

Emergency Preparedness During Power Outages in Child Care

**CACFP iTrain
Simple Lesson Plan**

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EXECUTIVE DIRECTOR
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Intended Audience: CACFP personnel and other child care staff

Description: This lesson explains how a power outage will affect a center operating the CACFP.

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Institute of Child Nutrition The University of Mississippi

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Lesson-at-a-Glance

Time	Topic	Activity	Materials
Introduction			
5 minutes	• Introduction and Overview		• PowerPoint slide deck • Computer • Projector (if available) • Pens or Pencils
Objective: Identify how a power outage will affect a center operating the CACFP.			
5 minutes	• Food Storage • Food Preparation • Meal Service • Paper Work-Computer	• Assess the Problem	• Worksheet: Activity #1 Assess the Problem
Objective: Describe the 6 components of an emergency preparedness plan.			
10 minutes	• Emergency Plan for Power Outage • Communication • Policies • Procedures • Emergency Kits • Menus • Food Supplies	• Let's Get Organized: Emergency Preparedness Plan	• Worksheet: Activity #2 Let's Get Organized: Emergency Preparedness Plan
Conclusion			
10 minutes	• Lesson Summary • Training Evaluation	• Speed Action Planning • Training Evaluation (Optional)	• Worksheet: Speed Action Planning • Optional: Training Evaluation & Training Certificate
Total Time: 30 minutes			

References

Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS: Author.

Institute of Child Nutrition. (2016). *HACCP-based standard operating procedures*. <https://theicn.org/icn-resources-a-z/food-safety>

Institute of Child Nutrition. (2019). *Food safety in child care*. <https://theicn.org/icn-resources-a-z/foodsafety-in-child-care/>

Mississippi State Department of Health. (2019). *Emergency planning and response*. <https://msdh.ms.gov/msdhsite/static/44,0,122.html>

National Restaurant Association Educational Foundation. (2012). *ServSafe receiving criteria (7th ed)*. http://elearning.servsafe.com/Content/SSMCT6/assets/en/pdf/Receiving_Criteria.pdf

U.S. Department of Agriculture, Food Safety and Inspection Service. (2015, March). *Kitchen companion: Your safe food handbook*. <https://www.fsis.usda.gov/wps/wcm/connect/6c55c954-20a8-46fd-b617-ecffb4449062/Kitchen-Companion.pdf?MOD=AJPERES>

Internet Resources

- ▶ Institute of Child Nutrition: www.theicn.org
- ▶ USDA's Team Nutrition: <https://www.fns.usda.gov/tn>

Preparation Checklist

Instructions: Use the Preparation Checklist to prepare for the training session. Keep track of your progress by checking off tasks as they are completed.

Done	Lesson Tasks
<input checked="" type="checkbox"/>	
Gather Materials	
<input type="checkbox"/>	▶ Training Script
<input type="checkbox"/>	▶ Computer and Projector Screen
<input type="checkbox"/>	▶ Worksheets and Handouts: <ul style="list-style-type: none"> • Activity #1 Assess the Problem Activity Sheet • Activity #1 Assess the Problem Activity Answer Key • Activity #2 Let's Get Organized: Emergency Preparedness Plan Activity Sheet • Speed Action Planning worksheet
<input type="checkbox"/>	▶ Pens or pencils (one per participant)
<input type="checkbox"/>	▶ Optional: Training Certificate/Evaluation/Feedback Form (one per participant)
Prepare for Lesson	
<input type="checkbox"/>	Before the training day:
<input type="checkbox"/>	▶ Review the training script and research any relevant State or local requirements. <ul style="list-style-type: none"> • The content reflects the Federal regulations and/or national best practices or standards. However, it's essential to include any additional State or local requirements when presenting this training.
<input type="checkbox"/>	▶ Make enough copies of the handouts for each participant.
<input type="checkbox"/>	▶ Test the PowerPoint on the computer and projector screen.
<input type="checkbox"/>	▶ Optional: Develop and print a session certificate/evaluation/feedback form (one per participant)
<input type="checkbox"/>	On the training day:
<input type="checkbox"/>	▶ Place pens or pencils on tables (one per participant).
<input type="checkbox"/>	▶ Distribute materials to each participant.
<input type="checkbox"/>	On the instructor's table:
<input type="checkbox"/>	▶ Training Script
<input type="checkbox"/>	▶ Instructor's copy of handouts and/or worksheets
<input type="checkbox"/>	▶ Optional: Session Evaluation/Feedback Forms

Training Script

Instructor's Note: Each section below has an accompanying slide(s). Review and share the content for each PowerPoint slide.

