

MINI-GUIDES

MINDFULNESS  
AT SCHOOL

# CONTENTS

<b>Introduction</b>	<b>03</b>
<b>PART 1: ORIGINS AND FOUNDATIONS OF MEDITATION</b>	<b>05</b>
• The different types of meditation	06
• The different mindfulness practices	07
<b>PART 2: THE BENEFITS AND LIMITATIONS OF MINDFULNESS MEDITATION</b>	<b>09</b>
• The benefits of meditation in class and at home	10
• The limitations of mindfulness	11
<b>PART 3: GETTING STARTED WITH MEDITATION</b>	<b>13</b>
• Let's dispel some common misconceptions about meditation	14
• Introduction to meditation	15
<b>PART 4: GETTING READY FOR THE FIRST SESSION</b>	<b>17</b>
• Getting ready for your first meditation	18
• Introducing your students to meditation	19
<b>PART 5: PRACTICING MEDITATION</b>	<b>21</b>
• Giving students guidelines	22
• When meditation is not recommended	23
• Teaching students to take a suitable position	24
• Sharing impressions with the group	25
<b>PART 6: SAMPLE MEDITATIONS TO GET YOU STARTED</b>	<b>27</b>
• Fast break	28
• Body scan	29
• Tasting experience	32



# INTRODUCTION



**Are you teachers or school counsellors who are interested in mindfulness but don't know where to start?**



There are many **misconceptions** regarding the practice of mindfulness, and it may seem out of reach for a school staff member who would like to practice it.

Here, you can **learn more about this great tool** for your students' well-being, as well as your own.

**By helping your young people take a break from their everyday lives and reconnect with the present moment, you will enable them to connect with what is going on both inside and outside of themselves, better manage anxiety and stress, and develop resilience.**

## **WITH THIS MINI-GUIDE,**

we will guide you step by step in your **discovery of mindfulness** to help you get started with this practice, to teach your students about it and to lead meditations in class.



**All the activities in this guide can be led by a teacher or a school counsellor.**

If a group is facilitated by a school counsellor, we recommend that the teacher take part in the meditation activities with their students to become familiar with the various suggested techniques; this will help them better practice them with their students.

**Discover the experience of two teachers with mindfulness meditation in the classroom** as well as a 5-step tutorial to lead your first meditation with your students.





**PART 1:**  
**ORIGINS AND FOUNDATIONS  
OF MEDITATION**



## THE DIFFERENT TYPES OF MEDITATION:

### TRANSCENDENTAL MEDITATION

It has its roots in Hinduism.

**This technique is practiced using a mantra, a sound that is repeated aloud or in one's head** (for example, the traditional "om") that allows you to reach a state of relaxation and "pure consciousness."

### ZEN MEDITATION

Coming from Buddhism, this is a seated meditation technique **whose goal is to "empty" the mind and let thoughts appear** without trying to pay attention to them.

### MINDFULNESS MEDITATION

Mindfulness meditation (or attentive presence) also comes from Buddhism, but in its current form, it is totally secular and does not involve any religious or spiritual practice.

Its aim is to centre the person on the present moment **(the here and now)** so that they can pay special attention to their physical sensations, emotions and thoughts. This is observation, without any judgement of the experience.



**WHAT PHYSICAL SENSATIONS DO I FEEL NOW?**



**WHAT EMOTIONS AM I EXPERIENCING RIGHT NOW?**



**WHAT IDEAS ARE GOING THROUGH MY MIND?**

## THE DIFFERENT MINDFULNESS PRACTICES:

### FORMAL PRACTICE



This is the best-known form, which is associated with **meditation**.

To meditate, you need to sit in a quiet place and stop for a few moments to breathe, calm down, allow your thoughts to settle and shift your attention to a particular subject or simply to what is happening in the present moment.

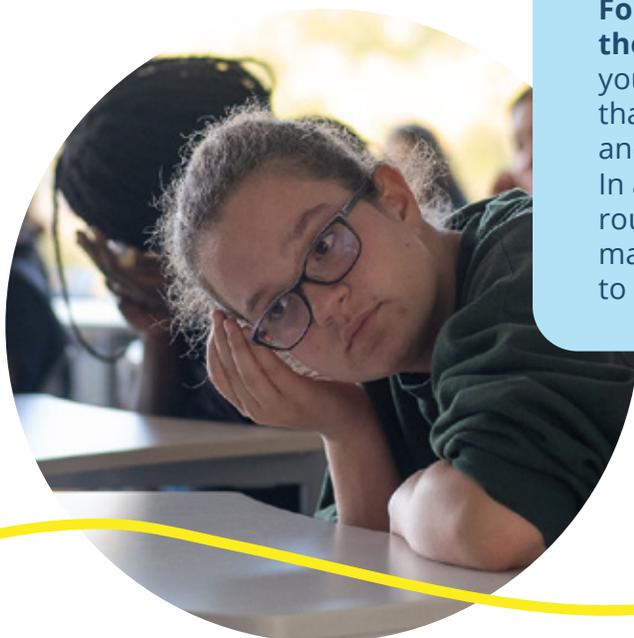
### PRACTICE "IN ACTION"



This practice is based on using **mindfulness in everyday life**: while walking, eating, listening, breathing, etc.

