Nutrition and Food Safety Badge

The Nutrition badge teaches the executive/administrative functions of the kitchen and pantry. Topics include knowing dietary guidelines (myplate, the food pyramid, food groups), details of allergies, planning balanced meals, how to shop, how to meet a budget, and how to store and handle food safely

Nutrition (RainDrops)

Pick 3 activities:

_____ 1. Learn about the terms Grain, Vegetable, Fruit, Milk and Meat or Proteins. Try something that represents each type of food. How do they taste?

_____ 2. Eat a rainbow. Try a fruit or vegetable for each color: red, orange, yellow, green and purple. How do they taste?

_____ 3. Draw or color a food group diagram (e.g. myplate, food pyramid, etc.).

_____ 4. Listen to a story about nutrition, eating, farming, hunting or storing food. For example, the Little Red Hen covers the whole process from planting wheat to eating bread.

_____ 5. Learn a song about nutrition, eating, farming, hunting or storing food.

_____ 6. Play a game or put on a skit with your circle or hearth where you act out the parts of different animals that provide food and/or different people involved with providing, choosing or storing food (farmers, hunters, fishers, butchers, bakers, storekeepers, food corporations, dieticians, etc.)

_____ 7. Take a field trip. Visit a farm and see the fields, animals, and equipment used
OR Watch livestock being shown at the county fair and see the displays of garden produce and preserved foods
OR Visit a place where people can buy foods: a supermarket, food coop, farmer's market, greengrocer, fish market, butcher shop, etc.
OR Visit a factory that creates processed food.

_____ 8. Find or create another activity related to this badge. Get one of your leaders to approve the activity, and then complete that activity.

Nutrition (FireFlies)

Required:

_____ 1. Learn about Food Groups
a. Know how foods sort into the groups Grain, Vegetable, Fruit, Milk and Meat or Proteins.
b. Know about where foods in each group come from. Know some common foods that come from plants and some that come from animals. How are foods grown/raised/caught, and where are they sold?
c. Know what "a balanced meal" means.

_____ 2. Discover the differences in the ways people eat:
a. Know that some people choose not to eat meat or other foods that come from animals. What do the terms carnivore, omnivore, vegetarian, lacto-ovo vegetarian, and vegan mean?
b. Know that some people have food allergies and have to avoid certain foods. Pick an allergy and find out something an allergic person can safely eat instead of the food they are allergic to.
c. Discuss how it is possible to eat a balanced meal if you choose not to or are unable to eat a certain kind of food.

Optional (Pick 2):

_____ 1. Pick foods and eat a balanced meal that contains items from each of the food groups.

_____ 2. Make your own food groups poster or display using drawings, paintings, picture
collage, sculpture materials, food, or any other appropriate materials agreed to by your leader.

_____ 3. List an example of a fruit or vegetable you have eaten that come from a plant's:
a. root/tuber
b. stem/stalk
c. leaf
d. fruit
e. seed
Find a picture of the whole plant each fruit or vegetable you've chosen comes from. If there are any parts you have not eaten, find out a fruit or vegetable for that part and try it.

_____ 4. If you are omnivorous, find out what animals provide the meat and milk for 3 of your meals.
OR
If you are a vegetarian, find out what food you are eating for "meat group" and "milk group" for 3 of your meals.

_____ 5. Read or have read to you an age appropriate book about nutrition, eating, farming, hunting or storing food. For example, *Good Enough to Eat: A Kid's Guide to Food and Nutrition* by Lizzy Rockwell, *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller, *Who Grew My Soup?* by Tom Darbyshire, *Makin'*

Groceries: A New Orleans Tribute by Todd-Michael St. Pierre, or *That's Why We Don't Eat Animals: A Book About Vegans, Vegetarians, and All Living Things* by Ruby Roth

_____ 6. Play a game or put on a skit with your circle or hearth where you act out the parts of different animals that provide food and/or different people involved with providing, choosing or storing food (farmers, hunters, fishers, butchers, bakers, storekeepers, dietician, etc.)

_____ 7. Take a field trip. Visit a farm and see the fields, animals, and equipment used
OR Watch livestock being shown at the county fair and see the displays of garden produce and preserved foods
OR Visit a place where people can buy foods: a supermarket, food coop, farmer's market, or butcher shop
OR Visit a factory that creates processed food.

_____ 8. Find or create another activity related to this badge. Get one of your leaders to approve the activity, and then complete that activity.

Nutrition and Food Safety (SpiralScouts)

Prerequisites:

_____ Complete the Nutrition badge as a FireFly

OR

_____ 1. Know about Food Groups

a. Know how foods sort into the groups Grain, Vegetable, Fruit, Milk and Meat.

b. Know about where foods in each group come from. Know some common foods that come from plants and some that come from animals. How are foods grown/raised/caught, and where are they sold?

c. Know what "a balanced meal" means.

_____ 2. Know about the differences in the ways people eat:

a. Know that some people choose not to eat meat or other foods that come from animals. What do the terms carnivore, omnivore, vegetarian, lacto-ovo vegetarian, and vegan mean?

b. Know that some people have food allergies and have to avoid certain foods. For an allergy of your choice, know something an allergic person can safely eat instead of the food they are allergic to.

c. Know how it is possible to eat a balanced meal if you choose not to or are unable to eat a certain kind of food.

Required:

_____ 1. Learn how to read a Nutrition Facts on a Food Label

a. Learn about serving size, calories and the concept of the Percent Daily Value (%DV)

b. Learn about the three basic macronutrients (fat, carbohydrate and protein) and where these items are found on the label

c. Learn about dietary fiber, vitamins, minerals

d. Learn if the amounts recommended for your age differ from the adult amounts used on the label.

e. Pick an item from each of the food groups and check how much of the %DV it gives you for protein, calcium, vitamin A, vitamin C, vitamin D, riboflavin, iron, thiamin, and niacin.

_____ 2. Learn about Meal Planning, Budgeting and Shopping

a. Design a menu for a meal that includes items from all the food groups. Set a budget.

b. Create a shopping list of what needs to be bought to make that menu. With adult supervision and advice, check to see if any items on your list are already in your pantry/kitchen storage area.

c. Find out how much each item costs and compute what the total will be to buy the items needed for your menu. If any item is too expensive, figure out a substitution.

d. Know how a food store is set up with different food groups in different areas. Be able to locate the items at a food store.

_____ 3. Learn about the Core Four Practices for Safe Food Handling

- Clean: Wash hands and surfaces often

- Separate: Don't cross-contaminate
- Cook: Cook to proper temperature
- Chill: Refrigerate properly

a. Know how and why you should separate raw meat, poultry, seafood and eggs from other foods in your grocery shopping cart, grocery bags and in your refrigerator.
b. Know the rules for which foods need to be kept chilled and how to store food safely in the refrigerator and freezer. Acquire a chart of optimum storage times.
c. Know what is hazardous about bacteria contamination, residual pesticides, and rotting.

Optional (Pick 3):

_____ 1. Keep a food diary of all the items you eat and drink for a week. After the week is up, use the food groups guidelines and see if you have any areas you are lacking, or over indulging in. What improvements to your eating habits can you make?

_____ 2. Compare nutritional facts from food labels.
a. Read the nutritional labels of 5 things you eat in your home. Are the %DV given on the labels good nutritional bargains? Are you likely to exceed daily maximum amounts of fat or sodium if you eat the food? Will the food help you get enough of nutrients like proteins, dietary fiber, vitamin A, vitamin C, calcium or iron?
b. Get the nutritional information brochure from a fast food restaurant or find the information elsewhere (online, in a book, etc.). Create 3 meals from the foods available, and for each meal total the values for calories, fat, sodium, proteins, vitamin A, vitamin C, calcium and iron. For each meal: Are you likely to exceed 2000 calories, 65 grams fat or 2400 mg sodium if you eat the meal? Will the meal give you 30% or more of Daily Value of the other nutrients?

_____ 3. Learn about diseases that can occur if you don't get enough of a nutrient for an extended period of time. For example, you might look up the conditions of night blindness, scurvy, rickets, and anemia.

_____ 4. Find out how the nutritional requirements for your pet(s) differ from yours.

_____ 5. Discover how 3 different cultures (which might include the native peoples of your area) get their daily nutritional requirements.

_____ 6. Fruits and vegetables can be grouped by color. Each color tends to provide different nutrients and phytonutrients. Learn about the specific benefits of "eating the rainbow" and what nutrients and chemical compounds are associated with each color.

