

Introduction

The importance of helping students develop an informed understanding, and empathy towards, rescue animals has been something that Musky has passionately advocated for years. To continue this important work, Stubby would also like to include a Humane Education Book Companion & Activity Guide to accompany his story. Inspired by his love for Musky, Stubby would like to note that the information contained in this manual has been adapted from Musky's Humane Education Manual to include his unique story and experiences (see Haley, 2019).

The Humane Education Book Companion & Activity Guide is aimed at acquainting students with as many potential strategies as possible that create impact points for both homeless and research animals throughout the many communities at large, throughout our nation. Because its lessons are highly transferable to any number of other programs or activities in which a young student might engage, a highly beneficial by-product of Humane Education programming is the sustainable impact it affords to the individual student, the school collective, the family unit and the greater community.

We accomplish this through a Humane Education driven curriculum which uses Project-Based, Pro-Social, and mental health learning strategies designed to explore our relationships with animals, with each other, with ourselves, and with our world as framed by our target criteria. The result? Informed, invested, engaged, and empowered --- service-minded, results-driven, empathetic leaders of tomorrow. Objectives include:

- Exposure to the animal (over) population crisis in our communities, counties and country and what students, as change-agents, can do about it --- locally and globally.
- A practical understanding of the reality of research and animal testing --- and the role students can take in working towards positive outcomes for these animals.
- An enhanced awareness of how each student's own thoughtful, informed, and qualified decisions, and service contributions, impact the community at large.
- An appreciation of the importance of --- and need for --- critical thinking skills in achieving targeted results and setting new paradigms,
- An appreciation for the role of critical *feeling* --- a term coined by Haley (2019), author of Musky's Human Education Companion Manual --- as an essential informing agent to critical thinking.
- To help facilitate the development of critical feeling skills, the author of Stubby's (i.e., the present) Human Education Companion packet has also included a mindfulness lens and mindful exercises to this manual. The intension is for students to develop skills understanding and regulating their emotions and demonstrating kindness and compassion towards themselves.
 - This kindness and compassion can then be extended to at-risk animals and be used as fuel in becoming active agents of change.
 - Opportunities for mindfulness exercises are incorporated throughout. Examples of mindfulness (or regulation) strategies that could be utilized are presented in Appendix A.

Activity Guide

This Activity guide contains thought-provoking questions designed for teachers and caregivers to use for three main purposes:

1. To promote engagement in reading, and an informed understanding of both the vulnerabilities of rescue and/or research animals, as well as ways that students can become active agents of change.
2. To help students develop critical thinking skills.
 - a. Questions will be incorporated throughout to prompt discussions, help students engage their academic skills, and critically work through the content and pictures in the book.
3. To help students develop critical feeling skills.
 - a. To promote discussions and cues for what we will refer to as “empathy bridges”—a coin termed by Haley (2019) from Musky’s Human Education Companion manual.
 - b. Empathy Bridge moments (thereafter, EB) indicate opportunities to discuss our own and others’ emotions, and how we can bridge this empathy to at-risk animals.
 - c. EB moments will be labelled throughout the Activity Guide.

We understand that both teachers and caregivers have pertinent demands. Therefore, the ultimate objective is to tie the Humane Education curriculum for this book to existing educational standards, by subject and grade. For purposes of this packet, we will focus on the discussion cues and empathy bridges in the hopes of opening up new levels of conversation that lead to heightened levels of empathy for all. Correspondingly, this booklet will likely go through several iterations as the nuances of respective community needs are evidenced.

Please note that you will see us refer to animals using pronouns. It is part of the Humane Language Initiative of the Humane Educator authoring this guide. Interestingly, people generally describe their own animal companions using gender. However, animals outside the home are frequently objectified as an “it.” To be true to our empathy bridge and potentiality facilitate change, we hope you’ll join us in this effort!

As Humane Educators, we are often asked, “What makes a human, humane?” The obvious answer is, the letter E. However, what that “E” represents is key. The E stands for Empathy. Empathy changes *everything* it touches and the personal experience of the power of one person to facilitate that change can never be minimized.

Both Musky and Stubby show us precisely how that can happen...

Discussion Cues and Empathy Bridges

Some of the following Discussion Cues and Empathy Bridges will clearly lend themselves to comparative lists, Venn diagrams, and other counting and categorizing opportunities. Please use and expand as it will best benefit the children in your classroom or in your care --- and please share your thoughts with us on the My Name Is Musky Facebook page!

PAGE 1: Hi I'm Stubby! I am the happiest ferret in the world!

- How do you think Stubby got his name?
- Stubby mentions he is a Ferret. What is a Ferret?
 - Noting Ferrets are Mustelidae.
- Why might Stubby be the happiest ferret in the world?
- How many kinds of animal friends can you list who live in our homes?
- How many kinds of animal friends can you list who do not live in our homes?

PAGE 2: But that wasn't always true...

- What does Stubby mean when he says, "that wasn't always true"?
- What emotions are Stubby showing with his face and body? (EB)
- Have you ever felt the way that Stubby looks in this picture? (EB)
- What did you notice about how your body felt when you felt this way (e.g., sweaty hands, butterflies in stomach)? (EB; see Appendix A for regulation strategies).
- What are some reasons why you think Stubby might be feeling this way? (EB)
- Does the picture offer any ideas about what Stubby might be afraid of?

PAGE 3: I was born on a small farm and lived in a small cage with my mommy.

- Does Stubby have any brothers or sisters? Can you count the number of ferrets in the drawing? How many ferrets are there? Do you know what a group of ferrets is called?
 - Noting, a group of Ferrets is called a *Business*.
- Which of the *kits* (or baby ferrets) do you think Stubby is? Why?
- What do you think it would be like to grow up on a small farm? (EB)
- How do you think Stubby felt growing up on this small farm? (EB)
- What improvements need to be made to the cage in the drawing for it to be safe, warm, and comfortable for Stubby and his mother?
- How do you feel reading about Stubby and his mother in the small cage? What do you notice about your body?
- Is it time for a Mindful Break (see Appendix A for strategies)?

PAGE 4: When I was just a baby, a worker on the farm took me and put me into my own little cage

- Why do you think the man took Stubby? Can you list some reasons?
- How do you think Stubby was feeling when the man took him? (EB) What emotions is Stubby showing in the picture? (EB)
- How do you think Stubby was feeling when he said, "I was alone"? (EB)
- Is this the same feeling as when the man took him? (EB)
- What might Stubby need to make him feel less alone? (EB)
- How are you feeling reading about Stubby's experience? What do you notice about your body?
- Is it time for a Mindful Break (See Appendix A for strategies)?

PAGE 5: The following day, my cage was loaded onto a truck that said, "Dirty Rascal's Research and Development"

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- What does Stubby mean when he says, “the following day”?
- What does Dirty Rascal mean? Why might this be the name on the truck?
- What does Research mean? What is a research and development center?

... Where was I going? I wondered. Will I ever see Mommy again?

- Where do you think Stubby was going? How did you choose your answer?
- Why do you think Stubby was going to the Research and Development Center?
- Why might Stubby not see his Mommy again?
- How do you think Stubby might be feeling? How might Stubby’s body be feeling? (EB)
- Have you ever felt the way Stubby is feeling? (EB)
- What helps you feel better when you feel this way? (EB)
- What might Stubby need to help Stubby feel better? (EB)

PAGE 6: After a long ride, I arrived at a place called the “Animal Testing Center”

- What is an animal testing center? What might happen there?
- How might Stubby be feeling? What might Stubby be thinking? (EB)
- How are you and your body feeling ready about where Stubby was brought? (EB)
- Is it time for a Mindful Break (See Appendix A for strategies)?

... A woman in a long white coat named Delores brought me inside

- Who is Delores? What might her job be?
- Does Delores look like a safe and trusting adult? Why? Why not?
- Where do you think Delores is taking Stubby?
- How do you think Stubby felt when he saw Delores? (EB) What emotions are Stubby showing? (EB)
- How could Delores change her behavior to comfort and support Stubby?
- How are you and your body feeling ready about where Stubby was brought? (EB)
- Is it time for a Mindful Break (See Appendix A for strategies)?

