcomes. The Level 1 and Level 2 outcomes are designed to scaffold required skills and knowledge directly (i.e. FC1.1 scaffolds directly to FC2.1). This enables learners to progress at their own pace and challenges instructors to differentiate instruction and facilitate learning experiences that encourage students' continued growth.

Each level is flexible and designed to be delivered within 18 - 25 hours of instruction.

Level 1: Life Skills - Foods

Level 1 outcomes introduce students to basic kitchen and food preparation skills. Using a variety of food preparation equipment and ingredients, students will be provided with opportunities to develop practical life-skills, and begin to analyze personal food choices and eating habits. Students are expected to apply safe food practices and procedures to ensure the safety of self and others, develop essential graduation competencies, and will be introduced to wider food systems, sustainability, and career and employment opportunities.

Level 2: Life Skills - Foods

Level 2 outcomes provide increased opportunities for students to cultivate kitchen and food preparation skills. By selecting, adapting, and creating new recipes, students are expected to demonstrate increased proficiency and responsibility for working safely and cooperatively within a kitchen environment. Students will be provided with opportunities to experience a greater diversity of food experiences, and further develop graduation competencies, and their understanding of food systems, sustainability and career and employment opportunities.

LEVEL 2 LIFE SKILLS - FOODS OVERVIEW

Level 2 Specific Outcome Summary

The outcomes for Level 2 Life Skills - Foods are categorized into the same five strands. These strands and associated specific outcomes are designed to provide learners with a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators are listed on the pages following this summary.

Table 6. Summary of Level 2 Specific Curriculum Outcomes

Strand	Code	Learners are expected to ...
Kitchen and Food Safety	KFS2.1	demonstrate safe and sanitary <i>kitchen practices</i> in food production
	KFS2.2	demonstrate safe and sanitary <i>food practices</i> in food production
Food Preparation and Kitchen Basics	FKB2.1	apply appropriate food preparation skills
	FKB2.2	create food products using or adjusting standard recipes
Food Choices	FC2.1	analyse influences on eating habits
Food Systems	FS2.1	analyse factors that affect the sustainability of local and global food markets
Career Awareness	CA2.1	describe current and evolving careers in the food industry

LEVEL 2 LIFE SKILLS - FOODS OVERVIEW

Level 2 Assessment Framework

The assessment framework describes the relative weighting of each strand within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative student assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabi development.

Table 7. Assessment Framework for Level 2

Strand	Remember	Understand	Apply	Analyse	Evaluate	Create	Strand Weight
Kitchen and Food Safety			KFS1.1				25%
			KFS1.2				
Food Preparation and Kitchen Basics			FKB2.1				50%
						FKB2.2	
Food Choices				FC2.1			15%
Food Systems				FS2.2			5%
Career Awareness		CA2.1					5%

KITCHEN & FOOD SAFETY

LEVEL 1	LEVEL 2				FDS421
demonstrate basic safety and sanitary kitchen practices in food production.	KFS2.1	Learners are expected to ...			apply appropriate precautionary measures associated with food preparation.
		demonstrate safe and sanitary <i>kitchen practices</i> in food production.			
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify common kitchen hazards or safety concerns in food preparation;
- describe emergency procedures in response to common accidents;
- describe and use personal protective equipment associated with food preparation;
- describe safe food lab procedures to ensure the safety of self and others;
- describe the safe use, maintenance, cleaning and storage of food preparation equipment;
- apply safe food lab procedures and practices to ensure the safety of self and others (e.g., hygiene, effective clean-up, no running, communication of hot foods/equipment, handling of sharps, etc); and
- demonstrate the safe use, maintenance, cleaning and storage of food preparation equipment.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Working within a kitchen, either individually or with others, demands a safety conscious attitude. Students must develop an awareness of potential hazards and safety concerns in order to mitigate risks. The first step in any risk reduction strategy is to identify potential hazards within the learning environment. Common hazards include cuts, burns, trip hazards and fires. Students should be provided with opportunities to identify hazards and to implement practices to mitigate risks.

The potential for accidents within the workspace multiplies with increased numbers of people within the kitchen. It is important for learners to develop good communication skills and spacial awareness of the environmental in order to work safely.

