



# BLUE MERIT

## Cooking

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Version 06/2010

# Cooking



## Merit Overview

### In This Merit

Merit Answer Guide  
Lessons 1–5  
MLR\* 1a “Food Pyramid”  
MLR 1b “Sample Menu”  
MLR 1c “Sample Food Cost List”  
MLR 5 “Sealing a Foil Meal”  
\*MLR: Merit Lesson Resource

### Teaching This Merit

Lesson 1 covers requirement 1 and part of 2 and 3.  
Lesson 2 covers requirement 4 and part of 2 and 3.  
Lesson 3 covers part of requirements 5 and 6.  
Lesson 4 covers requirement 7 and part of 5.  
Lesson 5 covers part of requirement 5.

### Possible Field Trip

For lesson 2 you will need to either plan a trip to the local supermarket or provide the boys with a list of food items, their package sizes, their serving sizes, and their prices. The boys need to determine the cost of each item for their menu. If you choose to go to the local supermarket, be sure to provide permission slips, and ask a few parents to assist you in transporting and supervising the boys. A minimum of one adult per three to four boys would be best.

### Other Sources

*Adventures In Camping*



## Cooking Merit Answer Guide

### Cooking Merit Requirements

**Note: This merit is required to earn the Gold Medal of Achievement**

1. Provide the following food pyramid information:
  - a. Draw a food pyramid diagram.
  - b. List the five major food groups.
  - c. List what items are at the top of the food pyramid.
  - d. Show on the diagram where the food groups fit inside the food pyramid.
  - e. Show on the diagram the recommended number of servings per day for each food group.  
*Be sure the boys draw the food pyramid on a separate sheet of paper and add it to their work-book. See MLR 1a "Food Pyramid."*
2. Plan the menus for three one-day campouts or outings for a six-boy patrol. This will be a total of nine meals. Each meal should be planned to include items from each of the food groups. Three of the required meals must be trail or backpack trip meals.  
*Be sure the boys have planned menus for three one-day campouts, a total of nine meals. They are to be balanced meals, and three of the meals are to be trail or backpack trip meals. See the section on "Backpacking" in Adventures in Camping. The boys can use MWS 1 through 3 "Menu" to create the menus of the nine meals.*
3. Make a list of cooking equipment and utensils needed to complete the meals in Requirement 2.  
*Check their menus on MWS 1 through 3 "Menu" to make sure they have included all the cooking equipment and utensils needed for all nine meals.*
4. Make a list showing the cost and amount of food needed to complete the meals in Requirement 2.  
*Use MWS 4 through 6 "Food Cost Worksheet" to be sure the boys show the cost of each food item for all nine meals. Again, remind them that these meals should feed a six-boy patrol. Be sure the boys have calculated the total cost of food per boy.*
5. Cook two different individual items and, in addition, cook four complete meals using at least three different cooking methods, such as baking, boiling, frying, broiling, or aluminum-foil dinner. Campfire or charcoal cooking is preferred; however, a camp or backpack stove may be substituted (if local restrictions do not allow open fires).  
*Be sure the boys have cooked two different individual items and four complete meals using three different cooking methods.*
6. Set up a dish wash station using the "wash-rinse-rinse" method demonstrated in *Adventures in Camping*. Properly wash all cooking utensils for at least three meals using this washing method.  
*Be sure the boys use three containers of hot water. The first should have soap in it to wash the dishes. The next two should contain water for rinsing them. The boys could use a mesh rinse bag and tin cans for rinsing silverware. Also, be sure each boy uses this washing method three times throughout this merit.*
7. On a separate sheet of paper write down the rules for safely handling foods, and explain the reasons why safe food handling is important.  
*Always wash your hands before handling or preparing foods.  
Wash all surfaces where food will be prepared.  
Wash all cooking surfaces and utensils.  
Always rinse food that will be eaten raw.  
Perishable food must be kept refrigerated until prepared or served.*  
Safe food handling is important because  
*We could get sick from bacteria if food is not handled properly.*



# Cooking

## Objectives

1. The boys will learn about the dietary food pyramid.
2. The boys will learn the daily recommended servings for an individual.
3. The boys will begin to plan a menu for a six-person campout or outing.

## Material

- Merit Answer Guide
- MLR 1a "Food Pyramid"
- MLR 1b "Sample Menu"
- MLR 1c "Sample Food Cost List"
- MWS\* 1 "Menu"
- MWS 4 "Food Cost List"
- Overhead projector and transparencies
- Sheets of paper (two per boy)
- Permission slips (optional)

\*MWS: Merit Worksheet

## Preliminary Information

Make a copy for each boy of MLR 1a "Food Pyramid," MLR 1b "Sample Menu," and MLR

1c "Sample Food Cost List," or make an overhead transparency of each one.

