

SESSION

02

**SORT It**

SHIFT OLD  
BRAIN TO  
NEW BRAIN



Youth Work Ireland  
Cork

# SHIFT OLD BRAIN TO NEW BRAIN

Please ensure you have:

- ▷ At least **three days before** the class Read 'Appendix 1: Using the Dragon Racing Game', this will ensure you have thought about the use of this game and the technology required
- ▷ Trialled the dragon racing game app with the specific tablet/phone and other equipment you intend to use on the day to ensure you can confidently instruct young people how to use it
- ▷ Ensure that you have internet connection or access to the app off-line

## LEARNING OBJECTIVES

By the end of this session participants will:

- ▷ Understand the role of old brain/new brain (fight or flight) on learning and behaviours
- ▷ Learn skills to support them to move from old brain to new brain when they are under stress



Section	Time
Trickle In	10
Welcome	5
1.Fight or flight	10
2.Triggers	20
3.Techniques for moving from old brain to new brain	15
4. Dragon Racing	30
Close	10

## MATERIALS NEEDED

- SORT It Module 1 PowerPoint presentation
- Computer, projector and screen
- Speakers connected to the computer to hear the video
- Tablet or phone with Bluetooth connection
- Dragon racing game app downloaded to tablet or phone you will use
- Two PIP's
- Copies of Hand-out One - Triggers
- Copy of the dragon-racing scorecard to keep all participants weekly score
- The 4 flipcharts from the Module One's trickle in exercise (see trickle-in exercise)

## 10 MIN TRICKLE IN EXERCISE

➔ SLIDE 1

Last week's Take the Lesson was: *Keep an eye on the different things they learn in different places over the week, and report back next week on one new thing that they learn. Anything at all. It can be at home, it can be on a course, or with mates*

- ▷ As participants arrive, remind them of the 'Take the Lesson' from last week – there are key questions written up on the slide
- ▷ Have four flipcharts up on a wall with the following headings
  - ➔ I learn and solve problems by watching videos
  - ➔ I learn and solve problems by talking to other people
  - ➔ I learn and solve problems by reading articles
  - ➔ I learn and solve problems by writing, doodling or drawing
- ▷ Ask participants to talk to you/others about something they learned this week, and to use a sticky to indicate how they learned it from the four options on the flipcharts – they can just put a sticky on the poster with the technique they used
- ▷ Discuss as young people are arriving any patterns emerging

## 5 MIN WELCOME

➔ SLIDE 2

**AIM** ➔ Participants are calm and ready to engage

### INSTRUCTIONS

#### MINDFUL MINUTE

- ▷ Welcome the participants and remind them that at the beginning of each session we will do a 'mindful minute' which is a brief exercise that helps us to focus, become calm and ready to engage
- ▷ Explain that today we will practice a breathing exercise for one minute called 'square breathing'
- ▷ Explain that focussing on deep breathing has many benefits; it can help us relax and concentrate, and if we are anxious it is very helpful in reducing feelings of anxiety.
- ▷ Explain that during this exercise, participants should try to breathe deeply – this means breathing right down into the rib cage so it expands out when you breathe – you can feel this is working if you place your hand on the top of your stomach and it moves in and out when you breathe.
- ▷ Point to the slide and explain that we will try 'square breathing' – this means breathing in counting to four, holding counting to four, breathing out counting to four, and holding counting to four, and repeating this a few times.
- ▷ Talk the participants through the round:
  - ➔ Inhale, 2, 3, 4
  - ➔ Hold, 2, 3, 4
  - ➔ Exhale 2, 3, 4
  - ➔ Hold 2, 3, 4
- ▷ After a minute of this, ring the bell/mindfulness app, thank the participants and tell them we'll get started with the session.