Without even realizing it, we often do several things at once. We watch TV while we eat, listen to music while we cook or send a text message in the middle of a conversation with someone else.

➔ **PRACTICING MINDFULNESS IN ACTION MEANS FOCUSING YOUR FULL ATTENTION ON WHAT YOU ARE DOING IN THE PRESENT MOMENT.**

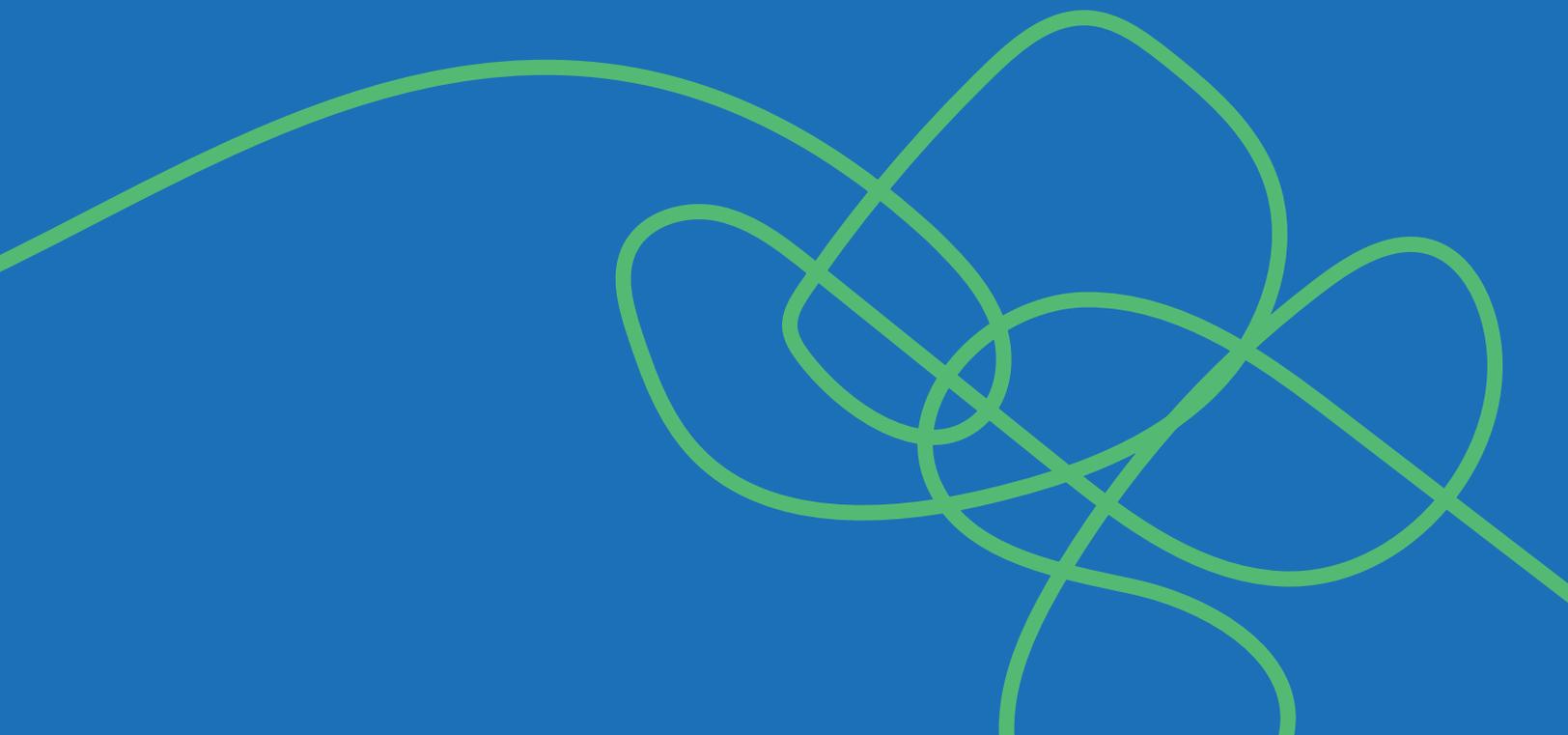


**For example, eating mindfully means taking the time to taste**, discover flavours and enjoy your food without too many distractions, so that you can appreciate what's on your plate and pay attention to what you're eating. In addition to offering a break in your daily routine, this exercise can influence weight management, eating habits and stress related to eating.



# **PART 2:**

# **THE BENEFITS AND LIMITATIONS OF MINDFULNESS MEDITATION**



## THE BENEFITS OF MEDITATION IN CLASS AND AT HOME:

Whatever form is selected, practicing mindfulness in class and at home has many beneficial effects for young people.

### BREAKING “AUTOPILOT” MODE:

Meditation helps teenagers avoid getting caught up in a state of always moving at top speed.

When they are experiencing difficulties or trying to solve multiple problems, their attention may remain focused on the (past) causes and (future) consequences of their problems in a repetitive, automatic, and unconscious way.

**This is what we call rumination, and it keeps us from living in the present moment.**

### MEDITATION HELPS YOUNG PEOPLE:

- accept their experience as it is without wanting to change it
- avoid having automatic reactions
- see the bigger picture
- put their experience into perspective
- be more resilient when facing challenges

### A POSITIVE EFFECT ON PERSONAL DEVELOPMENT:

By using mindfulness, teens are better able to plan their actions (and their consequences), be more optimistic and **develop better relationships with others.**

## POSITIVE EFFECTS ON THE BRAIN VERIFIED BY BRAIN IMAGING:



It has been shown that people who practice meditation throughout their lives retain their **cognitive faculties** longer due to the increased plasticity of their brain.



The areas of the brain dedicated to certain cognitive tasks (particularly certain sections of the prefrontal cortex, responsible for attention and regulation of emotions) are **more active** after practicing meditation.



The prefrontal cortex becomes more active than the amygdala (a part of the brain dedicated to emotions), which promotes better control of emotions and **helps prevent depression**.



## THE LIMITATIONS OF MINDFULNESS

### IT ISN'T A MIRACLE CURE:

Although mindfulness has many benefits, it isn't a solution for every illness. Instead, it adds a string to your bow and **teaches emotional and stress management strategies that can**, all together, promote resilience.

### A NECESSARY REGULAR PRACTICE:

Research increasingly shows that **a long-term daily practice** is the best way to fully unlock the positive effects of mindfulness.

→ **BUT**

**EVEN IF THEY DON'T PRACTICE EVERY DAY, SIMPLY INTRODUCING YOUNG PEOPLE TO THIS PRACTICE IS ALREADY GOOD FOR THEM BECAUSE THEY WILL BE ABLE TO RETURN TO IT LATER ON THEIR OWN.**





**PART 3:**  
**GETTING STARTED**  
**WITH MEDITATION**

# LET'S DISPEL SOME COMMON MISCONCEPTIONS ABOUT MEDITATION

## IT'S A HIPPIE THING:

Although it is rooted in Buddhism, mindfulness (or attentive presence) is a secular approach and does not promote any religious or spiritual practice. It was developed in North America to help adults suffering from various physical illnesses to better manage stress. Since then, extensive research in schools has established **that meditation has a very real effect on young people's behaviour and their ability to concentrate and learn.\***

## YOU HAVE TO BE A MEDITATION GURU TO PRACTICE IT:

Contrary to what you might think, you can teach your students how to meditate without being an expert yourself. Even imperfect meditation is effective, and every meditation is an opportunity to improve even more. Are you still on the fence about getting started?

**WE HAVE RECORDED SEVERAL MEDITATION PODCASTS THAT YOU CAN LISTEN TO AND PLAY IN CLASS AS AN INTRODUCTION.**

To access them, go to our [School Toolkit](#).



## MEDITATION TAKES TIME:

With the exercises we provide in this mini-guide and in [our School Toolkit](#), you will find that **you can have sessions** whenever you want, according to your needs:



AT THE BEGINNING OR END OF THE DAY



IN A WORKSHOP



WHEN STUDENTS ARE RESTLESS



AT HOME

\* Erbe, R., & Lohrmann, D. (2015). *Mindfulness Meditation for Adolescent Stress and Well-Being: A Systematic Review of the Literature with Implications for School Health Programs*. *Health Educator*, 47(2), 12-19.

# INTRODUCTION TO MEDITATION:

## The best way to begin meditation is to practice it yourself!

Start by practicing it gradually with guided sessions focused on breathing, attention and body awareness, then move on to more complex sessions, such as for managing emotions.

### BY PRACTICING YOURSELF,

you will gain a personal understanding of the benefits of meditation, and it will be easier for you to find the right tone, rhythm and movements for practicing in class.

### HERE ARE SOME OF THE AVAILABLE RESOURCES TO GET YOU STARTED:



**Petit Bambou app**  
(introductory sessions are free)



**Headspace app**



**Mind app**



**Calm app**



**Christophe André's guided meditations on YouTube.**

#### BOOKS:



**Méditer jour après jour** (Meditating, Day by Day),  
L'iconoclaste, Christophe André

**3 minutes à méditer** (3 Minutes of Meditation),  
L'iconoclaste, Christophe André

**Pratique de méditation** (Meditation Practice),  
Livre de poche, Fabrice Midal

**PAS SAGE!** (GET WILD!) Flammarion, Marianne Leenart



**PART 4:**  
**GETTING READY**  
**FOR THE FIRST SESSION**



# GETTING READY FOR YOUR FIRST MEDITATION:

## WHO CAN PRACTICE?

The suggested activities can be led by a teacher or a school counsellor. If a group is facilitated by a school counsellor, we recommend that **the teacher take part in the meditation activities with their students** to become familiar with the various suggested techniques; this will help them better practice them in class.

## WHICH MEDITATION(S) SHOULD YOU PRACTICE?

You can choose the meditation that best suits your needs, whether you want to restore calm in the classroom, improve your students' concentration, relieve stress at the end of the day, introduce them to **the practice of meditation or introduce them to mindfulness in a fun way.**

For the first session, however, focus on a short, simple meditation such as **the fast break** or **the body scan**, which will make it easier for your students to understand the principles of meditation.

**And don't hesitate to modify an existing session to suit your students; it will make the experience even more satisfying!**

## HOW OFTEN SHOULD YOU PRACTICE?

Depending on the group's pace, the meditations suggested at the end of this guide and in our School Toolkit can be practiced sooner or later, as you wish. So, you might decide to go through all the meditation techniques in a week, and then choose which ones you want to incorporate long term.

On the other hand, you might decide to tackle only one meditation technique per week and spread your exploration over several weeks.

**And if you feel like practicing several times a day, go ahead, because there is no maximum!**

Trust your judgement; you're the best person to know which practice will most benefit your class.

## WHERE SHOULD YOU PRACTICE?

Students can remain seated at their desks for most of our meditation activities.

**If there is enough room, they can also practice lying down or sitting in a circle.**

## INTRODUCING YOUR STUDENTS TO MEDITATION:

➔ **STEP 1:** Kick off the discussion with your students with a few questions:

WHAT IS MEDITATION?

HAVE YOU HEARD OF IT?

WHAT DO YOU KNOW ABOUT MEDITATION?

HAVE YOU EVER MEDITATED?

➔ **STEP 2:** Define meditation and share its benefits:

Start with the origins of mindfulness meditation (which are far from the often-perceived religious image) and then talk to them about the proven benefits of meditation:

IMPROVED CONCENTRATION AND ATTENTIVENESS IN CLASS

REDUCED ANXIETY AND PSYCHOLOGICAL DISTRESS

POSITIVE IMPACT ON SOCIAL RELATIONSHIPS

DECREASED AGGRESSIVENESS AND IMPULSIVENESS, ETC.

Recognize that none of this is magic but that it is definitely worth a try.

### What should you do if someone is reluctant?

It is possible that some of your students will not like the suggested exercises, especially if they are new to meditation. **Remember that this is perfectly normal and don't hesitate to talk openly about their reluctance to help overcome it:**



DO THEY HAVE PRECONCEIVED NOTIONS ABOUT MEDITATION?



DOES IT BOTHER THEM TO CLOSE THEIR EYES AND REMAIN QUIET?

You should also know that in every group, there is always at least one student who thinks that meditation is uncool, and that their classmates look ridiculous with their eyes closed. In a situation like this, you can tell them that the meditation is not mandatory, but that they can still keep an open and curious mind and try the exercises before judging them.







**PART 5:**

**PRACTICING MEDITATION**

## GIVING STUDENTS GUIDELINES

During the first meditation, you can ask your students to help you establish the rules for your meditation sessions.

Write them down on something (such as poster board) that you can pull out each time; add the following points if necessary:

**1. I ALWAYS HAVE THE OPTION TO DO THE ACTIVITY OR NOT** during meditation activities. If I choose not to participate, I will remain calm and not disturb anyone else.

**2. I CAN KEEP MY EYES OPEN OR CLOSED** during the exercises. If I choose to open them, I will look at the floor in front of me, so I won't distract the other students.

**3. I ALWAYS HAVE THE RIGHT TO DECIDE WHETHER OR NOT TO SHARE AFTER THE MINDFULNESS EXERCISES.** If I choose not to participate, I still need to listen to what others are saying.

**4. I RESPECT OTHERS' RIGHT TO SPEAK;** when someone speaks, I listen.

**5. I RESPECT MY CLASSMATES;** I don't laugh at others during group sharing times.



## WHEN IS MEDITATION NOT RECOMMENDED?

It is not recommended to do conventional meditation exercises with young people who suffer from panic attacks.

The practice of mindfulness meditation can lead to **experiencing strong emotions** (often anxiety and great sadness) or a sense of loss of control (which can contribute to feelings of panic).

This is especially likely to happen if these young people are used to repressing their emotions.

Keep a close eye on your students during the meditation, and if you notice this **type of behaviour**, don't hesitate to take the student out of the class.

On the other hand, you can have them practice mindfulness exercises "in action" through the discovery of taste, sound, sight, touch, etc.

→ **ALONG THE SAME LINES,**  
IF A STUDENT WITH AN EATING DISORDER REFUSES TO DO THE MINDFULNESS TASTING EXERCISE (WHICH INVOLVES EATING OR SMELLING A FOOD ITEM), DON'T FORCE THEM TO DO THE EXERCISE.



## TEACHING YOUR STUDENTS TO TAKE A SUITABLE POSITION

At the beginning of the session, invite your students **to take a comfortable position in which they can remain calm and focused for a few minutes.**

Tell them that they can move if they're uncomfortable, but that they should do so slowly and quietly so that they don't disturb the other students and, most importantly, so that they learn to tolerate discomfort without reacting impulsively.

## BEST PRACTICES FOR LEADING A MEDITATION ACTIVITY:

Here are some tips for leading your activity:



**read the activity in a clear, calm voice,**



**take short breaks** at the beginning of the meditation and then gradually extend them to let the students become aware of their feelings,



**observe the young people** to adjust your pace and monitor those who are disruptive,



**accept that some young people may abandon the exercise** if it arouses difficult emotions (sadness or anxiety).

Do you need examples of how to adapt your tone and pauses during meditation?

Listen to:

[our guided meditation podcasts:](#)



## NOTE:

**If certain students become disruptive or distracted during the meditation, it is best to shorten the activity.** Feel free to start with short meditations such as [the fast break](#), and then gradually increase the time rather than trying very long meditations right away. Sometimes, this simple adjustment will lead to better cooperation from all participants!

## SHARING IMPRESSIONS WITH THE GROUP:

After each meditation, we recommend a short group sharing period to allow your students to reflect on the activity.

You can ask them:

- ➔ WHAT ARE THEIR IMPRESSIONS?
- ➔ WERE THEY ABLE TO STAY FOCUSED DURING THE ACTIVITY (OR WERE THEY DISTRACTED)?
- ➔ WHAT EMOTIONS, PHYSICAL SENSATIONS OR THOUGHTS DID THEY HAVE DURING THE ACTIVITY?

**These are just some examples.**

Don't hesitate to let the young people lead part of the sharing session themselves, as these are the richest discussions.

However, consider **repeating these same questions** whenever you share, as this repetition helps to set up a reassuring structure for the activity.

This also offers students more free exploration that allows them to go deeper into their introspection with each activity and to better understand the concepts being taught.

These sharing sessions are also **an opportunity to normalize the experience and remind them that it can be difficult to focus on an activity some days.**

This will help them to accept that these moments will occur and that some meditations will be more satisfying than others, with compassion and without judgement.

### REINFORCING THE BENEFITS:

After each mindfulness activity, we recommend that you ask your students to practice at home at least once in the following week.

You are also free to repeat the activity several times a week—or even several times a day—because there is no maximum.

**Be aware that the more your students practice, the better they will become, and they will be more likely to meditate on their own at other times.**

**Attention is like a muscle that gets weaker if it isn't used.**



### NOTE:

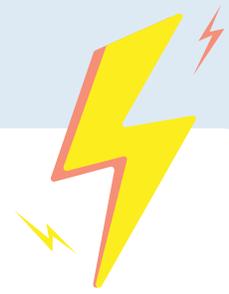
If one of your students says something concerning during the sharing sessions after the meditations, you may want to continue the discussion with them later. Don't hesitate to call upon a psychosocial worker if necessary.





**PART 6:**  
**SAMPLE MEDITATIONS**  
**TO GET YOU STARTED**





## FAST BREAK:



### WHEN TO USE IT:

- to bring calm to the classroom
- to start the day
- to end the day
- as an introduction to meditation



### DURATION:

About 3 minutes



### HOW TO PRACTICE:

- sitting on the classroom chair
- sitting in a circle on the floor
- lying down



### BENEFITS:

- short break that helps young people refocus
- relieves stress
- easy to fit into the schedule
- allows for daily practice
- a simple way to introduce young people to meditation



### CAUTION:

Don't suggest this exercise to young people who suffer from panic attacks.

→ WE WILL INDICATE PAUSES IN THE TEXT.

E.G.: [PAUSE: 5 MISSISSIPPIS] MEANS YOU SHOULD REPEAT THE WORD "MISSISSIPPI" 5 TIMES IN YOUR HEAD

Sit in a position that allows you to stay focused for a few minutes. In this exercise, we're going to ask you **to take a break to observe how you feel in your body** and in your emotions and to notice what you're thinking in the present moment.

[PAUSE: 5 MISSISSIPPIS]

Close your eyes and focus on the parts of your body that are in contact with the floor right now.

**Try to pay attention to your whole body.**

[PAUSE: 5 MISSISSIPPIS]

Start by taking a few breaths. Focus on your breathing. Don't try to change how you're breathing. Just pay attention to your lungs as they inflate when you inhale and deflate when you exhale, **like the ebb and flow of a constant wave.**

[PAUSE: 2–3 MISSISSIPPIS]

**Focus on the places in your body where you feel the air flowing:** your nose, throat, lungs, belly.

[PAUSE: 5 MISSISSIPPIS]

**Pay attention to how you feel in your body.**

Do you feel any particular physical sensations at the moment?  
What emotions are you feeling right now? What are you thinking about?

[PAUSE: 7–8 MISSISSIPPIS]



OBSERVE THIS FOR A FEW MOMENTS. WHEN YOU'RE READY, YOU CAN OPEN YOUR EYES.



## BODY SCAN:



### WHEN TO USE IT:

- to start or end the day
- as part of an introductory meditation workshop



### DURATION:

About 15 minutes



### HOW TO PRACTICE:

- sitting on the classroom chair
- sitting in a circle on the floor
- lying down



### BENEFITS:

A true classic in meditation, a complete session that introduces young people to the practice of meditation in a qualitative way.



### ALSO HELPS TEENAGERS:

- become aware of their physical sensations (which are related to their thoughts and emotions)
- relax
- sleep better (due to the relaxing effect)



### CAUTION:

Don't suggest this exercise to young people who suffer from panic attacks.

→ WE WILL INDICATE PAUSES IN THE TEXT.

E.G.: [PAUSE: 5 MISSISSIPPI] MEANS YOU SHOULD REPEAT THE WORD "MISSISSIPPI" 5 TIMES IN YOUR HEAD

**Sit comfortably in a position that allows you to concentrate for a few minutes** or lie on your back with your arms at your sides and your legs straight out.

[PAUSE: 2 MISSISSIPPI]

Close your eyes.

Focus on the parts of your body that are in contact with the floor right now.

**Try to pay attention to your whole body.**

[PAUSE: 5 MISSISSIPPI]

Start by taking a few breaths. **Focus on your breathing.**

Don't try to change how you're breathing or how fast you're breathing.

Just pay attention to your ribcage as it inflates when you inhale and deflates when you exhale.

[PAUSE: 3 MISSISSIPPI]

**Notice the places in your body where you feel the air flowing.**

[PAUSE: 5 MISSISSIPPI]

Start by focusing on the toes of your left foot. Try to feel each toe on your left foot, without moving them. It's okay if you can't really feel your toes. Next, turn your attention to the bottom of your left foot, to your heel and then to the top of your foot. **Notice which parts of your foot are touching the floor.**

Now bring your attention to your left ankle, your calf, your knee, your left thigh and finally, your hip. **Focus your attention on your whole left leg at the same time.** Notice which parts of your leg are touching the floor.

[PAUSE: 5 MISSISSIPPI]

Now, focus on the toes of your right foot. Try to feel each toe on your right foot, without moving them. It's okay if you can't really feel your toes. Next, focus on the bottom of your right foot, your heel and the top of your foot. **Notice which parts of your foot are touching the floor.** Now bring your attention to your right ankle, your calf, your knee, your thigh and finally, your hip. Try to concentrate on your whole right leg at the same time.

Notice which parts of your leg are touching the floor.

[PAUSE: 5 MISSISSIPPI]

**If you get lost in your thoughts and realize that you're not paying attention to the various parts of your body, tell yourself that this is normal.** Just bring your attention back to your breathing and then to the meditation.

[PAUSE: 2–3 MISSISSIPPI]

Focus on your lower back. Slowly move up your back, paying attention to the middle of your back, then the upper part of your back.

**Try to focus on every bone in your spine, up to your shoulders.**

[PAUSE: 2 MISSISSIPPI]

Next, focus on your stomach. Notice how your belly rises when you breathe in and falls when you breathe out. Pay attention to your ribs and chest.

**Try to feel your heart beating.**

[PAUSE: 5 MISSISSIPPI]

Now, focus on the fingers of your left hand. Try to feel each finger on your left hand, without moving them. It's okay if you can't really feel your fingers. Next, turn your attention to the palm of your left hand, then to the back of your hand. Notice which part of your hand is touching the floor (or chair). Focus on your left wrist, then your forearm, elbow, upper arm and shoulder.

Try to concentrate on your whole left arm at the same time.

**Notice which parts of your arm are touching your body.**

[PAUSE: 5 MISSISSIPPI]



**Focus on the fingers of your right hand.****[PAUSE: 2–3 MISSISSIPPIS]**

Try to feel each finger on your right hand, without moving them. It's okay if you can't really feel your fingers. Next, turn your attention to the palm of your right hand, then to the back of your hand. Notice which part of your hand is touching the floor (or chair).

Focus on your right wrist, then your forearm, elbow, upper arm and shoulder.

Try to concentrate on your whole right arm at the same time.

**Notice which parts of your arm are touching your body.****[PAUSE: 5 MISSISSIPPIS]****Now, focus on the back of your neck and head.****[PAUSE: 2–3 MISSISSIPPIS]**

Try to feel the hair on your head. Focus on your forehead, eyebrows, eyelashes and eyes. Next, pay attention to your ears, cheeks, nose, mouth, tongue, teeth, jaw, chin and finally, your throat. Focus on your entire face at the same time.

**Focus on your nose and mouth and notice where your breath enters and leaves your body.****[PAUSE: 5 MISSISSIPPIS]****TO FINISH,**

**TRY TO CONCENTRATE ON YOUR WHOLE BODY AT THE SAME TIME. TAKE A FEW BREATHS AND NOTICE HOW THEY COME AND GO. WHEN YOU'RE READY, YOU CAN MOVE YOUR FINGERS AND TOES A LITTLE AND OPEN YOUR EYES.**



## TASTING EXPERIENCE



### WHEN TO USE IT:

Can be included in a biology class or mindfulness workshop and can easily be replicated at home.



### DURATION:

About 10 minutes



### HOW TO PRACTICE:

Plan to provide a small food item such as a piece of popcorn or dried fruit for each student in the class.



### BENEFITS:

Practicing mindfulness “in action” with a fun, unique approach, which teaches young people about this way of practicing mindfulness in their daily lives.



### CAUTION:

Be aware of food allergies before handing out your food, and accept that young people with eating disorders may not do the exercise.

→ WE WILL INDICATE PAUSES IN THE TEXT.

E.G.: [PAUSE: 5 MISSISSIPPI] MEANS YOU SHOULD REPEAT THE WORD “MISSISSIPPI” 5 TIMES IN YOUR HEAD

Sit comfortably, with your back straight, but with no unnecessary tension.

**In this exercise, we’re going to ask you to eat a food as if you were trying it for the first time.**

[PAUSE: 2–3 MISSISSIPPI]

**Close your eyes and take few seconds to feel your breathing:** the cool air coming in through your nose, going down into your lungs, lifting your ribcage, inflating your belly, oxygenating your body and then coming out warmer.

[PAUSE: 5 MISSISSIPPI]

**Keep your eyes closed and hold out your hand.**

**You’re going to get a small food item in the palm of your hand.**

[PAUSE FOR ENOUGH TIME TO ALLOW THE TEACHER TO GIVE EACH STUDENT A FOOD ITEM]

Now open your eyes and look closely at how your food looks, at all the details your eyes can see.

**Pretend you’re seeing this food for the first time in your life.** What does the food look like?

What colour is it? What shape is it? What are its physical characteristics?

[PAUSE: 5 MISSISSIPPI]

**Once you have carefully examined it, turn it over in your hand.**

What texture does the object have? What do you feel on your hand when you turn it over?

What do you feel on your fingers when you turn it?

[PAUSE: 5 MISSISSIPPI]

When you're ready, hold the food up close to your nose and smell it.

[PAUSE: 2–3 MISSISSIPPIS]

Do you smell anything? What does it smell like?

Try to pay attention to all the scents you notice by slowly inhaling the odour of the object.

[PAUSE: 5 MISSISSIPPIS]

Now, bring it close to your ear.

[PAUSE: 2–3 MISSISSIPPIS]

Does the object make any noise? **Do you hear anything?**

[PAUSE: 2–3 MISSISSIPPIS]

Move the object between your fingers; crush it between two fingers.

Now do you hear anything?

[PAUSE: 5 MISSISSIPPIS]

You can now put the object in your mouth, but make sure you don't bite it right away!

**Resist the temptation.** Let it roll around gently in your mouth, on your tongue, against the inside of your cheeks.

[PAUSE: 2–3 MISSISSIPPIS]

What texture does the object have now? Does it taste like anything? **Notice what is happening in your mouth; maybe you're salivating.**

[PAUSE: 5 MISSISSIPPIS]

Now, put the object between your teeth, but don't bite into it right away.

[PAUSE: 2–3 MISSISSIPPIS]

Can you feel the object's texture between your teeth?

[PAUSE: 2–3 MISSISSIPPIS]

Now, you can bite it slowly.

What do you notice? Does the object have a particular flavour?

[PAUSE: 2–3 MISSISSIPPIS]

Now that you've bitten into it, has its texture changed?

**Chew it for a few seconds and notice the tastes and textures.**

[PAUSE: 2–3 MISSISSIPPIS]

→ WHEN YOU'RE READY, ←

YOU CAN SWALLOW IT; TRY TO OBSERVE THE SENSATIONS THAT YOU FEEL.

# DISCOVER ALL OUR TOOLS FOR INTRODUCING YOUR STUDENTS TO MINDFULNESS IN OUR SCHOOL TOOLKIT

[fondationjeunesentete.org/trousse-enseignant/](https://fondationjeunesentete.org/trousse-enseignant/)



**RESSOURCES POUR LE PERSONNEL SCOLAIRE**

**LA TROUSSE ÉCOLES : DES OUTILS POUR DÉVELOPPER LA SANTÉ MENTALE DES JEUNES**

Parce que l'école est un lieu d'apprentissage dans toutes les sphères de la vie des adolescents, vous avez la possibilité de jouer un grand rôle dans le développement de leur santé mentale.

Manque de temps à cause de vos programmes surchargés?

## YOU WILL ALSO FIND SEVERAL LESSON PLANS

for practicing mindfulness "in action" and in the traditional way in our [School Toolkit](#).



DO YOU NEED HELP ADJUSTING YOUR TONE AND PACE BEFORE YOU DIVE IN?

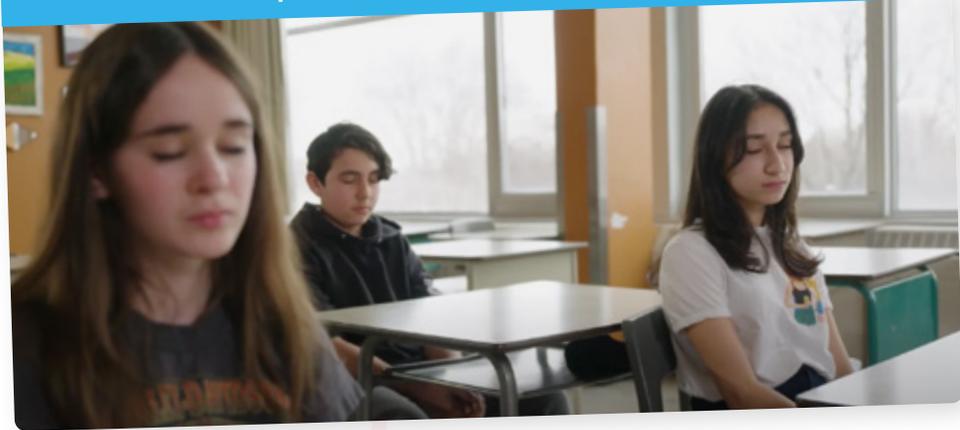
[LISTEN TO OUR GUIDED MEDITATION PODCASTS.](#)

## DISCOVER THE EXPERIENCE OF TWO TEACHERS WITH MINDFULNESS MEDITATION IN THE CLASSROOM

as well as a 5-step tutorial to lead your first meditation with your students.



<https://youtu.be/hLMv8U3cz6Y>



# THIS MINI-GUIDE

is based on the book MISSION MÉDITATION (MEDITATION MISSION) by psychologist Catherine Malboeuf-Hurtubise, PhD, and professor and researcher Éric Lacourse, PhD, published by Les Éditions Midi Trente.

## SINCERE THANKS TO OUR PARTNER:



**Les Éditions Midi trente** : practical books and friendly intervention tools for overcoming difficulties and stimulating the potential of children and adults.

**DON'T HESITATE TO CHECK OUT THEIR BOOKS AND TOOLS!**

[fondationjeunesentete.org/en/](https://fondationjeunesentete.org/en/)  
SUPPORT OUR ACTIVITIES BY MAKING A DONATION.



 [Fondation Jeunes en Tête](https://www.facebook.com/FondationJeunesenTete)  
 [@jeunesentete](https://www.instagram.com/jeunesentete)  
 [Fondation Jeunes en Tête](https://twitter.com/FondationJeunesenTete)