## Lesson

**Food Pyramid.** Explain that today's lesson is about the food pyramid and how it can help us plan well-balanced menus for meals. On a sheet of paper, have the boys write the foods they ate that day. Display MLR 1a "Food Pyramid" on an overhead projector, draw it on the board, or give a copy of it to each boy.

**Daily Recommended Servings.** Note the daily recommended serving amounts for each of the food groups. Then have the boys compare what they ate that day with the recommended amounts. Remind the boys that it is important to have well-balanced meals.

Have the boys open their workbook to requirement 1. On a separate sheet of paper, have the boys complete requirement 1 by drawing a diagram of the food pyramid. Be sure they list the five food groups, identify where each one is

located, and list the daily recommended number of servings for each group. (See MLR 1a.)

**Planning Well-Balanced Menus.** Explain to the boys that they will be responsible for planning a well-balanced menu for a campout or outing. There are several steps needed to successfully plan a camp-out menu. Use MWS 1 "Menu" to review the first three steps for planning a menu, noting where each step is listed.

1. Decide what the menu will be for each meal.
2. Write a list of basic cooking instructions on how the menu items need to be prepared or cooked for the meal. Imagine yourself as the cook.
3. Next, make a list of equipment and utensils needed to prepare the meal. Be sure to list everything needed.

Use MLR 1b "Sample Menu" to show a sam-

ple menu of what an individual could eat for breakfast. For each breakfast item listed, note how to cook or prepare each one and what equipment and/or utensils are needed.

Now have the boys use MWS 1 “Menu” to plan a well-balanced breakfast menu. They can refer to the food pyramid if they need help with their food groups. Give them a few minutes to start on it before continuing.

Show MLR 1c “Sample Food Cost List.” Note that the first column shows the serving size per person for one meal. Review the final steps of menu planning to determine the amount and cost of food needed to serve six people. Be sure to note where each step is listed.

4. Decide how much of each food item will be needed so everyone can eat. (Multiply each food

item in the first column by the number of people eating (six) and place that amount in the second column.)

5. Calculate what the cost will be for everyone going on the campout or outing. (Record the cost of each food item in column three and the total cost of each food item in column four.) Note: Tell the boys to leave the cost-estimate boxes empty. They will fill those in next week.

Point out to the boys that the food list on MLR 1c came from MLR 1b. The only difference is that each food item is listed with the amount needed per person. Direct the boys through the process of completing the breakfast meal on MLR 1c. (Note: Condiments and spices will need to be listed as food items, but the individual amounts are not necessary.)

## Advancement

Have the boys use MWS 1 to create a breakfast menu. Then provide the boys with MWS 4 and have them complete the number of items needed for each breakfast item. (They could use the same breakfast menu they created on MWS 1, but they will need to add the serving sizes of each food item.) Remind the boys to leave the cost-estimate boxes empty. If some of the boys complete their breakfast planning before the end of the Advancement time, have them start on the lunch and supper menus on both sheets to fulfill part of requirements 2 and 3.

Make sure the boys write their name on their worksheets and keep them in their workbook so they can continue working on their menus. (Explain to the boys that they will be responsible to create menus for three one-day campouts to complete requirement 2.)

Note: If you plan to take the boys on a field trip to the supermarket next week, you will need to pass out permission slips and have the boys return them next week. Be sure to ask some parents to help transport and supervise the boys.



# Cooking

## Objectives

1. The boys will learn to estimate the food cost for the breakfast menu they created.
2. The boys will determine the cost per person for their breakfast menu.
3. The boys will complete a portion of requirement 4 as a leader-guided experience.

## Materials

- Merit Answer Guide
- MWS 4 “Food Cost Worksheet”
- Extra permission slips
- Calculators
- Extra adult supervision for supermarket field trip (option one)
- List of food items, including their package sizes, serving sizes, and cost (option two)

## Preliminary Information

The boys will need to write down the cost of each food item and calculate the average price per boy. In order to do this, you have two options: take them to a local supermarket, or provide them with ads from a local supermarket or food pack-

ages to get the product cost, package size, and serving size. You could ask people from your church or the boys to bring in some food packages for the boys to see.

## Lesson

**Estimated Food Cost.** Option one: Take the boys on a field trip to a local supermarket. As the boys arrive at the church, collect their permission slips. Have extra permission slips available for those boys who missed last week’s meeting.

Before leaving for the supermarket describe the purpose of the field trip. For example, the purpose of the field trip is to determine

1. The package size and quantity of each food item needed to cook the breakfast menu for a six-person campout or outing
2. The total cost for all the food they would need to purchase
3. The cost to feed each person

There are some things they will need to consider and decide (e.g., which size package of food they would need to buy so they do not over-

spend or get so large a package that they would be throwing away too much food after their meal). Remind them that they may need to figure out the number of servings that can be prepared by reading the information on the package or by estimating. For example, if each person is having four strips of bacon for breakfast and there are six people, how many strips of bacon will be needed? If they cannot find a package with twenty-four strips, what are some things they could do? (*Buy a larger package, buy two smaller packages, or adjust the amount of food per person.*) Talk about cost versus quantity trade-offs.

