

SAINTS GLOBAL
LEADER GUIDE

COOKING

INTELLECTUAL CORE

Version 2026.1



SAINTS GLOBAL

www.saintsglobal.org/resources



PURPOSE & IDENTITY

SKILL BADGE PURPOSE

To build safe, competent, and service-minded cooks who can plan and prepare nourishing meals at home and outdoors, practicing stewardship, cleanliness, and gratitude to God.

DEVELOPMENT CORE: INTELLECTUAL

This badge develops intellectual attributes through focused activities and reflection. Saints will grow in this area while building practical skills.

CORE FOCUSES

- Kitchen and food safety (hazards, first aid, sanitation)
- Nutrition literacy and wise choices
- Meal planning, budgeting, and time management
- Outdoor and trail cooking skills
- Service through preparing and sharing food

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

12+



SAFETY CONSIDERATIONS

HEAT & SHARP TOOLS

Use proper supervision and safe technique with knives, stoves, ovens, and hot cookware; keep a first-aid kit and burn care available.

FOOD ALLERGIES & CROSS-CONTAMINATION

Confirm allergies/intolerances before serving; prevent cross-contamination with separate surfaces/utensils and proper handwashing.

FOOD STORAGE

Follow safe temperatures and storage guidance; when outdoors, protect food from animals and keep cooking sites clean.

EMERGENCY CONTACTS

Troopmaster: _____

Emergency: _____

THE DPAR METHOD

Saints Global uses the DPAR method for skill badge completion. As a leader, you should practice DPAR yourself when preparing to teach.

D DISCOVER

Learn foundational knowledge and concepts. Research, study, and explore the topic.

YOUR ROLE AS LEADER:

- Immerse yourself in the material before teaching
- Study each requirement—understand what AND why
- Anticipate questions saints might ask

P PLAN

Create a personal action plan with goals and timeline.

YOUR ROLE AS LEADER:

- Design your teaching approach for each requirement
- Gather materials and prepare discussion questions
- Consider how to adapt for different learning styles

A ACT

Execute through hands-on practice with leader guidance.

YOUR ROLE AS LEADER:

- Shift from teacher to guide—step back
- Create safe space for practice and mistakes
- Model the skills yourself when helpful

R REFLECT

Review what was learned and share experiences gained.

YOUR ROLE AS LEADER:

- Facilitate meaningful conversations
- Ask open-ended questions, listen more than speak
- Celebrate growth and help saints see their progress



STEP 1: DISCOVER

LEADER PREPARATION

- Review all DISCOVER requirements thoroughly
- Gather necessary resources and materials
- Prepare discussion questions and activities
- Identify potential challenges saints may face

STEP 1: DISCOVER — TEACHING GUIDE

Requirement 1a: Explain the most likely hazards in cooking (heat, blades, fire, choking, allergens, contamination) and describe what you will do to prevent, respond, and get help if something goes wrong.

HOW TO TEACH

- Walk through the kitchen and name hazards by station (knives, stove, oven, sink)
- Use a scenario (grease flare-up, deep cut, allergic exposure) and rank the first three actions
- Have the Saint demonstrate one safety response on a real station
- Connect hazard awareness to responsibility for whoever eats the food

Completion: Saint demonstrates clear prevention habits and correct response actions for common hazards.

Requirement 1b: Demonstrate food safety basics: proper handwashing, cleaning and sanitizing surfaces, and preventing cross-contamination when handling raw and ready-to-eat foods.

HOW TO TEACH

- Demonstrate the full handwashing technique, then watch the Saint do it
- Show cross-contamination with food coloring on a cutting board for visual proof
- Have the Saint set up separate boards and utensils for raw meat
- Reinforce that invisible contamination is the most dangerous kind

Completion: Saint correctly performs sanitation steps and can explain cross-contamination prevention.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Using a current nutrition model (e.g., MyPlate), explain what a balanced plate looks like and how to identify common allergens from a food label.

HOW TO TEACH

- Hand the Saint a real food package and find the allergen statement together
- Walk through MyPlate proportions using a real plate of food
- Have the Saint identify allergens for one specific person (sibling, classmate, leader)
- Reinforce that labels exist because mistakes have hurt real people

Completion: Saint can describe a balanced meal and identify common allergens from an actual label.



STEP 2: PLAN

LEADER PREPARATION

- Review all PLAN requirements thoroughly
- Gather necessary resources and materials
- Prepare discussion questions and activities
- Identify potential challenges saints may face

STEP 2: PLAN — TEACHING GUIDE

Requirement 2a: Plan one day of meals (breakfast, lunch, dinner, and a snack or dessert) that feeds you and at least one other person, accounting for allergies/intolerances and safe food handling.

