BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

People's needs and wants inform effective problem solving.	Social, ethical, and sustainability considerations impact **service design** for individuals, families, and groups.	Different technologies and tools are required at different stages of creation and communication.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Applied Design	• **service design opportunities** for individuals and families across their lifespan
Understanding context	• **cultural factors** used to define the term "family"
• Engage in a period of **research** and **empathetic observation**	• societal **influences and impacts** on families
Defining	• family and relationship **dynamics**, **challenges** families face, both locally and internationally, including strategies for taking action, special caregiving issues, and access to resources
• Choose a service design challenge that affects families	
• Identify needs and wants of people involved	• **social factors** involved in **interpersonal relationships** in families
• Identify criteria for success, intended **valued impact**, and **constraints**	
Ideating	• the role of children in families and society, including the **rights** of children locally and globally
• Take creative risks in generating ideas and add to others' ideas in ways that enhance them	• variety of **living arrangements** and **housing options** for individuals and families
• Screen ideas against criteria and constraints	
• Analyze competing **factors** to meet individual, family, and community needs for preferred futures	• **service strategies** for individuals, families, and/or groups
• Identify and use **sources of inspiration** and **information**	• cultural sensitivity and etiquette, including ethics of **cultural appropriation**
Prototyping	• problem-solving models
• Develop a product **plan** and/or **service plan** that includes key stages and resources	
• Evaluate strategies for effective use and possible individual, familial, and community **impacts**	

Learning Standards (continued)

Curricular Competencies	Content
Testing • Identify and access **sources of feedback** • Consult with people involved • Use consultation data and feedback to make appropriate changes • Identify and use **appropriate strategies** • Make a step-by-step plan for implementation and carry it out, making changes as needed *Sharing* • Decide on how and with whom to **share** ideas and strategies • Demonstrate their **product or service** to potential users, providing a rationale • Critically evaluate the success of their plan, product, or service plan, and explain how the ideas contribute to the individual, family, community, and/or environment • Critically reflect on their plans and the processes they used, their ability to work effectively both as individuals and collaboratively in a group, and their ability to share and maintain an efficient collaborative workspace **Applied Skills** • Demonstrate an awareness of precautionary, safe, and supportive interpersonal strategies and communications, both face-to-face and digital • Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them • Critically reflect on cultural sensitivity and etiquette • Demonstrate **interviewing and consultation etiquette** **Applied Technologies** • Choose, adapt, and if necessary learn more about appropriate tools and **technologies** to use for tasks • Evaluate **impacts**, including unintended negative consequences, of choices made about technology use • Evaluate the influences of social, cultural, and **environmental** conditions on the development and use of tools and technologies	

- **service design:** a human-centred approach that may include creating services to address social challenges

- **research:** may include seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities
- **empathetic observation:** may include experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
- **valued impact:** Service designs should be based on what the people involved are hoping for, so their input is needed.
- **constraints:** limiting factors such as the nature of family dynamics and interpersonal communications, expense, and environmental impact
- **factors:** social, ethical, and sustainable
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals
- **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres (such as family structures and cohorts)
- **plan:** using, for example, pictorial drawings, sketches, flow charts
- **service plan:** The primary goal is to provide and/or produce beneficial services for individuals, families, or groups.
- **impacts:** environmental, financial, and social
- **sources of feedback:** may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals
- **appropriate strategies:** considering others' perspectives, ethical issues, and cultural considerations
- **share:** may include showing to others or use by others
- **product or service:** physical product or supportive process, assistance, environment
- **interviewing and consultation etiquette:** protocols for requesting and conducting interviews, including consideration of confidentiality, tone, and informed consent
- **technologies:** tools that extend human capabilities
- **impacts:** personal, social, and environmental
- **environmental:** for example, land, natural resources

- **service design opportunities:** for example, creating policies, resources, programs, activities, designed environments, physical products, or services
- **cultural factors:** may include roles; levels of influence; community context; First Nations, Métis, and Inuit family structures; values; beliefs; language; how cultural definitions change over time
- **influences and impacts:** for example, residential schools, economic crises, war and displacement, migration
- **dynamics:** including roles and responsibilities of family members, factors that influence family dynamics, distribution and use of resources, and needs and wants of family members
- **challenges:** for example, economic, social, displacement, health, emotional challenges
- **social factors:** including communication, healthy relationships, and ending relationships
- **interpersonal relationships:** including family, romantic, workplace, and community
- **rights:** for example, United Nations Convention on the Rights of the Child, United Nations Declaration on the Rights of Indigenous Peoples, criminal and civil laws
- **living arrangements:** for example, with immediate or multi-generational family/families, on-reserve or off-reserve, alone, foster home, with friends, homeless, with partner
- **housing options:** physical living spaces, including apartments, houses, co-ops
- **service strategies:** strategies that address challenges affecting individuals, families, or groups along their lifespan
- **cultural appropriation:** use of a cultural motif, theme, "voice", image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn