Identifying the Parts of a USDA Quantity Recipe

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians, School Nutrition Managers, and CACFP Staff

Type of Lesson: Short, face-to-face training session

Time Needed to Conduct the Lesson: 20 minutes

Lesson Description: This lesson explains the differences between a recipe, a quantity recipe, and a standardized recipe. Participants will complete activities that will identify abbreviations used in recipes and the parts of a recipe from USDA Recipes for Schools. The lesson is designed for managers to teach child nutrition assistants/technicians.

Lesson Objectives:
At the end of this lesson, the participant will be able to
1. Identify a recipe, a quantity recipe, and a standardized recipe,
2. Discuss the advantages of using standardized recipes, and
3. Identify abbreviations and parts of a recipe from USDA Recipes for Schools.

Get Ready to Train

Note: This lesson should be taught along with the No Time to Train lesson Herbs, Spices, and Seasonings and Adjusting a Recipe with Herbs and Spices.

The format for this No Time to Train lesson includes: a lesson overview, preparation checklist, lesson at a glance with timeline for conducting the lesson, references, an instructor’s script, and handouts. The manager/instructor will use the script to present the lesson to participants. The script gives directions to the manager/instructor—DO, SAY, ASK, LISTEN, AND ACTIVITY—for delivering the lesson.

No special audiovisual or electronic equipment is needed to conduct the lesson. The lesson can be presented in the cafeteria, media center, or classroom.
Preparation Checklist

**Directions:** Use the Preparation Checklist to prepare for the training session. Track your progress by checking off tasks as they are completed.

### Lesson Tasks

#### Gather Materials

**Materials Needed:**
- Instructor’s Script
- Handout 1: Abbreviations Used in Recipes
- Handout 1: Abbreviations Used in Recipes (Answers)
- Handout 2: Parts of a USDA Quantity Recipe for Schools
- Handout 2: Parts of a USDA Quantity Recipe for Schools (Answers)
- Pencils (one for each participant)
- Session Evaluation form (one for each participant)

#### Prepare for Lesson

**Before the Training:**
- Make copies of Handouts 1 and 2 (one for each participant)
- Make copies of Handouts 1 and 2 Answers (one for each participant)
- Make copies of Session Evaluation form (one for each participant)

**On Training Day:**
- Place pencils on tables (one for each participant)
- Distribute Handouts 1 and 2 to each participant

**On the Instructor’s Table:**
- Instructor’s Script
- Handout 1: Abbreviations Used in Recipes
- Handout 1: Abbreviations Used in Recipes (Answers)
- Handout 2: Parts of a USDA Quantity Recipe for Schools
- Handout 2: Parts of a USDA Quantity Recipe for Schools (Answers)
- Session Evaluation forms
Lesson at a Glance
(20 minutes)

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Task</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td>Introduction and Overview</td>
<td>Instructor introduces topic and discusses the differences between a recipe, a quantity recipe, and a standardized recipe.</td>
<td>Instructor’s Script</td>
</tr>
<tr>
<td></td>
<td>Objective 1: Identify a recipe, a quantity recipe, and a standardized recipe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 minutes</td>
<td>Objective 2: Discuss the advantages of using standardized recipes.</td>
<td>Participants will brainstorm and discuss the advantages of using standardized recipes.</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Objective 3: Identify abbreviations and parts of a recipe from USDA Recipes for Schools.</td>
<td>Distribute Handouts 1 and 2. Participants will complete activity on abbreviations. Participants will complete parts of a USDA Recipe for schools. Distribute Handouts 1 and 2 (Answers)</td>
<td>Handout 1: Abbreviations Used in Recipes Handout 2: Parts of a USDA Quantity Recipe for Schools. Handouts (Answers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 minutes</td>
<td>Wrap up and Review</td>
<td>Volunteers share their answers in a group discussion.</td>
<td></td>
</tr>
<tr>
<td>2 minutes</td>
<td>Session Evaluation</td>
<td>Conduct a short evaluation of the lesson.</td>
<td>Session Evaluation form</td>
</tr>
</tbody>
</table>

References:


Instructor’s Script

**SAY:**
As a school nutrition professional, your responsibility is to prepare and serve foods that are nutritious, appealing, good tasting, and safe. A good food item should be the same each time it is served. To achieve this consistency, we must use standardized recipes.