HOW TO TEACH

- Have the Saint plan around a real person with a real preference or allergy
- Discuss balance across the day, not within each meal
- Walk through portion sizes for the actual people being fed
- Reinforce that meal planning is service, not arithmetic

Completion: Meal plan is balanced, feasible, and includes clear safety considerations.

Requirement 2b: Create a shopping list and simple budget for your planned meals, including quantities and an estimate of total cost.

HOW TO TEACH

- Use a real store's prices or app, not estimates from memory
- Have the Saint match quantities to the planned meals, not pantry defaults
- Discuss what gets bought once vs. weekly
- Reinforce that an accurate list saves money and prevents extra trips

Completion: List covers all ingredients and shows thoughtful quantities and cost estimate.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Build a cooking timeline for one of your planned meals so all components finish on time, and explain how you will keep the workspace clean while cooking.

HOW TO TEACH

- Walk through the meal backward from serving time
- Have the Saint identify the longest-cooking item first
- Discuss what cleaning happens during cooking waits vs. at the end
- Reinforce that timing failure usually means one item ran late, not all

Completion: Saint can explain sequencing, time control, and sanitation workflow.



STEP 3: ACT

LEADER PREPARATION

- Review all ACT requirements thoroughly
- Gather necessary resources and materials
- Prepare discussion questions and activities
- Identify potential challenges saints may face

STEP 3: ACT — TEACHING GUIDE

Requirement 3a: Prepare and serve one complete home meal for at least one other person, using at least two different cooking methods (e.g., baking, simmering, grilling, pan frying, Dutch oven, foil cooking).

HOW TO TEACH

- Inspect knives, stove, and counters before any cooking begins
- Watch the Saint cook without doing steps for him
- Have him plate the food himself and serve at the planned time
- Reinforce that cooking on time matters as much as cooking well

Completion: Meal is prepared safely, served properly, and uses at least two distinct methods.

Requirement 3b: Prepare and serve an outdoor meal for a small group using a safe heat source (camp stove or approved fire method where legal), then lead cleanup and proper food storage afterward.

HOW TO TEACH

- Confirm the fire method is legal at the chosen site before lighting
- Walk stove or fire safety as a written checklist, not from memory
- Have the Saint lead cleanup including grey-water disposal and food storage
- Reinforce that animal-aware storage protects the next group's site

Completion: Meal is served outdoors safely; site is restored; food and waste are handled correctly.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Plan and execute a trail-friendly meal (meal or snack) that minimizes bulk and trash, and demonstrate repackaging choices that reduce weight and waste without reducing safety.

HOW TO TEACH

- Show packaging weight before and after repackaging on a real scale
- Have the Saint pick three items to repackage and justify each choice
- Discuss trash management on trail — pack out everything, including peels
- Reinforce that repackaging saves weight without compromising food safety

Completion: Saint demonstrates practical repackaging and a clear waste-minimization plan.

Requirement 3d: Receive feedback from someone you served and then explain one specific improvement you would make next time to taste, texture, presentation, timing, or nutrition.

HOW TO TEACH

- Ask the person served for specific feedback, not just 'it was good'
- Have the Saint identify one concrete improvement for next time
- Discuss the difference between defending the meal and learning from feedback
- Reinforce that humility about food shows up in the next meal

Completion: Saint can name concrete feedback and a specific plan to improve.



STEP 4: REFLECT

LEADER PREPARATION

- Review all REFLECT requirements thoroughly
- Gather necessary resources and materials
- Prepare discussion questions and activities
- Identify potential challenges saints may face

STEP 4: REFLECT — TEACHING GUIDE

Requirement 4a: Describe how cooking can be an act of service and gratitude to God, and explain one way you can use this skill to 'Just Serve' at home, church, or in your community.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific meal he could make for someone in need this month
- Discuss who, what meal, and when in concrete terms
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint connects cooking to service with a feasible next-step application.

Requirement 4b: Explain how discipline in cleanliness, honesty with portions, and care for others' needs builds Christlike character when you cook under pressure or fatigue.

HOW TO TEACH

- Begin with a brief personal example from a stressful meal
- Ask the Saint to name the virtue that is hardest to keep when tired
- Discuss honesty with portions and cleanliness as small acts of love
- Keep the connection grounded in the Saint's own kitchen

Completion: Saint demonstrates thoughtful self-awareness and links choices to virtues.



RESOURCES & CONTACT

RECOMMENDED RESOURCES

- [Saints Global Resource Library](#) — Online materials and guides
- [DPAAR Method Quick Reference](#) — Printable guide for leaders
- [Child and Youth Program Guidebook](#) — LDS Church Official Documentation for Children and Youth
- [For the Strength of Youth](#) — A Guide for Making Choices

SAINTS GLOBAL CONTACT INFORMATION

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Thank you for leading Saints Global!

Your dedication makes a difference in the lives of our children and youth.