## SESSION OVERVIEW

Explain that in this session, we will:

- ▷ Watch a video about fight or flight, learn about stress, and ways to manage it
- ▷ Practice some of these 'de-stressing' techniques using a dragon-racing video game



## FIGHT OR FLIGHT

➔ SLIDE 3-4

**AIM** Participants learn about the fight or flight response

### OVERVIEW

There is one part to this exercise:

- a) Fight or flight video and discussion

### 1B) FIGHT OR FLIGHT INSTRUCTIONS

- a) Watch the fight or flight video (Slide 5)
- b) Have a discussion addressing the following points (Slide 6)

Group Question	Discussion Points to Include
So what is the fight or flight response?	<p>Clarify, it is a function of our old brain, was very helpful to us in primitive times when we were regularly encountering life-threatening situations (like encountering a tiger!), but not so useful in the face of everyday difficulties that might arise in work or in school.</p> <p>The video said that the 'fight or flight' happens before we have even had time to think, and this can save our lives in the face of danger.</p>
What types of situations in our modern lives might 'fight or flight' be useful?	<p>Examples from the modern world include if we are attacked, or if a car approaches suddenly etc. Discuss the fact that our 'old brain', also known as our primitive brain, thinks that all problems are tigers. So, our old Brian will respond to something that threatens our sense of calm or happiness, such as an exam or a peer being rude to us, as if this were a tiger – and this is not always helpful.</p>
Is fight or flight relevant for more usual day-to-day problems like dealing with a job interview or a difficulty in school?	<p>No, it's not and in fact, it can have a negative effect... the video showed that the blood leaves our brain and goes to our muscles. When we don't have to run or fight, we don't need the blood in our muscles, we need it in our brain, to help us problem solve. Show the 'old brain new brain' image on the powerpoint.</p> <p>Clarify that, thankfully, our new brain can see that there are other ways to deal with threats other than fighting or fleeing. Our old brain works automatically and is very fast. Our new brain is slower, but it is also clearer at thinking and can step in and help us to make a better plan to deal with a problem than fighting or fleeing.</p> <p>When we become stressed, our old brain takes over. To ensure we are making the best decisions in stressful situations we have to get the blood flow back to our brain, away from our muscles. We have to do some work when fight or flight happens, to let our new brain be in charge.</p>



## EXERCISE TWO: TRIGGERS

➔ SLIDE 5-7

**AIM** Participants understand what 'triggers' are in relation to stress responses

### OVERVIEW

This session consists of two parts:

- a) A group discussion on a story to learn about triggers
- b) A brief teach on triggers
- c) A group discussion on another story
- d) A personal exercise reflecting on triggers

### TRIGGER GROUP DISCUSSION (10)

**Read this story aloud to the group and discuss:**

*Joey was working in a shop and heard a group of other co-worker lads laughing. Joey became furious and turned around and started shouting at them. He got in a fight with one of the lads, and felt furious and upset going home from work.*

Group Question	Points to Include in Discussion
What did Joey think when he heard the group laughing?	Most likely he thought that the group of lads were laughing <b>at</b> him, making fun of him and being disrespectful about him.
What do you think happened to Joey, physically and mentally, when he heard the laughter?	He had negative thoughts. His pulse increased. His heart rate increased.
Do you think Joey was in his old brain or his new brain when he started shouting?	He was probably in his old brain because he had a stress reaction to the laughter which means the blood ran to his muscles away from his brain.
What other explanation, apart from laughing at Joey, do you think there is for the group laughing?	Maybe the group were laughing about something else and it was just coincidence that Joey was nearby.
If Joey had considered one of these other explanations, would he have thought differently? Would he have behaved differently? How?	Maybe not at first but if he had paused, taken a breath and thought about it maybe he wouldn't have started shouting or getting in a fight.

### BRIEF TEACH ON TRIGGERS

In this situation, the group of lads laughing was a 'trigger' for Joey. A trigger is something that sets us off thinking negatively, the way a trigger sets off a gun. A trigger can be something external to us like an event or a situation, or it can be something internal like a thought or feeling. The important things to communicate are:

- ▷ Triggers are unique to each of us; what might set one person off feeling bad or stressed might not set another person off.
- ▷ Triggers cause us to have negative thoughts about ourselves or situations around us. These thoughts often aren't true, or might be only a bit true
- ▷ These automatic thoughts, if we don't slow down and get into new brain, cause us to react in a way that may not be best for us at the time, i.e. we are responding like it's a trigger

### REVIEW OF TRIGGERS DISCUSSION

➡ SLIDE 11

**Read this story aloud to the group and identify:**

- ▷ Lucy's triggers (being asked not to talk, being embarrassed)
- ▷ What automatic thoughts or untrue thoughts Lucy might have had (e.g. the tutor doesn't like me, the tutor is being unreasonable, the rest of the class are laughing at me)