When you arrive at the supermarket, give the boys about twenty minutes to find the items on their MWS 4 “Food Cost Worksheet.” Assign an adult helper to go with each group of three to

four boys to help them fill in their food costs. The adult helpers should be available to answer some questions on cost versus quantity trade-offs, but do not provide them with all the answers. The boys will learn more about making trade-offs when they compare the cost of their meal at the outpost. Be sure not to send a boy off in the store by himself.

Option two: If you choose not to take a field trip to the supermarket, then provide the boys with a list of food items, their package sizes, their serving sizes, and their prices. (You could use supermarket ads and some empty food packages.) Before letting the boys start, use the field trip information to outline the purpose of the activity.

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## Advancement

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**Cost Per Person.** After returning to the outpost or finding the price information in the meeting room, have the boys calculate the cost for each breakfast food item and the total cost for each person (the total cost of food divided by six). This would be a good time to have the boys

share their final costs for their breakfast meal and compare them. If there are big differences in cost, find out why.

Sign off on requirements 2, 3, and 4 in their workbook, if they are complete.





# Cooking

## Objectives

1. The boys will be able to cook successfully a hard-boiled egg using the boiling cooking method.
2. The boys will complete a portion of requirement 5 as a leader-guided experience.
3. The boys will be able to set up successfully a dishwashing station using the “wash-rinse-rinse” method.

## Materials

- Merit Answer Guide
- Adventures In Camping*
- Trash can with a plastic liner
- Metal buckets or plastic washtubs (three)
- Scrubbers, washcloths, and mesh rinse bags
- Liquid soap
- Nine-ounce paper cups (one per boy)
- Medium-size eggs (one per boy)
- Salt and pepper
- Napkins or paper towels
- Water for dishwashing station and for fire safety
- Charcoal (five to six coals per boy)
- Charcoal lighter fluid
- Matches or a lighter
- Several pairs of leather gloves
- Shovel
- Metal tongs
- Several pitchers of water
- Table

## Preliminary Information

This meeting will be held outdoors, so you will need to arrive early to start the charcoal and to set up the dishwashing station. If possible, pile the charcoal on the ground. Start the charcoal burning before the meeting so it will be ready when you take the boys outside. When it comes time to

cook, the charcoal can be spread out in parallel lines so the boys can boil their eggs.

You will also need to set up a “wash-rinse-rinse” station containing a trash can and three buckets or washtubs of hot water. Put liquid soap in the first bucket.

## Lesson

**Boiling Cooking Method.** Explain to the boys that they are going to make hard-boiled eggs using eggs, paper cups, water, and hot charcoal. Take a vote to see how many think this is possible.

Prepare the charcoal by spreading it into parallel lines. Demonstrate to the boys how to prepare an egg for cooking by placing it in an empty paper cup and filling it with water. Then use leather gloves to place the cup between the par-

allel lines of charcoal. Use tongs or a small shovel to gather four to five hot coals around the cup. (Note: Remember you’re working with boys who may have never cooked over charcoal before. An explanation will be needed! Provide and demonstrate safety awareness information.) Ask the boys if they think the cup will catch on fire. (*No, because the water keeps the skin of the paper cup cool.*)

Now have the boys prepare their own egg for



cooking. Most of the boys will be able to place their own cup between the coals. Have extra gloves available to keep this process moving. If the boys use a shovel to move the coals, they may knock over their cup. So provide metal tongs for them to use.

**“Wash-Rinse-Rinse” Method.** Once all the eggs are cooking, move the boys to your dishwashing station to learn the “wash-rinse-rinse” method of washing dishes on a camp-out. (Refer to *Adventures in Camping* for a detailed explanation.) Use the trash can to demonstrate how excess food is scraped off a plate before placing it in the three buckets. The first bucket is the wash bucket. Demonstrate how to use the scrubbers and washcloths to clean the plate. Then move the plate to the second bucket, the rinse bucket. This helps remove soap. Then move the plate into the third bucket, another rinse bucket. This helps to remove the soap and dry the plate.

Note the importance of using hot water to clean and rinse dishes. (Note: The last rinsing can be easily done by placing the dishes in a mesh or cloth sack and placing the utensils in a tin can that has holes punched near the bottom. Dip the dishes and utensils in the boiling water for at least two minutes. Then hang them up to dry.)

