MAKING THE CONNECTION
A Year-Round Guide for SuperCamp® Parents
SuperCamp is committed to the long-term success of every SuperCamp participant. It begins with our highly engaging summer programs, which stimulate ideas and inspiration in students who attend and can create immediate shifts in their behavior and approach to school and life.

This parent guide gives an overview of what we teach students at SuperCamp in order to help you support your son or daughter as they begin to apply what they’ve learned. We begin with suggestions of what you and your child can do together to set up a home study space that’s conducive to effective learning. This is an important first step and can be a fun way to help get your child inspired and motivated for the school year.

**Practice Makes Progress.** Our commitment to you and your son or daughter is supported by our year-long learning reinforcement program. This program is designed to inspire and empower students through self-study and review to establish patterns of behavior that translate their SuperCamp skills into lifelong habits. It includes our Refresher Series that contains reviews of curriculum, tips for applying strategies, related articles, graphics that clearly outline skills, and related videos.

In addition to the Refresher Series that’s sent out twice a month, we give further support to you and your son or daughter through Excellent Learner, sent once a month, and Parent Connect, sent every other month. Both of these e-newsletters contain interesting and inspiring articles, tips, and stories. We know from research that this Practice Makes Progress approach, with spaced reviews and iterations, creates permanent shifts and lasting results.

Please share your family’s Practice Makes Progress experience with us. We truly value feedback from SuperCamp families. We hear from so many grads about the positive impact SuperCamp has had on their lives. And best of all, we hear from parents who attended SuperCamp themselves, and because of the impact it had on their lives, they’re now sending their own children to SuperCamp! Please stay in touch with us—we look forward to hearing your family’s SuperCamp story.

Sincerely,

Bobbi DePorter
President

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As a believer in the power of a written statement . . .

**SuperCamp commitment to you:**
We commit to assisting you in supporting your child in his or her efforts to be their best self.

SuperCamp: 

**My commitment to my child:**
I/we commit to learning and practicing with our child, to demonstrating that this is important, and to supporting our son or daughter in their efforts to be their best self.

Signature: __________________________________________________________
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  Bring SuperCamp Methods to Your School
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 35 for more about Quantum Learning.)

The Quantum Learning Success Sequence Builds Competence, Confidence, and Motivation
We orchestrate every academic, life skill, communication, team and leadership experience through our Quantum Learning Success Sequence. 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, 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 Directives
Quantum Learning teachers consistently apply a set of guidelines called the Quantum Learning Directives. Applicable across all subjects, classes, activities, and circumstances—including SuperCamp—QL considers these directives to be essential standards for excellence in teaching and learning and critical considerations in student achievement.

• **Build Character:** Character promotes academic and personal excellence.

• **Send Intentional Messages:** Everything speaks. Everything we say and do sends a message that is either positive or negative—there is no neutral.

• **Know Their World:** Becoming familiar with their world is an authentic and effective way to build rapport with students, leading them to be receptive to new learning.

• **Acknowledge Effort:** Student effort and perseverance demonstrate commitment to learning and are worthy of recognition.

• **Be Purposeful:** Being deliberate in everything we say and do leads to achieving desired outcomes.

• **Create an Experience:** Providing a content-related experience prior to the introduction of new material creates a common platform for connections to new content.

• **Cultivate Thinking:** Engaging students in high levels of thinking empowers them to make meaning and apply their existing knowledge to new situations.

• **Celebrate Learning:** Celebrating growth and accomplishment connects learning with positivity.
HOME STUDY SPACE

One of the biggest things parents can do to help set their student up for success is to create a positive, specific study environment at home, and the beginning of the school year is the perfect time!

Many adults have a home office. Make your child’s study space just as important and specific.

Make planning and creating the space an important event.

1. Get together with your son or daughter to discuss options. Consider what space is best for focus. Discuss VAK preferences and strategies. Think about styles and colors. Be creative—and think outside the box!

2. Once you’ve defined what you might need, go shopping together—Costco, Ikea, Target, Office Depot, whatever store is local and serves you best.

3. When you have everything you need, pull it all together and move it around till it’s right, then stand back and admire!

4. And last but not least—send us a photo! Send to info@Supercamp.com with the subject Home Study Space and we’ll post it on social media—or you can post it yourself on SuperCamp’s Facebook timeline!

An important concept that we teach at SuperCamp—and it’s worth remembering when creating a positive study environment at home—is Everything Speaks. In the context of how a student studies, everything speaks means that everything in the environment sends a message that either enhances or detracts from learning. Think about neat vs. cluttered chaos, light and airy vs. dim and dark, inviting and functional vs. any old place. Keeping that in mind, work with your child to create a positive and productive home study space. Here are some factors to consider.

Location
As they say in real estate, location is everything. Find a place that’s quiet and free of distractions—so, if possible, not the family room or the kitchen table! The ideal is a defined study space, which may be in the student’s bedroom.