_____ 7. Find out where some food you eat is grown (locally, domestically, imported from what country). Artistically interpret what you have learned (whether in a decorative art project, a performance piece, a story, or something else) and share it with your circle or hearth.

_____ 8. If you find something that you have been eating may not be really good for you, find some alternative. Try to eat the alternative for a week instead of

the not so healthy food.

_____ 9. Look up the ingredients of 5 processed (canned, frozen, packaged, etc) foods. Find out what some of the food additives (chemicals) are. How does the nutritional content, especially in vitamins and minerals, compare to the raw version of the food?

_____ 10. Find examples of nutrients or food types that are representative of each of the 4 elements. Report your findings to your circle or hearth.

_____ 11. Do a science experiment with proper adult supervision to learn how to identify macronutrients. Test some or all of the following ingredients: hardboiled egg, cheese, nonfat dry milk, lean meat, fat from meat, cornstarch, sugar cube, flour, slice of bread
a. With adult supervision, burn a small amount of each food on a foil pan. A smell like burning feathers or hair is a sign of high protein content.
b. Rub the food on a piece of brown paper bag and hold the paper up to a light. A transparent, shiny area is a sign of fat content.
c. Add a drop or two of diluted iodine (1/4 tsp iodine to 2 tbsp water) to the food. If it turns purplish black, that's a sign of starch (carbohydrate).

_____ 12. Do a science experiment to learn about food safety. Choose one of the following from fightbac.org or design one of your own and get one of your leaders to approve it.
a. Cooling Counts
b. Yeast Balloon Blow-Up

_____ 13. Find out what the top food allergies are and what alternatives are used. How are allergies addressed on food labels? Find out if anyone in your circle or hearth has food allergies/intolerances and what they are. What kind of reactions are possible if the food is eaten? Is the allergy mild or severe? What can be done if there is a reaction? What nutrients do they need to be sure they get because it's easy to miss them without the allergen food?

_____ 14. Learn about the symptoms and treatment for food poisoning.

_____ 15. Learn about 3 easy ways food can be preserved. This can optionally be combined with a field trip to the farm, county fair, food store, or processed food factory by treating the trip as a scavenger hunt looking for examples of different methods.

_____ 16. Make or study a diagram of the preservation process. If you have access to any of the preserving equipment try to preserve a small batch of a food. Let your circle taste test the fresh food, factory preserved food, and your preserved food (check allergies first).

_____ 17. Learn about the variety of foods that have been prepared for longer preservation that are available for purchase in your area. Create a preserved food cafe, buffet or picnic for one meeting of your circle or hearth. Design a menu that incorporates all the food groups using preserved foods that don't require heating. Make a shopping list, and acquire the items. Set them out attractively, and let everyone sample and eat.

_____ 18. Make a chart comparing the amount of fat, vitamin A content, vitamin D content and price per quart for liquid whole milk, liquid 2% milk, liquid

skim milk, nonfat dry milk, and evaporated canned milk.

_____ 19. Play a game (on the computer, or with your hearth or circle) that teaches principles of nutrition, food safety or meal planning, budgeting and shopping.

_____ 20. Watch a documentary about nutrition politics or food ethics. For example: Food, Inc, King Corn, Super Size Me, The Future of Food.

_____ 21. Read a book about nutrition, food shopping or storage, food ethics, allergies or food safety. For example, *In Defense of Food* or *The Omnivore's Dilemma for Kids: The Secrets Behind What You Eat* by Michael Pollan, *Chew On This: Everything You Don't Want to Know About Fast Food* by Eric Schlosser and Charles Wilson, *Janice VanCleave's Food and Nutrition for Every Kid: Easy Activities That Make Learning Science Fun* (Science for Every Kid Series), *Food Safety (True Books)* by Christine Taylor-Butler, or *Food Allergies (True Books)* by Christine Taylor-Butler

_____ 22. Find or create another activity related to this badge. Get one of your leaders to approve the activity, and then complete that activity.

Nutrition and Food Safety (PathFinders)

Prerequisites:

_____ Complete the Nutrition and Food Safety badge as a SpiralScout

OR

_____ 1. Know about Food Groups

a. Know how foods sort into the groups Grain, Vegetable, Fruit, Milk and Meat.

b. Know about where foods in each group come from. Know some common foods that come from plants and some that come from animals. How are foods grown/raised/caught, and where are they sold?

c. Know what "a balanced meal" means.