**ASK:**
Do you know the differences between a recipe, a quantity recipe, and a standardized recipe?

**LISTEN:**
Listen and acknowledge individual responses.

**SAY:**
A *recipe* states how to make a certain menu item. It specifies the ingredients, the amounts needed, how to combine them, and other steps to take to prepare the menu item. A *quantity recipe* is any recipe that produces 25 servings or more.

*USDA Recipes for Schools* are *quantity recipes* that have been developed and tested for yields of 50 and 100 servings. The meal contributions per serving are included on each recipe as appropriate. These recipes will need a final step in the standardization process which is for each individual school nutrition service to further adapt these recipes to meet its own particular needs.

For example, adjustments may need to be made in the recipes to fit a particular school’s equipment. It is possible that the amount and types of seasonings used in the recipes may need to be adjusted to local tastes. Portion sizes may need to be adjusted to complement other menu items as well as the meal pattern or the age/grade groups being served. Schools cooking in high altitude areas will need to make basic adjustments to certain recipes.

A *standardized recipe* is a recipe that has been tested several times and resulted in a consistent product each time. In addition, a *standardized recipe* in local schools or school districts must meet the taste preferences of students.

A *standardized recipe* gives the ingredients to use, weights and measure, step-by-step directions, temperature and time, yield or number of servings, the type of utensils and equipment to use for cooking and serving the food, and the Critical Control Points of HACCP (Hazard Analysis Critical Control Points). Understanding and following a standardized recipe will help control food and labor costs, ensure preparation of the right amount of food, ensure preparation and service of good quality food, and meet the nutritional guidelines of a meal component or menu requirements.
ACTIVITY:
Organize the participants into small working groups for the following activities.

SAY:
Working in your small groups, let’s take about 30 seconds to brainstorm the advantages of using standardized recipes.

DO:
Call for volunteers to provide answers.

LISTEN:
Listen to individual responses.

SAY:
Let’s review the advantages of using standardized recipes:

- Food and labor cost control
- Predictable yield
- Consistent food quality
- Customer satisfaction
- Consistent nutrient content
- Increased employee confidence
- Efficient purchasing procedures
- Inventory control
- Reduced record keeping
- Successful completion of state/federal reviews
- Foundation of menu planning, equipment, and utensil requirements, and the primary document to justify production records

There is always a concern about preparing enough food for the customers. The USDA Recipes for Schools indicate the yield, the number of servings, and the size of servings. By following correct procedures for measuring and combining ingredients, the expected number of servings will be achieved.

ACTIVITY:
Participants will complete Handout 1: Abbreviations Used in Recipes. Allow 2 minutes for the group to complete the activity.

DO:
Distribute copies of Handout 1: Abbreviations Used in Recipes. Call for volunteers to provide answers. Acknowledge the participants’ answers, and then distribute copies of Handout 1: Abbreviations Used in Recipes (Answers).
No Time To Train - Short Lessons for School Nutrition Assistants

Indentifying the Parts of a USDA Quantity Recipe

SAY:
Let’s take 2 minutes to complete the activity before regrouping.

As a group, let’s look at **Handout 1: Abbreviations Used in Recipes (Answers)**. In order to follow the recipes exactly, you need to understand the abbreviations and parts of a recipe. Let’s review the abbreviations.

**ACTIVITY:**
Participants will complete **Handout 2: Parts of a USDA Quantity Recipe for Schools**. Allow 5 minutes for the group to complete the activity.

**DO:**
Distribute copies of **Handout 2: Parts of a USDA Quantity Recipe for Schools**. Call for volunteers to provide answers.

**SAY:**
Let’s take 5 minutes to complete the activity.

As a group, let’s look at **Handout 2: Parts of a USDA Quantity Recipe for Schools**. In order to follow the recipes exactly, you need to understand the parts of a recipe. Let’s review the parts of a recipe. The parts are

1. Recipe Name
2. Food Components (contributing credit toward the reimbursable meal)
3. Category and Recipe Numbers (recipe file location)
4. Ingredients
5. Weight and Measure for 50 servings and 100 servings
6. Directions
7. Pan Size (small equipment)
8. Equipment (oven and temperatures)
9. Critical Control Points (CCP)
10. Marketing Guide for Selected Items
11. Serving
12. Yield–Volume for 50 and 100 Servings
13. Special Tips, if applicable
14. Nutrients Per Serving

Note: Marketing guide gives the amount of product needed as purchased (AP) to yield edible portion (EP) required for the recipe. Critical Control Points (CCP) or Hazard Analysis and Critical Control Points (HACCP) provide procedures to reduce the risk of foodborne illness.
Since the recipes used in school nutrition programs have been carefully planned, selected, and tested, you will save time, food, and money when you follow them exactly. In order to follow the recipes exactly, you need to understand the abbreviations, ingredients, directions, time and temperature, yield, utensils and equipment, and weights and measures that are used in recipes.

**DO:**

Distribute copies of *Handout 2: Parts of a USDA Quantity Recipe for Schools (Answers).*

**ASK:**

Do you have any questions about identifying the parts of a USDA quantity recipe?

**LISTEN:**

Listen to individual responses. Answer questions to the best of your ability. If there are questions you can’t answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

**DO:**

Distribute the Session Evaluation form.

**SAY:**

Thank you for participating in the lesson today. Please take a couple of minutes to complete the Session Evaluation form. Thank you for your input.
Handout 1: Abbreviations Used in Recipes

(Directions: Working individually or in pairs, write the abbreviations for the following words that are often used in a recipe.)

<table>
<thead>
<tr>
<th>Words</th>
<th>Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edible Portion</td>
<td>_____________</td>
</tr>
<tr>
<td>As Purchased</td>
<td>_____________</td>
</tr>
<tr>
<td>Cup</td>
<td>____________ or __________</td>
</tr>
<tr>
<td>Degree Fahrenheit</td>
<td>_____________</td>
</tr>
<tr>
<td>Fluid Ounce</td>
<td>_____________</td>
</tr>
<tr>
<td>Gallon</td>
<td>_____________</td>
</tr>
<tr>
<td>Number</td>
<td>_____________</td>
</tr>
<tr>
<td>Ounce</td>
<td>_____________</td>
</tr>
<tr>
<td>Package</td>
<td>_____________</td>
</tr>
<tr>
<td>Pint</td>
<td>_____________</td>
</tr>
<tr>
<td>Pound</td>
<td>____________ or __________</td>
</tr>
<tr>
<td>Quart</td>
<td>_____________</td>
</tr>
<tr>
<td>Tablespoon</td>
<td>____________ or __________</td>
</tr>
<tr>
<td>Teaspoon</td>
<td>____________ or __________</td>
</tr>
<tr>
<td>Weight</td>
<td>_____________</td>
</tr>
<tr>
<td>Critical Control Points</td>
<td>___________</td>
</tr>
</tbody>
</table>
Handout 1: Abbreviations Used in Recipes (Answers)

**Directions:** Working individually or in pairs, write the abbreviations for the following words that are often used in a recipe.

<table>
<thead>
<tr>
<th>Words</th>
<th>Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edible Portion</td>
<td>EP</td>
</tr>
<tr>
<td>As Purchased</td>
<td>AP</td>
</tr>
<tr>
<td>Cup</td>
<td>c or cup</td>
</tr>
<tr>
<td>Degree Fahrenheit</td>
<td>°F</td>
</tr>
<tr>
<td>Fluid Ounce</td>
<td>fl oz</td>
</tr>
<tr>
<td>Gallon</td>
<td>gal</td>
</tr>
<tr>
<td>Number</td>
<td>No.</td>
</tr>
<tr>
<td>Ounce</td>
<td>oz</td>
</tr>
<tr>
<td>Package</td>
<td>pkg</td>
</tr>
<tr>
<td>Pint</td>
<td>pt</td>
</tr>
<tr>
<td>Pound</td>
<td>lb or #</td>
</tr>
<tr>
<td>Quart</td>
<td>qt</td>
</tr>
<tr>
<td>Tablespoon</td>
<td>T or Tbsp</td>
</tr>
<tr>
<td>Teaspoon</td>
<td>t or tsp</td>
</tr>
<tr>
<td>Weight</td>
<td>wt</td>
</tr>
<tr>
<td>Critical Control Points</td>
<td>CCP</td>
</tr>
</tbody>
</table>
Handout 2: Parts of a USDA Quantity Recipe for Schools

Directions: Working individually or in pairs, identify where each part is located on a USDA quantity recipe for schools.

