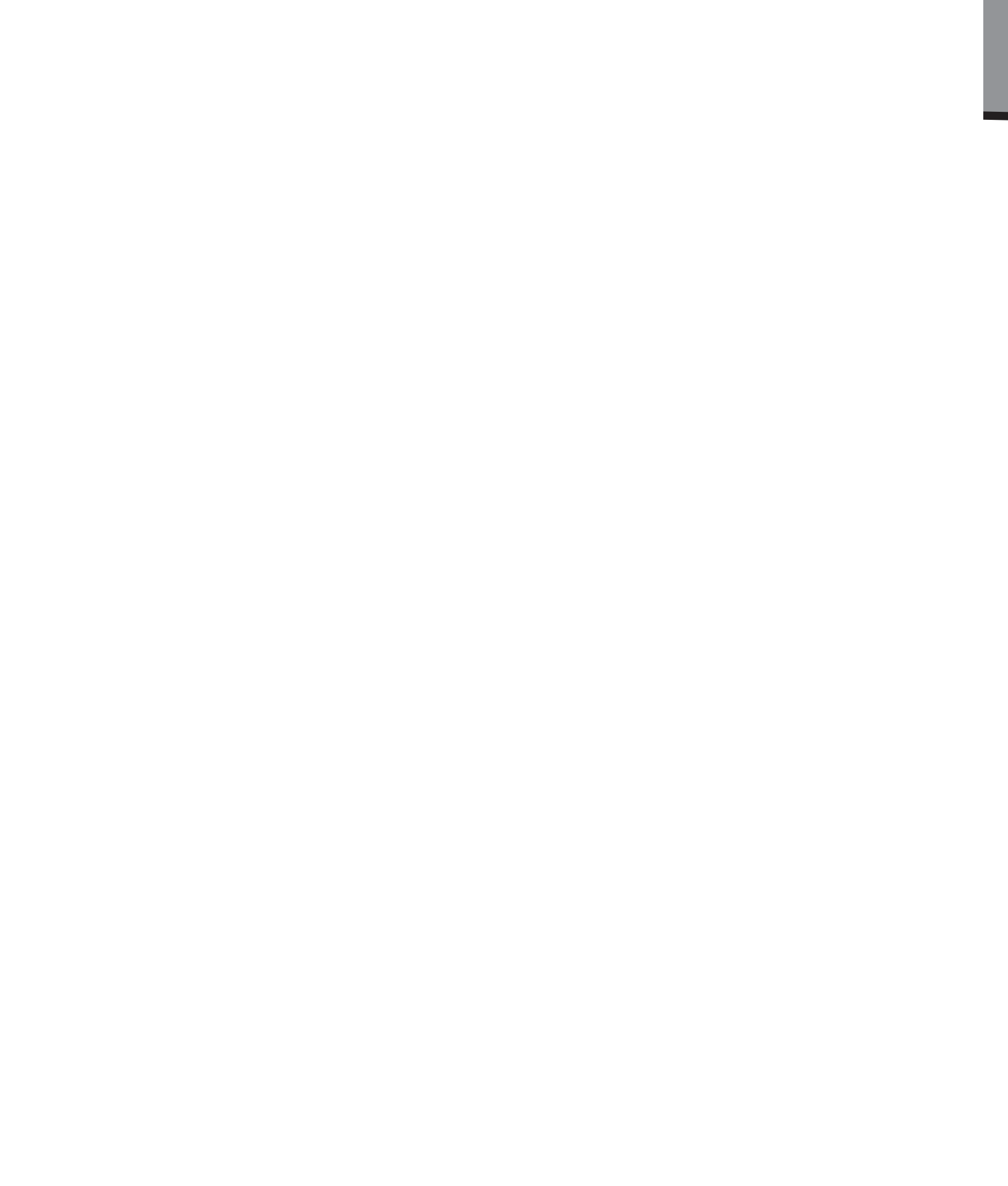




MAKING THE CONNECTION

A Guide for **supercamp**[®] Parents



FROM THE PRESIDENT

Parenting may be the most rewarding and challenging job you will ever have. And the challenge, as you well know, is always worth it as you see your child progress toward a happy, fulfilled life with your guidance. Another step in your parenting process is upon you now as you welcome your child home from SuperCamp.

We believe all children have wonderful qualities that are enhanced through nurturing environments and positive experiences. This is our focus at SuperCamp as we teach students a combination of life skills and learning strategies that benefit them in all areas of their lives.

Making the Connection gives parents a resource for “connecting” with their children through a better understanding of their SuperCamp experience. As you browse through the guide you’ll find many ways to support your child as he or she assimilates the SuperCamp experience into “life at home,” as well as many pieces that can be used to strengthen relationships with the whole family.

We encourage you to practice these skills together. The more you use them the stronger they become.

Sincerely,



Bobbi DePorter
President



TABLE OF CONTENTS

From the President	1	Quantum Writing (<i>Senior</i>)	18
What Is Quantum Learning?	2	Quantum Writing (<i>Junior</i>)	19
Life Skills	3	Quantum Reading (<i>Senior/Junior</i>)	20
The 8 Keys of Excellence (<i>Senior/Junior</i>)	4	Vocabulary Mystery Words (<i>Junior</i>)	21
Comfort Zones (<i>Senior/Junior</i>)	5	Making the Connection	22
Living Above the Line (<i>Senior</i>)	5	Solid Relationships	22
Open The Front Door (<i>Senior/Junior</i>)	6	SuperCamp Beliefs	22
Four-Part Apology (<i>Senior/Junior</i>)	7	Positive Study Environment	22
Affinity Activity (<i>Senior</i>)	8	SuperCamp Graduate and Parent Support	23
Active Listening (<i>Senior/Junior</i>)	8	Quantum Learning and SuperCamp Resources	24
Academic Skills	9	Books	24
Learning Styles (<i>Senior/Junior</i>)	10	Music to Study By	25
Multiple Intelligences (<i>Senior</i>)	11	Posters	25
Mind Mapping and Notes:TM (<i>Senior/Junior</i>)	12	Apparel	25
Circuit Learning (<i>Senior</i>)	13	Quantum Learning Programs	26
Memory Techniques (<i>Senior/Junior</i>)	14	Bring SuperCamp Methods to	
Memory Techniques Example (<i>Senior/Junior</i>)	15	Your School or Organization	26
Creative Thinking (<i>Senior</i>)	16		
SLANT (<i>Senior/Junior</i>)	17		

WHAT IS QUANTUM LEARNING®?

Quantum Learning – the teaching methodology used at SuperCamp – is a synergistic approach to the learning process. It’s an engaging and exciting learning experience for students. It’s the best ways of teaching all put together in a fast and fun way to help students learn and succeed. *(Please see page 26 for more about Quantum Learning.)*

The Quantum Learning Success Model Propels Competency, Confidence and Motivation

We orchestrate every academic, life skill, communication, team and leadership experience through our *Quantum Learning Success Model*, which is based on the most effective and well-researched behavior transformation techniques. These experiences are designed to create “success moments.”

When adolescents experience these success moments over and over and over again, as they do at SuperCamp, they develop higher levels of competence that yield greater levels of confidence. This systematic progression is the basis of the intrinsic motivation you want your child to have to be an independent, self-directed, and successful individual.



Quantum Learning Tenets

- **Everything Speaks:** What you say and how you say it sends a message.
- **Everything is on Purpose:** Everything has an intended purpose – everything.
- **Experience Before Label:** Learning happens best when information is experienced before it’s labeled.
- **Acknowledge Every Effort:** Students are acknowledged for stepping out of comfort zones, for both their competence and their confidence.
- **If It’s Worth Learning, It’s Worth Celebrating:** Celebration provides feedback regarding progress and increases positive emotional associations with the learning.

Life Skills

In this section you'll find some of the highlights of SuperCamp from our life-skills curriculum including:

- our code for personal excellence – the *8 Keys of Excellence*
- valuable communication skills to help convey needs and feelings in a positive manner
- relationship and problem-solving tools to help resolve conflicts
- the value of “venturing out” of comfort zones
- the importance of *Living Above the Line*



“We’ve discovered that what’s at the heart of each of these [teen] problems is a lack of self-awareness and a desire to be understood, combined with a need for social, thinking, and learning skills. At SuperCamp we’ve seen that when teens enter a uniquely positive environment of individual trust and acceptance, they begin to move beyond these problems. They feel safe to express themselves, explore who they are, and connect with one another.”

from *The 7 Biggest Teen Problems and How to Turn Them Into Strengths* – Bobbi DePorter

THE 8 KEYS OF EXCELLENCE

Senior / Junior

FRAMEWORK FOR PERSONAL SUCCESS

SuperCamp's *8 Keys of Excellence* provide a basic framework for personal effectiveness and for living life successfully. When we hold ourselves accountable for how we apply the Keys, everyone is more willing to be held accountable for their choices and actions. Together we build the positive, supportive environment necessary for learning and growing.

The Eight Keys of Excellence:

Integrity



Match behavior with values. Demonstrate your positive personal values in all you do and say. Be sincere and real.

Failure Leads to Success



Learn from mistakes. View failures as feedback that provides you with the information you need to learn, grow, and succeed.

Speak with Good Purpose



Speak honestly and kindly. Think before you speak. Make sure your intention is positive and your words are sincere.

This Is It!



Make the most of every moment. Focus your attention on the present moment. Keep a positive attitude.

Commitment



Make your dreams happen. Take positive action. Follow your vision without wavering.

Ownership



Take responsibility for actions. Be responsible for your thoughts, feelings, words, and actions. "Own" the choices you make and the results that follow.

Flexibility



Be willing to do things differently. Recognize what's not working and be willing to change what you're doing to achieve your goal.

Balance



Live your best life. Be mindful of self and others while focusing on what's meaningful and important in your life.

At SuperCamp students are encouraged and empowered to take the risk of moving out of their *comfort zones*. We all have a comfort zone that includes the things we feel comfortable with: activities, people, foods, places, and ways of being. Most students tend to want to stay in their comfort zone because it's easy, familiar, and yes, comfortable. Everything outside may seem too risky, shaky, or dangerous.

Yet, as with anything too comfortable, our comfort zone can become boring and stagnant and if we stay in there long enough we run the risk of getting stuck in a rut. Slowly we peek out and finally venture out of our comfort zone, in spite of our internal voice screaming, *Don't go out there – stay here where it's comfy!* Initially that first step makes us feel weird and shaky, but soon the discomfort subsides and eventually we find that our comfort zone has expanded. By moving out of our comfort zone we have experienced something new, we have learned, we have grown.

As a foundation for communication and personal interaction, *living above the line* highlights and puts into practice one of the *8 Keys of Excellence – Ownership*: take responsibility for actions. Students learn there are two ways to live: above the line and below the line.

Living above the line is about taking responsibility for our actions. Those who live above the line have greater control – and therefore greater success – because they take ownership for their current situation. They take ownership of their education, of their relationships, and of their attitudes, affecting all areas of their lives.

Living below the line is about laying blame, justifying, denying, and quitting.

“Communication is important: it’s the universal relationship fuel. Communication grows relationships – relationships grow success.”

from *Quantum Success: 8 Key Catalysts to Shift Your Energy Into Dynamic Focus* – Bobbi DePorter

OPEN THE FRONT DOOR

Senior / Junior

A COMMUNICATION TECHNIQUE

A SuperCamp technique that's effective for resolving relationship problems or giving praise is Open The Front Door. OTFD stands for the steps in this communication process. The goal behind this tool is to articulate feelings in a positive and direct manner.

People feel more comfortable when they don't have to guess what another is feeling or thinking – OTFD facilitates clear and “visible” communication. By practicing this technique regularly you and your son or daughter can build a safe environment to resolve differences, and maintain a strong relationship.

O	Observe	Something you observed with your senses that anyone else can observe. Example: “I noticed you came home 20 minutes after your curfew last night.”
T	Think	A thought or opinion about what you observed. Example: “My thought is that you don't respect the rules we agreed on about a curfew.”
F	Feel	A feeling you had about what you observed. Example: “I feel disappointed because you didn't uphold your side of our agreement.”
D	Desire	What you want (your desire). Example: “My desire is for you to be responsible enough to get yourself home on time. If you are going to be late, I would like to have an agreement that you will call before your curfew.”



Speaking with Good Purpose is the cornerstone of healthy relationships.

Communicate with:

positive intent

•

honesty

•

directness

from *The 8 Keys of Excellence: Principles to Live By* – Bobbi DePorter

FOUR-PART APOLOGY

AN APOLOGY TECHNIQUE

When an apology is necessary, we suggest the *Four-Part Apology*. This technique allows the person to look beyond the actual incident to consequences of behavior. By defining those consequences and choosing a different behavior, both individuals remain thoughtful and supportive rather than angry or defensive. If you and your child practice this tool with each other, apologies will be easier and more meaningful.

1. Acknowledge **Take responsibility for your actions and behaviors. Use “I” statements.**

Example: “I acknowledge that I changed our plans about babysitting without checking in with you, and I only told you at the last minute.”

2. Apologize **Acknowledge the cost to others. If unaware of cost, ask.**

Example: “I apologize for not respecting you and for not checking in with you before changing my plans. I know it was hard for you to give up the plans you made with your friends because I needed you to babysit.”

3. Make It Right **Deal with the consequences of behavior. Ask the person, “Is there anything I can do to make it right?”**

Example: “I want to do something to help maintain our relationship. What can I do to make it right?”

4. Recommit **Make a commitment to appropriate behavior. Commit to not having the same behavior again.**

Example: “I agree to always respect you and to always check in with you before making any plans that involve you.”



AFFINITY ACTIVITY

Senior

ENHANCING RELATIONSHIPS

One of the communication tools we use at SuperCamp to build or enhance relationships is called the *Affinity Activity*. All ages benefit from sharing an aspect of themselves and learning more about the thoughts and feelings of others. To enhance communication with your child, we recommend trying this exercise. Here's how it works:

Ask each question once and respond to the reply with "thank you." Each person has an opportunity to ask the series of questions three times. From this base of experience further conversation can occur.



Step 1:

Tell me something I don't know about you.

Step 2:

Tell me something you like about me.

Step 3:

Tell me something we may have in common.

ACTIVE LISTENING

Senior / Junior

One communication tool taught at SuperCamp has nothing to do with talking, yet it is a key to building and enhancing relationships. *Active listening* will improve any relationship by building mutual understanding and trust. Use these listening skills to improve communication with your child.

A good listener ...

- sits facing the person with an open, available posture
- maintains good eye contact
- gives encouragement (nods, u-huhs, etc.)
- reflects feelings and content
- shows empathy

Academic Skills

In this section you'll find highlights of some of the academic skills curriculum at SuperCamp.

Your child has learned many valuable academic strategies. He or she will be able to apply these skills – including memory, reading, writing, and note-taking techniques – to any subject. Your child, in fact, learned how to learn!

The following pages offer summaries of some of the strategies we cover. It's only a starting point, a way to introduce you to what we do and familiarize you with the terms we use. We suggest you ask your child to show you his or her SuperCamp playbook and teach you some of the strategies and activities. It's a great way to share your child's accomplishments and experiences and learn more about our program.



“Remember: The degree to which we enter our students’ world is the degree of influence we have in their lives.”

from *Quantum Teaching: Orchestrating Student Success* – Bobbi DePorter, Mark Reardon, and Sarah Singer-Nourie

DISCOVERING YOUR LEARNING STYLE

Parents who want their child to be motivated and do well in school can help by actively participating in their education. Finding out about your child's learning style can help you understand additional elements that support faster and more natural learning.

Every one of us learns through *visual*, *auditory*, and *kinesthetic* means, or *modalities*. Visual learners remember best through what they see, auditory learners from what they hear, and kinesthetic learners from movement and touching. Although each of us learns in all three of the modalities to some degree, most people prefer one over the other two.

Knowing there are differences and what they are goes a long way toward explaining things like why we have problems understanding and communicating with some people and not with others, and why we handle some situations more easily than others. The following will clarify these three learning modalities. (*Please note that in Junior Forum the three learning styles are referred to as See-Say-Do. They are not covered in the same depth as in Senior Forum but the essence of each learning style is the same.*)

Visual – If you have a strong visual preference, pictures, graphs, charts, and other organizational tools are most helpful.

These learners want to see the information to be learned and can visually represent it with ease. Visual learners learn best when information is graphically represented. They need a big picture and purpose, and remain cautious until the picture is mentally clear. Visual learners remember what was seen.

