

Cooking

- **COOKING MB REQUIREMENTS**

- Health and safety. Do the following:
 - a. Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
 - b. Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including burns and scalds, cuts, choking, and allergic reactions.
 - c. Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross-contamination.
 - d. Discuss with your counselor food allergies, food intolerance, and food-related illnesses and diseases. Explain why someone who handles or prepares food needs to be aware of these concerns.
 - e. Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.
- Nutrition. Do the following:
 - a. Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size:
 1. Fruits
 2. Vegetables
 3. Grains
 4. Proteins
 5. Dairy
 - b. Explain why you should limit your intake of oils and sugars.
 - c. Track your daily level of activity and your caloric need based on your activity level for five days. Then, based on the MyPlate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.
 - d. Discuss your current eating habits with your counselor and what you can do to eat healthier, based on the MyPlate food guide.
 - e. Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, protein. Explain how to calculate total carbohydrates and nutritional values for two servings, based on the serving size specified on the label.
- Cooking basics. Do the following:
 - a. Discuss EACH of the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, steaming, microwaving, grilling, foil cooking, and use of a Dutch oven.

b. Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.
c. Describe for your counselor how to manage your time when preparing a meal so components for each course are ready to serve at the correct time.

- **Note: The meals prepared for Cooking merit badge requirements 4, 5, and 6 will count only toward fulfilling those requirements and will not count toward rank advancement or other merit badges. Meals prepared for rank advancement or other merit badges may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 4, 5, and 6.**
- Cooking at home. Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you kept your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.
Then do the following:
 - a. Create a shopping list for your meals showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
 - b. Share and discuss your meal plan and shopping list with your counselor.
 - c. Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.
 - d. Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.
 - e. After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.
- Camp cooking. Do the following:
 - (a) Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.
 - (b) Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.
- (c) Share and discuss your menu plans and shopping list with your counselor.
- (d) In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpack stove.

Use a skillet over campfire coals OR a Dutch oven for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.**

- **(e) In the outdoors, using your menu plans and recipes for this requirement, prepare one snack and one dessert. Serve both of these to your patrol or a group of youth.**
 - f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.
 - g. Explain to your counselor how you cleaned the equipment, utensils, and the cooking site thoroughly after each meal. Explain how you properly disposed of dishwater and of all garbage.
 - h. Discuss how you followed the Outdoor Code and no-trace principles when preparing your meals.
- Trail and backpacking meals. Do the following:
 - a. Using the MyPlate food guide or the current USDA nutrition model, plan a menu for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must not require refrigeration and are to be consumed by three to five people (including you). Be sure to keep in mind any special needs (such as food allergies) and how you will keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.
 - b. Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.
 - c. Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.
 - d. While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**
 - e. After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.**
 - f. Discuss how you followed the Outdoor Code and leave-no-trace principles during your outing. Explain to your counselor how you cleaned any equipment, utensils, and the cooking site after each meal. Explain how you properly disposed of any dishwater and packed out all garbage.
- Food-related careers. Find out about three career opportunities in cooking. Select one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

PREREQUISITES: 4c, 4d, 4e, 6d, 6e

Day 1: 1a, 1b, 1c, 1d, 2a, 5a, 5b, 5c, 5e, 5f Talk About Prereqs.

Materials:

Optional

EPI pen

Additional props

Lesson:

Req. 1 a. Explain to your counselor the most likely hazards you may encounter while participating in cooking activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.

Hazards:

Knife

Burner

Hot liquids

Hot solids

Hot gasses

Disease

Allergies

Inattention

Req. 1 b. Show that you know first aid for and how to prevent injuries or illnesses that could occur while preparing meals and eating, including:

Burns

Scalds

Cuts

Choking

Allergic reactions

Req. 1 c. Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking. Explain how to prevent cross-contamination.

Meats, with the meats that need to be cooked to the highest temperature, and each meat with successively lower required temperatures on top of the last

Unwashed fruits and vegetables

Washed fruits and vegetables

Dairy

Eggs can either be in a sealed container on top, or in a separate container entirely

Transportation

Just don't break the packages

Same order as storage

Make sure it's not in the danger zone

Safe preparation

Don't use utensils and containers that were used for something that needs to be cooked to a higher temperature on something that doesn't need to be cooked that much unless they are being cooked together

Do vegetables before meat etc. if there isn't enough dishes, or clean them between

Cook everything to temperature:

Poultry - 165°F

Other Meat - 145°F

Ground Meat - 160°F

Eggs - 160°F

Req. 1 d. Discuss with your counselor food allergies, food intolerance, and food-related illnesses and diseases. Explain why someone who handles or prepares food needs to be aware of these concerns.

Discuss common allergies

Discuss how intolerances are different than allergies, and why they are less dangerous

Discuss food-related illnesses

Celiac disease

Salmonella

E. coli

Botulism

Talk about why someone preparing food would obviously need to know about these things

Req. 2 a. Using the MyPlate food guide or the current USDA nutrition model, give five examples for EACH of the following food groups, the recommended number of daily servings, and the recommended serving size:

Give five examples of each

Group	Recommended daily amount
Fruit	2 cups
Vegetable	2.5 cups
Grain	0.75 cups
Dairy	3 cups
Proteins	5.5 cups

Req 5 a. Each patrol, Using the MyPlate food guide or the current USDA nutrition model, plan a menu that includes four meals, one snack, and one dessert for your patrol (or a similar size group of up to eight youth, including you) on a camping trip. These four meals must include two breakfasts, one lunch, and one dinner. Additionally, you must plan one snack and one dessert. Your menus should include enough food for each person, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

Req 5 b. Find or create recipes for the four meals, the snack, and the dessert you have planned. Adjust menu items in the recipes for the number to be served. Create a shopping list and budget to determine the per-person cost.