Learning basic safety and sanitary kitchen practices is an essential life-skill, and provides a foundation for work within the hospitality and food service industries. Continued learning opportunities to develop and demonstrate understanding of this outcome should be provided throughout the course. **Learners working at the level II outcome should demonstrate increased ownership and responsibility towards their own personal safety and the safety of others.**

KFS2.1

Guiding Questions

- How do you use a knife safely and effectively?
- How can communication support positive safety outcomes in your kitchen?
- How can you practice awareness and responsibility when working in the kitchen?
- How can you ensure the safety of people working in a kitchen?

KITCHEN & FOOD SAFETY

LEVEL 1	LEVEL 2				FDS421
demonstrate basic safety and sanitary food practices in food production.	KFS2.2	<i>Learners are expected to ...</i>			apply safe food handling, storage and preparation methods.
		demonstrate safe and sanitary <i>food practices</i> in food production.			
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- describe conditions that might lead to food contamination, food spoilage, and disease;
- describe safe food handling and storage methods;
- use proper food handling techniques and practices to prevent food contamination and disease;
- use proper food storage methods to prevent food contamination, food spoilage, and disease; and
- research examples where improper food handling/storage has resulted in health and safety issues.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Ensuring that food is safe for human consumption is an ongoing process for learners. Practicing and keeping food handling techniques at the forefront will reduce opportunities for contamination and spoilage. Learners will further develop their knowledge and skills to help mitigate food borne illness. Critical to both personal and collective health and wellness, learners that develop these essential food skills and the concept of quality control will have a lifetime of benefits.

Background Knowledge

Food contamination may occur at any point along the food supply chain from food production, processing, distribution, storage, preparation and retail. The four basic rules to food safety (clean, separate, cook, and chill) will be reviewed and reinforced as learners investigate the variety of pathogens and toxins that may be responsible for foodborne illnesses. Understanding the storage and processing directions for the foods used will continue to develop as new ingredients are used. It is important that students learn to recognize high-risk foods such as raw or undercooked meats, poultry, eggs, milk and shellfish, and practice proper food safety precautions.

KFS2.2

Guiding Questions

- What are common causes of foodborne illness?
- Why are some foods considered high risk? Which foods are these?
- How can one prevent food borne illness?

LEVEL 1	LEVEL 2					FDS421
practice basic food preparation skills.	FKB2.1	Learners are expected to ...				prepare healthy dishes and simple meals by examining and applying cooking principles.
		apply appropriate food preparation skills.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate the use of various food preparation equipment and appliances;
- demonstrate basic food preparation techniques (e.g., stir, beat, whip, fry, chop, broil, saute, fold, baste, blanch, dice, drizzle, dust, mince, marinate);
- Select the most appropriate food preparation techniques and equipment for a given application;
- measure ingredients proficiently and accurately;
- clean and sanitize cooking utensils, equipment, and work surfaces effectively;
- use practices to maximize ingredient use and minimize food waste, find value added use of fruit/vegetable peelings and food scraps, reduce food cost and food packaging;
- work cooperatively to negotiate and carry out team member duties and responsibilities as required;
- suggest workflow strategies to maximize safety and efficiency in a kitchen (e.g. mise en place); and
- apply workflow strategies, including their own, for preparation, cooking, and clean-up to effectively manage time and resources in producing food.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Developing foundational cooking skills will provide learners with opportunities to hone cooking techniques, and kitchen etiquette essential for personal development and potential job or career opportunities. Hands-on activities provide opportunities for learners to directly apply their understanding of nutrition by exploring various ingredients and culinary approaches to create healthy, nutritious food. Opportunities to foster communication, collaboration, problem solving, and creativity are developed as learners work within kitchen teams.

Background Knowledge

Due to widely available, ready-made convenience foods, food preparation skills are on the decline. These skills incorporate a range of knowledge, skills, and attitudes and include the following (Chenall, p. 14, 2011):

- knowledge (i.e. about food, nutrition, label reading, food safety, ingredient substitution);
- planning (i.e. organizing meals, food preparation on a budget, teaching food skills to children);
- conceptualizing food (i.e. creative use of leftovers, adjusting recipes);
- mechanical techniques (i.e. preparing meals, chopping/mixing, cooking, following recipes); and
- food Perception (i.e. using your senses- texture, taste, when foods are cooked).

In addition to developing individual food preparation skills, it is important to understand the roles and responsibilities when working within a kitchen team.

