



INPRO Training Day *Health and Nutrition*

| Time | Aim | Content | Method | Material |
|------------|--|--|--|--|
| 15 Minutes | Welcome the participants ; Participants get to know each other. | Icebreaker; introspection and self-picturing, sharing personal information. | Use creativity to write your name and to draw something that is characteristic for you. | Moderation cards; text markers of different colors. |
| 10 Minutes | General Introduction; specify the context of the training. | Agenda for the day, content and aims of the training. | Short input and short discussion about each participant's expectations towards the training. | Short description and schedule of the training. |
| 30 Minutes | Introduce the participants to the topic. | Evaluation of the knowledge of Health and Nutrition and awareness of the INPRO-work within childcare; especially with regard to: 1) Components of Health, 2) Health and Nutrition, 3) Key role of nutrition in childcare, 4) Potential of INPRO. | Quiz; moderation by trainer | List of e.g. 10 questions on health and nutrition |



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| 60 Minutes | The participants familiarize themselves with the basics of the nutritional sciences. | Child-oriented catering 1: nutritional recommendations for children and youths, special needs, frequent nutritional problems, etc. | Interactive lecture | Powerpoint Presentation, other resources. (e.g. books, magazines, leaflets, etc.) |
| 90 Minutes | The participants are made aware of the importance of social and educational aspects of nutrition and eating habits for children | Child-oriented catering 2: psychological aspects, social learning, requirements: food choice, food presentation, organization, acoustics and ambiance, eating time choice, free seating, etc. | Short group exercise on “There's more to it than nutritional sciences” followed by (e.g.) a movie on the topic. Subsequently, the trainer gives an interactive lecture. | Powerpoint Presentation, other resources (e.g. movie or broadcast show). |
| 60 Minutes | The participants develop an understanding of and awareness for the importance of interprofessional work to improve typically encountered issues within work situations. | Case studies of best and worst practice examples. | Group work. | Flip chart, paper sheets; best and worst practice examples either provided by the trainer or by the group. |



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| 60 Minutes | Introduce the concept of interprofessionality and the INPRO approach. | The 6 INPRO Steps; exploration of the concept and important aspects of interprofessionalism, among others including hopes for interprofessionalism, difficulties of interprofessionalism, success factors, needed personal competencies, formal vs. informal professional networks etc. | Interactive lecture. | Powerpoint presentation. |
| 20 Minutes | Develop vision for creating positive changes in the workplace. | The now and then at my workplace; relaxation and positive feelings. | A so-called “dream trip” or “inner seeing” (German: “Traumreise”): from the present experience of child catering at my workplace to the most ideal picture considering the INPRO concept. | Comfortable chairs or mattresses for all participants. |
| 90 Minutes | The participants develop a personal action plan and identify benefits of interprofessional work for situations and problems encountered at the work place. | Collaborative and interactive problem solving, putting the ideal theory into practice. | Group exercise: “Basket of ideas” | Flip chart, paper |



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| 30 Minutes | Participants reflect on the key points covered today and the relevance for practice. | Presentation of the personal action plans and summary of the lessons learned. | Individual task: Explore your lessons learned and present your resolutions. | |
| 10 Minutes | Evaluate the day | Reflection on expectations and results. | “What’s the weather like?” Indicate what type of weather best describes your feelings about the training day and explain why. | Icons for different weather types: sunny, partially clouded, mostly clouded, foggy, black clouds, thunderstorms. |