*Lucy is in class, and asks one of her classmates a question. The tutor asks her to stop talking in class and Lucy starts talking back to the tutor angrily, saying that she's a dictator and nobody likes her. The tutor tells Lucy to leave the classroom and Lucy leaves, angry and embarrassed.*

### EXERCISE: IDENTIFY YOUR OWN TRIGGERS

➡ SLIDE 10

**Please note that this exercise may bring up difficult things for participants. Try to check in with anyone who seems like they may be having a difficult time**

- ▷ Ask participants to think about what they do every day... being at home, being in class, if they do any sports or any other hobbies, hanging around with friends
- ▷ Ask them to think of the types of situations in the different parts of their lives that might be triggers for negative thoughts and behaviour
- ▷ Each young person should spend some time trying to identify the 'triggers' that can set them off into having automatic negative thoughts.
- ▷ Use Handout Two to see if they recognise any of the situations listed as triggers for them, or to write out any new ones
- ▷ Let participants know that they DO NOT HAVE to share what they put down, it is just for themselves to consider
- ▷ They should write yes or no for each one... writing something in each line
- ▷ Once they have identified their triggers, if they wish they can discuss in pairs one trigger they have, why they have it, and what they feel or what happens when that trigger happens



## EXERCISE THREE:

# TECHNIQUES TO SHIFT FROM OLD BRAIN TO NEW BRAIN

➔ SLIDE 8-9

**AIM** Participants understand that when we need to move from old brain to new brain, there are exercises we can do including deep breathing, focussing on certain sensory experiences and being grateful, that can help us to move from a stressful place, to a more clear-thinking place

## OVERVIEW

This exercise consists of two parts:

- a) Discussion on stress and anchors
- b) Practicing two of the exercises

## STRESS DISCUSSION

➔ SLIDE 8

Group Question	Discussion Points to Include
What is happening when we are stressed out or worrying about general things in our life?	<p>The video showed that when we are in old brain, our brain and body are acting like there is a serious immediate threat, and if there isn't an immediate threat this means we are a bit detached from reality, from what is going on around us at that moment.</p> <p>We may get into 'old brain' when there is no immediate threat but we experience a stressful situation at home, in school or elsewhere.</p>
Are we in reality, or in an imaginary place?	<p>When we are in old brain, or our minds are elsewhere, it is harder to concentrate and do things well, like play the drag-on-racing game or solving difficulties or problems that are in front of us.</p>
<p>What can help us in this situation? What are some of the things that can help us focus in the here and now?</p> <p>What are some of the things that can bring us out of the 'imaginary' space of future situations or past situations to be in the present right now?</p>	<p>What can help us in this situation is to identify 'anchors'... an anchor is a thing that you can focus on that brings you back to the present, and is generally something you can see, hear, taste, smell or feel with your skin or body. <b>These are the things that can help us to shift from old brain to new brain.</b></p> <p>What can also help is focussing on things that are positive and that we are grateful for, so that we don't become stuck on stressful negative things.</p>

## INSTRUCTIONS

- a) Remind participants that when we are in 'old brain' we are in fight or flight, and this can be a barrier to us solving problems
- b) Remind participants that in 'old brain' we can have negative automatic thoughts that make us react in a way that isn't the best for us, like Joey and Lucy did
- c) Remind participants of the square-breathing exercise we did earlier and name this as one of the techniques we can use in a high-stress situation
- d) Explain that we are going to look at two other exercises that can help bring us from old brain to new brain; gratitude and anchoring
- e) Explain to participants that they are going to have a go at a dragon racing game where they will have to learn to be relaxed, and that the best way to win the game is to be in your new brain, be relaxed and grounded

### 1. GRATITUDE

Write down, name or think of three things you are grateful for at the moment. This could be:

- ▷ People
- ▷ Things
- ▷ Situations
- ▷ Memories

### 2. ANCHORING → SLIDE 9

- a) In pairs or as a group, participants should come up with a list for each of the five senses on the slide of what they can sense right now. Talk them through each one, with some guiding questions for their discussion:
  - What can you see, inside the room, through a window etc.? Can you see anything if you close your eyes (yes, there is patterns of light)?
  - What can you hear? Where are the sounds coming from? Inside the room or out?
  - Can you smell anything in the room now or from yourself?
  - Can you taste anything, maybe something you ate earlier?
  - Feel – what can you feel, on your skin? Where is your weight resting? Can you feel anything with your feet?
- b) Have a brief discussion on how focussing on our senses can help to bring us into the here and now, and how this is a very important tool to help us shift from old brain to new brain and move from stress to being present and able to deal with stuff in the here and now.



