

Thinking about Mealtime Routines and Healthy Risk Taking

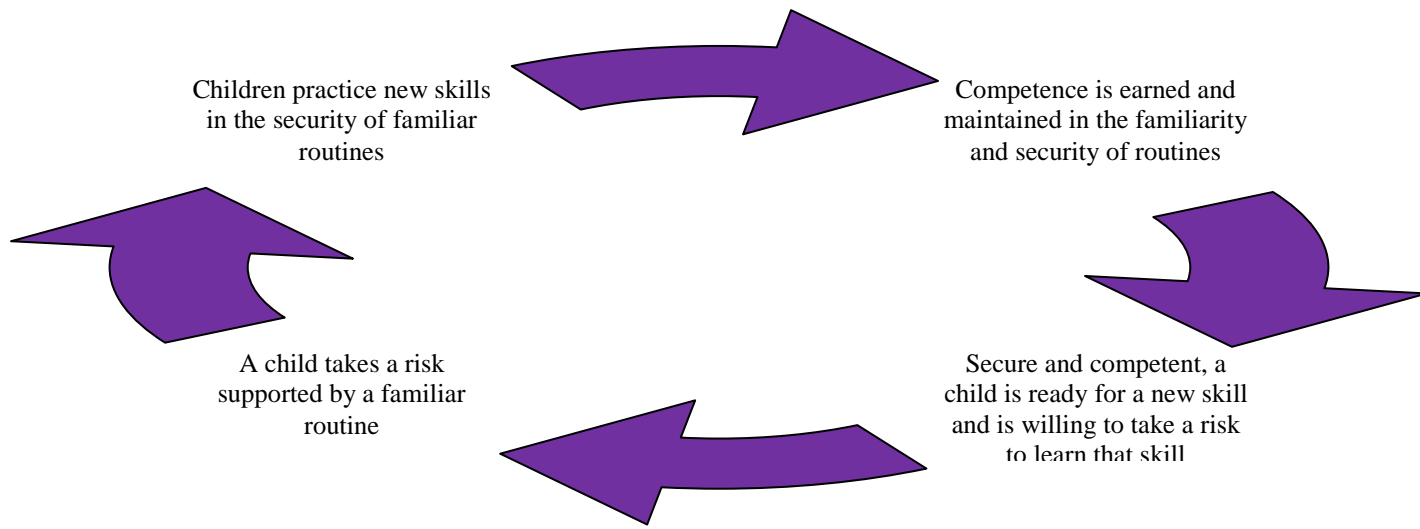
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Habits, schedules, practice, repetition, consistency! These words come to mind when we think of *routines at mealtime*.

Setting supportive routines is part of setting a supportive mealtime environment. Having a set of routines helps develop security as a child tries out unfamiliar food or tries skills for eating in groups.

Routines give children courage to take risks. The security of routines helps them use trial and error to learn about food and unfamiliar eating tasks.

If children feel secure to take a risk, and if they succeed because they took that risk, they feel competent. If they feel competent, they feel more secure. If they feel secure, they will take another risk. So goes the circle of learning skills for healthy, self-regulating eating.



Activity

Look at the parts of the mealtime schedule. Think about each part of the mealtime. For each part, suggest two ROUTINES to encourage competence and security at the mealtime.

Mealtime Schedule	Routine I	Routine II
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Pre-meal

First third of the meal

Middle of the meal

Last third of the meal

Post-meal