_____ 2. Know about the differences in the ways people eat:

a. Know that some people choose not to eat meat or other foods that come from animals. What do the terms carnivore, omnivore, vegetarian, lacto-ovo vegetarian, and vegan mean?

b. Know that some people have food allergies and have to avoid certain foods. For an allergy of your choice, know something an allergic person can safely eat instead of the food they are allergic to.

c. Know how it is possible to eat a balanced meal if you choose not to or are unable to eat a certain kind of food.

_____ 3. Know how to read a Nutrition Facts on a Food Label

a. Know about serving size, calories and the concept of the Percent Daily Value (%DV)

b. Know about the three basic macronutrients (fat, carbohydrate and protein) and where these items are found on the label

c. Know about dietary fiber, vitamins, minerals

d. Know if the amounts recommended for your age differ from the adult amounts used on the label.

e. Be able to check how much of the %DV a food item gives you for protein, calcium, vitamin A, vitamin C, vitamin D, riboflavin, iron, thiamin, and niacin.

_____ 4. Know about Meal Planning, Budgeting and Shopping

a. Be able to design a menu that includes items from all the food groups. Be able to set a budget.

b. Know how to create a shopping list of what needs to be bought to make a menu. Know how to check to see if any items on your list are already in your pantry/kitchen storage area.

c. Be able to find out how much each item costs and compute what the total will be to buy the items needed for a menu. Know how to substitute if any item is too expensive.

d. Know how a food store is set up with different food groups in different areas. Be able to locate items from a shopping list at a food store.

_____ 5. Know about the Core Four Practices for Safe Food Handling

- Clean: Wash hands and surfaces often
- Separate: Don't cross-contaminate

- Cook: Cook to proper temperature
- Chill: Refrigerate properly

a. Know how and why you should separate raw meat, poultry, seafood and eggs from other foods in your grocery shopping cart, grocery bags and in your refrigerator.

b. Know the rules for which foods need to be kept chilled and how to store food safely in the refrigerator and freezer. Have or acquire a chart of optimum storage times.

c. Know what is hazardous about bacteria contamination, residual pesticides, and rotting.

Required:

_____ 1. Nutrition - one of options 1-7

_____ 2. Meal Planning and Shopping - one of options 8-10

_____ 3. Food Safety, Food Preservation and Inventory Management - one of options 11-14

Optional (Pick3 not done for Required):

Nutrition

_____ 1. Do an in-depth study on some aspect of nutrition, and report to your circle or hearth (in whatever format works best for you at the approval of a leader). Possible topics include:

- The difference between vitamins and minerals - how does your body use each?
- Farmers' growing methods (conventional agriculture, organic, pesticide-free, no-spray, hydroponic) and seed sources (heirloom/open pollinated, hybrid, genetically modified organisms) - how do they effect the nutrient value of the food? the crop yield? For different methods compare the use of pesticides, herbicides or other soil additives, and whether these remain on/in the food? How might they affect you?
- Differences in nutrient requirements for different activities, such as running, resting, thinking, or fighting an infection.
- Sports Nutrition including common sport supplements, whether you really need them, and how safe they are. Address sports drinks, energy bars, salt, creatine, amino acid and protein supplements, iron supplements, potassium supplements, and carbohydrate loading/glycogen loading.
- How different cooking methods change the nutritional value of foods
- How nutrition requirements change throughout life: infants, preteen, teenage, middle age, pregnant/nursing, and senior years.
- The nutrition of fats, oils and cholesterol: different types of fats (saturated, unsaturated, polyunsaturated, mono-unsaturated, fatty acids, essential fatty acids, trans fatty acids, omega-3 and omega-6 fatty acids, partially hydrogenated fat), fat metabolism requirements and diseases linked to insufficient good fats, fat soluble vitamins, how animal husbandry practices affects the balance of Omega-3 and Omega-6 fatty