## EXERCISE FOUR: DRAGON RACING

**AIM** To practice applying techniques for grounding and mindfulness to help them do well in the dragon racing game.

### DEMONSTRATION INSTRUCTIONS

- a) Explain to participants that this is a game where:
  - You are racing your dragon against one other player or team
  - The winner is the person or team that can get their heart and stress rate to slow down the most
  - This is measured using the PIP, each player will have one to use when they are having a go

- b) Ask one participant to play against you – explain that this is not a competition, but an opportunity to show everyone how the game works
- c) Show participants the dashboard after the game, highlighting what it is telling us about the players (see the appendix of full instructions for the game below) and discuss

Group Question	Discussion Points to Include
What is the meaning of the red events, green events and orange events?	Red events are 'stress' events, which indicate a point where your heart rate or stress increased for a brief moment. We may not even realise they are happening. Green events are when your stress indicators are very low. Orange is when you are steady.
How do we get more green and orange than red?	There are some techniques we can use to minimise the number of red events and speed up our dragons... we will look at these for the rest of the session.
Are we trying to get high scores?	Higher scores or a reduction of red scores is a desirable outcome for participants. However, the goal is to stay steady, in a constant state of calm, therefore a score that remains consistently in the orange illustrates the most calm and relaxed state that a participant can be. Feedback tips for the tutor to provide useful and positive feedback, no matter what the result, are discussed in exercise 5 below.
When can everyone have a go?	Explain that all participants will have a go of the game in the session.

### PRACTICE INSTRUCTIONS

- a) Split the group into two teams and have one team be the 'red' team and one be the 'green' team. These teams will be racing with the dragon of that colour
- b) All team members should have a go at the dragon racing game. The facilitator should ensure that each person has an opportunity to race.
- c) Before they begin, each team must sit and discuss their strategy for five minutes;
  - a) What exercises will they do to try to stay in new brain, stay calm and win the race?
  - b) What will they do while their team mates are racing to stay calm and collected?
  - c) How will they support each other when they are racing?
  - d) Who will go first, second etc.
- e) The facilitator should make a score card to be used each week, and note each players time and score (see appendix)
- f) This scorecard can be used to measure changes in individual young people's scores from session to session.

## GROUP DISCUSSION

The tutor should facilitate a strengths-based, solution-focussed discussion, highlighting what was good and what learning is important:

Group Question	Points to Include for Discussion
<p>If you had a lot of 'red' events or a low score, what were you thinking about? What was happening?</p>	<p>How you were feeling can impact on stress events.</p> <p>You can sometimes feel your heart beating faster.</p> <p>You may have noticed your shoulders or muscles were tense.</p>
<p>What was going on in the background that may have caused red events?</p>	<p>Maybe there was noise in the room. Maybe classmates were trying to distract you. Maybe you were focussed on winning and this made you stressed.</p>
<p>What do you think is the best? Are high scores automatically the most important thing?</p>	<p>Higher scores or a reduction of red scores is a desirable outcome for participants. However, the goal is to stay steady, in a constant state of calm, therefore a score that remains consistently in the orange illustrates the most calm and relaxed state that a participant can be.</p>
<p>What can they do in a positive way to improve (framing red scores are a big learning opportunity)</p>	<p>Use the grounding exercises and anchoring that we practiced.</p>
<p>What have you learned during the course so far that can help you reduce your stress levels when playing the game?</p>	<p>Encourage the young people to come up with ideas or review their learning</p>



**AIM** → To support continued learning/practice of grounding exercises and ensure participants leave the programme calm and focussed.

## INSTRUCTIONS

**Reflection:** For this week, in turn, in a round, participants can simply say:

- One thing they think they might use again from today

**Take the Lesson:** The task for this week is to:

- Apply one of the grounding exercises (deep breathing, anchoring, gratitude) at a time when they find themselves stressed

**Grounding:**

- Remind the group that at the end of every session we take just a few seconds to ground ourselves and focus ourselves
- Ring the bell/mindfulness app
- Ask participants to look at their feet and feel them on the ground, feel their hands and feet.
- Thank the participants and wish them well until next week

## HANDOUT 1: TRIGGERS

Are any of these triggers for you?  
 Write yes if they are, and no if they are not  
 Put in any other triggers in the empty spaces below  
 Discuss one with a friend: what is it and why?



