

# Cooking

## Merit Badge Workbook




This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in ***Boy Scout Requirements*** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2014 • This workbook was updated in December 2013.

Scout's Name:_____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

http://www.USScouts.Org • http://www.MeritBadge.Org

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Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

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1. 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.

| Hazard | How to anticipate, help prevent, mitigate, and respond |
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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.

| | |
|---|---|
| Burns and scalds | |
| Cuts | |
| Choking | |
| Allergic reactions | |

c. Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking.

| | |
|---|---|
| Meat | |
| Fish | |
| Chicken | |
| Eggs | |
| Dairy Products | |

| | |
|---|---|
| Fresh Vegetables | |

Explain how to prevent cross-contamination.

d. Describe the following food-related illnesses and tell what you can do to help prevent each from happening:

| | |
|---|---|
| 1. Salmonella | |
| Prevention: | |
| 2. Staphylococcal aureus | |
| Prevention: | |
| 3. Escherichia coli (E. coli) | |
| Prevention: | |
| 4. Clostridium botulinum (Botulism) | |
| Prevention: | |
| 5. Campylobacter jejuni | |
| Prevention: | |

| | |
|---|---|
| 6. Hepatitis | |
| Prevention: | |
| 7. Listeria monocytogenes | |
| Prevention: | |
| 8. Cryptosporidium | |
| Prevention: | |
| 6. Norovirus | |
| Prevention: | |

e. Discuss with your counselor food allergies, food intolerance, food-related diseases, and your awareness of these concerns.

| | |
|---|---|
| Food allergies | |
| Food intolerance | |
| Food-related diseases | |

2. 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:

| | Example | Daily servings | Serving Size |
|---|---|---|---|
| 1. Fruits | | | |
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| | | | |
| | | | |
| | | | |
| 2. Vegetables | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 3. Grains | | | |
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| | | | |
| | | | |
| | | | |
| 4. Proteins | | | |
| | | | |
| | | | |
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| | | | |
| 5. Dairy | | | |
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   b. Explain why you should limit your intake of oils and sugars.

c. Determine your daily level of activity and your caloric need based on your activity level.

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.

3. Do the following:

a. Discuss the following food label terms: calorie, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, dietary fiber, sugar, protein.

| | |
|---|---|
| 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.

| | |
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| | |

b. Refer to “How to Read a Food Label” in the Cooking merit badge pamphlet, and name ingredients that help the consumer identify the following allergens: peanuts, tree nuts, milk, eggs, wheat, soy, and shellfish.

| | Ingredients | | | | |
|---|---|---|---|---|---|
| Peanuts | | | | | |
| Tree nuts | | | | | |
| Milk | | | | | |
| Eggs | | | | | |
| Wheat | | | | | |
| Soy | | | | | |
| Shellfish | | | | | |

4. Do the following:

a. Discuss EACH of the following cooking methods. For each one, describe the equipment needed and name at least one food that can be cooked using that method: baking, boiling, pan frying, simmering, steaming, microwaving, and grilling.

| Method | Food | Equipment needed | How is food cooked? |
|---|---|---|---|
| Baking | | | |
| | | | |
| | | | |
| Boiling | | | |
| | | | |
| | | | |
| Pan frying | | | |
| | | | |
| | | | |
| Simmering | | | |
| | | | |
| | | | |
| Steaming | | | |
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| | | | |
| Microwaving | | | |
| | | | |
| | | | |
| Grilling | | | |
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| | | | |

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

c. Discuss how the Outdoor Code and no-trace principles pertain to cooking in the outdoors.

**Note: The meals prepared for Cooking merit badge requirements 5, 6, and 7 will count only toward fulfilling those requirements and will not count toward rank advancement. Meals prepared for rank advancement may not count toward the Cooking merit badge. You must not repeat any menus for meals actually prepared or cooked in requirements 5, 6, and 7.**

5. Using the MyPlate food guide or the current USDA nutrition model, plan a menu for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menu should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) of those to be served. List the equipment and utensils needed to prepare and serve these meals.

