

MINI-GUIDES

MINDFULNESS IN THE FAMILY

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INTRODUCTION



Adolescence is a time of great learning and discovery and is the ideal time to build a foundation for good mental health. By teaching your child to manage their emotions, you are equipping them to successfully meet life's challenges.

AND, AS YOU KNOW, THERE ARE MANY!



In a world full of opportunities and excitement, **developing social relationships, dealing with academic pressure and experiencing many physical changes** can cause stress and anxiety that affects teens' mental health.

IN THIS GUIDE,

we invite you to discover **mindfulness** with your teenager in a fun, easy way that will help them reconnect with themselves, develop good relationships with friends and family, love themselves and prevent anxiety and depression.

Step by step, you will benefit from an **introduction to mindfulness to lead** your own meditations at home and share precious moments with your child.





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



THE DIFFERENT TYPES OF MEDITATION:

TRANSCENDENTAL MEDITATION

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.

LA PRATIQUE « DANS L'ACTION »

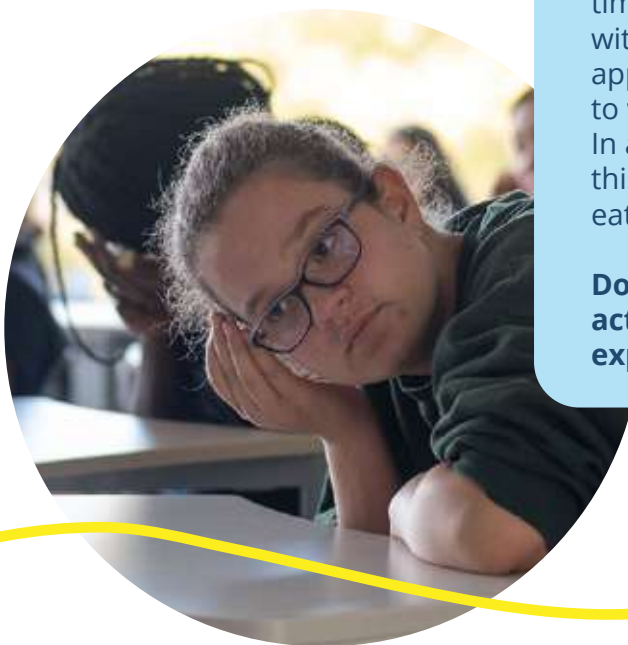


This practice is based on **using mindfulness in everyday life**: while walking, eating, listening, breathing, etc.

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.

Don't hesitate to practice mindfulness in action with your teenager for a unique and fun experience.



PART 2:

THE BENEFITS AND LIMITATIONS OF MINDFULNESS MEDITATION



THE BENEFITS OF MEDITATION AT HOME:

Whatever form is selected, practicing mindfulness 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 and generates anxiety or depression.

MEDITATION HELPS YOUNG PEOPLE:

- ➔ Be more aware of themselves and their emotions, physical sensations, thoughts and needs
- ➔ 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

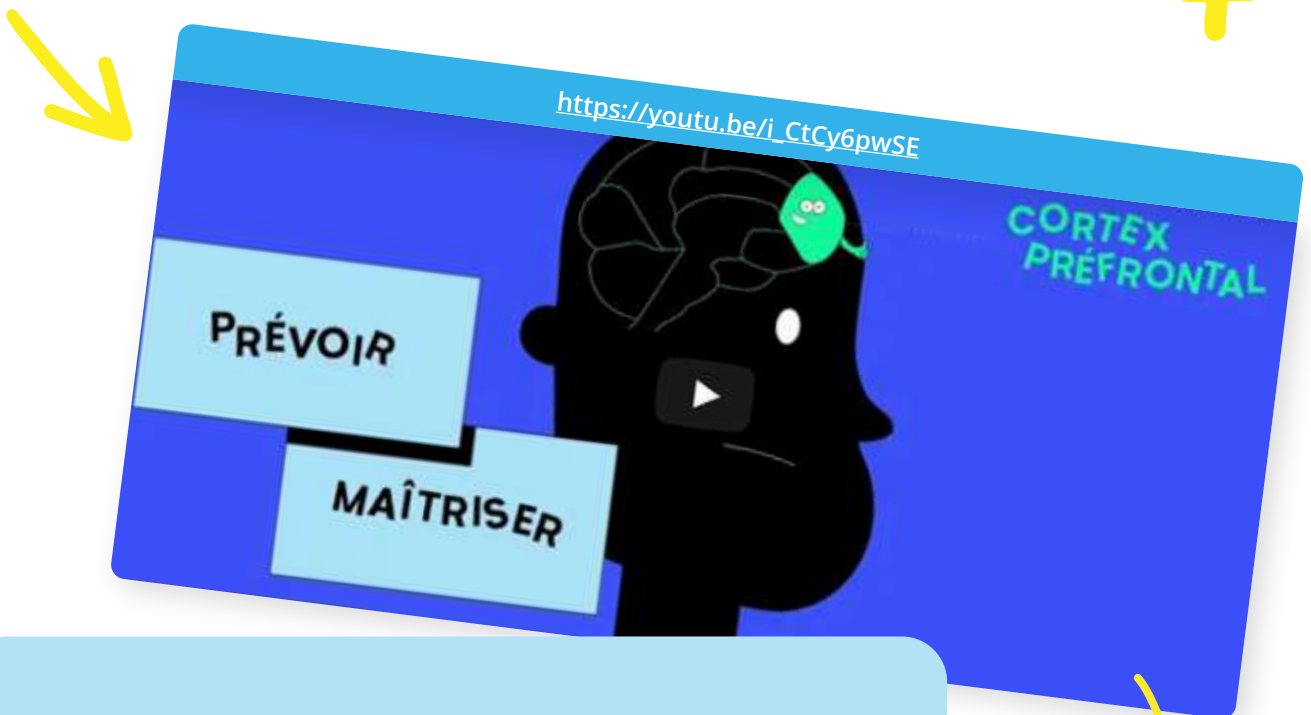
A POSITIVE EFFECT ON PERSONAL DEVELOPMENT:

By using mindfulness, teens are better able to plan their actions (and their consequences), be more optimistic and develop better relationships with their family and friends. It helps young people better manage their emotions, take a step back from their experiences and think more calmly before reacting. It also helps them become more empathetic by taking the time to observe the words and behaviours of others, which then allows them to adopt more appropriate behaviours.

A BENEFICIAL EFFECT ON YOUR RELATIONSHIP WITH YOUR TEEN:

Adolescence is a **particularly rich time of life**, but it also presents teens with many challenges, such as accepting their ever-**changing bodies**, **developing social relationships with their peers**, **finding their own identity and taking their place in society**. Teenage brains are in high gear and are more likely to generate strong emotions and disrupt young people's behaviour and decision-making.

Discover in this video
how does the brain work in adolescence.



All these upheavals, which are outside the family dynamic, can create many tensions and misunderstandings, even in your relationship with your child. In addition to providing an opportunity to share a fun, positive time with your teen, mindfulness allows you to be more accepting of your teen's emotions and behaviours.

It can also help you to cope better with this period which can, for some, bring back painful memories of their own adolescence.

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 YOU DON'T PRACTICE EVERY DAY, SIMPLY
FAMILIARIZING YOUR TEENAGER WITH THIS PRACTICE IS
ALREADY GOOD FOR THEM BECAUSE THEY'LL BE ABLE TO GO
BACK TO IT WHEN THEY'RE ALONE.**





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 has established that meditation has a very real effect on **young people's behaviour and mental health**.*

YOU HAVE TO BE A MEDITATION GURU TO PRACTICE IT:

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

WE HAVE RECORDED SEVERAL MEDITATION PODCASTS THAT YOU CAN LISTEN TO AND PLAY AT HOME AS AN INTRODUCTION.

To access them, go to our **Family Toolkit:**



MEDITATION TAKES TIME:

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



BEFORE OR AFTER THE SCHOOL DAY

if your teen has school-related anxiety about an upcoming test or oral presentation, for example.



BEFORE GOING TO BED

if your child has trouble falling asleep because of negative thoughts that keep running through their head.



WHEN YOUR TEEN IS ANXIOUS

OR UPSET after an argument with a friend or after getting bad grades at school, for example.

* 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.

AT HOME,

Once you have introduced your teen to mindfulness, don't hesitate to share these resources with them so that they can continue to practice on their own.

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



Petit Bambou app
(introductory sessions are free)



Headspace app



Mind app



Calm app

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 THE FIRST SESSION:

There are many suitable occasions to suggest to your teenager to practice mindfulness. However, remember that you should never force your teen to practice it, but rather suggest it by talking about its benefits and by practicing it yourselves with your teen.

- To relieve pressure before a difficult day
- To restore calm and concentration after returning home from school
- To calm them down when they're stressed or anxious
- To reduce tension when they have a conflict with someone
- To get ready for a good night's sleep

For the first session, focus on a short, simple meditation such as the [fast break](#) or the [body scan](#), which will make it easier for your child to understand the principles of meditation.

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

HOW OFTEN SHOULD YOU PRACTICE?

You can practice more or less frequently, depending on your availability and your child's level of interest. Please note, however, that it would be ideal to practice once a day, as repetition is key for achieving good results.

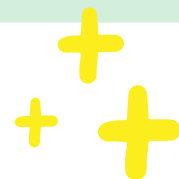
So, you might decide to go through all the meditation techniques in a week, and then choose which ones you want to incorporate long term with your child.

On the other hand, you might decide to tackle only one meditation technique per week and spread your exploration over several weeks. **And if your teen feels like practicing several times a day, go ahead, because there is no maximum!** Listen to your child and trust your own judgment; together, you will find the most beneficial practice.

WHERE SHOULD YOU PRACTICE?

For most meditation activities, you can sit in a chair or lie on a bed.

If you have the space, you can also create a relaxation area with cushions and thick rugs where you can sit or lie down.



INTRODUCING YOUR TEEN TO MEDITATION:

Start by asking **if they know what mindfulness is** and then define what it is exactly, what its origins are (far from religion) and **what its proven benefits are:**

→ IMPROVED CONCENTRATION AND ATTENTIVENESS

→ 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.

If your teen continues to be reluctant, **don't hesitate to ask them why:**

→ DO THEY HAVE PRECONCEIVED NOTIONS ABOUT MEDITATION?

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

In a situation like this, you can tell them that meditating is not required, but that they can still keep an open and curious mind and try the exercises before judging them.

Don't force the issue but suggest it again when the time is right.







PART 5:
PRACTICING MEDITATION

TEACHING YOUR TEENAGER TO TAKE A SUITABLE POSITION:

At the beginning of the session, invite your teen 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 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



OBSERVE YOUR CHILD so that you can adjust your rhythm



TAKE SHORT BREAKS at the beginning of the meditation and then gradually extend them to let your teen become aware of their feelings



ACCEPT THAT YOUR TEEN 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?

Try listening to [our guided meditation podcasts](#). Only available in French



NOTE:

If your child becomes 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!

WHEN IS MEDITATION NOT RECOMMENDED?

It is not recommended to do conventional meditation exercises with a young person suffering 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 your teen is used to repressing their emotions.

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 YOUR CHILD HAS AN EATING DISORDER AND REFUSES TO DO THE MINDFULNESS TASTING EXERCISE (WHICH INVOLVES EATING OR SMELLING A FOOD ITEM), DON'T FORCE THEM TO DO THE EXERCISE.



SHARE YOUR IMPRESSIONS WITH YOUR CHILD:

After each meditation, you can initiate a short sharing period to talk with your teenager about their impressions.

You can ask:

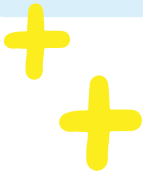
- ➔ WHAT ARE THEIR IMPRESSIONS?
- ➔ WERE THEY ABLE TO STAY FOCUSED DURING THE ACTIVITY (OR WERE THEY DISTRACTED)?
- ➔ WHAT EMOTIONS, PHYSICAL SENSATIONS OR THOUGHTS DID THEY HAVE DURING THE ACTIVITY?

These 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.

BE AWARE

that the more your child practices, 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:

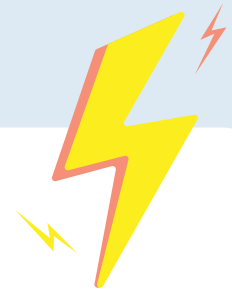
If your teenager expresses worrisome thoughts during the post-meditation sharing, it may be worthwhile to continue the discussion and to seek the help of a healthcare professional.



PART 6:
SAMPLE MEDITATIONS
TO GET YOU STARTED



FAST BREAK:



WHEN TO USE IT:

- To bring back inner calm
- To start the day
- To end the day
- As an introduction to meditation
-



DURATION:

About 3 minutes



HOW TO PRACTICE:

- Sitting on a 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
- When going to bed
- As an introduction to meditation



DURATION:

About 15 minutes



HOW TO PRACTICE:

- Sitting on a 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 MISSISSIPPIS] 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 MISSISSIPPIS]

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 MISSISSIPPIS]

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 MISSISSIPPIS]

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

[PAUSE: 5 MISSISSIPPIS]

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:



Any time of day.

DURATION:



About 10 minutes

HOW TO PRACTICE:



Plan to provide a small food item such as a piece of popcorn or dried fruit.

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:



If your child has an eating disorder, don't force them to do the exercise. Suggest other “in action” activities such as taking a walk or listening to music mindfully.

→ 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 TO HELP YOUR TEEN DEVELOP GOOD MENTAL HEALTH IN OUR FAMILY TOOLKIT



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

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

THIS MINI-GUIDE

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

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.

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