Visual learners use expressions like:

“Picture this ...”
“Looks like ...”
“See ...”
“Focus here ...”



Auditory – If you have an auditory preference, you learn most efficiently when you hear the information.

These students learn as if they have a tape recorder in their head to which their learning is sequenced. They retrieve information exactly the way they heard it. Auditory learners learn best when they have the opportunity to recite information aloud and remember best what was discussed.

Auditory learners use expressions like:

“Sounds like ...”
“Rings a bell ...”
“Listen ...”
“Hear it loud and clear ...”



Kinesthetic – If you have a kinesthetic preference, you learn best with physical manipulation of information.

These students learn by hands-on experience and memorize through actions related to the content. Kinesthetic learners remember an overall impression of what was experienced.

Kinesthetic learners use expressions like:

“Grasp the concept ...”
“I get it ...”
“Feel warm ...”
“Slipped my mind ...”



Dr. Howard Gardner, a professor at Harvard University, is credited with discovering that there are multiple intelligences and many different ways to be smart. Students at SuperCamp discover the ways they are smart and learn how to use their “smarts” to learn more efficiently. Combined with knowledge of their visual, auditory, and kinesthetic learning modalities, they discover how to utilize their individual brain preferences to maximize their learning.

Here’s a summary of the strengths of each of the intelligences. Do you recognize yourself and your child?

Spatial–Visual

thinks in pictures
perceives patterns
drawing, doodling, painting, sculpting

Careers: sculptor, painter, mechanic, architect, photographer

Linguistic–Verbal

large vocabulary
excellent debater/public speaker
talented reader and writer

Careers: journalist, therapist, editor, secretary, librarian,
speech pathologist, lawyer, writer

Interpersonal

organizer of people
good communicator and team member
good at giving feedback

Careers: teacher, nurse, counselor, administrator, politician,
sales person, anthropologist

Musical–Rhythmic

hums, whistles, makes music with body
thinks in sounds
sense of rhythm, tone, pitch

Careers: composer, musician, disc jockey, sound technician,
conductor, music critic

Naturalistic

ability to identify and classify patterns
good at categorizing items
relates to surroundings

Careers: physical, social or natural scientist, gardener, farmer,
cook, artist, poet, veterinarian, zoologist, botanist,
meteorologist, geologist

Bodily–Kinesthetic

learns through movement
gets accurate “gut feelings” about things
athletic and dancing ability

Careers: dancer, choreographer, physical therapist, surgeon,
carpenter, athlete, farmer, actor

Intrapersonal

deep awareness of inner thoughts
excellent focus and concentration
independent and self-disciplined

Careers: psychologist, therapist, explorer, theologian,
entrepreneur, writer, monk

Logical–Mathematical

skilled problem-solver
questions natural events
explores patterns and relations

Careers: scientist, mathematician,
computer programmer, engineer,
accountant, philosopher



MIND MAPPING AND NOTES:TM

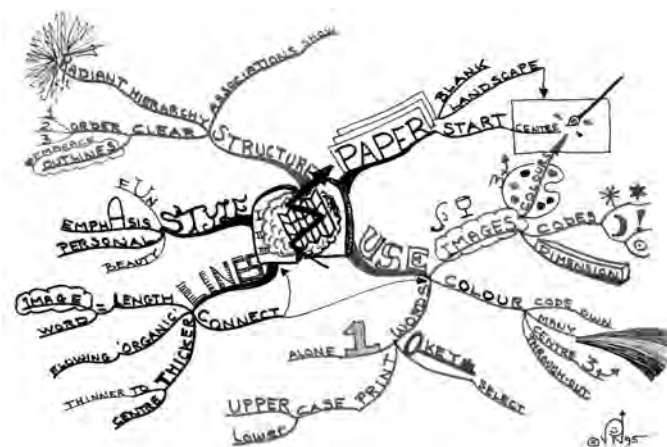
Senior / Junior

NOTE-TAKING MADE EASY

Effective note-taking skills make studying easier, faster, and more enjoyable. *Mind Mapping* and *Notes:TM* are valuable methods for taking notes that resemble how the brain stores and processes information, giving students a system that is easier and more natural than lists or outlines.

Mind Mapping

A brain-friendly way to take notes, *Mind Mapping* employs a two-dimensional structure and uses colors, symbols, and pictures to help students make mental associations that facilitate learning.



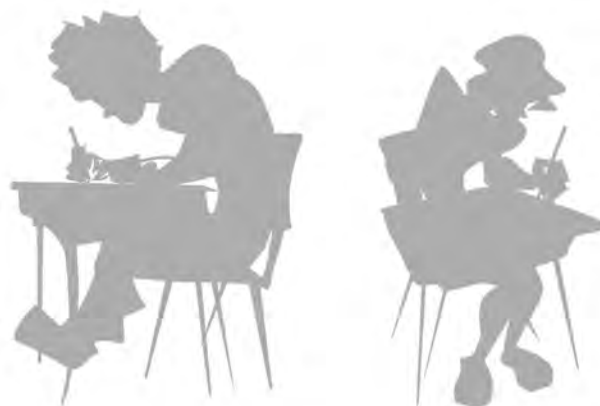
	Randolf Craft on Buckminster Fuller	5.26.91 Kona, HI
○	Background experience with B.F. and the video project	I'm interested to know more about Bucky ☺
○	"Facilitated Video" •able to ask questions "at the moment" so •learning can be maximized	It will be interesting to get a sense of Bucky's magic * I like this concept
○	Learning steps as soon as you don't understand one word ☺	I never thought of that happening before
	Video presentation •Influence of Grandmother "Golden Rule"	B. sitting... bald, silver glasses, "old voice"
○	*Working for everyone makes you more effective! @rand	Wow! Service is the issue! ☺

Notes:TM

A method for maximizing class time and reducing study time, *Notes:TM* is a whole-brain approach to note-taking that sparks creativity.

