

SAINTS GLOBAL

ACTIVITY PLAN

COOKING

INTELLECTUAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

The outdoor group cook

Between Sessions 3 and 4, the saints cook one full outdoor meal for a small group on a camp stove or approved fire. Each saint runs a station — fire and stove safety, food prep, serving, or cleanup and food storage — and the group eats together at the planned time. The cook is the field test for safe stove use, animal-aware storage, and serving on time.

OUTDOOR — A CAMPSITE, BACKYARD, CHURCH GROUNDS WHERE OPEN FLAME IS LEGAL, OR AN APPROVED CHURCH CAMP; DAYLIGHT START SO THE MEAL LANDS BEFORE DARK

SESSION 1 · INTELLECTUAL CORE

⌚ 60 min target

Set up a safe and clean kitchen

A safe cook starts before any food touches a pan.

SESSION AIM

Walk the kitchen as a hazard map, then drill the food-safety habits that prevent the invisible mistakes — handwashing, separate boards, label-reading. Saints leave with Step 1 marked on the BRC and one specific allergen they can name from a real label brought into the room.

🎯 WALK AWAY WITH

- Can name the kitchen hazards by station and the first three responses for each
- Handwashes and sets up raw-meat boards correctly without prompting
- Can read a food label out loud and point to the allergen statement and the serving size
- Can describe what a balanced plate looks like on the plate, not in the abstract

📦 BRING / SET UP

- A working kitchen station or a tabletop setup with sink, cutting boards, knives, and a stove burner
- A small first-aid kit with burn gel and a fire extinguisher within reach
- Two cutting boards (one labeled RAW), and one extra board, plus a small bottle of red food coloring for the contamination demo
- Three real food packages brought by the saints: one with a clear allergen statement, one with hidden allergens, one with multiple servings per container
- A printed Kitchen Safety Card handout (one per saint)
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — Where it goes wrong

⌚ 5 min

Ask the group: 'What is the worst thing you've seen go wrong in a kitchen — a burn, a cut, a fire, a meal somebody got sick on?' Take three or four short answers. The opener puts the real hazards on the table before the room turns into a kitchen for the next hour.

SESSION 1 · SET UP A SAFE AND CLEAN KITCHEN (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Walk the kitchen, name the hazards**

⌚ 16 min

1. Walk the kitchen or station together. Each youth calls out one hazard by station: knives at the prep board, flame at the stove, hot pans coming out of the oven, the sink (slip + electrical), allergens in the pantry.
2. Run a fast scenario set, one line each: a grease pan flares while frying; a knife slips and a saint has a deep cut to the thumb; a saint who is allergic to peanuts eats a cookie someone else made. For each, the group names the first three actions in order.
3. For grease: cover the pan, kill the heat, never water on grease. For the cut: pressure and elevation, then a clean cloth, then decide whether stitches. For the allergen: stop eating, EpiPen if prescribed, call 911 if the airway is closing — do not wait.
4. Each youth states one stop rule aloud — the condition under which the cooking ends and the leader takes over no matter how close the meal is to finished.
5. Leader confirms 1a: hazards named with prevention and response, first responses correct.

REQ 1A

BLOCK 3 · SKILL PRACTICE **Wash, separate, and sanitize**

⌚ 18 min

1. Demonstrate the full handwashing routine: 20 seconds, scrub backs of hands and under nails, rinse, dry on a clean towel. Each youth runs it once at the sink while the rest of the group watches.
2. Cross-contamination demo: a leader puts a drop of red food coloring on one cutting board and handles it like raw chicken — wipes hands on an apron, opens a drawer, grabs a knife, touches a piece of bread. Walk the room with the bread afterward and find every red mark. Invisible contamination spreads the same way; the food coloring just makes it visible.
3. Each youth sets up two boards labeled RAW and READY, two knives, and washes between tasks. Practice the switch: cut a piece of raw protein on the RAW board, then move to the READY board for the vegetable. No reusing a board, a knife, or a hand without washing.
4. Walk the safe-temp danger zone: 40°F to 140°F. Below it, food is cold-stored; above it, food is held hot or eaten right away. Anything in the middle for more than two hours gets thrown out — pride about not wasting food does not override food safety.
5. Leader confirms 1b: handwashing technique correct, RAW/READY separation correct, can explain why cross-contamination is the hazard you can't see.