The parts are

1. Recipe Name
2. Food Components (contributing credit toward the reimbursable meal)
3. Category and Recipe Numbers (recipe file location)
4. Ingredients
5. Weight and Measure for 50 servings and 100 servings
6. Directions
7. Pan Size (small equipment)
8. Equipment (oven and temperatures)
9. Critical Control Points (CCP)
10. Marketing Guide for Selected Items
11. Serving
12. Yield and Volume for 50 and 100 Servings
13. Special Tips, if applicable
14. Nutrients Per Serving

NOTE: The marketing guide gives the amount of product needed as purchased (AP) to yield edible portion (EP) required for the recipe.

Critical Control Points indicate the correct temperature the menu item must be held or stored at to prevent the rapid growth of bacteria or food spoilage.
# Handout 2: Parts of a USDA Quantity Recipe for Schools

## Chicken Tomato Bake

### Meat/Meat Alternate

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>50 Servings</th>
<th>100 Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enriched elbow macaroni, uncooked</td>
<td>3 lb</td>
<td>6 lb</td>
</tr>
<tr>
<td></td>
<td>2 qt 2 1/2 cups</td>
<td>1 gal 1 1/2 qt</td>
</tr>
<tr>
<td>*Cooked chicken, diced</td>
<td>3 lb 2 oz</td>
<td>6 lb 4 oz</td>
</tr>
<tr>
<td>(see Special Tips)</td>
<td></td>
<td>1 gal 2 qt</td>
</tr>
<tr>
<td>Canned tomato paste</td>
<td>12 oz</td>
<td>1 lb 6 oz</td>
</tr>
<tr>
<td>Canned tomato sauce</td>
<td>4 lb</td>
<td>8 lb</td>
</tr>
<tr>
<td></td>
<td>1 qt 3 1/2 cups (1/2 No. 10 can)</td>
<td>3 qt 3 1/2 cups (1/2 No. 10 can)</td>
</tr>
<tr>
<td>Reduced fat Cheddar cheese, shredded</td>
<td>6 oz</td>
<td>12 oz</td>
</tr>
<tr>
<td></td>
<td>1 1/2 cups</td>
<td>3 cups</td>
</tr>
<tr>
<td>Dried marjoram</td>
<td>2 tsp</td>
<td>1 Tbsp</td>
</tr>
<tr>
<td>Salt</td>
<td>2 tsp</td>
<td>1 Tbsp</td>
</tr>
<tr>
<td>Enriched dry bread crumbs</td>
<td>2 oz</td>
<td>4 oz</td>
</tr>
<tr>
<td></td>
<td>1/2 cup</td>
<td>1 cup</td>
</tr>
</tbody>
</table>

1. Heat water to a rolling boil. Add salt.
2. Slowly add elbow macaroni. Stir constantly, until water boils again. Cook, about 8 minutes or until tender; stir occasionally. DO NOT OVERCOOK. Drain well.
3. Combine the elbow macaroni, chicken, tomato paste, tomato sauce, water, Cheddar cheese, marjoram, and salt in a large bowl. Mix well.
4. Place 8 lb 6 oz of this mixture into each steamtable pan (12” x 20” x 2 1/2”) which has been lightly coated with pan release spray. For 50 servings, use 2 pans. For 100 servings, use 4 pans.
5. Top each pan with 1/3 cup of breadcrumbs. Cover with foil or lid.
6. Bake:
   - Conventional oven: 350°F for 30 minutes
   - Convection oven: 325°F for 30 minutes
   - CCP: Heat to 165°F or higher for at least 15 seconds.
7. CCP: Hold for hot service at 135°F or higher.
   - Score each pan 5 x 5 (25 portions per pan) with a spatula.

### Food as Purchased for

<table>
<thead>
<tr>
<th>Item</th>
<th>50 Servings</th>
<th>100 Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken, whole, without neck and giblets</td>
<td>6 lb 11 oz</td>
<td>17 lb 6 oz</td>
</tr>
</tbody>
</table>

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No Time To Train - Short Lessons for School Nutrition Assistants

Indentifying the Parts of a USDA Quantity Recipe
Chicken Tomato Bake

Meat/Meat Alternate-Vegetable-Grains/Breads

Turkey, whole, without neck and giblets

1 lb 11 oz

13 lb 5 oz

1 portion provides 1 oz equivalent of meat/meat alternate, ¼ cup of vegetable, and 1 serving of grains/breads.

50 Servings: about 13 lb 3 oz

50 Servings: 2 steamtable pans

100 Servings: about 26 lb 6 oz

100 Servings: 4 steamtable pans

Special Tips:
1. *Cooked turkey can be substituted for chicken.
2. For a zestier flavor, substitute spaghetti sauce for the tomato sauce. For 50 servings, use 4 lb 1 oz (5/8 No. 10 can). For 100 servings, use 8 lb 2 oz (1 ¾ No. 10 cans).

Edited 2004

<table>
<thead>
<tr>
<th>Calories</th>
<th>200</th>
<th>Saturated Fat</th>
<th>1.09 g</th>
<th>Iron</th>
<th>2.01 mg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein</td>
<td>13.84 g</td>
<td>Cholesterol</td>
<td>27 mg</td>
<td>Calcium</td>
<td>51 mg</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>28.03 g</td>
<td>Vitamin A</td>
<td>566 IU</td>
<td>Sodium</td>
<td>455 mg</td>
</tr>
<tr>
<td>Total Fat</td>
<td>3.48 g</td>
<td>Vitamin C</td>
<td>8.7 mg</td>
<td>Dietary Fiber</td>
<td>2.2 g</td>
</tr>
</tbody>
</table>

## Handout 2: Parts of a USDA Quantity Recipe for Schools (Answers)

### Chicken Tomato Bake

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Weight</th>
<th>Measure</th>
<th>Weight</th>
<th>Measure</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt</td>
<td>3 lb</td>
<td>2 qt</td>
<td>6 lb</td>
<td>1 gal</td>
<td>1. Heat water to a rolling boil. Add water to a boiling pot and rest.</td>
</tr>
<tr>
<td>Enriched elbow macaroni, uncooked</td>
<td>3 lb</td>
<td>2 qt</td>
<td>6 lb</td>
<td>1 gal</td>
<td>2. Slowly add elbow macaroni. Stir constantly until water boils again. Cook, about 8 minutes or until tender. Stir occasionally. DO NOT OVERCOOK. Drain well.</td>
</tr>
<tr>
<td>&quot;Cooked chicken, diced&quot; (see Special Tips)</td>
<td>3 lb 2 oz</td>
<td>3 qt</td>
<td>6 lb 4 oz</td>
<td>1 gal 2 qt</td>
<td>3. Combine the elbow macaroni, chicken, tomato paste, tomato sauce, water, Cheddar cheese, mayonnaise, and salt in a large bowl. Mix well.</td>
</tr>
<tr>
<td>Canned tomato paste</td>
<td>12 oz</td>
<td>1 ¾ cups</td>
<td>1 Tbsp</td>
<td>1 lb 8 oz</td>
<td>4. Place 6 lb 6 oz of this mixture into each steamer pan (12&quot; x 20&quot; x 2 ½&quot;) which has been lightly coated with pan release spray. For 50 servings, use 2 pans. For 100 servings, use 4 pans.</td>
</tr>
<tr>
<td>Canned tomato sauce</td>
<td>4 lb</td>
<td>1 qt 3 ¼ cups (9 No. 10 can)</td>
<td>8 lb</td>
<td>3 qt 3 ¼ cups (1 ¾ No. 10 can)</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>2 cups</td>
<td>1 qt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced fat Cheddar cheese, shredded</td>
<td>6 oz</td>
<td>1 ½ cups</td>
<td>12 oz</td>
<td>3 cups</td>
<td></td>
</tr>
<tr>
<td>Dried marjoram</td>
<td>2 tsp</td>
<td>1 Tbsp</td>
<td>1 tsp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td>2 tsp</td>
<td>1 tsp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enriched dry bread crumbs</td>
<td>2 oz</td>
<td>½ cup</td>
<td>4 oz</td>
<td>1 cup</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Top each pan with ⅛ cup of bread crumbs. Cover with foil or lid.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. CCO: Hold for hot service at 135°F or higher. Score each pan 5 x 5 (25 portions per pan) with a spatula.</td>
</tr>
</tbody>
</table>