<p>Introduction</p> <p>Welcome!</p> <p>Complete the following tasks:</p> <ul style="list-style-type: none"> ▶ Distribute handouts to the participants. ▶ Welcome the participants to the training. ▶ Introduce yourself to the participants. Allow the participants to introduce themselves by sharing their name and one thing they would like to get from this training.
<p>Power Outage</p> <p>Ask posing question: Have you lost power at your center? What problem was created?</p> <p>Share core content: Preparing for a power outage can help you respond quickly and effectively. Ice storms, tornadoes, high winds, heavy rain, or other severe weather can lead to power outages and the loss of power to foodservice equipment. Good planning for these situations keeps food safe and maps out a plan for providing meals for the Child and Adult Care Food Program (CACFP) setting.</p>
<p>Objective: Identify how a power outage will affect a center operating the CACFP.</p>
<p>Food Storage</p> <p>Ask posing question: How does a power outage affect your food storage equipment?</p> <p>Share core content: Typically, food is stored in a pantry, refrigerator, or freezer. In the event of a power outage, keeping the freezer and refrigerator doors closed will help hold the temperature in the equipment.</p>
<p>Food Preparation</p> <p>Share core content: The use of electric stoves and ovens is lost during a power outage. Remember, some gas ovens have an electric starter and may not be available for use.</p> <p>Some centers may use electric can openers, or their water is powered by an electric pump. Without a furnace or air-conditioning, it could get very hot or cold in the kitchen, and this can cause pipes to freeze or burst.</p>

Meal Service

Share core content: Some light is needed for seating children for meals and serving the food. Battery-operated lanterns or battery-operated candles can add needed light and a little fun to the emergency.

In addition, think about what meals you can serve in the case of an emergency with no power. Foods like canned tuna, low-fat mayonnaise, saltine crackers, canned pork and beans, applesauce, and shelf-stable milk are easy to prepare without power. If you care for infants, remember to include powdered infant formula, shelf-stable milk, and bottled water. Periodically rotate the emergency CACFP meal foods, and replace the inventory with fresher products.

Paper Work-Computer

Share core content: Some centers store meal count records and other program-related documents on a computer. In these situations, always have a backup source for documentation.

One way is to print and store all electronic documents in a binder or other storage tool. As an added tip, place them in a fire-proof and water-resistant space to ensure they are safe in the case of disaster.

Ask posing question: What are some additional ways you store your program's documentation?

Activity: Assess the Problem

Time: 10 minutes

- ▶ **Purpose:** The purpose of the exercise is to help participants think through equipment lost in a power outage, the problems created with the loss of the equipment, and possible solutions to problems.
- ▶ **Materials Needed:** "Assess the Problems" activity sheet
- ▶ **Instructions:** Distribute the handout "Assessing the Problems." Using the checklist provided, either check "yes" if the equipment would work in a power outage or "no" if it would be out of service. After figuring out what will or will not work, determine problems created and possible solutions. For example: Refrigerator loses power, Solution: Keep the door shut. Each participant will share with the group one piece of equipment lost, problems created, and possible solutions. To conclude the activity, the trainer will ask participants how long it took to come up with a list of problems and solutions created by a power outage. Ask participants if developing a plan before they have a power outage would be helpful?