REQ 1B

SESSION 1 · SET UP A SAFE AND CLEAN KITCHEN (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Read the label, build the plate**

⌚ 16 min

1. Each youth hands his food package to the saint next to him. The receiving youth reads three things out loud: the serving size and how many servings the package actually holds, the calories and one nutrient column (sodium, protein, or sugar), and the allergen statement. Saints find the allergens on the package together if it isn't obvious.
2. Walk the room and have each youth name one person he knows who could not eat the package in his hand and why — sibling with a peanut allergy, leader with celiac, a saint who keeps kosher or halal. The allergen statement is how you decide what is safe to serve that person.
3. Build a balanced plate on a real plate. Half the plate is vegetables and fruit, a quarter is whole-grain or starch, a quarter is a protein, and a small portion of dairy or its substitute sits to the side. Each youth talks through one meal he ate this week and reshapes it on the plate.
4. Leader confirms 1c: can read an allergen statement off a real label, can describe a balanced plate against the food in front of him — not abstractly.

REQ 1C

BLOCK 5 · REFLECTION **Close — Step 1 marked**

⌚ 5 min

1. Confirm on each saint's BRC: 1a, 1b, and 1c are marked. Step 1 completes in-session.
2. Each youth states one safety habit he will run at home this week — handwashing before he opens the fridge, RAW/READY boards even for a snack, reading a label before he eats a packaged food he has not had before.
3. Next week the group plans a real meal for real people. Each youth comes back with the name of one person he will feed in Session 3 — sibling, parent, a friend — and any allergy or food restriction that person has.

AT THE CLOSE · DEBRIEF

1. Which hazard in your own kitchen at home would have been hardest to spot before tonight?
2. What did the food-coloring demo make you reconsider about a meal you cooked recently?
3. Whose name and which allergy or restriction are you bringing back for Session 2?

☒ Mark 1a, 1b, and 1c after this session. Step 1 completes in-session and does not depend on a real cook. Note any youth who could not name a person to plan a meal for and follow up with him before Session 2.

SESSION 2 · INTELLECTUAL CORE

⌚ 60 min target

Plan a real meal for real people

Plan the meal now so the cook on the day is simple.

SESSION AIM

Saints build a one-day meal plan for the person they named in Session 1, then write a shopping list with real prices and a cooking timeline that finishes every component on time. They leave with all three Step 2 requirements marked and a meal-plan worksheet ready for the home cook between Sessions 3 and 4.

WALK AWAY WITH

- Has a one-day plan (breakfast, lunch, dinner, snack/dessert) for a specific named person, with allergies and restrictions accounted for
- Has a shopping list with real quantities and a total cost estimate from a real store or app
- Has a backward-from-serving cooking timeline for one meal, with a clean-as-you-go plan
- Knows the name and restriction of the person he will cook for in Session 3

BRING / SET UP

- Each saint brings: the name of the person he will feed and any allergy or food restriction; a sense of what that person likes
- A printed Meal-Plan & Cook-Timeline Worksheet (one per saint)
- A pen and a pencil per saint (pencils for the timeline grid; pens for the final plan)
- A phone or laptop with a grocery store app or website open to real local prices
- Two example recipes for reference — one shorter (under 30 minutes) and one longer (1 hour or more)
- BRC printouts and pens

THE HOUR**BLOCK 1 · DISCUSSION Opener — Who is at the table**

⌚ 5 min

Round the room, under 30 seconds per saint: 'Who are you cooking for in Session 3, and what does that person actually eat?' The aim is to surface every name, every allergy, and every strong dislike before the planning starts. A meal planned in the abstract gets eaten by no one.