When the demonstration is over, go back to the cooking activity and have the boys observe the boiling water in the paper cups. Use leather gloves to remove each boy’s cup from the charcoal. (Remind the boys that the cups and eggs are hot.) The eggs will need to cool down. One way to speed up the process is to pour cool water into the cups over the eggs. Once the eggs are cool, the boys can peel and eat them. Have salt and pepper available for the boys to season their egg before eating it.

Have the boys help clean up and put out the fire by pouring water on the coals.

## Advancement

Use your Advancement time as part of your Program Feature time. The cooking activity, dishwashing demonstration, and eating will use

up the available time. Initial part of requirement 5 (one of the individual items) in their workbook if they have successfully boiled an egg.



# Cooking

## Objectives

1. The boys will be able to cook successfully a gingerbread cupcake using the baking method. (This will allow them to complete another portion of requirement 5.)
2. The boys will also learn how to set up a hand-washing station.

## Materials

- Merit Answer Guide
- Adventures in Camping*
- Sheets of paper (one per boy)
- Water for hand washing and fire safety
- Metal buckets or plastic washtubs (two)
- Liquid soap
- Paper towels
- Charcoal (five to six coals per boy)
- Charcoal lighter fluid
- Matches or lighter
- Several pairs of leather gloves
- Shovel
- Metal tongs
- Large mixing bowl and spoon
- Oranges (half an orange per boy)
- Knife
- One package of gingerbread mix and other ingredients noted on package
- Whipped topping
- Paper cereal bowls (one per boy)
- Plastic spoons and knives
- Table
- Trash can with a plastic liner
- Toothpicks

## Preliminary Information

This meeting will be held outdoors, so you will need to arrive early to start the charcoal and set up the hand-washing station. If possible, pile the charcoal on the ground. Start the charcoal burning before the meeting so it will be ready when you take the boys outside. When it comes time to

cook, the charcoal can be spread out into a long, flat rectangle, six to eight inches wide.

For the hand-washing station, set up two wash-tubs with warm water. Put soap in the first one, and provide paper towels for drying.

## Lesson

In today's lesson the boys will learn the importance of cleanliness when handling food. As you review the food-handling rules below, ask the boys to explain the importance of them. (Be sure to note that if foods are not properly handled or prepared, they can carry harmful bacteria that can make us sick.) Have the boys write the rules and the importance of safe food handling on a separate sheet of paper to complete requirement 7.

Food-handling rules:

- Always wash your hands before handling or preparing food.
- Wash all surfaces where food will be prepared.
- Wash all cooking surfaces and utensils.
- Always rinse food that will be eaten raw.
- Perishable food must be kept refrigerated until prepared or served.

**Hand-Washing Station.** Gather the boys around the hand-washing station. Explain that the first tub has warm, soapy water; the second tub has warm water to rinse; and there are paper towels to dry hands.

**Baking Method.** Then have the boys gather in a semicircle in front of the table with the oranges, knife, mixing bowl, utensils, gingerbread mix, and other ingredients noted on the package. Explain to the boys that they will be making cupcakes in empty orange halves on top of hot coals. Ask the boys if they think this will be possible, then try it.

Begin by cutting the oranges in half and giving each boy a half. Have them use a plastic spoon or knife to cut or spoon out the insides without tearing the peel. (They can eat the inside of their orange.) Be sure they scrape out the loose fibers. Prepare the mix according to the directions on the package, and fill an empty orange cup half full with the batter. Prepare the charcoal by spreading it out into a flat rectangle. Use leather gloves to show the boys how to place the cup on top of the bed of coals so that it will not tip over. If necessary, use a pair of metal tongs to position the coals. Remember, you're working with boys who may have never cooked over charcoal before. An explanation will be needed! Provide and demonstrate safety awareness information.

Then have the boys individually fill their orange cup half full with the gingerbread batter. Most of the boys will be able to place their cup

on top of the coals. Have extra gloves available to keep this process moving. Once all the boys have placed their cup on the coals, instruct them to watch their orange cup to make sure it cooks evenly. Show them that they may need to rotate the cup occasionally to keep it from cooking in the same spot the whole time.

Since it takes about fifteen minutes for the cupcakes to bake, a person could be assigned to rotate the cups while the boys get involved in a short recreational period, or perhaps the Bible Study material could be covered. There are a number of choices.

In fifteen minutes it will be time to eat. Go back to the cooking activity, and have the boys observe you perform the toothpick test on one of the cupcakes to see if it is done. (Insert a toothpick in the center of an orange cupcake and pull it out. If the toothpick is clean, the cupcakes are done.) When the cupcakes are done, have the boys use leather gloves to remove their cupcake from the charcoal and place it in a paper cereal bowl. The flavor of the orange blends with the gingerbread for a delicious dessert. Top them with whipped cream, if desired, and eat.

Note: It is possible to bake the gingerbread cupcakes in the orange halves in a conventional oven in the church kitchen. Just follow the temperature instructions on the gingerbread mix. The baking will generate a strong orange odor.

Have the boys help clean up, and make sure the fire is out.

## Advancement

Use your Advancement time as part of your Program Feature time. The hand-washing demonstration, cooking activity, and eating will use up the available time. In their workbook, ini-

tial part of requirement 5 (the second of the individual items) if they have successfully baked a cupcake, and sign off on requirement 7.



# Cooking

## Objectives

1. The boys will learn to make a complete meal by preparing a foil dinner and a baked apple dessert.
2. The boys will learn how to cook a foil dinner and a baked apple dessert.

## Materials

- Merit Answer Guide
- MLR 5 “Sealing a Foil Meal”
- Adventures In Camping*
- Water for hand washing and fire safety
- Metal buckets or plastic washtubs (two)
- Liquid soap
- Paper towels
- Charcoal (six to eight coals per boy)
- Charcoal lighter fluid
- Matches or a lighter
- Several pairs of leather gloves
- Shovel
- Metal tongs
- Paper plates
- Plastic forks and knives
- Cutting board and several kitchen knives
- Tables (two)
- Trash can with a plastic liner
- Heavy-duty aluminum foil (twenty-six inches per boy)
- Ground beef (quarter pound per boy)
- Precut vegetables (e.g., potatoes, carrots, green beans, onions, whole kernel corn) in bowls
- One whole potato, carrot, and onion
- Butter or margarine
- Cored apples (half apple per boy)
- Sugar
- Cinnamon
- Raisins
- Ketchup and mustard
- Salt and pepper
- Drinks
- Foam bowls

## Preliminary Information

This meeting will be held outdoors, so you will need to arrive early to start the charcoal and set up the hand-washing station. If possible, pile the charcoal on the ground. Start the charcoal burning before the meeting so it will be ready when you take the boys outside. When it comes time to cook, the charcoal can be spread out into a large rectangle or other appropriate manner so that the boys can bake their foil meal and dessert.

You will also need to have tables set up for the boys to wrap their foil dinners on. Have all the

vegetables precut and in separate bowls, because you will not have enough class time to have the boys cut the vegetables. However, have a whole potato, carrot, and an onion available to demonstrate to the boys how to cut the vegetables up into small enough pieces so they will cook. If the vegetables are not cut up, then parts of the meal will be done when other parts are not. Cut the potatoes into three-quarter-inch chunks and the carrots into quarter-inch slices, and quarter the onion to break it apart.

## Lesson

**Foil Dinner.** In today’s lesson the boys will learn how to prepare and cook a foil meal and

dessert. Demonstrate to the boys how to prepare the foil dinner. (See MLR 5 “Sealing a Foil

Meal.”) Tear off a sixteen-inch sheet of heavy-duty aluminum foil for each boy. (You may want to prepare the sheets ahead of time for the boys.) If heavy-duty foil is not available, then double the foil in order to keep the meals from being torn open when they are rotated on the hot coals. Then place a quarter pound of ground beef in the center of the foil. Place the cut-up potatoes, carrots, onions, etc., on top of the ground beef. Season it with salt and pepper as desired, and top it off with a large slice of butter or margarine. Wrap it loosely using the illustrated folding method on MLR 5.

Make sure all the boys have washed their hands before preparing their meal. Then let the boys make their own foil dinner according to their tastes. Provide reminders on the folding directions as needed. Use leather gloves to show the boys how to place the meals on top of the bed of coals. Remember, you’re working with boys who may have never cooked over charcoal before. An explanation will be needed! Provide safety awareness information. The foil dinners will take fifteen to twenty-five minutes to cook. To keep hot spots from forming, the foil packages should be rotated ninety degrees every five to six minutes.

**Apple Dessert.** While the foil meals cook, show the boys how to make a baked apple dessert. Cut the apples in half. Tear off a ten-inch sheet of heavy-duty aluminum foil for each boy. Place an apple in the center of the foil. Spread a teaspoon of sugar over the sliced half, sprinkle it with cinnamon, and add raisins. Wrap the apple loosely using the folding technique in MLR 5. Then let the boys prepare their own baked apple dessert according to their tastes. Bake them on the coals for ten minutes.

By the time the desserts are placed on the coals, the foil meals should be nearly done. Pass out the forks and paper plates. Once the foil meals are ready, have the boys use the leather gloves to remove them from the coals. They should place their meal on a paper plate and carefully open the foil pouch. Provide drinks, ketchup, mustard, salt, and pepper for the boys. Let the boys enjoy their meal.

When the baked apples are done, have the boys remove them from the coals and put them in foam bowls. Have them carefully open the foil and enjoy their delicious apple dessert.

Have the boys help clean up, and make sure the fire is out.