acids, and the controversy about cholesterol
- The nutrition of carbohydrates, sugars, fiber, phytates/phytic acid
- Bio-available vs non-bio-available nutrients
- Pollutants or additives that mimic natural body chemicals (hormones, neurotransmitters, or nutrients). Where do they come from and what do they do to the body?
- Phytonutrients, Antioxidants and Superfoods
- Local Food, how many miles food travels from farm to table, what is a "locavore"?
- Choose a particular food allergy, or weight loss, ideological or ethical diet (e.g. Gluten Free, Dairy Free, Nightshade Free, Yeast Free, Paleolithic/Primal/Hunter-Gatherer, Low Carb, WAPF/Weston Price/Traditional Foods, Intermittent Fasting, Vegetarian, Vegan, Raw Food, Macrobiotic, etc.) and report on it in depth. How does the diet define a balanced meal? What kind of nutrient deficiencies have to be watched out for? What kinds of foods do you eat for breakfast? Lunch? Dinner? (You could also compare between more than one diet.)
- Nutrition for a yoga practice (Ayurvedic) - five elements theory in relation to body type, metabolic function and digestive fire
- Nutrition politics (issues within the health freedom movement, such as NAIS (National Animal Identification System), Codex Alimentarius, persecution of raw milk producers, NCEP (National Cholesterol Education Program) or urban nutrition activism (low income neighborhoods availability of quality food) or children's school lunch or some other topic
- History of USDA dietary guidelines (food groups, food pyramid, myplate)

_____ 2. Do an in-depth study on another aspect of nutrition from the list above in #1.

_____ 3. Read an age appropriate article or book on a current area of nutrition science research, nutrition politics, or food ethics. For example, Michael Pollan's *In Defense of Food* or *The Omnivore's Dilemma for Kids: The Secrets Behind What You Eat,* Marion Nestle's *Food Politics: How the Food Industry Influences Nutrition, and Health,* Gary Taubes' *Good Calories, Bad Calories: Fats, Carbs, and the Controversial Science of Diet and Health*, Eric Schlosser's *Fast Food Nation: The Dark Side of the All-American Meal*, or Raj Patel's *Stuffed and Starved: The Hidden Battle for the World Food System.*

_____ 4. Watch a documentary about nutrition politics or food ethics. For example: Food, Inc, King Corn, Super Size Me, The Future of Food.

_____ 5. From a mythic perspective, consider nutritionism (as described by Michael Pollan), which sets up dichotomies of evil nutrients and good nutrients, and requires a priesthood of nutritionists. Express your insight verbally, dramatically or through a decorative art piece.

_____ 6. Learn and use a set of nutrition management tools like My Pyramid Menu Planner or MyPyramid Tracker (or a paper diary/log system) for 5 weeks.

_____ 7. Take an online, home study, teen/adult education or community college course on nutrition.

Meal Planning and Shopping

_____ 8. Independently plan, budget and shop. Create a written meal plan, then create a corresponding shopping list organized by store and aisle to buy the necessary ingredients, with estimated prices for the items. You will need to locate recipes for the different dishes specified to know what to put on the shopping lists, and you may need to scale those recipes for the number of people you plan to serve. Choose from one of the constraint sets:

- A full day of meals (breakfast, lunch, supper) for each of the four seasons based on what is available and best at that time of year.
- A full day of meals for four different cultures (you can repeat the same culture in different historical eras), based on their concept of what meals there are in a day and what a balanced meal is. What ingredients do you have trouble finding where you live?
- A group of party/catering menus. Include variations for a sit-down dinner, a cocktail party, a brunch buffet, and a selection of six possible boxed lunches that cover different meat preferences, vegetarian, low carb dieter, and at least one free of common allergens. Be sure and specify for each menu how many people it serves. For most of the categories, you want 20 or more people. For the boxed lunches, how many of each lunch would you need to sell to use up any ingredients that can't be bought in a small enough quantity to make just one lunch.
- Two full days (five or six meals) of a group car camping trip (five meals if the pattern is Friday evening meal through Sunday breakfast). One of the evening meals should have an easy meat/fish/poultry or vegetarian entree that doesn't require a campfire that has burned down to mature coals, side dishes for any food groups missing from that entree, and dessert. Another evening meal should be a one-pot dinner. At least one lunch should not require time-intensive on-site preparation (assume the campers will be busy hiking or doing other activities). If someone is staying at the campsite, and you keep your fire going throughout the entire trip, that lunch could be something using foil packets or pie irons on the campfire. Be sure you specify how many campers you are serving. In addition to the regular shopping list, prepare a packing list of all the utensils, pots and pans that will be needed at the campsite to cook and serve these meals. What in-town preparation will be needed (for example, made-ahead rice or pasta salads, putting together a baking mix for morning biscuits or pancakes, etc.). How many coolers will you need to store the ingredients needing cooling?
- A five-day four-night backpacking trip. Assume you are just provisioning yourself. You need to pick things that are light enough to carry, won't fall apart in your pack, don't require refrigeration, and are either all no-cook, or cook quickly on a backpacking stove. In addition to the shopping list, know how much your provision list is going to weigh, and how much fuel you will need to bring for your backpacking