SESSION 2 · PLAN A REAL MEAL FOR REAL PEOPLE (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Plan one day of meals**

⌚ 18 min

1. Hand out the Meal-Plan & Cook-Timeline worksheet. Each youth writes the name of the person he is cooking for at the top, plus any allergy, intolerance, or strong dislike.
2. Fill the four meal boxes: breakfast, lunch, dinner, and a snack or dessert. Each meal lists the dish, the protein, the vegetable or fruit, and the grain or starch. Balance the day, not each meal — a heavy lunch lets the dinner stay simple.
3. Set portion sizes for the actual people being fed. A 6-year-old sister, a 15-year-old saint, and a 45-year-old leader do not eat the same amount; plan accordingly. Write portion size next to each component.
4. Write the allergen and safety plan in the box at the bottom: which ingredients to avoid, which utensils to keep separate, and the cross-contamination step the youth will take based on Session 1.
5. Leader confirms 2a: balance across the day is real, portions match the people, and the allergy plan is specific to the person named.

REQ 2A

BLOCK 3 · SKILL PRACTICE **Build the shopping list at real prices**

⌚ 18 min

1. Open the grocery app or website on the phone or laptop. Use a real store, not memory and not estimates — the practice is checking the actual number.
2. Each youth lists every ingredient from his meal plan in the shopping-list block of the worksheet. Match quantities to the meals, not pantry defaults — buying a 5-pound bag of carrots for one stir-fry is the failure mode.
3. Mark items that already exist at home (skip them on the list) versus what has to be bought. A youth who is unsure should call or text a parent during this block — a planned trip is better than two trips.
4. Each youth writes the price next to each item from the app, sums the column, and writes the total at the bottom. Round if you have to, but use the real number where you can read it.
5. Walk the room. Leader confirms 2b: list covers every ingredient the plan needs, quantities are thoughtful, and the total cost is from real prices.

BY TIER

- ENTRY** Plan one dinner meal first if the full day feels long. Get the dinner shopping list right; the rest can be built over the week and brought back next session.
- ESTABLISHED** Plan the full day and the full shopping list this session. Check your cost estimate against your family's typical grocery total for context.
- MENTOR** Plan the full day, then help one other youth build his list — you should be able to spot a missing ingredient (an oil, a seasoning, a starch) before the leader does.

REQ 2B

SESSION 2 · PLAN A REAL MEAL FOR REAL PEOPLE (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Build the cooking timeline**

⌚ 14 min

1. Pick one meal from the plan — usually dinner, because it is the most complex. Write the serving time at the top of the timeline grid.
2. Walk backward from the serving time. Identify the longest-cooking component first — a roast, a baked potato, a casserole. Write its start time on the grid. Then layer in the next-longest, then the next.
3. For each gap between cook times, write what cleaning happens during the wait — wash the prep boards while the rice simmers, wipe the counter while the pan finishes, load the dishwasher while the oven heats.
4. Walk one What-If: the rice took 10 extra minutes. What do you do? The plain answer is: serve the rice last and finish the meal slightly later — do not panic and over-cook everything else. Timing failure usually means one item ran late, not all.
5. Leader confirms 2c: the youth can walk the timeline backward from serving time, name the longest-cooking item, and describe a clean-as-you-go workflow.

REQ 2C

BLOCK 5 · REFLECTION **Close — Plan check**

⌚ 5 min

1. Pair up and trade worksheets. Each youth spots one thing his partner has not accounted for — a missing ingredient, an unrealistic portion, a timeline that finishes the meal cold.
2. Take the worksheet home. Buy or confirm every ingredient before Session 3 — the in-session skill drills assume the meal plan is real.

AT THE CLOSE · DEBRIEF

1. Where did your meal plan break first when your partner reviewed it?
2. What did seeing the real grocery prices tell you about a meal you assumed was cheap?
3. Which step on your timeline is the one most likely to make you late, and what is your plan if it does?

☑ Mark 2a, 2b, and 2c after this session. Any youth whose timeline cannot land the meal on time gets a one-on-one with the leader before Session 3.