## Advancement

Use your Advancement time as part of your Program Feature time. The cooking activity and eating will use up the available time. In their workbook, initial part of requirement 5 (the first complete meal) if they have successfully baked

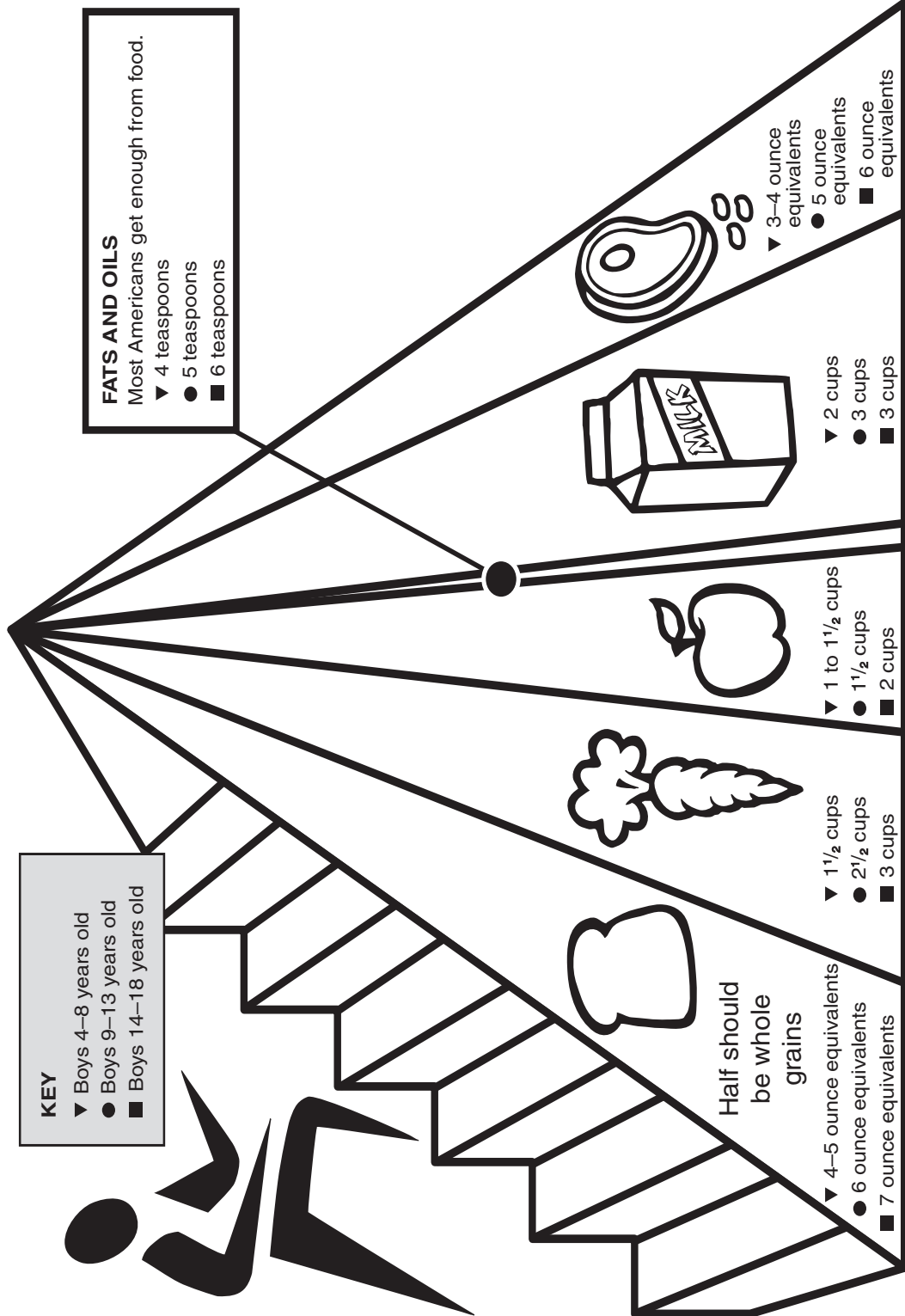
the foil meal and dessert.

Be sure the boys have completed all the requirements, and check to see that all the completed requirements have been signed.



