



## Podcast 16

### How to leave disruptive emotions & problems outside of the room?, part 2

During a training session, how can we act?

Some suggestions:

- we can break the ice with the people, introducing ourselves and exchanging even a few words
- sometimes, if it does not create discomfort and if the conditions allow, even physical contact helps: shaking hands, touching a non-intimate part of the body, hugging. Beware: it depends on the levels of confidence with the people of the group; if there is a group where there are traumatised people, avoid touching them
- we can breathe with our abdomen and diaphragm and relax our belly; let others do the same. Long and deep exhalations activate the parasympathetic system, movement of the diaphragm discharges and prevents tensions and full breathing sends messages to the brain of safety
- we welcome the people. This is helpful to become grounded and focused on the situation; it is good for the participants because they become more aware about of what the trainer is doing and feel more comfortable in the classroom
- in case of tensions or physical or mental fatigue it is sometimes useful to stimulate a group shout. Really: shout!
- We make sure that the space available is occupied as best as possible; this again promotes orientation, a sense of security and respect for individual living spaces; the circle of people is the most widely used but other options can also be considered, always with a view to give people security and comfort
- With eyes open or closed it is equally useful to invite people to visualise problems. Thoughts, worries coming out of the body, out of the circle and finally outside of the space; it would be better if the exhalation corresponds to the visualisation of thoughts going out and the inhalation to the entry of fresh and clean energy
- We can anchor ourselves to the feeling of well-being that we feel on the palms of our hands, on the sole of our feet or in our belly; we can invite people to do the same

As the course or class continues, when dysfunctional feelings emerge, we are ready to feel and welcome them

We bring attention to the abdominal breathing

We let exhalations flow and avoid apneas. Apnea is a natural state of breathing when people lived trauma and they hold the breath without letting it flows. The trainer should lead the group explaining that, to breath without holding, retaining it.

We imagine the container of our mind emptying





Let us imagine that the body discharges tension to the ground. For instance: if someone during the exercise start shaking it is important to let the body movement flow without interrupting it. From the perspective of the trainer, it means to suggest him not to force or stopping a natural movement of the body.

We listen what is happening to the body. This allows us to take a few seconds of pause, to gather ideas but also to break the rhythm and let the information decant into others. There are some Yoga exercises named Pranayama. In a very simple way, using inhalation and exhalation we can force ourselves to complete breathings, using the nostrils.

We can repeat one or more of the passages mentioned, anytime, during our training or presentation.

When we leave the group, we can imagine to close a door and leave all the emotions and feelings. It is very important: when we close a lesson, what is done is done. There is time to rethink to what we did or said, but only as an experience to improve ourselves. This kind of process helps us to leave our tensions in what has been done and not to carry them over in subsequent lessons.

Among the emotions in sport that we must recognise and can influence our critical judgement are:

- anxiety;
- fear;
- anger;
- euphoria;
- pride.

All five emotions mentioned can lead to negative situations if not properly controlled. However, in our imagination we attribute anxiety, fear and anger to negative emotions, while euphoria and pride to positive emotions.

However, excessive euphoria or pride can undermine good results in competition. Let's imagine an athlete who feels elation and pride when going up against an opponent he thinks is technically less prepared, only to lose in the race. These first two positive emotions will lead to an exaggeration of the other negative emotions as they come to terms with a possible defeat.

Conversely, fear, anxiety and anger are emotions that can lower physical performance and generate what is called cognitive tilt, typical of technical cognitive sports, but at the same time also present in 'traditional' and more physical sports.

Cognitive tilt leads to considering oneself inferior to the opponent and negatively affecting physical performance. Why emotions are also able to influence our performance is quickly said: the mind controls the body, but if the mind is not able to think, we put ourselves at a disadvantage with the opponent.

Emotion is a reaction to a stimulus that leads to changes at a physiological level. Emotions drive who we are and influence our decisions constantly.