Someone tells you that you did something wrong	
Someone corrects you	
Someone says that something you did is bad	
Your mates do something without inviting you	
Someone says something you don't understand	
You get given out to for something you didn't do	
Some gives you a job or school work to do that you don't understand	
Someone laughs and you don't know why	
Someone threatens you	
You need to speak in front of class or in a group	
You hear that someone said something about you	
Your mate says you are a wuss for not doing something	
You get caught doing something you're not supposed to be doing	
You go to buy something but don't have enough money	
Your teacher/boss says you are late	
Your mate cancels plans	

## APPENDIX 1: USING THE DRAGON RACING GAME

### USE OF THE DRAGON RACING GAME AND THE PIP

**What is a PIP?** The PIP is a small, handheld device that reads electronic signals from the skin of the finger and thumb. These electronic signals read how much you are in 'fight or flight' mode e.g. how stressed you are.

**Why do we need it?** The PIP is used in the programme to help young people learn about reading their levels of stress, or whether they are in fight or flight. They do this by playing a computer game which involves two young people competing against each other in a 'dragon race'. Young people will, throughout the programme, learn techniques to help them shift from their old brain (fight or flight) into their new brain (more relaxed, problem solving) and can use the Dragon Racing game to test their skills.

**When do we need it?** This first time the PIP is used is in **SESSION TWO** and is used again in a number of sessions throughout the programme.

**What is this for?** This guide is to help you prepare to ensure you have all of the information you need, including information on the right technology needed, so that you can set the game up to be played by the young people. Our aim is that by having this guide, you will be able to run the session involving this smoothly and without stress, allowing for time to have fun and learn.

## GETTING READY FOR THE GAME

### EQUIPMENT

In order to use the PIP and dragon racing game you need:

- 1) Two PIPs
- 2) A projector
- 3) A smartphone or tablet with **Bluetooth** that is compatible with the PIP:
  - a. **Apple:** iPhone 4s, 5, 5s, 5c, 6 and up / iPad 3 and up (includes iPad mini)
  - b. **Android:** Smart devices running gingerbread (2.3) or higher.
- 4) The Dragon-Racing App downloaded onto the device

## CONNECTING YOUR DEVICE TO A PROJECTOR

There are two main types of projector used in Ireland, a HDMI projector and a VGA projector. The HDMI is a digital device while the older VGA is an analogue device. To connect your device to a projector you will need to:

- 1) Identify which mobile device you have from the first column
- 2) Identify which projector you have from the second two columns
- 3) Acquire the corresponding adaptor to connect the projector to the mobile device

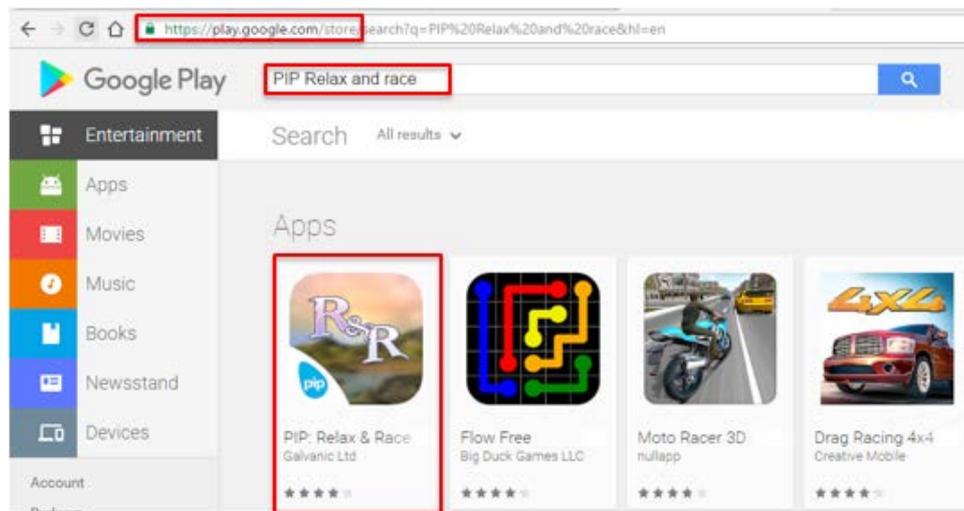
Device	VGA	HDMI
Projector	 <p>VGA cable</p> <p>Apple's dock connector to VGA adapter</p>	 <p>HDMI PORT</p>
iPhone 5, 5s, 5c, 6 and up	 <p>VGA to iPhone adapter</p>	 <p>HDMI to iPhone adapter</p>
iPad 4 <sup>th</sup> generation and later	 <p>VGA to iPad adapter</p>	 <p>HDMI to iPad adapter</p>
iPhone 4s and iPad 3	 <p>VGA to older iPhone and iPad adapter</p>	 <p>VGA to older iPhone and iPad adapter</p>
Android phone or tablet	 <p>VGA to Android adapter</p>	 <p>HDMI to Android adapter</p>

