



From the pressures of the Olympic Podium to the pressures of daily life

The Chimp Advocate Programme: Helping students to be happy, confident and successful through developing emotional skills

A programme for professionals working with the emotional needs of children and young people in the school setting

This is a programme intended to help professionals working with children and young people in the school setting to gain insight into their minds, and to understand and manage their emotions and emotional responses.



This is an opportunity to learn about a powerful mind management programme that has helped support athlete successes in British Cycling, Team Sky and other Olympic and Professional Sports by helping the person to understand themselves better. The programme takes a neuroscientific perspective to understanding how we think, feel and behave, and a highly practical approach to developing emotional skills to recognise and manage unhelpful emotions and emotional responses.

Measurable outcomes

Individuals want to see evidence of the impact of a development programme, successful outcomes that can be attained as a result of this workshop series include:

- Understanding types of thinking (emotional vs logical thinking)
- Managing conflict in relationships
- How to break patterns of behaviour
- Understanding how to change beliefs
- Understanding how to shift mindsets
- Increased confidence and higher self esteem
- How to become happier

6 day interactive workshop programme to help children and young people to develop insight and emotional skill



Chimp Management

Aim: Training for Teaching and Non-Teaching Staff to support emotional needs and emotional skill development in children and young people in the school setting.



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Core Units (x 6 day workshops)

1. Understanding the mind and getting to know yourself (Part 1)

Learning Outcomes and Principles:

- Understanding how the mind works
- Learning about the key teams in the mind and how they operate
- Understanding how unwanted emotional responses occur
- Learning about different types of thinking

2. Understanding the mind and getting to know yourself (Part 2)

Learning Outcomes and Principles:

- Understanding triggers and origins of emotional responses
- Practical plans for nurturing emotional needs
- Practical plans for managing symptoms of emotional needs and responses (unhelpful thoughts, emotions and behaviours)

3. Changing Beliefs

Learning Outcomes and Principles:

- Understanding the basis of beliefs
- Identifying unhelpful beliefs
- Practical plans for replacing unhelpful beliefs
- Practical plans for containing unhelpful beliefs

4. Changing Mindsets

Learning Outcomes and Principles:

- Understanding what a mindset is
- Understanding what is important to you
- Values and principles (Choice and consequences, Doing your best)
- Practical plans for changing mindsets
- Practical plans for supporting challenging mindsets

5. Relationships and Support

Learning Outcomes and Principles:

- Understanding 'me' in relationships and my impact on others
- Understanding that not everyone is the same
- Getting the best out of relationships
- Understanding who is really important in my life
- Understanding what makes a good friend for me

6. Happiness, Security and Confidence

Learning Outcomes and Principles:

- Security and insecurity are part of life
- Practical plans to develop greater security
- Understanding self-esteem, self-worth, self-image and self-confidence
- Practical plans for building confidence
- Understanding happiness
- Practical plans to become happier

Additional Support and Guidance Options (up to x 4 days at an additional cost)

- **Extension Workshops:** These workshops are bespoke to the needs of the group and may reflect school circumstances or salient issues within the school community. Examples include, Communicating Effectively, Dealing with Stress, Developing the Human and Executive Skills, Preparing for Exams and Revision
- **Guidance support:** This involves small group work delivery to help establish a peer support network for self-reflection around individual skill development in the use of the model with children and young people. This includes peer reviewing of case studies, recognising a child's needs, how to develop specific interventions, guidance and support to aid interventions, and dealing with challenging situations.