PAGE 7: She put my cage on a shelf and turned out the light.

- Why might Delores have placed Stubby on the shelf and turned out the lights?
- How dark do you think the room might have been?
- What might you have been feeling in the dark room?
- Could you or Stubby use a mindfulness strategy in this situation (See Appendix A for strategies)?

... I was so tired... I curled up in a ball and fell asleep

- Why do you think Stubby was so tired? How do ferrets sleep?
- What did Stubby mean when he said he “curled up in a ball”? Why do you think Stubby curled into a ball?
- Are there certain sleeping positions that you prefer? (EB)
- Are there certain body positions that make you feel safe? (EB)

PAGE 8: - When I woke up, I looked around at all the different animals in their cage. There were dogs, cats, hamsters, mice, rats, guinea pigs, and other ferrets. Delores was there too, still wearing her long white coat”

- How many animals can you see? How many do you think Stubby can see?
- What kinds of animals do you see?

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- Do you see any ferrets, other than Stubby? How many?
 - Noting that the rat is not a ferret.
 - Rats are Rodents; Ferrets are Mustelidae.
- Why was Delores wearing a white coat?
- How might Stubby have felt when he saw the other animals? (EB)
- How do you think the animals are feeling? (EB) Are they all feelings the same way? (EB)
- How would you feel if you were Stubby? What might make Stubby feel better?
- How do you feel reading about Stubby's experience? What do you notice about your body? (EB)
- Is it time for a Mindful Break (See Appendix A for strategies)?

PAGE 9: Whenever Delores came near the cages, all the animal trembled.

- What does "trembled" mean? Why might the animals tremble?
- How is Stubby feeling? How is the dog in the photo feeling? (EB)
- Are Stubby and the dog feeling the same way? Why or why not?
- How might you be feeling if you were Stubby? (EB)

... She would take a hamster, a cat, or some other animal out of their cage and disappear

- What do you think Stubby meant when he said they "disappear"? Where might the animals be going?
- Does Delores look like a safe and trusting adult? Why or why not? (EB)
- Is Delores' behavior, okay? Why might Delores be treating the animals this way? (EB)
- How could Delores change her behavior to be kind to the animals? What would you do if you were Delores? (EB)
- How do you feel reading about Stubby's experience? What do you notice about your body? (EB)
- Is it time for a Mindful Break (See Appendix A for strategies)?

PAGE 10: When she brought the animal back, they always looked tired and sad. I needed to get out of there, so I planned my escape!

- Why do you think the animals were looking "tired" and "sad"? (EB)
- How might you be feeling if you were the animals? (EB)
- What emotions are Stubby showing in this picture? How might he be feeling watching the animals return? (EB)
- Why might Stubby need to escape?
- How do you feel reading about Stubby's experience? What do you notice about your body? (EB)
- Is it time for a Mindful Break (See Appendix A for strategies)?

...I watched how Delores would open and close the cage doors.

- Why might Stubby have been watching Delores open and close the cage doors?
- Do you think this is an effective strategy for Stubby to help him escape?

PAGE 11: One night, when all the lights were out, I squeezed my little paw between the bars of my cage and opened the door

- How do you think Stubby figured out he needed to put his little paw between the bars to open the cage?
- Do you think Stubby opened the door on his first try? What risks were involved in Stubby's decision?
- How might you feel if you were Stubby? (EB)

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- How might Stubby be feeling in this moment? What emotions are Stubby showing in the picture? (EB)

PAGE 12: I scurried down the hallway, around the corner, and hid near the back door. When the security guard, making his rounds, opened the door, I ran out between his legs!

- How fast do you think Stubby needed to run to hide and escape? How fast can ferrets run?
- How might you be feeling if you were Stubby?
- How do you think Stubby was feeling in the moments where he was hiding? (EB)
- How do you think Stubby was feeling while running out the door? (EB) Is this the same feeling as when he was hiding? (EB)

PAGE 13: I was Free! The night I escaped was also the Fourth of July, and colorful fireworks exploded throughout the evening sky.

- What do you think Stubby meant by “Free?”
- What is the Fourth of July? Why might there be fireworks?
- How do you think Stubby might be feeling? (EB)
- How might you be feeling if you were Stubby? (EB)

PAGE 14: I wondered into a backyard and tried to hide. The bright lights and loud noises scared me!

- Where do you think Stubby might hide in the backyard?
- Have fireworks, bright lights, or loud noises ever scared you? (EB)
- What makes you feel better when you are scared? (EB)
- What could Stubby try to help himself feel better? (EB)

PAGE 15: A woman named Barbara found me hiding in some bushes. “Wow, a Ferret!” she said. Barbara picked me up, placed me in a small carrier, and put me inside her car. I hoped she wasn’t taking me back to that awful place!

- Would you recognize a Ferret hiding in your bushes?
- How do you think Barbara felt when she found Stubby? Does Barbara look happy? Friendly?
- Which “awful place” is Stubby referring to?
- How do you think Stubby might be feeling? (EB)

PAGE 16: Barbara gave me a salmon oil treat and said, “Don’t worry, little ferret. I work at an animal shelter. I’m taking you there!”

- What is an animal shelter? Have you ever been to an animal shelter?
- Why are animal shelters important?
- How do you think Stubby might be feeling? (EB)

...At the Animal Shelter, Barbara put me into a big cage and gave me fresh food, clean water, and a cozy bed.

- How does this cage compare to the cages that Stubby was put in on the farm or at the Animal Testing Center?
- How do you think Stubby might be feeling? (EB)
- What emotions are Stubby showing in the picture? (EB)

...I looked around at the other animals. They all looked happy, and I felt safe.

- How many animals do you notice?
- Do you agree that the animals look happy?

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- How do you and your body feel reading that Stubby finally felt safe? (EB)

PAGE 17: The next day, a young girl walked into the animal shelter carrying another ferret. Barbara greeted her: “Hi Victoria. What brings you and Musky here today?”

- Do you recognize Musky? Have you seen or heard of Musky before?
- How do you think Musky is feeling? Does she look happy? (EB)

PAGE 18: “We just wanted to stop by and say hello,” Victoria replied. Are there any ferrets whom Musky and I could meet?

- Do Musky and Victoria look friendly? What makes you think they are friendly?
- The desk reads “Fostering saves lives.” What is fostering? Why is it important?
- Do you think Stubby heard them talking? How might Stubby be feeling listening? (EB)

PAGE 19: Victoria opened the cage and I slowly walked out. She stroked the top of my head with my finger.

- Why do you think Stubby “slowly” walked out?
- How do you think Stubby felt when the cage door opened? (EB)
- How do you think Stubby felt when Victoria stroked the top of his head? (EB)

PAGE 20: “Hello, little one. My name is Victoria, and this is my best friend, Musky!”

- What emotions are both Musky and Stubby showing? (EB)
- How do you think Stubby is feeling? (EB)
- Do you think Stubby and Musky are becoming friends? How do you know?

PAGE 21: Just then, someone came in the front door. I immediately recognized the long white coat – it was Delores!

- Before the door opened, did it look like Stubby was enjoying meeting Victoria and Musky? (EB)
- How do you think Stubby might have felt when he heard the door open? (EB)
- Did you recognize Delores? Other than Delores’ white coat, how else might we know it was her?
- How do you think Stubby felt when he recognized Delores? (EB)
- Is it time for a mindful break (see Appendix A for strategies)?

PAGE 22: I was so scared! I scampered up Victoria’s arm and hid under her hair.

- Would you be feeling scared if you were Stubby? (EB)
- Have you ever seen a ferret scamper?
- How might you react if a ferret scampered into your hair? (EB)
- What does the fact that Stubby felt willing to hide in Victoria’s hair suggest about his trust for her?
- Take a look at Musky. How do you think Musky is feeling? (EB)

PAGE 23: “We’re missing a ferret at the Animal Testing Center.” Delores said. “Did anyone bring it in here?”

- How might Delores be feeling? What emotions is Delores showing in the picture?
- How do you think Stubby might be feeling, hearing Delores talk to Barbara? (EB)
- How do you feel about Delores searching for Stubby? What do you notice about your body? (EB)

...Barbara looked at Victoria before she glanced at me, peering out from under Victoria’s hair.