SESSION 3 · INTELLECTUAL CORE

⌚ 60 min target

Drill knife, stove, and pack — lock in the outdoor cook

Practice the field skills now so the outdoor cook runs cleanly.

SESSION AIM

Saints drill knife technique, run the stove safety walkthrough, and repackage a trail-friendly meal that minimizes weight and trash. The session ends with the outdoor group cook locked in — date, location, roles, and the legal heat source confirmed — and the home meal for one other person assigned as the week's commitment.

🎯 WALK AWAY WITH

- Can hold and use a chef knife safely through the four basic cuts
- Can run the safe-light stove sequence and identify a fuel hazard before he lights anything
- Has repackaged one trail meal with weight, trash, and safety considered
- Has the outdoor group cook on the calendar with a role and a legal heat source
- Has the home meal for one person committed for this week

📦 BRING / SET UP

- A chef knife and a paring knife per saint, plus a sharpening rod or honing steel for the demo
- Cutting boards (one per saint), and a tray of practice produce — carrots, onions, parsley, a potato — enough for each saint to run the four cuts
- A camp stove with fuel, lit outside or in a ventilated bay; a small fire extinguisher and a sand bucket on hand
- One full trail-meal example: a freezer-bag dinner or a dehydrated pouch; plus repackaging supplies (zip bags, a kitchen scale)
- The legal-fire reference: the local fire-restriction website or a printed copy of current restrictions for the outdoor cook site
- BRC printouts and pens

🔧 THE HOUR

BLOCK 1 · DISCUSSION Opener — One week to the cook

⌚ 5 min

The outdoor cook is six to eight days away. Round the room: each youth names one thing he has already done to be ready (bought ingredients, told his cooking partner the date, confirmed his role) and one thing he is still scrambling to finish. Note the open items — they get addressed in the close when the date and roles are locked.

SESSION 3 · DRILL KNIFE, STOVE, AND PACK — LOCK IN THE OUTDOOR COOK (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Knife technique — four cuts

⌚ 18 min

1. Demonstrate the grip first: pinch the blade just past the bolster with thumb and forefinger; the other three fingers wrap the handle. The grip is on the blade, not all on the handle.
2. Demonstrate the guide hand: curled knuckles, fingertips tucked back behind them, the knife rides the knuckles. The knuckles set the cut width; the fingertips never see the blade.
3. Walk the four cuts on the board: chop (rough, even pieces of onion or carrot); dice (uniform half-inch cubes off a flat-faced potato); julienne (matchsticks off a carrot trimmed to a rectangle); mince (fine, repeated rocking cuts on parsley with the tip anchored).
4. Each youth runs all four cuts on his own board. Watch for two failures: the guide hand uncurling under speed, and the heel of the knife lifting off the board on the chop. Correct each in real time, not after the cut.
5. Demonstrate one pass with the honing rod: hold the rod vertical, lay the heel of the blade against it at about 15 degrees, draw the blade down and toward you. Each youth runs three passes per side. A keen knife is safer than a dull one because it does not slip.

BLOCK 3 · SKILL PRACTICE Stove safety walkthrough

⌚ 14 min

1. Move outside or to a ventilated bay. Set the stove on a flat, non-flammable surface — not on a picnic table, not on dry grass. Confirm a six-foot clear perimeter and a wind block if breeze is more than light.
2. Walk the safe-light sequence with the group standing back: (1) inspect the fuel can and seals for leaks or dents; (2) confirm the valve is closed before priming; (3) light the match or strike the lighter first, then crack the valve toward the flame — never reverse the order; (4) the flame should burn blue, not yellow. Yellow flame means too much fuel and a soot risk.
3. Each youth, one at a time, runs the safe-light sequence with the leader spotting. Then shuts the stove down — close the valve, let the flame burn out, let the burner cool before packing. Pack the stove cold and bagged so the kit is ready for the cook.
4. Pull up the local fire-restriction website on a phone. Read the current restrictions out loud — many sites and seasons forbid open flame or limit it to certified stoves. The outdoor cook plan has to match the law; the leader confirms the legal heat source for the planned site before the close.