FKB2.1

Guiding Questions

Basic food preparation skills

- How can you prepare food from scratch using a variety of techniques?
- How do you prepare food using different types of kitchen equipment?
- How can different cooking methods (i.e. boiling, baking, frying) affect the taste and texture of food products?
- How does the order in which ingredients are added, or with which cooking techniques are applied, impact the final outcome of the food product?

Kitchen Basics

- How do you work in a kitchen team effectively?
- What are the roles and responsibilities of a kitchen team?
- What are the 5 steps to a “mise en place” or gathering approach to cooking?

LEVEL 1	LEVEL 2					FDS421
use recipes to produce food products.	FKB2.2	Learners are expected to ...				prepare healthy dishes and simple meals by examining and applying cooking principles.
		create food products using or adjusting standard recipes.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- interpret the terms, abbreviations and information given in a recipe;
- correctly and accurately measure various ingredients using standard and metric instruments;
- select recipes for use with specific purposes and audiences (e.g., food allergies/intolerances, cultural celebrations);
- execute recipe instructions with accuracy and consistency to achieve in the intended taste, texture, and appearance;
- use kitchen equivalents or basic substitutions for items in a recipe;
- assess the quality of a food product based on taste, texture, appearance and overall satisfaction, and modify/adjust the recipe as necessary; and
- create food products based on adjustments/modifications to an existing recipe.

Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	✓ Creativity and Innovation	

ELABORATIONS

Creating food products allows for the exploration of diverse culinary traditions and cultures, enhances social connections and cultivates a sense of community. When learners create food from standard recipes, they are not only developing practical cooking skills, they are practicing literacy by understanding how to execute sequential steps, interpreting cooking terminology and quantities, and comprehending and applying various cooking techniques. Modifying standard recipes provides learners with opportunities for creativity and innovation by exploring variations, substitutions and adaptations for various reasons, such as food allergies or intolerances. Effectively creating a food product within a kitchen team, also cultivates transferable skills such as organization, time management, attention to detail, and teamwork.

Background Knowledge

Once students gain experience with following and using standard recipes, they should be provided with opportunities to modify recipes by using substitutions, or by adding ingredients to better suit an occasion or audience. Researching variations of similar recipes can provide learners with opportunities to compare and contrast the changes in taste, texture, presentation, ingredients, and techniques.

FKB2.2

Guiding Questions

- What are the benefits of using a standard recipe as a starting point in creating a food product?
- How might creativity and innovation be applied within the boundaries of a standard recipe?
- What strategies might be used to adjust a recipe when the desired outcome is not achieved?
- How might the cultural or regional differences influence the techniques and ingredients used in a standard recipe?
- How might the collaborative analysis of a created food product lead to more effective team work, and overall improved food product satisfaction?

FOOD CHOICES

LEVEL 1	LEVEL 2				FDS421
describe influences on eating habits.	FC2.1	Learners are expected to ...			analyse comparative costs and nutritional value of convenience, restaurant, and self-prepared foods.
		analyse influences on eating habits.			
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify how healthy eating habits and food choices affect present and future health;
- analyse nutritional information for accuracy, reliability, and bias;
- describe how marketing media can affect healthy food choices;
- compare the nutritional content on food labels to inform food purchasing;
- use credible sources of information, such as Canada's Food Guide, for a basis to develop a meal plan;
- consider dietary restrictions (e.g. vegan, vegetarian, allergies, celiac, cultural) when developing a meal plan; and
- use marketing to raise awareness and promote healthy eating habits.

Citizenship	✓	Critical Thinking	Personal-Career Development	Essential
✓ Communication	✓	Technological Fluency	Creativity and Innovation	Graduation
				Competencies

ELABORATIONS

By recognizing and understanding the various influences that contribute to making food decisions, learners can be empowered to become more informed consumers, and make healthier choices. Canada's Food Guide includes information on numerous influences on eating habits and is a valuable resource for students. Providing learners with information from a variety of sources, which are often conflicting, provides valuable opportunities for critical thinking and for students to examine their own attitudes and behaviours towards food choices.

Background Knowledge

Through social media and marketing, adolescents are often inundated with conflicting messages around food products and health. Understanding nutrition and the connection of food to wellness, and being able to apply critical thinking skills to analyse marketing messages are essential in order for students to navigate modern marketing and to become educated consumers.