Scout's Name: _____

| Day 1 | | Menu | Quantity | Equipment | Utensils |
|---|---|---|---|---|---|
| BREAKFAST | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
| | | | | | |
| | | | | | |
| LUNCH | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| | | | | | |
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| DINNER - | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| Day 2 | | Menu | Quantity | Equipment | Utensils |
|---|---|---|---|---|---|
| BREAKFAST | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
| | | | | | |
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Scout's Name: _____

| | | | | | |
|---|---|---|---|---|---|
| LUNCH | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| | | | | | |
| | | | | | |
| DINNER - | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| Day 3 | | Menu | Quantity | Equipment | Utensils |
|---|---|---|---|---|---|
| BREAKFAST | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
| | | | | | |
| | | | | | |
| LUNCH | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| DINNER - | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| DESSERT | | | | | |
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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.

| Menu Item | Components to purchase | Quantity | Cost |
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| Breakfast 1 | | Total Cost | |

| Menu Item | Components to purchase | Quantity | Cost |
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Breakfast 2 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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Breakfast 3 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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Lunch 1 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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Lunch 2 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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Lunch 3 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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Dinner 1 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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| Dinner 2 | | Total Cost | |

| Menu Item | Components to purchase | Quantity | Cost |
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| Dinner 3 | | Total Cost | |

☐ b. Share and discuss your meal plan and shopping list with your counselor.

☐ c. Using at least five of the seven cooking methods from requirement 4, 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.*

Cooking methods used:

☐ Baking ☐ Boiling ☐ Pan frying ☐ Simmering

☐ Steaming ☐ Microwaving ☐ Grilling

☐ 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.

☐ Breakfast No. _____ Date: _____ Adult's verification: _____

☐ Lunch No. _____ Date: _____ Adult's verification: _____

☐ Dinner No, _____ Date: _____ Adult's verification: _____

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 better planning and preparation help ensure a successful meal.

f. Explain how you kept perishable foods safe and free from cross-contamination.

***The meals for requirement 5 may be prepared on different days, and they need not be prepared consecutively. The requirement calls for Scouts to plan, prepare, and serve one breakfast, one lunch, and one dinner to at least one adult; those served need not be the same for all meals.**

6. Using the MyPlate food guide or the current USDA nutrition model, plan a menu for your patrol or a similar size group of up to eight youth, including you) for a camping trip. Include five meals AND at least one snack OR one dessert. List the equipment and utensils needed to prepare and serve these meals.

| | | Menu | Quantity | Equipment | Utensils |
|---|---|---|---|---|---|
| Meal 1 | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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Scout's Name: _____

| | | Menu | Quantity | Equipment | Utensils |
|---|---|---|---|---|---|
| Meal 2 | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| Meal 3 | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| Meal 4 | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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|---|---|---|---|---|---|
| Meal 5 | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| Dessert or Snack | | | | | |
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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.

| Menu Item | Components to purchase | Quantity | Cost |
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| Meal 1 | | Total Cost | |

| Menu Item | Components to purchase | Quantity | Cost |
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Meal 2 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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Meal 3 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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Meal 4 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
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Meal 5 Total Cost

| Menu Item | Components to purchase | Quantity | Cost |
|---|---|---|---|
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| | | | |

Snack or Dessert Total Cost

☐ b. Share and discuss your meal plan and shopping list with your counselor.

☐ c. In the outdoors, cook two of the meals you planned in requirement 6 using either a lightweight stove or a low-impact fire. Use a different cooking method for each meal.** The same fireplace may be used for both meals. Serve this meal to your patrol or a group of youth.

☐ Meal 1_____Heat Source: _____ Date:_____

☐ Meal 2_____Heat Source: _____ Date:_____

☐ d. In the outdoors, cook one of the meals you planned in requirement 6.Use either a Dutch oven, OR a foil pack, OR kabobs. Serve this meal to your patrol or a group of youth.**

☐ Meal _____Method: _____ Date:_____

☐ e. In the outdoors, prepare a dessert OR a snack and serve it to your patrol or a group of youth.**

☐ Dessert or Snack:: _____ Date:_____

☐ f. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal.

| Meal | Evaluation by those served | | Self Evaluation | |
|---|---|---|---|---|
| | Presentation | Taste | Presentation | Taste |
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Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure successful outdoor cooking.

f. Explain how you kept perishable foods safe and free from cross-contamination.