### Marketing Guide for Selected Items

<table>
<thead>
<tr>
<th>Food as Purchased for</th>
<th>50 Servings</th>
<th>100 Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken, whole, without neck and giblets</td>
<td>8 lb 11 oz OR</td>
<td>17 lb 6 oz OR</td>
</tr>
</tbody>
</table>

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No Time To Train - Short Lessons for School Nutrition Assistants

Indentifying the Parts of a USDA Quantity Recipe
Chicken Tomato Bake

**Nutrients Per Serving**

<table>
<thead>
<tr>
<th>Nutrition</th>
<th>Per Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>200</td>
</tr>
<tr>
<td>Protein</td>
<td>13.84 g</td>
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<tr>
<td>Carbohydrate</td>
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</tr>
<tr>
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<td>2.01 mg</td>
</tr>
<tr>
<td>Calcium</td>
<td>31 mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>455 mg</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2.2 g</td>
</tr>
</tbody>
</table>

# Session Evaluation

**Instructions:**
Completely fill in the circle of your answer. Use a #2 pencil.
Please select only one response for each statement. Do not fold or crease this sheet.

<table>
<thead>
<tr>
<th>Title of Meeting:</th>
<th>Session Topic:</th>
<th>Trainer's Code:</th>
<th>Date:</th>
<th>Time Slot:</th>
<th>Location:</th>
<th>Length of Event (hrs/min):</th>
</tr>
</thead>
</table>

### Attendee Status:
- District director
- State agency staff
- Educator
- Major city director
- Site-level manager
- Private consultant/trainer
- Foodservice assistant
- Other (please list):

### Reaction to this Session

Please read the following statements related to the session. Rate your level of agreement by using the scale 5 (Strongly Agree) to 1 (Strongly Disagree).

1. The session objectives were clearly presented.  
   - Strongly Agree: 5  
   - Agree: 4  
   - Neutral: 3  
   - Disagree: 2  
   - Strongly Disagree: 1

2. The session objectives were achieved.  
   - Strongly Agree: 5  
   - Agree: 4  
   - Neutral: 3  
   - Disagree: 2  
   - Strongly Disagree: 1

3. I can apply what I learned in this session to my job.  
   - Strongly Agree: 5  
   - Agree: 4  
   - Neutral: 3  
   - Disagree: 2  
   - Strongly Disagree: 1

4. Attending the session increased my skill on the topic.  
   - Strongly Agree: 5  
   - Agree: 4  
   - Neutral: 3  
   - Disagree: 2  
   - Strongly Disagree: 1

5. Attending the session increased my knowledge on the topic.  
   - Strongly Agree: 5  
   - Agree: 4  
   - Neutral: 3  
   - Disagree: 2  
   - Strongly Disagree: 1

6. I would recommend this session to others.  
   - Strongly Agree: 5  
   - Agree: 4  
   - Neutral: 3  
   - Disagree: 2  
   - Strongly Disagree: 1

7. Overall, the session met or exceeded my expectations.  
   - Strongly Agree: 5  
   - Agree: 4  
   - Neutral: 3  
   - Disagree: 2  
   - Strongly Disagree: 1

### Comments about this Session

The information I found MOST useful was:

_________________________________________________________________________________________________

_________________________________________________________________________________________________

Please share any additional comments:

_________________________________________________________________________________________________

_________________________________________________________________________________________________

National Food Service Management Institute - The University of Mississippi

No Time To Train - Short Lessons for School Nutrition Assistants  
Indentifying the Parts of a USDA Quantity Recipe