Presenting learners with opportunities that challenge their thinking, and that promote inquiry and reflection of food choices without feeling that they are being judged, can help students to develop their understanding in a way that supports the development of a positive relationship with food.

FC2.1

Guiding Questions

- How would advertisements or social media posts promote certain foods and influence our food choices?
- Do you think the way food is marketed affects our perception of its nutritional value and healthiness?
- What might be some ways our environment (school, home, community) support or hinder healthy food habits?
- How might trying new foods contribute to a healthier and more diverse diet?
- How might we use Canada's Food Guide or other local food initiatives to meal plan for healthier diets and choices?

LEVEL 1	LEVEL 2				FDS421
describe factors that affect the sustainability of local and global food markets.	FS2.1	Learners are expected to ...			identify factors that affect food production and food supply.
		analyse factors that affect the sustainability of local and global food markets.			
Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- explain key components and concepts used within a food system (i.e. sustainability, food insecurity, lost leader, fair trade practices, etc);
- analyse the impact of global and local trade on the availability and affordability of food;
- analyse the benefits and challenges of buying local versus global foods;
- analyse the impact on global communities (social, environment, economic) of consuming certain foods (e.g. fair trade coffee, deforestation, habitat loss); and
- analyse the social, environmental, and economic impacts of producing a food product, and its associated supply chain.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

By developing an understanding of local and global food systems, learners are able to evaluate the impact of food systems, which include growing, manufacturing, transporting, preparing, consuming, and disposing of food. These impacts can have significant effects on health, broader societal and economic wellbeing, and the environment.

Background Knowledge

As our food systems become increasingly global and interconnected, the need to understand the impact of consumer choices becomes increasingly important. By recognizing local, seasonal, and imported global foods, learners develop an understanding of food security/sovereignty and the impact of food on the environment.

Local 'Farm-to-table', or 'gate-to-plate' models offer consumers the ability to purchase food directly from farmers. These models aim to create food systems that have a neutral or positive environmental impact that can help mitigate climate change, reverse biodiversity loss, and support food security and public health.

The Mi'kmaw concept of Netukulimk is based on using natural resources while ensuring sustainability and prosperity. Central to this concept is the innate awareness of one's impact on the environment, and taking only what is needed. Including Netukulimk in discussions on sustainability provides an opportunity to learn about and value the knowledge of the Mi'kmaq.

FS2.1

Guiding Questions

- Are there farmers markets or opportunities to buy local in your community?
- What might be some environmental consequences of different food production methods?
- What are some advantages and disadvantages to relying on global food systems?
- Why might it be important to society and the economy to reduce food waste?
- What are some effective strategies and responses to reducing food waste and its impact on the environment?
- How does food contribute to a community's identity and unity?
- How does food enhance or reflect cultural practices and traditions in different areas?

CAREER AWARENESS

LEVEL 1	LEVEL 2					FDS421
identify current and evolving careers in the food industry.	CA2.1	Learners are expected to ...				analyse skills and knowledge required for successful employment in food-related occupations.
		describe current and evolving careers in the food industry.				
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify food-related careers within major economic sectors in PEI (e.g. tourism, agriculture, retail, health, environment, transport);
- describe the scope of a specific career in the food industry;
- describe the competencies (knowledge, skills, and attitudes) needed for a specific career in the food industry; and
- reflect on how personal knowledge, skills and attitudes align with the competencies required to be successful in a particular career in the food industry.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Although learners at this age are often only beginning to consider possible job opportunities, it is important that students begin to develop an understanding of the wide range of career pathways and employment opportunities associated with the food industry. Students should be provided with opportunities to explore careers and training within the Agriculture, Science, Health, Retail, Marketing, and Hospitality and Tourism sectors of the economy.

Raising awareness of food-related careers, and providing opportunities to develop transferable skills such as organization, teamwork, communication, creativity, and critical thinking, can support learners in preparing for employment and further education.

Background Knowledge

Prince Edward Island has a wide range of food related careers and employment opportunities that learners may not be aware of. Life Skills - Foods provides students with opportunities to connect their interests and skills to possible employment or career pathways.

CA2.1

Guiding Questions

- What are the food-related employment opportunities in my local communities?
- What insights can you gain by interviewing someone with a career in the food industry or food systems?
- What are some of the current challenges in the food industry in Prince Edward Island? How might these influence career opportunities?

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