Objective: Describe the 6 components of an emergency preparedness plan.
Emergency Plan
Ask posing question: Why is it important to have an emergency plan?
Share core content: Thinking through problems ahead of time and figuring out solutions helps you move quickly to action. Knowing what you are doing means less stress in a stressful time. Every site should have a written emergency plan for the equipment and setting. There are six basic sections to consider when developing a plan.
Emergency Plan for Power Outage
Share core content: Thinking through problems ahead of time and figuring out solutions helps you move quickly to action. Knowing what you are doing means less stress in a stressful time. Every site should have a written emergency plan for the equipment and setting. There are six basic sections to consider when developing a plan.
Emergency Plan: Communication
Share core content: Begin by identifying who to contact when there is a power outage. Identify the center's utility company's contact information. Identify who on your staff will contact them. During this call, request an estimated time for repair. In addition, identify contact information for local health inspectors and/or regulatory agencies. The local health inspector can help you make good decisions about safe food storage and operating the child care center during an outage.
Emergency Plan: Policies
Share core content: In a power outage, know who is in charge, responsible for decisions being made, and will respond to problems. Having one person in charge helps staff keep calm while caring for the children during the outage.
Emergency Plan: Procedures
Share core content: Write step-by-step procedures on what to do when power is lost. Think through the equipment without power and disruption of other utilities. Make a specific plan on what to do. Remember, prior planning prevents poor performance in an emergency. <ul style="list-style-type: none"> ▶ Identify a person-in-charge who is responsible for the ongoing management of the emergency situation. ▶ Immediately record the time the power outage began. Call your local utility provider to report an outage. ▶ Do NOT open the refrigerators or freezers. ▶ Create a protocol on when to notify parents if the power remains out for a set time.
Emergency Plan: Emergency Kits
Share core content: Once the equipment and utilities have been determined that could lose power, think about food and supplies to have on hand to compensate for the problems in a power outage. Make a list, gather the supplies, and find a place to store the Emergency Kit. Having an "Emergency Go-To Kit" ensures the supplies needed are available and in one place that is easy to find.

Emergency Plan: Menus
Share core content: Develop menus that do not require cooking. Keep supplies for the emergency on hand. Prior planning prevents poor performance in an emergency! Pre-planned menus with a supply of the needed food can help through a power outage. Some common foods to consider are shelf-stable milk, fresh fruits and vegetables, whole wheat bread, and nut butters.
Emergency Plan: Food Supplies
Share core content: If power is lost and the emergency food supplies are used, plan the next step—how to get more supplies for the child care center that can be bought locally. Thinking one step ahead of the current emergency helps prevent more problems tomorrow!
Activity: Let's Get Organized: Emergency Preparedness Plan Time: 10 minutes
<ul style="list-style-type: none"> ▶ Purpose: The purpose of the exercise is to identify needed pieces of an emergency preparedness plan during a power outage. ▶ Materials Needed: "Let's Get Organized: Emergency Preparedness Plan" activity sheet ▶ Instructions: Distribute the "Let's Get Organized: Emergency Preparedness Plan" activity sheet. Instruct participants that thinking through problems ahead of time and figuring out solutions helps you move quickly in a power outage. With your CACFP setting in mind, please look through the "Let's Get Organized: Emergency Preparedness Plan" activity sheet and decide if the items or information listed are something you need to include in your plan. Please go through the worksheet and check off the items you need for a plan in your child care facility. Allow 5 minutes for participants to read through the list. Going through the different categories of the plan, ask each participant to tell you a category and item in the category they think they need for their CACFP Emergency Preparedness Plan.
Conclusion
Lesson Conclusion
Share core content: To conclude the training, we have discussed the importance of thinking through foodservice equipment lost for power outages, the problems created with the loss of the equipment, and possible solutions to problems. It is also important to develop an Emergency Preparedness Plan for Power Outages in Child Care. The plan includes sections on communication, procedures, policies, emergency kits, menus/inventory, and food supplies. The Emergency Preparedness Plan needs to be written using the equipment and situation of the CACFP setting.
Ask posing question: What questions do you have concerning emergency preparedness?