# Food Pyramid

## Food Guide Pyramid A Guide to Daily Food Choices



Source: MyPyramid.gov





**MLR 1b**

# Sample Menu

Name \_\_\_\_\_

## Menu Worksheet

<b>Date:</b>	<b>Meal: Breakfast</b>	<b>Number Served:</b>
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Menu		Meat		Dairy	
	Cold cereal with milk		Bacon		Milk
	Bacon and eggs				Margarine
	Toast with jelly				Eggs
	Orange juice				
		Fruit		Beverage	
					Orange juice
Vegetables		Bread		Desserts	
			Loaf of Bread		
Expendables		Miscellaneous		Equipment	
	Plates		Jelly		
	Bowls		Ketchup		
	Eating utensils		Cereal		
	Cups		Salt		
	Napkins		Pepper		
	Dessert plates				

Cooking Instructions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Sample Food Cost List

## Food Cost Worksheet

Food Items	Number of Items Needed for 6 boys	Cost of Food	Total cost of food
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<b>Breakfast</b>			
Bread—2 slices	1 loaf	.69	.69
Cereal—1 bowl	1 box	2.50	2.50
Milk—1/2 pint	1/2 gallon	1.79	1.79
Eggs—2 each	1 dozen	.89	.89
Orange juice—1 glass	1/2 gallon	1.79	1.79
Bacon—4 strips	1 lb.	2.35	2.35
Plates, cups, forks, knives, spoons, and bowls	6 of each/ a package of each		
Ketchup	1 bottle or packets		
Salt/Pepper	A set of shakers or packets		
Margarine	1 small tub	.69	.69
Jelly	1 small jar	1.59	1.59

<b>Lunch</b>			
Hot dogs—2 each	2 packages	.69	1.38
Buns—2 each	2 bags	.79	1.58
Apple—1 each	6	.40	2.40
Fruit-flavored drink—2 glasses each	1 large can	2.50	2.50
Chips—handful each	1 bag	2.79	2.79
Cookies—4 each	1 bag/box	2.35	2.35
Plates and cups			
Ketchup/mustard			

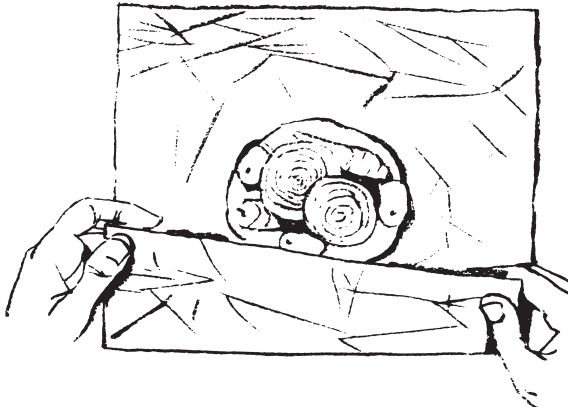
<b>Supper</b>			
Chili with meat—6 oz. ea.	3 large cans	1.78	5.34
Can of tomatoes	1 can	.89	.89
Grated cheese	1 bag	2.19	2.19
Rolls—each	1 loaf	.69	.69
2 glasses each		2.50	2.50
Lemonade—2 glasses ea.	1 can of powder mix	1.50	1.50
Pudding—1/2 cup each	1 6-pack	1.19	1.19
Crackers—6 each	1 small box	1.45	1.45
Sliced peaches—4 each	1 large can	1.50	1.50
Bowls, cups, and spoons			

**Total Cost of Food for Six Boys on a One-Day Outing = \$ 42.54**  
**Total Cost Per Boy (Total Cost of Food Divided by 6) = \$7.09**

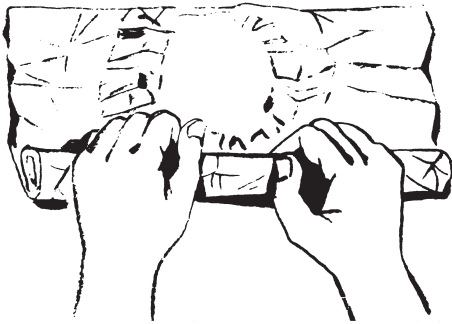


MLR 5

## Sealing a Foil Meal



Place the food on half of the sheet.  
Fold the other half over it.



Crimp the long edges in a tight seal.



Crimp the remaining ends with a firm double crimp. Be sure the package is sealed completely.

Place the foil directly on hot coals and cook. Do not place the foil on an open flame.



# Cooking Merit

**Note: This merit is required to earn the Gold Medal of Achievement.**

1. Provide the following food pyramid information:
  - a. Draw a food pyramid diagram.
  - b. List the five major food groups.
  - c. List what items are at the top of the food pyramid.
  - d. Show on the diagram where the food groups fit inside the food pyramid.
  - e. Show on the diagram the recommended number of servings per day for each food group.  
(Complete this requirement on a separate sheet of paper.)
2. Plan the menus for three one-day campouts or outings for a six-boy patrol. This will be a total of nine meals. Each meal should be planned to include items from each of the food groups. Three of the required meals must be trail or backpack trip meals.  
(Use MWS 1 through 3 "Menu" to write the menu for all nine meals.)
3. Make a list of cooking equipment and utensils needed to complete the meals in Requirement 2.  
(Use MWS 1 through 3 "Menu" to write the equipment and utensils needed for these meals.)
4. Make a list showing the cost and amount of food needed to complete the meals in Requirement 2.  
(See MWS 4 through 6 "Food Cost Worksheet" to calculate the cost of food for all nine meals.)
5. Cook two different individual items and, in addition, cook four complete meals using at least three different cooking methods, such as baking, boiling, frying, broiling, or aluminum-foil dinner. Campfire or charcoal cooking is preferred; however, a camp or backpack stove may be substituted (if local restrictions do not allow open fires).