Furnishings
Make sure the home study space is fun and inviting—a place your child wants to be. It’s important to have good lighting (ideally, natural light and a lamp), a place for supplies and reference material, and a bulletin board or other space to hang notes and affirmations. Obviously, your son or daughter also needs a desk or table, a chair, and a computer, laptop or tablet. The desk should have space for study materials and a work area that’s not cramped—space to spread out material being reviewed is helpful. Find a chair that’s comfortable, but not too comfortable—a “sit-upright” chair will help the student stay alert and focused. Consider variations depending on your teen’s style. It could be a canvas bucket chair with a roll-up table top and goose neck lamp on wheels.

Supplies
Make sure your son or daughter doesn’t have to waste valuable study time looking for a pen! Stock up on supplies (pens, pads, poster paper, colored markers, bulletin board), and plan space at their desk so that your child is able to keep them all within reach, not just somewhere in the room.
Resources
QL SuperCamp Family Support Kit

The products in this package were chosen to help SuperCamp families create an optimum home study space that will remind students of what they learned at SuperCamp and anchor their learning. It includes . . .

- Quantum Learning Music
- Affirmation Posters
- 8 Keys wall signs
- SuperCamp Main Room Flipchart Posters
- Books, and more

Although all of the contents are available individually, this package offers a 30% saving over individual prices. Find details about content and price at www.shopQL.com.

- Music

Some classical music is "brain friendly" and supports students in getting into a relaxed focused state for learning. Baroque music in particular, such as Bach, Handel, and Vivaldi, helps students to focus and to access their most resourceful learning state. Many kids (from elementary to high schoolers) may at first resist and want their own music (which is great for breaks). Encourage them to try baroque for a couple weeks—while they’re in a highly focused activity such as reading or writing—and then assess. A main distinction is music without words. Even if they’re playing instrumental forms of music that has familiar words, students will hear and repeat the words in their head even though the music playing doesn’t have voice.

- Signs and posters

  - Affirmation posters: Positive signs will remind your child’s subconscious mind of his or her potential to learn. Help your son or daughter create an inspiring atmosphere by making some signs—use lots of color (our brains love color!) and the following ideas to get you started:
    - I believe in myself
    - Everything I do deserves my best effort
    - Learning is fun and natural!
    - I have the resources to be successful

  Another good idea is to have an achievement area such as a bulletin board for awards, papers with good grades, and other accomplishments. A bulletin board would also work well for posting study schedules and reminders of project due dates.

  - Content posters: Encourage your child to make large content signs of what they’re studying.

  - 8 Keys of Excellence: Hanging wall signs of the 8 Keys of Excellence is a great way to keep them in mind. You could hang the Key of the month (from the Refresher Series) in a place where everyone will notice it and remember to focus on it. Or your son or daughter might want to pick a Key that he or she wants to focus on and hang it prominently in their study space.
SuperCamp is a year-round commitment – from us and from you

Practice really does make progress and we’re here to support you and your son or daughter with e-newsletters that cover all elements of our core curriculum. These are lifelong skills that enhance abilities at all ages, and a great plan is to have a weekly family gathering to review and practice SuperCamp skills covered in recent Refreshers.

When the Refresher emails arrive on the second and fourth Fridays of the month, get together to practice the skills and lessons covered in that Refresher. To get you started you could watch the video together to get a clear picture of the Refresher content. Then on the weeks between Refreshers, get together again to review the skills you practiced when the Refresher arrived the previous week.

The importance of review for learners cannot be overemphasized. A vital element of effective learning, review helps the brain encode information into long-term memory.

Here’s a suggested Practice Makes Progress schedule. Why not get started when the first Refresher arrives and help your son or daughter get all that info into long-term memory, accessible when they need it!

<table>
<thead>
<tr>
<th>Done</th>
<th>Refresher and Date Review Date</th>
<th>Learn Refresher Content</th>
<th>Review/Practice Between Refreshers</th>
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<td>8 Keys of Excellence</td>
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<td>Finalize that great home study space! Review 8 Keys.</td>
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<td>Oct. 5</td>
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<td>Build awareness of the line</td>
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<td>Speak with Good Purpose–1</td>
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<td>Topic</td>
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<td>Communication Tools</td>
<td>Speak with Good Purpose</td>
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<td>Comfort Zone</td>
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<td>Dec. 21</td>
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<td>Creative Thinking</td>
<td>Failure Leads to Success</td>
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<td>#12 – Feb. 8</td>
<td>Ready→Set→Go!</td>
<td>Failure Leads to Success</td>
<td>2</td>
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<td>March 1</td>
<td>Review. Create a summer review and practice plan.</td>
<td>8 Keys Review</td>
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<td>#14 – March 8</td>
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<td>#15 – March 22</td>
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<td>#17 – April 26</td>
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<td>May 17</td>
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In this section you’ll find some of the highlights of SuperCamp from our life-skills curriculum including:

- our guide 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 moving out of comfort zones and letting go
- the importance of Living Above the Line

“To get what you want in life, focus your energy on when and how, not if.”
—Bobbi DePorter, Quantum Learner
SuperCamp’s 8 Keys of Excellence provide a basic framework of principles for personal excellence and success in life. We developed the 8 Keys of Excellence many years ago by studying people who had achieved great success while maintaining personal excellence. We identified the traits and principles they shared and those that came up most often became our 8 Keys of Excellence. These 8 Keys are an integral part of our SuperCamp curriculum.