Activity: Speed Action Planning

Time: 5 minutes

- ▶ **Purpose:** The purpose of this activity is to establish future steps for applying the information in their workplace.
- ▶ **Materials Needed:** Speed Action Planning worksheet, Planner or Cell Phone Calendar App, and Pencil/Pen
- ▶ **Instructions:** Distribute the Speed Action worksheet. Inform participants that it is important to develop a plan for using the training’s information. Ask them to take 1–2 minutes to answer the following three questions to establish an action plan.
 - What did you learn in this training?
 - How will you apply this information in your current or future role?
 - When will you apply this information?

Once the participants have finished, encourage them to save this goal to a planner, calendar app, or other sources to ensure they follow through with their plan. Following this activity, dismiss the participants from the training.

Thank You!

Complete the following tasks:

- ▶ Conclude the training.
- ▶ Refer participants to the Institute of Child Nutrition for additional information at helpdesk@theicn.org or 800-321-3054.
- ▶ Distribute any certificates or evaluations.

Activity #1 Assessing the Problems

Instructions: Using the checklist provided, identify the equipment or service you would lose with an electrical outage by checking the **Yes** or **No** box. After figuring out what will or will not work, determine the problems created and possible solutions (i.e., no refrigeration for food = keep the refrigerator door shut).

Is the service lost with a power outage?	Yes	No	Problem	Solution
Running water				
Refrigeration for food				
Delivery for food supplies				
Flushing toilets				
Oven				
Stove				
Lights				
Heat				
Air-conditioning				
Can opener				

Is the service lost with a power outage?	Yes	No	Problem	Solution
Thermometer on refrigerator				
Refrigeration for medicine				
Medical equipment				
Telephone				
Internet				

Activity #1 Assessing the Problems Answer Key

Is the service lost with a power outage?	Yes	No	Problem	Solution
Running water			No water for cooking, drinking, or toilets. In some rural areas, water is lost when there is not power. Check with the local health department to determine if the CACFP loses water if they must close.	Have bottled water on hand for emergencies. Back-up generator
Refrigeration for food			Food could spoil. Check with the local health department to determine if the CACFP loses power if they must close.	Keep refrigerator door closed as much as possible. Have on-hand menu items that can be prepared without electricity. Use insulated coolers to store food. Back-up generator
Delivery for food supplies				Buy local
Flushing toilets			Check with the local health department to determine if the CACFP loses water if they must close.	Have bottled water on hand to flush toilets.
Oven			No oven to bake	Prepare no-cook menus.
Stove			No stove to cook	Prepare no-cook menus.
Lights			Cannot see foods in the pantry, recipes, or special diet needs.	Use flashlights, battery-operated lanterns, and candles.
Heat			Determine if the power outage is long term and if water pipes could burst.	Keep doors shut and cabinet doors open under sinks.
Air-conditioning				Open screened windows.

Is the service lost with a power outage?	Yes	No	Problem	Solution
Can opener			Cannot open cans	Keep a manual can opener on hand.
Thermometer on refrigerator			No record of temperature to determine if it entered the danger zone	Keep an analog thermometer inside the refrigerator.
Refrigeration for medicine				Use insulated coolers.
Medical equipment				Back-up batteries, generator
Telephone				Cell phones would work during a power outage if charged.
Internet				Paper back-up systems

Activity #2 Let's Get Organized: Emergency Preparedness Plan

Instructions: Place a checkmark in the Yes or No box if an item or information should be included in your emergency preparedness plan			
Category	Information/Item	Yes	No
Communication			
	Local Health Inspector number		
	Fire Department		
	Utility company number		
Procedures			
	Dealing with a water supply disruption		
	Meeting special needs in emergency situations		
	Handling foods in malfunctioning freezers and refrigerators		
	Handling electrical outages		
Emergency Kit			
	Flashlight		
	Batteries		
	Carbon dioxide detector		
	Bottled water		
Menu/Inventory			
	Emergency menus		
	Emergency food inventory		
Food Supplies			
	Local water suppliers		
	Local food suppliers		
	Emergency food		

Speed Action Planning

Instructions: Today's training featured key information on how a power outage will affect a center operating the CACFP. Answer the following three questions to establish a plan for using the information.

1. What did you learn in this training?

2. How will you apply this information in your current or future roles?

3. When will you apply this information (e.g., one week, one month, six months, etc.)?



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