- Do you see Stubby peering out from under Veronica’s hair?

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- How do Stubby and Musky look like they are feeling? (EB)
- How might you be feeling if you were Stubby? (EB)
- What might you say if you were Barbara? Why?

PAGE 24: “Sorry,” Barbara said. “No stray ferrets have been dropped off.”

- What emotions are Stubby showing in the picture? How might Stubby be feeling? (EB)
- Is Stubby feeling the same way that the dog in the picture feels? How come?

...Delores frowned as she peered around the room. “Well, okay then,” she said before walking out.

- How does Delores appear to be feeling? Do you think she has reason to feel this way? (EB)
- Do you think that Delores knew that taking Stubby back to the Animal Testing Center was cruel or wrong? Why or why not?
- How do you think Stubby felt when Delores was peering around the room? (EB)
- How do you think Stubby felt when Delores walked out? (EB)
- How would you feel if you were Stubby? (EB)

PAGE 25: Victoria breathed a sigh of relief. “You will never go back to the Animal Testing Center!” she said as she cuddled me

- What emotions are Stubby showing in the picture? (EB)
- What emotions are Victoria showing in the picture? Is she feeling the same way Stubby is? (EB)
- How do you think Stubby felt hearing he would never go back to the Animal Testing Center? (EB)
- How do you think Stubby felt being cuddled by Victoria? (EB)

PAGE 26: “I will call you, Stubby!” Stubby, do you want to come and live with me and Musky?

- Do you think Stubby liked his new name? Did you correctly guess where Stubby got his name from?
- How do you think Stubby felt when Victoria asked him if he would like to live with her and Musky? (EB) Do you think Stubby should say yes? (EB)
- Would you want to live with Victoria and Musky if you were Stubby? (EB)
- How do you feel reading about the potential for Stubby to have a home? What do you notice about your body? (EB)

PAGE 27: Soon I was adopted and taken to my new home!

- What do you notice about Stubby’s new home? Does it seem comfortable and happy?
- What do you notice about Stubby’s appearance? Has anything changed?
- What emotions is Stubby showing in the picture? How might Stubby feel in his new home? (EB)

PAGE 28: Musky and I now share a bedroom! We spend our days running around, hiding our toys, and doing the Weasel War Dance!

- How do you think sharing a bedroom with Musky compares to the small cages Stubby grew up in?
- Do you think that Musky and Stubby have fun together? How can you tell?
- What is the Weasel War Dance? Have you ever seen a ferret do this before? What does your Weasel War Dance look like?
- How does Stubby appear to be feeling now that he is in his new home? (EB)
- How do you feel knowing that Stubby is in his new home with Musky? What do you notice about your body? (EB)

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PAGE 29: I still have bad dreams sometimes about the Animal Testing Center.

- Why do you think Stubby still has bad dreams about the Animal Testing Center?
- What do you think Stubby's dreams might be about?
- Have you ever had a bad dream? (EB)
- What did you do to help yourself feel better after you woke up? (EB)
- How do you think Stubby feels when he wakes up and knows it was just a bad dream?

PAGE 30: Then I wake up and see Musky sleeping beside me, and I know I'm safe and loved. Today, tomorrow, and forever.

- What kind of relationship do Musky and Stubby have? Do you think it sounds like Musky is a good big sister?
- What types of things make you feel safe and loved? What types of things do you think Musky does to remind Stubby he is safe and loved? (EB)
- How might Stubby feel, knowing that he is safe and loved forever? How might this compare to the way that Stubby felt at the beginning of the book? (EB)
- How do you feel reading that Stubby is happy, loved, and safe in his forever home? (EB)
- How does Stubby's story demonstrate the importance of Animal Rescue?
- What might we be able to do to help ferrets, and other animals, just like Stubby?

Coloring Page 1

Color or draw your picture to match the real Stubby, or choose your own colors and designs!



sketch...