### 8 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.
COMFORT ZONES

We encourage and empower students at SuperCamp to take the risk of moving out of their comfort zones. We all have a comfort zone that includes the people, activities, foods, etc., that we feel most comfortable with. And most of us want to stay there because it’s easy, familiar, and yes, comfortable. Everything outside may seem too risky.

Yet, as with anything too comfortable, our comfort zone can become boring and stagnant. If we want to learn and grow, we need to stop listening to that voice in our head that says Don’t go out there—stay here where it’s comfy! Each time we stop listening to that voice and take a step out of our comfort zone, our comfort zone expands—we have experienced (and most likely enjoyed) something new, and we have learned and grown.

FIMAGE

Fimage is the fear of our image that holds us back from being the person we want to be and doing the things that feel right for us. When we constantly fear that what we say or do, how we dress or how we style our hair will not be “right” in the eyes of our peers, we simply cannot move forward in life—we’re always holding back part of who we are, and we get stuck.

We’re all affected in many ways by fimage: we don’t approach a group of people we don’t know because we’re worried they might not like us . . . we don’t ask a question in class because we’re worried other students might think we’re stupid. We may think logically that of course we can do those things, but fimage says no way!

Fimage often holds us back from doing things we want to do, from being who we really are. But we do have a choice. We can simply choose to let go of fimage and not worry about what others may think. And the more of our fimage that we let go of, the more we’re being ourselves, not someone we think we should be. The more we show who we truly are—to ourselves and to the people around us—the more we learn and grow.

LIVING ABOVE THE LINE

As a foundation for communication and personal interaction, living above the line highlights one of the 8 Keys of Excellence: Ownership—take responsibility for actions. At SuperCamp, students learn there are two ways to live: above the line and below the line.

Living below the line is about laying blame, justifying, denying, and quitting—NOT who we want to be, and not a path to a life of excellence. Living above the line gives us freedom, power and choice. It’s about taking responsibility for our actions. Those who live above the line take responsibility for their education, relationships, and attitudes, affecting all areas of their lives.
**DO IT Goals**  

Senior (10 Days)

A good way for students to be clear and successful in pursuing their goals is to follow a goal-setting frame. Our frame is DO IT!

**Design it:**  
This first step is about identifying our goal and painting a clear and specific picture of exactly what it is we want to accomplish.

**Outline it:**  
This step is where we create an action plan to achieve the goal we’ve designed. Goals don’t achieve themselves just because we define them—we have to come up with a plan to achieve them. What is the step-by-step process we will follow to achieve our goal?

**In your way:**  
This step is where we identify what might get in the way of achieving our goal. What are the barriers?

**Take action:**  
And now we’re ready to take action! What is the very first thing we can do to start working toward achieving our goal? Maybe it’s the first step in our outline or maybe it’s even something more immediate than that. What is one thing we can do today to move toward achieving our goal?

Once students begin this process and take action every single day, they’re amazed how quickly they achieve their goal and are ready to DO IT again with another goal!

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**MY BEST SELF**  

Senior (6 Days) / Junior

Goals help move us forward to being our best self. First we are clear and specific about what we want. Often what we want is outside our comfort zone in our learning zone. For success in achieving what we want, we look at What’s In It For Me? How will I benefit from achieving this goal? We reflect on the Key of Failure Leads to Success and remind ourselves to learn from mistakes along the way. We notice if any fimage is holding us back and ask ourselves . . . Am I confident in who I am and what I want? Am I willing to give 100% effort to make it happen? Being clear on what we want and taking the steps to get there lead to our being My Best Self.
OTFD

A Communication Technique

A SuperCamp technique that’s effective for resolving relationship problems or giving praise is OTFD. 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.

**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.”

**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.”

**Feel**
A feeling you had about what you observed.
Example: “I feel disappointed because you didn’t uphold your side of our agreement.”

**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.”
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.”
ACTIVE LISTENING

Avoid GABS – Use your EAR

- Grab glory
- Advise
- Belittle
- Side-step

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 communication and relationships by building mutual understanding and trust. Use these listening skills to improve communication with your child.

In addition to avoiding GABS and using your EAR, a good listener . . .

- Sits facing the person they’re listening to with an open, available posture
- Maintains good eye contact
- Gives encouragement (nods, u-huhs, etc.)
- Reflects feelings and content
- Shows empathy

AFFINITY ACTIVITY

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.
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.

“Your brain is a storehouse of natural learning energy and experiences. Learning is everything you do with it.”

—Bobbi DePorter, Quantum Learner
VAK STRATEGIES

Strength Through Strategy

Every one of us takes in information through visual, auditory, and kinesthetic sensory input channels. