

Event Requirements

Online Merit Badge Classes 2020

Merit Badge - General use



Cooking 2016-01-01

1 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.

2 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 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.
- 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.

3 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.

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 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.* *The meals for requirement 4 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.
- 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 better planning and preparation help ensure a successful meal.

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 **Cooking** **2016-01-01**

5 Camp cooking. Do the following:

- a Using the MyPlate food guide or the current USDA nutrition model, plan five meals for your patrol (or a similar size group of up to eight youth, including you) for a camping trip. 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. These five meals must include at least one breakfast, one lunch, one dinner, AND at least one snack OR one dessert. 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.
- d In the outdoors, using your menu plans for this requirement, cook two of the five meals you planned using either a lightweight stove or a low-impact fire. Use a different cooking method from requirement 3 for each meal. You must also cook a third meal using either a Dutch oven OR a foil pack OR kabobs. Serve all of these meals to your patrol or a group of youth. **
- e In the outdoors, prepare a dessert OR a snack and serve it 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.

6 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 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.

- 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.

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 **Public Health** **2018-01-01**

1 Do the following:

- a Explain what public health is. Explain how Escherichia coli (E. coli), tetanus, HIV/AIDS, malaria, salmonellosis, and Lyme disease are contracted.
- b Choose any FOUR of the following diseases or conditions, and explain how each one is contracted and possibly prevented: gonorrhea, West Nile virus, Zika, botulism, influenza, syphilis, hepatitis, emphysema, meningitis, herpes, lead poisoning.
- c For each disease or condition in requirement 1b, explain:
 - i. The type or form of the malady (viral, bacterial, environmental, toxin)
 - ii. Any possible vectors for transmission
 - iii. Ways to help prevent exposure or the spread of infections
 - iv. Available treatments

2 Do the following:

- a Explain the meaning of immunization.
- b Name eight diseases against which a young child should be immunized, two diseases against which everyone should be reimmunized periodically, and one immunization everyone should receive annually.
- c Using the list of diseases and conditions in requirement 1b, discuss with your counselor those which currently have no immunization available.

3 Discuss the importance of safe drinking water in terms of the spread of disease. Then, demonstrate two ways for making water safe to drink that can be used while at camp. In your demonstration, explain how dishes and utensils should be washed, dried, and kept sanitary at home and in camp.

4 Explain what a vector is and how insects and rodents can be controlled in your home, in your community, and at camp. Tell why this is important. In your discussion, explain which vectors can be easily controlled by individuals and which ones require long-term, collective action.

5 With your parent's and counselor's approval, do ONE of the following:

a Visit a municipal wastewater treatment facility OR a solid-waste management operation in your community.

- 1 Describe how the facility safely treats and disposes of sewage or solid waste.
- 2 Discuss your visit and what you learned with your counselor.
- 3 Describe how sewage and solid waste should be disposed of under wilderness camping conditions.

b Visit a food service facility, such as a restaurant or school cafeteria.

- 1 Observe food preparation, handling, and storage. Learn how the facility keeps food from becoming contaminated.
- 2 Find out what conditions allow micro-organisms to multiply in food, what can be done to help prevent them from growing and spreading, and how to kill them.
- 3 Discuss the importance of using a thermometer to check food temperatures.
- 4 Discuss your visit and what you learned with your counselor.

6 Do the following:

- a Describe the health dangers from air, water, and noise pollution.
- b Describe health dangers from tobacco use and alcohol and drug abuse.
- c Describe the health dangers from abusing illegal and prescription drugs.

7 With your parent's and counselor's approval, Do ONE of the following

a Visit your city, county, or state public health agency.

b Familiarize yourself with your city, county, or state health agency's website.

c After completing either 7a or 7b, do the following:

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Public Health 2018-01-01

- i Compare the four leading causes of mortality (death) in your community for any of the past five years with the four leading causes of disease in your community. Explain how the public health agency you visited is trying to reduce the mortality and morbidity rates of these leading causes of illness and death.
 - ii Explain the role of your health agency as it relates to the outbreak of diseases.
 - iii Discuss the kinds of public assistance the agency is able to provide in case of disasters such as floods, storms, tornadoes, earthquakes, and other acts of destruction. Your discussion can include the cleanup necessary after the disaster.
- 8 Pick a profession in the public health sector that interests you. Find out the education, training, and experience required to work in this profession. Discuss what you learn with your counselor.

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Safety 2014-01-01

- 1 Explain what safety is and what it means to be safe. Then prepare a notebook to include:
 - a Newspaper and other stories, facts, and statistics showing common types and causes of injuries in the home and in the workplace, and how these injuries could be prevented
 - b Newspaper and other stories, facts, and statistics showing common types of crimes and ways to avoid being a crime victim
 - c Facts you have obtained concerning the frequency of accidents and of crimes in your local area
 - d A paragraph or more, written by you, explaining how a serious fire, accident, or crime could change your family life
 - e A list of safe practices and safety devices currently used by your family, such as safety practices used while driving or working and safety devices that prevent injuries or help in an emergency
- 2 Do the following:
 - a Using a safety checklist approved by your counselor, make an inspection of your home. Identify any hazards found and explain how these can be corrected.
 - b Review or develop your family's plan of escape in case of fire in your home. As you develop the escape plan with family members, share with them facts about the common causes of fire in the home, such as smoking, cooking, electrical appliances, and candles.
- 3 Do the following:
 - a Discuss with your counselor how you contribute to the safety of yourself, your family, and your community.
 - b Show your family members how to protect themselves and your home from accidents, fire, burglary, robbery, and assault.
 - c Discuss with your counselor the tips for online safety. Explain the steps individuals can take to help prevent identity theft.
 - d Discuss with your counselor the three R's of Youth Protection and how to recognize child abuse.
- 4 Show your family the exits you would use from different public buildings (such as a theater, municipal building, library, supermarket, shopping center, or your place of worship) in the event of an emergency. Teach your family what to do in the event that they need to take shelter in or evacuate a public place.
- 5 Make an accident prevention plan for five family activities outside the home (at your place of worship, at a theater, on a picnic, at the beach, and while traveling, for example). Each plan should include an analysis of possible hazards, proposed action to correct hazards, and reasons for the correction you propose in each plan.
- 6 Plan and complete a safety project approved by your counselor for your home, school, place of worship, place of employment, or community.
- 7 Explain what the National Terrorism Advisory System is and how you would respond to each type of alert.
- 8 Learn about three career opportunities in the field of safety. Pick one career and find out the education, training, and experience required for this profession. Discuss this choice with your counselor, and explain why this profession might interest you.