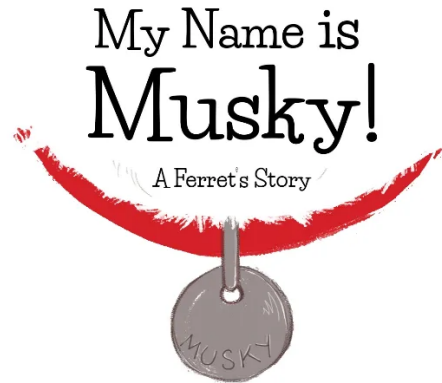


illustrate!



Coloring Page 2

Color or draw your picture to match the real Stubby & Musky, or choose your own colors and designs!



Stubby's Story - A Word Search

Help Stubby find and circle the words below. These words share important parts of Stubby's story!

K G N H N U K M M M
P C X G H R D W O M Q O B M
B I T N S L Q D C C D C U M W W W F E P
N P F H M M R P T L H L L Y X P F Q F D R T K S
G G O F T E S T I N G A I A P F L V Q Z E G I P I M
R Y T G D U K H P J G R M X F Y A R U M D W D L E A P N I I
L E Z H S U P L F Z Z U I N T P R L J N Y B L I B J X M F R
F O S T E R T G L X H V N L L Y A E Q C E K L Z R E S C U E
K U X D C S M C M Y Y Q A Q B T B E P I U H M R I Z S U V O
F V N K D Q L W T L J O P W W S R X D X J S K I G G G G J G
S X V L X K D A N E P E H Z A H A B M N A Q A P T N K M D P
I K V L D K V A K W M Y H L U F B F V I X X K P J Y F W Y I
T G R P H R J I V Q N F X U A N X H E Z G T F K V M D W I G
H G O Y E C R A I F E R R E T S S T L K S I Y X Z K E K
R L C W V T O C O N N E C T I O N E J X R K O Q Y Q W K
E D M E M T W K F E U L I L P C N R D E V O L W M D
K M R R C R F S G V D F P L J B V O Z J H O R S
N O Y I A T U J X H K W M M F W Y L V A E E
F J V F U I A H J U R H O V B Z R E T Q
O F G T T A I N D G H R Z E N F P D
V B Y L Y H Y X V W J G L D S P
G W K X Q E O X X T J M B D
Z Y S T U B B Y Z G N B
F X U L Q U Y P Y R
L E M O H E Y B
F Y T B O L
Q F T W
Y A