• Individual item 1 \_\_\_\_\_

• Individual item 2 \_\_\_\_\_

• First complete meal \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Leader's Initials   
Date \_\_\_\_\_

Leader's Initials   
Date \_\_\_\_\_

Leader's Initials   
Date \_\_\_\_\_

Leader's Initials   
Date \_\_\_\_\_

• Second complete meal \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Third complete meal \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Fourth complete meal \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Leader's Initials   
Date \_\_\_\_\_

6. Set up a dish wash station using the “wash-rinse-rinse” method demonstrated in *Adventures in Camping*. Properly wash all cooking utensils for at least three meals using this washing method.

Meal 1

Meal 2

Meal 3

7. On a separate sheet of paper write down the rules for safely handling foods, and explain the reasons why safe food handling is important.  
Safe food handling is important because

\_\_\_\_\_  
\_\_\_\_\_

Leader's Initials   
Date \_\_\_\_\_



Leader's Initials   
Date \_\_\_\_\_

**Cooking MWS 1: Menu**

Name \_\_\_\_\_

**Menu Worksheet**

<b>Date:</b>	<b>Meal: Breakfast</b>	<b>Number Served:</b>
--------------	------------------------	-----------------------

Menu		Meat		Dairy	
		Fruit		Beverage	
Vegetables		Bread		Desserts	
Expendables		Miscellaneous		Equipment	
	Plates				
	Bowls				
	Eating utensils				
	Cups				
	Napkins				
	Dessert plates				

Cooking Instructions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional copies of this form may be found on pages 373-378.



# Cooking MWS 2: Menu

Name \_\_\_\_\_

## Menu Worksheet

<b>Date:</b>	<b>Meal: Lunch</b>	<b>Number Served:</b>
--------------	--------------------	-----------------------

Menu		Meat		Dairy	
		Fruit		Beverage	
Vegetables		Bread		Desserts	
Expendables		Miscellaneous		Equipment	
	Plates				
	Bowls				
	Eating utensils				
	Cups				
	Napkins				
	Dessert plates				

Cooking Instructions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional copies of this form may be found on pages 373-378.



**Cooking MWS 3: Menu**

Name \_\_\_\_\_

**Menu Worksheet**

<b>Date:</b>	<b>Meal: Supper</b>	<b>Number Served:</b>
--------------	---------------------	-----------------------

Menu		Meat		Dairy	
		Fruit		Beverage	
Vegetables		Bread		Desserts	
Expendables		Miscellaneous		Equipment	
	Plates				
	Bowls				
	Eating utensils				
	Cups				
	Napkins				
	Dessert plates				

Cooking Instructions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional copies of this form may be found on pages 373-378.

**Cooking MWS 4: Food Cost**

Name \_\_\_\_\_

**Food Cost Worksheet**

<b>Food Items</b>	<b>Amount Needed for 6 Boys</b>	<b>Cost of Food</b>	<b>Total Cost of Food</b>
-------------------	---------------------------------	---------------------	---------------------------

<b>Breakfast</b>			

<b>Lunch</b>			

<b>Supper</b>			

**Total Cost of Food for Six Boys on a One-Day Outing = \$**  
**Total Cost Per Boy (Total Cost of Food Divided by 6) = \$**



**Cooking MWS 5: Food Cost**

Name \_\_\_\_\_

**Food Cost Worksheet**

<b>Food Items</b>	<b>Amount Needed for 6 Boys</b>	<b>Cost of Food</b>	<b>Total Cost of Food</b>
-------------------	-------------------------------------	---------------------	---------------------------

<b>Breakfast</b>			

<b>Lunch</b>			

<b>Supper</b>			

**Total Cost of Food for Six Boys on a One-Day Outing = \$**  
**Total Cost Per Boy (Total Cost of Food Divided by 6) = \$**



Name \_\_\_\_\_

## Food Cost Worksheet

Food Items	Amount Needed for 6 Boys	Cost of Food	Total Cost of Food
------------	--------------------------	--------------	--------------------

<b>Breakfast</b>			

<b>Lunch</b>			

<b>Supper</b>			

**Total Cost of Food for Six Boys on a One-Day Outing = \$**  
**Total Cost Per Boy (Total Cost of Food Divided by 6) = \$**