SESSION 3 · DRILL KNIFE, STOVE, AND PACK — LOCK IN THE OUTDOOR COOK (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Repack the trail meal**

⌚ 18 min

1. Lay out the example trail meal on the table in its original packaging — a freezer-bag dinner, a dehydrated pouch, or a build-your-own (rice, beans, a sauce packet, a seasoning). Weigh it on the kitchen scale and write down the number.
2. Each youth picks three items to repackage and explains each choice. Common moves: pour a dehydrated meal into a clean zip bag; split a 12-ounce sauce packet down to the ounce you actually need; pre-mix the seasoning so one bag replaces three. Weigh the repackaged version and write the new number under the old one — 30 to 50 percent is a normal drop.
3. Walk trash before the meal: one labeled bag for trash, one for compost if the site allows, both packed out — peels, foil, wrappers, the empty zip bag. Animal-aware storage at the cook site means food and trash go in the same place at night, not in the tent.
4. Each youth writes on his Session 2 worksheet which items he will repackage for the outdoor cook and how he will pack out the trash.

REQ 3C

BLOCK 5 · REFLECTION **Close — The outdoor cook: when, where, who**

⌚ 5 min

1. Confirm the date, location, start time, and legal heat source for the outdoor cook. Each youth writes all four on his worksheet. Note any current fire restriction in force at the site.
2. Assign roles: fire-and-stove safety lead, food-prep lead, serving lead, cleanup-and-food-storage lead. Each role has one saint; pair up if the group is larger. The role each youth runs at the cook is what he signs off on the BRC.
3. Assign the home cook as the week's commitment: cook one meal for at least one other person, using at least two different cooking methods. Bring back the person's specific feedback for Session 4 — vague feedback does not satisfy 3d.
4. Final check before saints leave: ingredients bought or assigned, role circled, home cook scheduled by Sunday. The morning of the outdoor cook is too late to fix anything.

AT THE CLOSE · DEBRIEF

1. Which of tonight's drills (knife, stove, repackaging) felt least solid, and what will you practice before the outdoor cook?
2. Which role on the outdoor cook do you most want, and which one would you rather not have?
3. Whose feedback are you bringing back from the home cook this week, and what specific question will you ask them?

☑ *Mark 3c after this session — repackaging was demonstrated in-session. Do not mark 3a (the home meal happens at home this week) or 3b (the outdoor cook happens between sessions); both are confirmed in Session 4 from the cooks themselves. Note any youth whose home cook is not scheduled by tonight.*

SESSION 4 · INTELLECTUAL CORE

⌚ 60 min target

Debrief the cooks and sign the BRC

Review the two cooks and finish the badge requirements.

SESSION AIM

The review session after the home cook and the outdoor cook. Saints present what they served, walk through the feedback they collected, connect cooking to service and to character under pressure, and sign off the BRC. Outstanding items get a dated deadline.

🎯 WALK AWAY WITH

- Has reported what he served at home and at the outdoor cook, with specific feedback from the person he served
- Has named one concrete improvement he would make next time
- Has connected cooking to a real service plan he can act on this month
- Has a signed BRC and one cooking habit he plans to keep

📦 BRING / SET UP

- Each saint brings: his Session 2 worksheet, photos or notes from the home cook and the outdoor cook, the specific feedback he collected, and his BRC
- Half-sheets of paper and pens (one per saint for the keep/drop reflection)
- Open Bibles or scriptures (one per pair) — Luke 22 (the Last Supper) and Acts 2 bookmarked
- BRC printouts (final review) and pens

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Two cooks done**

⌚ 5 min

Go around the circle. Each saint answers in one sentence: what was the home cook like, and what was the outdoor cook like? Do not comment or compare; let each saint name his version. The answers usually range from 'easier than I expected' to 'harder than it looked.' That range sets up the work blocks where each youth presents what he served and the feedback he collected.