STUBBY
VICTORIA
ANIMAL
FOSTER
FOREVER
CONNECTION

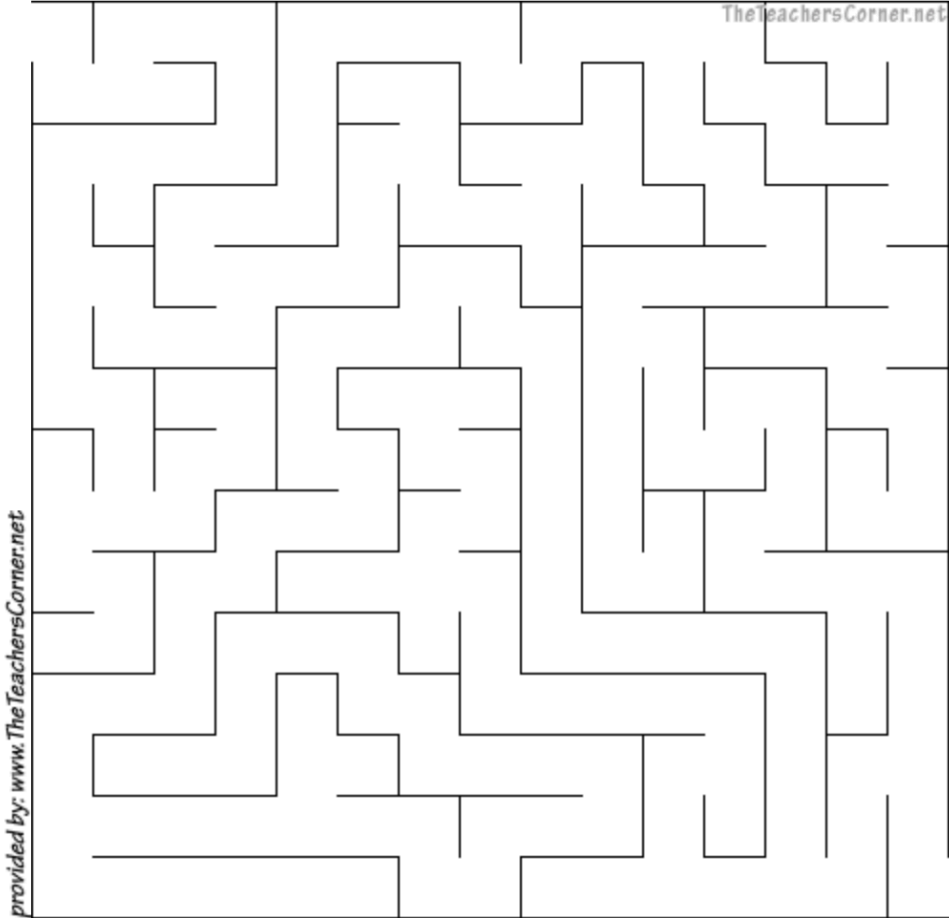
MUSKY
BARBARA
TESTING
LOVE
SAFE

FERRETS
DELORES
RESCUE
HOME
FIREWORKS



Stubby's Maze

Can you help Stubby find his way from the Animal Testing Center, to his home with Musky?!



Humane Education
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References

Haley, K. (2019). *Humane Education Book Companion & Activity Guide*. Humane Press. Available at:
<https://mynameismusky.com/pages/my-name-is-musky-humane-education-companion-manual>

Appendix A: Mindfulness, Breathing, and Relaxation Exercise Ideas

Included in this appendix are a few brief examples of a combination of mindfulness and breathing exercises that are designed to help regulate our minds and bodies when we are feeling sad, stressed, overwhelmed, or upset. Please consider implementing these strategies while working through some of the big feelings that may surface when talking about Animal Rescue and Animal Testing Centers; or at other times inside your classroom (or at home) where you notice a child needs some additional regulation support. As follows:

Grounding Exercises

A Countdown Using the Senses. Encourage the student to take a deep inhale and exhale, followed by asking the student to label *5 things they can see*.

- Encourage another inhale/exhale, followed by asking the student to label *4 things they can hear*.
- Encourage another inhale/exhale, followed by asking the student to label *3 things they can smell*.
- Encourage another inhale/exhale, followed by asking the student to label *2 things they can touch*.
- Encourage another inhale/exhale, followed by asking the student to label *1 thing they can taste*.

An Alphabet Sight Game. Encourage the student to take a deep inhale and exhale, followed by asking the student to label one item in the room that starts with the letter *A*.

- Encourage another deep inhale/exhale, followed by getting them to identify something they can see that begins by the letter *B*.
- Continue to proceed through the alphabet. The student does not need to get to the letter *Z*, and we can support our students by setting letter targets (e.g., getting to the letter *S* for Stubby; or the letter of the students first/last name).

Spending time with Animals. The love of animals is actually therapeutic.

- When/where possible, consider having the student/child spend a few minutes connecting with a friendly classroom animal, pet at home, or a Rescue Animal in need of some love.
- If safe, encourage the child to embrace and demonstrate compassion towards the animal, as well as openly discuss what they notice about him/her.
 - For example, the color(s) of the fur, the texture of the fur, unique smells, or observations, and so forth.

Breathing Exercises

Box and/or Shape Breathing. Encourage the student to take a deep breath in for 4 seconds.

- Encourage the student to hold that deep breath for 4 seconds.
- Encourage the student to blow the breath out for 4 seconds.
- At each inhale/exhale encourage the student to envision moving along the sides of a box, for the 4 seconds they are either inhaling or exhaling.
 - The shape does not have to be a box. Consider showing a picture of *Stubby the Ferret* (or another favorite animal) and encourage the student to breathe, while walking through the outline of this shape.

Bubble Gum Breathing. Begin by encouraging the student to place a piece of pretend gum in their mouth and start “chewing.”

- Encourage the student to take a deep breath in for 4 seconds, and then hold that breath for another 4 seconds.
- Encourage the student to slowly exhale, imagining that they are blowing out the biggest bubble gum bubble that they can.