## GETTING READY TO PLAY THE GAME

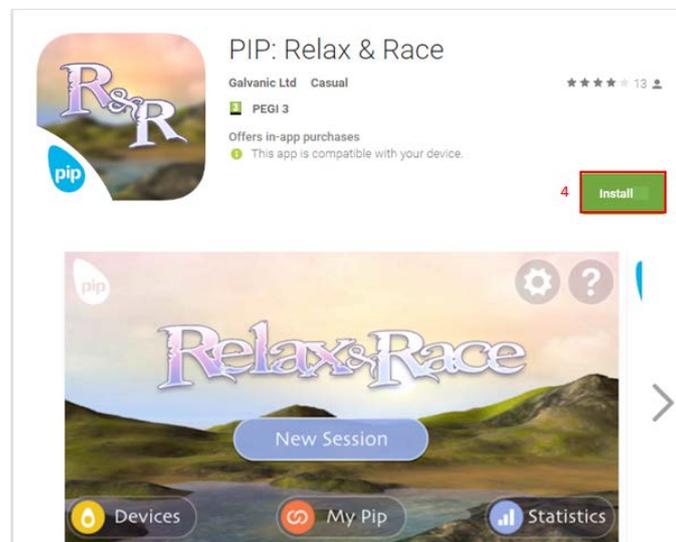
### DOWNLOADING THE APP TO YOUR MOBILE DEVICE

#### Downloading the App for Android

- 1) Navigatate to the Google Play Store (play.google.com)
- 2) Type 'PIP Relax and Race' in to the search bar
- 3) Select 'PIP: Relax and Race' from the Apps menu



- 4) Select Install to download the app onto your device (the game is free)



- 5) The app will be installed on your device

## Downloading the App for Apple Devices

- 1) Select the App Store icon on your Apple Device
- 2) Type 'Relax and Race' in to the search bar
- 3) Select 'PIP: Relax and Race' app
- 4) Select 'Install' to download the app to your device (the game is free)



### PIP: Relax & Race

[View](#)

By Galvanic

Open iTunes to buy and download apps.



[View in iTunes](#)

#### Description

Ready, Steady, Go! Relax & Race is a race against stress where you can only win by calming y Relax & Race sees two characters race to the finish line. Your stress level is used to determin - the more you relax, the faster you go.

[PIP: Relax & Race Support](#)

#### What's New in Version 3.1.1

We've listened to your feedback and have added the ability to save your My Pip password.

**INSTALL**

- 5) The app will be installed on your device

## CHARGE DEVICES AND TURN ON BLUE TOOTH

- ▷ Before using the PIP for the first time, fully charge the battery, this takes approximately 4 hours.
- ▷ To use the PIP ensure that the Bluetooth feature on your device is switched on

## CONNECT THE MOBILE DEVICE TO THE PROJECTOR

With the connector you identified in the previous section, connect your mobile device to the projector so that all of the young people can see what is happening, have fun, and learn from each other

## START USING THE GAME

- 1) Navigate to the Relax & Race Icon on your device and select it to launch the app



- 2) The app will remind you that you need a PIP to use the app
- 3) Select 'Continue' to go to the home screen
- 4) Select 'Devices' to sync your PIP to your device using Bluetooth



- 5) Activate the **first PIP**. To activate the PIP simply hold it between the thumb and middle or index finger of one hand, ensuring the tip of each finger makes contact with the gold sensor disc. After 3-6 seconds, the green status light will illuminate to indicate that the PIP is turned on.