Req 5 c. Share and discuss your menu plans and shopping list with your counselor.

5(e) In the outdoors, using your menu plans and recipes for this requirement, prepare one snack and one dessert. Serve both of these to your patrol or a group of youth.

Cooking: Oranges (Dessert)

Materials:

Oranges

Oranges

Bake Shop

Foil

Lesson:

Cook the food

Cooking: Popcorn (Snack)

Materials:

Popcorn Kernels

Butter

Salt

Skillet

Req 5 f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.

Day 2: 1e, 2b, 2c, 2d, 2e, 3a, 5d, 5f

Materials:

Required

Food labels (you can ask the scouts to bring them)

Optional

Equipment to show a cooking method if desired, such as a dutch oven

Paper (for "patrol" activities)

Notes:

For the prereqs, you can use an activity to count for requirements in more than one badge unless explicitly stated

Look for class participation, can be really dry otherwise

Req. 1 e. Discuss with your counselor why reading food labels is important. Explain how to identify common allergens such as peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.

Read them because it will show you allergens

Can show you nutritional content

Req. 2 b. Explain why you should limit your intake of oils and sugars.

Oils and sugars are ok in small amounts but in large quantities they can be harmful to your health

Req. 2 c. Track your daily level of activity and your daily caloric need based on your activity for five days. Then, based on the My Plate food guide, discuss with your counselor an appropriate meal plan for yourself for one day.

Then ask the class for a day of balanced meals based of MyPlate (don't be too picky)

Req. 2 d. Discuss your current eating habits with your counselor and what you can do to eat healthier, based on the MyPlate food guide.

Healthy

Consistently timed

Consistent portions

Minimal snacking

Unhealthy

Late eating

Inconsistently timed meals

Stress eating/habitual eating

Req. 2 e. Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, protein. Explain how to calculate total carbohydrates and nutritional values for two servings, based on the serving size specified on the label.

Req. 3 a. Discuss EACH of the following cooking methods. For each one, describe the equipment needed, how temperature control is maintained, and name at least one food that can be cooked using that method: baking, boiling, broiling, pan frying, simmering, steaming, microwaving, grilling, foil cooking, and use of a Dutch oven.

Split your class into "patrols"

Cooking: Burrito Bowls

Rice

Beans

Peppers

Onions

Ground Beef

Taco Seasoning

Shredded Cheese

Tortillas

This meal is to be cooked using pan frying over a camping stove as well as the industrial stove.

Day 3: 3b, 4a, 4b, 5d, 5f, 5g

Req. 3 b. Discuss the benefits of using a camp stove on an outing vs. a charcoal or wood fire.

Wood fire gives the food more flavor but the temperature is harder to control and is harder to clean the utensils after

Camp stove is less flavorful but it is easy to control and clean after

Req 4. Cooking at home. Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.

Req 4 a. Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.

Req 4 b. Share and discuss your meal plan and shopping list with the class.

5(d) In the outdoors, using your menu plans and recipes for this requirement, cook two of the four meals you planned using either a camp stove OR backpack stove. Use a skillet over campfire coals OR a Dutch oven for the third meal, and cook the fourth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.

Cooking: Chili and Cornbread in Dutch Oven

Black Beans

Kidney Beans

Garlic

Tomato Paste

Corn

Diced Tomatoes

Onion

Chili Powder

Corn Meal

Flour

Baking Powder

Salt

Milk

Egg

Honey

Lesson:

Cook the food

Notes:

Req 5 f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.

Req 5 g. Lead the clean-up of equipment, utensils, and the cooking site thoroughly after each meal. Properly store or dispose unused ingredients, leftover food, dishwater and garbage.

Day 4: 3c, 6a, 6b, 6c, 6f, 5d, 5f

Req 3 c. Describe for your counselor how to manage your time when preparing a meal so components for each course are ready to serve at the correct time.

Estimate how long everything will take, and start everything cooking so that it all finishes at the same time

If you absolutely must finish at different times, let the more dangerous food (eg. meat) finish later

Req 6 a. Trail and backpacking meals. Using the MyPlate food guide or the current USDA nutrition model, plan a meal for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.

Req 6 b. Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.

Req 6 c. Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.

Req 6 f. Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.

Discuss how to follow Leave-No-Trace while cooking on the trail
"Bear-muda triangle"

Req 5 d. In the outdoors, using your menu plans and recipes for this requirement, cook three of the five meals you planned using either a camp stove OR backpack stove. Use a skillet over campfire coals OR a Dutch oven for a fourth meal, and cook the fifth meal in a foil pack OR on a skewer. Serve all of these meals to your patrol or a group of youth.**

Cooking: Breakfast Hash in a skillet

- Diced Potatoes

- Oil

- Diced Sweet Potato

- Apple

Thyme

Breakfast Sandwiches

- Bagel

- Eggs

- Sausage Patties

- Cheese

Req 5 f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful outdoor cooking.

Req 7. Food-related careers. Find out about three career opportunities in cooking. Select one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.