T = Taking notes – where important information provided by the teacher is recorded.

M = Making notes – where student's thoughts, feelings, and questions are recorded.



ENSURE OPTIMAL LEARNING

Another study skill discussed in the academic strategies section of SuperCamp is *Circuit Learning*, a strategy developed by John Parks Le Tellier. Based on the premise of electricity’s systematic travel within a circuit, this brain-friendly method of studying is a valuable asset for encoding information into long-term memory and ensures optimal learning.

Monday	Tuesday	Wednesday	Thursday
<p>First Use Notes:TM during class for new learning.</p> <p>Next At home or during free period, begin your Mind Map (MM) of this topic.</p>	<p>First Use Notes:TM during class for new learning.</p> <p>Next Review Monday’s notes and then review today’s new learning. Add to your MM.</p>	<p>First Use Notes:TM during class for new learning.</p> <p>Next Review Monday’s and Tuesday’s notes. Review today’s new learning. Add to your MM.</p>	<p>First Use Notes:TM during class for new learning.</p> <p>Next Continue reviewing notes and add to your MM.</p>
Friday	Saturday	Sunday	Monday
<p>First Use Notes:TM during class for new learning.</p> <p>Continue your circuit! You are learning and remembering easily!</p>	<p>Review your MM from Monday to Friday to jog your memory.</p>	<p>Dress Rehearsal</p> <ul style="list-style-type: none"> • Simulate test • Recreate MM from memory • Check your knowledge! 	<p>Take a look at your MM one more time.</p> <p>Test Day You are ready, refreshed, and confident.</p>

Hot Tip: The playing of Mozart coordinates breathing, cardiovascular rhythms, and brain-wave rhythm ... it acts on the unconscious, stimulating receptivity and perception.

from *Quantum Teaching: Orchestrating Student Success* – Bobbi DePorter, Mark Reardon, and Sarah Singer-Nourie

MEMORY TECHNIQUES

Senior / Junior

During SuperCamp's memory course, students learn new skills to improve retention and information recall. All our memory techniques utilize visual, auditory, and kinesthetic associations to promote stronger recall. Here are some of the methods we teach students:

Storying (Senior/Junior)



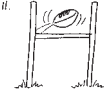
















Involves making up a story. Information is associated with characters and other elements of the story that are memorized in sequence, linking one item to the next.

Location Memory (Senior/Junior)

Used in attaching information to locations, such as parts of a room or around an object. The information is readily accessible when the locations are revisited.

Peg System (Senior)

The *peg system* begins by memorizing a list of 20 items attached to the numbers 1 to 20. We can then memorize any list of items by associating them with our original peg list.

		1. sun (there's only one)		11. goal posts (looks like 11)
		2. eyes (humans have two)		12. eggs (a dozen eggs)
		3. triangle (three sides and angles)		13. black cat (bad luck number 13)
		4. floor (four sides and rhymes)		14. heart (Feb. 14 Valentine's Day)
		5. fingers (five fingers)		15. tennis (15 points)
		6. sticks (rhymes with six)		16. car (16 to get license)
		7. 7-Up (7-Up soda)		17. magazine (Seventeen Magazine)
		8. octopus (8 tentacles)		18. graduation (graduate when 18)
		9. baseball (9 players/9 innings)		19. TV (19-inch TV and remote)
		10. hen (rhymes with ten)		20. bucks (\$20/bucks)

Here is an example of the *storying* memory technique. As you will see, the story has been created by linking facts with wild and crazy sights, sounds, and actions.

What do you think you can learn from this story?

Lunch at the Deli (Junior)

You walk into a **deli** and order a sandwich and it comes to you with **pens** stuck in it. You say, “Uuugh!” and throw it out the window where it lands on a man’s bright orange **jersey**. You go outside to apologize and the angry man yells, “By **George**, you’ve ruined my jersey!” You run away quickly and he can’t come after you because his feet are **connected to the cuts** in the sidewalk. To be sure you have escaped, you duck into a nearby Catholic church during a **mass**. You duck back out and go to the store next door to the church, a music store owned by **Marilyn**. You walk in and hear a **southern carol** playing loudly on the stereo. Suddenly, out of the floor come hundreds of baby **new hamsters**. They pick you up and carry you off to a **Virginia** forest full of girls named Virginia playing harps. It’s peaceful in the Virginia Forest until the **New York** Yankees come out from behind the trees swinging. A ball is hit. You are hit by the ball. You are taken to the hospital where you have to wait in the **north care line**. When you feel better, you jump out into traffic and barely make it to the **road island**. On that island you look down to see a bunch of disgusting **vermin** oozing up from the ground, sticking to your bare feet. You scream, “Oh, rats!”

Memory skills involve imagination and association.

Imagination: The ability to see, hear and sense things in your mind

Association: The ability to take one familiar object and connect it with something you’re trying to remember

from *Quantum Memory: Working Magic With Your Memory* – Bobbi DePorter with Mike Hernacki

This story is an easy way to memorize the first fourteen states to ratify the U.S. Constitution, in the order in which they ratified it: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, Rhode Island, Vermont.

THINKING OUTSIDE THE BOX

This area of the SuperCamp curriculum provides students with ways to think laterally or “outside the box.” The *Creative Thinking* curriculum is based on the following principles:

- There is always another way of looking at a challenge.
- Look to the world around you and borrow from its treasures.
- Creative thinkers are curious and take risks.
- The best way to get good ideas is to get lots of ideas.
- Keep focused on who you are, what you want, and what it will take to get there.

These principles serve as a springboard for students to dive into the world of creativity. At SuperCamp, students also learn about divergent and convergent thinking to generate lots of ideas and then focusing on the best ones. We refer to this as the *Creative Thinking Process*, which consists of the following steps:

1. Understand the problem
2. Generate ideas
3. Plan for action



A paradigm is a set of rules or a frame of reference.

As paradigm-busters, creative thinkers ask, “What do I believe impossible that viewed from another angle might be possible?”

from *Quantum Thinking: Creative Thinking, Planning, and Problem-Solving* – Bobbi DePorter with Mike Hernacki

STRATEGIES FOR SCHOOL SUCCESS

Believe it or not, we are able to teach students how to pay attention in class by showing them how to manage their own states. Your child has learned the power of state (a combination of thoughts, feelings, and breathing) and physiology (body posture).

For example, slouching, casting eyes downward, taking deep breaths, and thinking “this is boring” make it very hard to be interested and receptive to information. However, by sitting up with eyes focused, taking shallow breaths, and thinking “this is amazing!” it’s easy to catch every word and even enjoy the learning process.

Learning and absorbing information is a skill just like reading and writing, and once students master the art of paying attention they absorb much more material. We gave students a new SLANT on learning – a strategy (adapted from the work of Dr. Ed Ellis) to help them achieve higher grades without spending additional time studying.

S

Sit up in your chair.

L

Lean forward forward as if you are hanging on the teacher’s every word.

A

Ask questions, even if it’s only for clarification.

N

Nod your head to let the teacher know that you are interested.

T

Talk to your teacher to establish a relationship with him or her.



QUANTUM WRITING

Senior

DIVERGE, CONVERGE, EMERGE

The Senior Forum *Quantum Writing* course centers around a straightforward process: Diverge, Converge, and Emerge. This process enables students to gain confidence about their writing ability. In this way, writing becomes a freeing experience rather than a chore.

1

Diverge



In step one, students learn how to overcome writer's block with a combination of clustering and fastwriting.

2

Converge



Step two is about taking ideas generated in step one and putting them into a purposeful frame. Students also consider voice, organization, and clarity.

3

Emerge



In the final step, students learn to take a writing assignment and make it their own. They learn tools to write effectively in high-pressure timed writing situations like standardized exams.

The Junior Forum *Quantum Writing* course – *POWER Writing* – gives students a clear framework for organizing their approach to a writing assignment.

P Pre-Write
O Organize
W Write
E Edit
R Revise



We're all natural writers at heart.

As young children, we were truly uninhibited writers, eager to express ourselves using vivid, creative thoughts and language. As we grew older, we became critical of our writing and began to dread having to do anything that involved putting words on paper.

What we need now is to get back in touch with that child in us who was eager to write down thoughts and ideas. And the way to do that is to not worry about the finished product when we're just starting the process.

Stop worrying about the finished product – just start writing!

from *Quantum Writing: Write Like a Pro* – Bobbi DePorter with Mike Hernacki

QUANTUM READING

Senior / Junior

INCREASE SPEED AND COMPREHENSION

As you know, reading well is a valuable skill that your child will use throughout life. Yet many students find reading a chore and put it off until the last minute. The result: incomplete assignments and/or limited comprehension and retention. With the increased speed and comprehension of Quantum Reading, students complete their studying in less time and get higher grades.

By using a combination of enhanced interest, highly focused concentration, and specific reading strategies, *Quantum Reading* capitalizes on the brain's ability to grasp several words at once.

Your child has learned the following five steps to become a Quantum Reader:



1. Prepare

Attitudes, beliefs, commitment (ABCs), and physical space.



2. Get into State

Close eyes, breathe deep, peaceful place, look up, look down, open eyes, and begin.



3. SuperScan

Quickly expose your eyes and brain to every page. Move fast!



4. Read

Use the power of your eyes. Let your hands guide the way down the page.



5. Review

Mind Map and tell back.

The *Mystery Words* strategy is designed to empower students with a skill to easily learn new vocabulary words. It's fun to practice this technique at home. Try creating mystery-word skits as a family – it's a great way to improve everyone's vocabulary while letting imaginations run wild. Your child will be able to guide the family, but here are the basics:

Get the definition

The first step in creating a great mystery-word skit is to find out what the word means.

Create "sounds like" words

The next step in building an amazing mystery-word skit is to come up with some "sounds like" words for your mystery word.

Associate the definition to the "sounds like" word

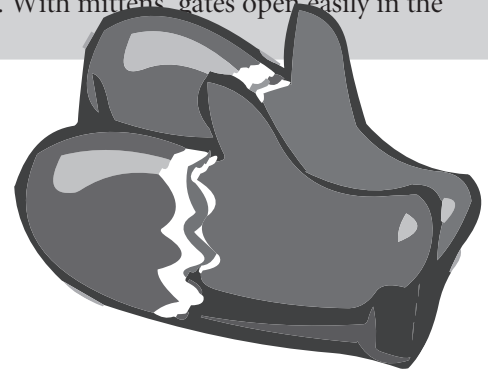
The last step is to associate the definition to the "sounds like" word. Remember that our brains love crazy and outrageous associations.

Here's an example to get you started.

Mitigate: (*verb*) to lessen the severity of something.

Sample sentence: "Wearing mittens, a hat, and a parka will mitigate the icy cold wind."