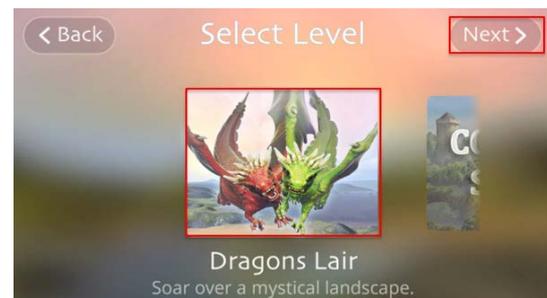
- 6) The app will search for your Device through Bluetooth
- 7) Select your PIP to connect your PIP to the app
- 8) Navigate back to the Home screen and select the 'New Session' option



- 9) **Activate the Second PIP:** On the 'Game Mode' screen, select 'Two Players' mode. If you select 'Two Players' you will be asked to connect a second PIP to your device. Repeat steps 5 – 8 to add a PIP when the app gives you the option. When the second PIP has been added click 'Next' to continue to the 'Select Level' screen.



- 10) On the 'Select Level' screen, select the level you want by placing the desired level in the centre of the screen and clicking on 'Next'



- 11) Choose which colour dragon you wish to be and click 'Next'

## PLAY THE GAME

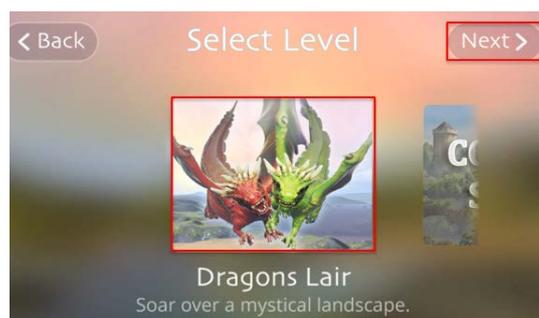
- 1) You will now start to race. The more relaxed that you are the faster that your dragon will fly
- 2) Information taken from your race will be recorded by the app and fed back to you when the race is finished
- 3) This information on events, times and scores can be accessed from the 'Statistics' option on the Home page, a further breakdown of your sessions can be found in the 'My Pip' option on the Homepage



## SETTINGS IN 1 PLAYER MODE

If the game is being used in one player mode it is advised to put the CPU dragon setting to the average of the group, so that it is not a particularly high score/speed that players are racing against, but the average of the group

- 1) In 1 Player mode select the level you wish to play and clicked 'Next'



- 2) On the 'Assign Players' screen choose the 'Average Time' setting in the bottom right hand corner to set the CPU player to the average time of sessions within the account



## IMPORTANT NOTES:

### KEEPING SCORE: GETTING BETTER AT THE GAME

Throughout the programme, young people will practice techniques and tips to help them improve their ability to race their dragon and shift from Old Brain to New Brain.

The tutor will remind the young people about the techniques that they have learned during the course and keep their best scores each week on a scorecard, which can be found in the appendix. The scorecard will track the young people's progress over the programme that the game is available for them to play so they will in effect be racing against their future selves.

### THE IMPORTANCE OF BEING STRENGTHS BASED/SOLUTION FOCUSED - DISCUSSION POINTS

Higher scores or a reduction of red scores is a desirable outcome for participants. However, the goal is to stay steady, in a constant state of calm, therefore a score that remains consistently in the orange illustrates the most calm and relaxed state that a participant can be.

To remain solution focused the tutor should ask what were participants thinking about (if they got a low score or feedback with many red events). The tutor can then discuss with the young person about the next game they will play, what can they do in a positive way to improve, framing red scores are a big learning opportunity. For example:

- ▷ What is going on inside the young person that may have influenced a higher number of red scores (e.g. how were you feeling? was your heart beating more? were your shoulders tense?)
- ▷ What is going on in the young person's environment that may have influenced a higher number of red scores (e.g. was there noise in the room? were your classmates trying to distract you?)
- ▷ What has the young person learned during the course that can help them to reduce their stress levels while playing the game