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7. 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). List the equipment and utensils needed to prepare and serve these meals..

| | | Menu | Quantity | Equipment | Utensils |
|---|---|---|---|---|---|
| Breakfast | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
| | | | | | |
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|---|---|---|---|---|---|
| Lunch | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
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| | | | | | |
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| | | Menu | Quantity | Equipment | Utensils |
|---|---|---|---|---|---|
| Dinner | Fruits | | | | |
| | Vegetables | | | | |
| | Grains | | | | |
| | Proteins | | | | |
| | Dairy | | | | |
| | | | | | |
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| | | | | | |
| Snack | | | | | |
| | | | | | |

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.

| Menu Item | Components to purchase | Quantity | Cost |
|---|---|---|---|
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| | | | |
| | | | |
| Breakfast | | Total Cost | |

| Menu Item | Components to purchase | Quantity | Cost |
|---|---|---|---|
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|---|---|---|---|
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| | | | |
| | | | |
| Lunch | | Total Cost | |

| Menu Item | Components to purchase | Quantity | Cost |
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| | | | |
| Dinner | | Total Cost | |

| Menu Item | Components to purchase | Quantity | Cost |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| Snack | | Total Cost | |

☐ b. 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.

☐ c. While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for requirement 7. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**

- ☐ Meal 1_____Heat Source: _____ Date:_____
- ☐ Meal 2_____Heat Source: _____ Date:_____
- ☐ Snack _____Heat Source: _____ Date:_____

☐ d. For each meal prepared in requirement 7c, use safe food-handling practices. Clean up equipment, utensils, and the site thoroughly after each meal. Properly dispose of dishwater, and pack out all garbage.

- ☐ Meal 1_____
- ☐ Meal 2_____
- ☐ Snack _____

☐ e. After each meal, have those you served evaluate the meal on presentation and taste, and then evaluate your own meal.

| Meal | Evaluation by those served | | Self Evaluation | |
|---|---|---|---|---|
| | Presentation | Taste | Presentation | Taste |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure successful trail hiking or backpacking meals.

****Where local regulations do not allow you to build a fire, the counselor may adjust the requirement to meet the law. The meals in requirements 6 and 7 may be prepared for different trips and need not be prepared consecutively. Scouts working on this badge in summer camp should take into consideration foods that can be obtained at the camp commissary.**

8. Find out about three career opportunities in cooking.

1. 
2. 
3. 

Select one and find out the education, training, and experience required for this profession.

Career:

Education:

Training:

Experience:

Discuss this with your counselor, and explain why this profession might interest you.

**Requirement resources can be found here:**
http://www.meritbadge.org/wiki/index.php/Cooking#Requirement resources

## Important excerpts from the *Guide To Advancement - 2013*, No. 33088 (SKU-618673)

**[1.0.0.0] — Introduction**
The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, and previous editions of the *Guide to Advancement*.

**[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program**
***No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.*** There are limited exceptions relating only to youth members with special needs. For details see section 10, "Advancement for Members With Special Needs".

**[Page 2] — The "Guide to Safe Scouting" Applies**
Policies and procedures outlined in the ***Guide to Safe Scouting***, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

**[7.0.3.1] — The Buddy System and Certifying Completion**
A youth member must not meet one-on-one with an adult. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session.
When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult verification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See "Fulfilling More Than One Requirement With a Single Activity," 4.2.3.6.

**[7.0.3.2] — Group Instruction**
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to "guest experts" assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.
There must be attention to each individual's projects and his fulfillment of *all* requirements. We must know that every Scout —actually and *personally*— completed them. If, for example, a requirement uses words like "show," "demonstrate," or "discuss," then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions.
It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See "Reporting Merit Badge Counseling Concerns," 11.1.0.0.
- There must be attention to each individual's projects and his fulfillment of all requirements. We must know that every Scout—actually and personally—completed them.

**[7.0.3.3] — Partial Completions**
A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. The Application for Merit Badge has a place to record what has been finished—a "partial." In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, the counselor does not retain his or her portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his unit leader to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the Scout's 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

**[7.0.4.8] — Unofficial Worksheets and Learning Aids**
Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing "worksheets" may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.