Scene: You and a friend approach an iron gate in a freezing blizzard. On the other side of the gate is a warm house with a roaring fire in the fireplace. You try desperately to open the gate, but it is so cold you cannot bear to touch it. You get the bright idea to put on mittens to open the gate. With mittens, gates open easily in the cold. "Mittens-gate" lessens the severity of the cold iron.



Making the Connection

SOLID RELATIONSHIPS

In our thirty years of producing SuperCamp programs and supporting the continued personal growth of both children and parents, we have found the following to be worthwhile elements in building rapport with children:

- Know what they like, how they think, and how they feel about what's happening in their lives.
- Imagine what they say to themselves, about themselves.
- Know what keeps them from getting what they truly want. If you don't know, ask.
- Speak the truth to them in a way they can hear it, clearly and gently.
- Have fun with them.
- Treat them as equals.

SUPERCAMP BELIEFS

Many of the beliefs that we teach and practice at SuperCamp are worth sharing with SuperCamp families. We strongly believe that:

- Respect and caring – for ourselves and for others – is vitally important.
- Every person is gifted and capable of learning.
- There are no failures, only learning experiences through which we gain greater self-understanding.
- Positive support, a nurturing environment, and good communication are essential – for learning and for life.

POSITIVE STUDY ENVIRONMENT

You can support and encourage your child's successful learning by helping him or her to create a positive study environment. Here are some suggestions.

Furniture, lighting, etc.

Help your child to establish a study area that is conducive to productive learning. A comfy chair (but not too comfy), adequate space for text books and writing materials, etc., good indirect lighting (natural if possible), plants, cool temperature, and even music (see below) all help to maximize learning.

Music

Some classical music is "brain friendly" and enhances the study environment. Baroque music helps students to focus and to access their most resourceful learning state. Selections may include:

- Bach
- Handel
- Mozart
- Pachelbel
- Vivaldi

Affirmative Signs

Positive signs have the ability to remind your child's subconscious of his or her potential to learn. You and your child could make some signs or use the Affirmation Posters referred to on page 25.

SuperCamp Graduate and Parent Support

SuperCamp is committed to lifelong learning and the ongoing success of your SuperCamp graduate. Our graduate and parent support is an extension of SuperCamp where grads can interact and reinforce their newly acquired learning and life skills and parents get tools to support their child's growth.

SUPERCAMP VIP RESOURCE CENTER

This exclusive VIP section of our website provides all the resources you and your SuperCamp graduate will need to stay connected after camp.

Photos & Videos

Your child can share their SuperCamp experience with your family, pointing out their friends in the pictures, telling you the stories behind the videos, and explaining what they learned from the different activities. This digital documentation will be available for six months after camp.

SuperCamp Social Networking

SuperCamp is committed to helping parents keep their children motivated and inspired when they come home and return to school. Please join us on our Facebook page (www.facebook.com/supercamp) where we post a steady stream of learning tips, parenting support, and college prep materials.

Your grad will also be able to connect with fellow campers and SuperCamp staff via our closed Facebook graduate groups. SuperCamp web pages are moderated by our lead staff and are a safe environment with a SuperCamp focus. The purpose of these groups is for SuperCamp grads to share thoughts, work together on solutions, and support each other academically and emotionally throughout the year. One SuperCamp graduate said, "Staying in touch with teammates and having a network of people who experienced your summer is so important in finding your groove back at home."

SuperCamp Graduate Coaching Program

Your grad can further leverage the SuperCamp experience with our SuperCamp professional coach. With direct application to your child's home/school/personal environment, our coach will mentor your child on how best to apply SuperCamp skills in relationships, academics, and home life. This is a paid service. Go to www.supercamp.com/vip and click on the *One-on-One Coaching* link.

Expert Resources

When you go to the SuperCamp VIP Resource Center, www.supercamp.com/vip, you will find tips, articles, and videos on topics ranging from academic success to bullying to improving your child's self-esteem. You and your child will receive a special username and password to unlock this information. Bookmark this page and check back often for ideas and SuperCamp VIP offers that will benefit your graduate and your family.

Quantum Learning[®] and SuperCamp Resources

If you are looking for reinforcement of SuperCamp's curriculum, we offer a wide range of products including books, DVDs, CDs, posters, and toys/games. Following are some suggestions. For more information and/or other ideas check our website: www.shop.QLN.com.

BOOKS BY BOBBI DEPORTER

Over the last 30 years of SuperCamp we have received numerous requests for written material regarding the strategies we teach at SuperCamp as well as our Quantum Learning teaching methods. Following is a list of the books we have published in answer to those requests.

The 7 Biggest Teen Problems and How to Turn Them Into Strengths

An inside look at what works with teens from the experiences of Bobbi DePorter and SuperCamp facilitators. Useful parents who are searching for better ways to help their kids through the challenges typically faced by teens.

Quantum Success: 8 Key Catalysts to Shift Your Energy into Dynamic Focus

Tools, strategies, and stories to speed your life in your own unique direction and create the energy shift and enhanced results you desire – the antidote for the fast and fragmented pace of twenty-first-century living.

Quantum Learning: Unleashing the Genius in You

Includes many of the powerful learning skills we teach at SuperCamp – memory techniques, power reading and writing, learning styles, and more – that increase learning capacity.

Quantum Teaching: Orchestrating Student Success

Aimed at educators, this book is the essential handbook on Quantum Learning, the methodology we utilize at SuperCamp. There are many topics about learning covered in depth that parents find interesting and helpful.

The 8 Keys of Excellence: Principles to Live By

The 8 Keys of Excellence are the keys to successful living. Wherever they are followed – at SuperCamp, in homes, in schools, in businesses – they help create a place where each person is valued and respected. This book includes inspiring true stories from students and adults about how the Keys have influenced their lives.

The Quantum Upgrade Series – Written Just for Students

The following six books cover the learning skills we focus on at SuperCamp. This series helps students take charge of how they feel, think, and learn so they can focus their energy on getting what they want in school and life.

- ***Quantum Learner: Focus Your Energy, Get What You Want***
Strategies for upgrading learning skills, improving confidence in ability, and taking personal responsibility for learning.
- ***Quantum Reader: Read Fast, Comprehend More, Move on***
Six-step whole-brain system to read faster, comprehend more, and remember what matters.
- ***Quantum Writer: Write Easily, Less Stress, Better Results***
Four-step system to write anything effectively – with creativity and confidence.
- ***Quantum Memorizer: Remember Anything, Anytime***
Memory capabilities, memory triggers, and memory tools for fast memorizing that works.
- ***Quantum Thinker: Think Bigger, Make Things Happen***
Creative thinking and problem-solving strategies for doing everything better.
- ***Quantum Note-Taker: Make It Meaningful, Make It Memorable***
Strategies for taking meaningful and memorable notes that facilitate learning and reduce study time.

MUSIC TO STUDY BY

Music has a powerful effect on the learning environment, influencing pace, mood, and energy level. Research substantiates the use of baroque and other classical music to stimulate and maintain optimal learning.

Quantum Learning Music: To enhance focus, memory, and retention

Research shows that relaxation induced by specific music played softly in the background keeps the mind alert and focused – it relaxes muscles, lowers blood pressure, and slows down brain waves. The selections from Bach, Handel, Pachelbel, Vivaldi, and others included on these two CDs were carefully chosen to induce this optimum state.

POSTERS

Affirmation Posters

This set of eight inspiring and supportive posters can be used selectively depending on the present needs of your child or your family. Hang them in the study area or the family room.

- Everyone Has the Resources to Be Successful
- I Believe in Myself
- Every Challenge Offers A Gift
- I Am Unique and Valuable
- Everything I Do Deserves My Best Effort
- I Respect Individual Differences
- I Am Responsible For What I Create
- That Was Then, This Is WOW

8 Keys of Excellence

These “posters” are cut in the shape of keys (11” x 5”) and each has one of the 8 *Keys of Excellence* used at SuperCamp to provide a basic framework for personal effectiveness and for living life successfully. When followed by a family, these shared principles create a sense of alignment and mutual respect and support.

- Integrity
- Failure Leads to Success
- Speak with Good Purpose
- This Is It!
- Commitment
- Ownership
- Flexibility
- Balance

APPAREL

Our caps, T-shirts, and hoodies reflect elements of the SuperCamp curriculum most familiar to students. In a variety of colorful and modern designs, they are fun reminders of SuperCamp learning and growth.

QUANTUM LEARNING® PROGRAMS

BRING SUPERCAMP METHODS TO YOUR SCHOOL OR ORGANIZATION

For more than 30 years, Quantum Learning has been at the heart of SuperCamp. Every year the methods are updated to respond to new research and feedback received from students, teachers, and parents. What feels like a fast, fun way to learn to SuperCamp participants is actually a carefully researched and proven methodology called Quantum Learning – and it works! It works at SuperCamp, it works in schools, and it works in organizations.

Noting that SuperCamp graduates have increased self-confidence and a desire to achieve, parents and teachers over the years expressed their interest in the strategies that produce those attributes. As a result, Quantum Learning spread to schools, companies, foundations, and associations throughout the country.

Quantum Learning programs for schools result in *engaging teachers, effective administrators, and motivated students!* Now there are more than 70,000 Quantum Learning classrooms in 30 states in the U.S. and abroad. We offer the following programs for student achievement and educator development:

Quantum Learning for Teachers

Strategies that infuse joy into learning, build student rapport and self-esteem, improve classroom behavior, and accelerate learning for all types of students.

Quantum Learning for Administrators

Topics include enhancing leadership skills, productive team building, keeping teachers resourceful, and establishing a positive, productive atmosphere.

Quantum Learning for Students

Patterned after SuperCamp and tailored to meet the needs of a specific student population. Includes proven methods to raise grades and test scores, increase confidence and motivation, and improve accountability and responsibility.

Quantum Learning programs for organizations result in *productive teams, creative work environments, and engaged employees with advanced skills!* Programs are customized to fit specific needs and include company retreats, train-the-trainer workshops, and team-building seminars for better business results, productivity, joy, and satisfaction.

Quantum Business

Topics include: how to build a work culture that supports creativity, teamwork, responsibility, and integrity; communication techniques that build relationships; and presentation facilitation skills.

Balancing the 8 Keys

by Ryan Day

The 8 Keys of Excellence are my life. Every Key flows into the other to support me every day in living the fullest life possible. My Failure Leads to Success: When I fail, I look for the learning and remain Committed to the goal. When the first attempt doesn't work, I become Flexible. I change direction and move forward. Giving up is not an option – I am too Committed. My actions and behaviors are mine to Own. When they are on target I feel proud and when I miss the mark I acknowledge that and try something different. I Speak with Good Purpose. I think about the words I say and how they will be heard, understood, and interpreted. Is my communication open, honest, direct, and clear? I remember, as I am going through my day, that my attitude affects my results. This Is It, after all – I'll never have this time again – am I making the best use of my time, energy, and efforts? The Keys have become my values and my behaviors demonstrate them. When I follow the 8 Keys of Excellence I have Integrity, Balance, and joy.

from *The 8 Keys of Excellence: Principles to Live By* – Bobbi DePorter