SESSION 4 · DEBRIEF THE COOKS AND SIGN THE BRC (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Present the cooks**

⌚ 18 min

1. Each youth, two minutes: present the home cook. Name the person he served, the menu, the two cooking methods he used, and one thing that went sideways and how he handled it. Bring a photo if he has one — not required.
2. Each youth, then: present the outdoor cook. Name the role he ran, the heat source, and one thing the group did well together. The leader checks the trek-log notes from the cook against what each youth reports.
3. Read out the feedback. Each youth shares the specific feedback he collected from the person he served at home — not 'it was good,' but the real sentence: 'the rice was undercooked,' 'the vegetables were oversalted,' 'the timing landed perfectly.' Vague feedback gets a follow-up before sign-off.
4. Each youth names one concrete improvement he would make next time — taste, texture, presentation, timing, or nutrition. The improvement has to come from the feedback he heard, not what he wishes the person had said.
5. Leader verifies against the worksheets and the trek log and marks 3a, 3b, and 3d per saint. If a youth's feedback is vague or the home cook was skipped, send him back for it before sign-off — no penalty, no shortcut.

REQ 3A

REQ 3B

REQ 3D

BLOCK 3 · SCRIPTURE **Cooking as service**

⌚ 16 min

1. Read Luke 22:19-20 aloud. Jesus shares a meal with his disciples and tells them to remember him by it. In scripture, a meal is often where instruction and care happen at the same time.
2. Read Acts 2:46 aloud. The passage describes the early church eating together from house to house with gladness — hospitality and the daily meal sit at the center of the church's life together.
3. Pair-share, three minutes each: who in your life — at home, at church, or in your community — could you cook for this month who would actually be helped by it? Not a hypothetical; a name and a need.
4. Each youth writes one specific service plan in his BRC margin: who he will cook for this month, what meal, and when. 'Just Serve' is the framing — a concrete next-step application, not a vague intention.

REQ 4A

SESSION 4 · DEBRIEF THE COOKS AND SIGN THE BRC (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **The Charge — Keep three, drop one**

⌚ 16 min

1. Each youth writes for three minutes on a half-sheet, in two columns. Column A: 'Three kitchen habits I will keep — at home, not just on a badge cook.' Column B: 'One shortcut I am dropping because cooking under pressure showed me I cannot afford it.'
2. Each youth reads both columns aloud to the group. No commentary. The leader listens for who is being specific (cleanliness during cooking, honest portions, the harder vegetable he is committing to), who is being tepid, and who needs a follow-up next week.
3. Discuss the virtue question from the BRC: which virtue is hardest to keep when you are tired, hungry, or rushed in the kitchen — cleanliness, honesty with portions, care for the person you are serving? Each youth names his answer in one sentence and one example from the home cook or the outdoor cook.
4. Explain that the real test of the badge is the next month at home, not the two cooks themselves. The point of keeping three habits and dropping one is to carry the discipline into the ordinary kitchen at home.

REQ 4B

BLOCK 5 · REFLECTION **Close — BRC sign-off**

⌚ 5 min

1. Walk the BRC with each saint one at a time while the rest of the group cleans up. Confirm each requirement: was it met? If yes, initial it; if not, note what is still outstanding with a dated deadline.
2. For 3a and 3b, confirm against the feedback presented and the outdoor-cook trek log — both cooks completed, the saint can name his methods, and the feedback he collected was specific. Initial both.
3. Leader and saint each sign the BRC. The saint takes the BRC home.

AT THE CLOSE · DEBRIEF

1. Which specific piece of feedback from your home cook is going to change how you cook the next meal?
2. Which role at the outdoor cook taught you something about cooking for a group that you did not see at home?
3. Which of your three keep-habits are you most likely to drop first, and what will you do to keep it?

☑ *Mark 3a, 3b, and 3d after the presentations in Block 2, 4a after the scripture block, and 4b after the charge. With 3a and 3b confirmed from the cooks themselves, the BRC should fully sign off tonight. Anything outstanding gets a dated deadline.*

HANDOUT 1 OF 2

FROM SESSION 1 — WALK THE KITCHEN, NAME THE HAZARDS

Kitchen Safety Field Card

Print and keep visible at every cooking session. Each saint runs the four scenarios before he handles food.