stove.
- A week of meals that meet the requirements of the SNAP/Food Stamp Challenge, essentially eating on a total of $3 per day for food. Can you afford to buy fresh vegetables and/or meat? How?

_____ 9. Independently plan, budget and shop from a different constraint in #8

_____ 10. Do an in-depth study on some aspect of meal planning and shopping (provisioning), and report to your circle or hearth (in whatever format works best for you at the approval of a leader). Possible topics include:
- How to use coupons effectively to stretch the grocery budget and grocery shopping tips to minimize spending
- Provisioning for a long sea cruise
- Comparison of computer tools available for meal planning, budgeting and shopping. Which tool do you prefer?
- Another topic related to meal planning, budgeting and shopping approved by one of your leaders

<u>Food Safety, Food Preservation and Inventory Management</u>

_____ 11. Obtain food safety certification by taking a course. This certification will be useful to you if you want to work for pay in food preparation or service. You local public health department can tell you where to get trained locally. There are also online courses you can take.

_____ 12. Take a food preservation course from your county cooperative extension service, adult education or online

OR

Pick one of the preservation techniques (such as canning, pickling, lactofermentation or dehydration) and research how to do it. Acquire the gear, find a recipe and preserve a batch of food. For instance, you might dehydrate food for meals for a backpacking trip, or make sauerkraut. If you are canning, be sure you check some extension service resources to be sure you are getting safe recipes... doing it wrong can risk botulism poisoning.

_____ 13. Do an in-depth study on some aspect of food safety, food preservation or inventory management, and report to your circle or hearth (in whatever format works best for you at the approval of a leader). Possible topics include:
- Learn about these food-related illnesses and find out how to prevent them: Salmonella enteritis, Staphylococcal enteritis, E. coli (Escherichi coli) enteritis, Botulism, Trichinosis, Hepatitis
- From the perspective of preventing food-related illnesses, describe how to store, transport and prepare the following for cooking: meat, fish, chicken, eggs, dairy products and fresh vegetables.
- What kind of food should you stock your kitchen with? Make a list of things that last a long time that you commonly use in the kinds of recipes your family makes. Inventory your kitchen and see how what you find compares to that list. Are there any orphaned food products taking up space that no one eats?
- Investigate emergency food storage preparations. What kinds of foods should you store, and how can you maintain food safety during power

out conditions?

- At a camp site, how do you set up the "kitchen", handle and store the food and deal with dishwashing so that no one gets food poisoning, and so that raccoons or bears don't come in the middle of the night and eat all your provisions?
- Learn about how kitchen floor plans were set up more than 100 years ago before the widespread use of the refrigerator. What is the difference between a pantry and a larder? What was stored in each, and what were the design features that each type of room should have?
- Imagine that you have developed a wonderful recipe for home-processed pickle relish or jam. What do you have to do to legally sell it at your local farmers market? Do you need to prepare them in a "certified kitchen"? What are the requirements, in your county, for a kitchen to meet the legal requirements of a certified kitchen? What changes would be needed to make your home kitchen able to be certified?
- What is food security? Do you have any organizations in your community working for community food security?

_____ 14. Do an in-depth study on another aspect from #13 above.

_____ 15. Find out about three career opportunities in nutrition or food safety. Pick one and find out about the education, training, and experience required for this profession. What is the median income, and what are the requirements/job duties? What is the time-commitment involved (what hours would you work?). If possible interview someone in that field. Share your findings with your circle or hearth and explain why this profession might interest you.

_____ 16. Teach a group of younger scouts the required options of this badge.

_____ 17. Do a public speech or demonstration on one of the topics of this badge.

_____ 18. Get involved with a community group working to improve community food security, health freedom, food pantry, food access, farmers markets, etc.

_____ 19. Find or create another activity related to this badge. Get one of your leaders to approve the activity, and then complete that activity.