COOKING · FIELD CARD

Know each station before you cook.

Walk the four scenarios with the group before any saint handles food.

FOUR HAZARD STATIONS

1 Knife

a slip · a dull edge · the guide hand

WARNING SIGNS

Fingertips out, not curled. The blade drags. A board that wobbles.

FIRST THREE — IN ORDER

- 1 Stop. Press the cut firmly with a clean cloth; raise the hand.
- 2 Look at the wound after a minute. Deep or spurting → ER.

2 Stove

grease · open flame · loose sleeves

WARNING SIGNS

Pan smoking before the food goes in. A handle turned out. Sleeves over the burner.

GREASE FIRE — FIRST THREE

- 1 Cover the pan with a metal lid.
- 2 Kill the heat. Leave the lid on.
- 3 Never water on grease. Never.

3 Oven and hot pans

a missed mitt · a cold counter

WARNING SIGNS

Reaching in without a dry mitt. A hot pan set on a cold counter with no trivet under it.

BURN — FIRST THREE

- 1 Cool water on the burn — 10 min.
- 2 No ice. No butter. No popping blisters.
- 3 Blistered or bigger than a palm → ER.

4 Allergen exposure

a hidden ingredient · a shared board

WARNING SIGNS

Hives, swelling around the mouth, tight breathing, vomiting. Symptoms in minutes, not hours.

REACTION — FIRST THREE

- 1 Stop eating. Get the package.
- 2 EpiPen if prescribed. Use it early.
- 3 Call 911 if the airway is closing.

CLEAN HANDS · SEPARATE BOARDS · SAFE TEMPS

HANDWASHING — 20 SECONDS · RAW AND READY — KEEP APART · SAFE-TEMP DANGER ZONE

Wet hands; soap.
Scrub palms, backs, between fingers, under nails.
Twenty seconds — sing two verses of any short hymn.
Rinse. Dry on a clean towel.

Wash before you start, after raw meat, after every break.

One board labeled RAW — meat, poultry, fish, eggs.
One board labeled READY — vegetables, fruit, bread, cooked food.
Different knives. Wash between.

The contamination you cannot see is the dangerous kind.

COLD below 40 °F

DANGER 40 °F – 140 °F
Two hours max in this band, then throw it out.

HOT above 140 °F

Pride about not wasting food does not override food safety.

Walk this card before every cook. Notice each warning sign early and act in the order written.

Print this handout for in-person reference during session 1 — walk the kitchen, name the hazards.

HANDOUT 2 OF 2

FROM SESSION 2 — PLAN ONE DAY OF MEALS

Meal-Plan & Cook-Timeline Worksheet

Fill before Session 3. The home cook between Sessions 3 and 4 runs off this sheet.

COOKING · WORKSHEET

Plan the meal before you cook.

Fill before Session 3. The home cook this week runs off this sheet.

SAINT _____ COOKING FOR _____ ALLERGY? _____

1 ONE DAY OF MEALS

balance across the day, not each meal

MEAL	DISH	PROTEIN	VEG / FRUIT	GRAIN / STARCH
Breakfast	_____	_____	_____	_____
Lunch	_____	_____	_____	_____
Dinner	_____	_____	_____	_____
Snack / dessert	_____	_____	_____	_____

PORTION + ALLERGY PLAN — write the portion size for each person and the cross-contamination step you will take.

2 SHOPPING LIST

ITEM	QTY	PRICE
TOTAL		_____

3 COOK TIMELINE

slide backward from serving time

TIME	DO	CLEAN
SERVE	plate and serve on time	
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>

4 HOME COOK COMMIT — LOCKED AT SESSION 3 CLOSE

DATE _____ PERSON _____ METHODS (≥ 2) _____

MENU _____

FEEDBACK TO BRING TO SESSION 4 — SPECIFIC, NOT "IT WAS GOOD"

Write the plan clearly so the cook on the day is simple. Bring the feedback back to Session 4.

Print this handout for in-person reference during session 2 — plan one day of meals.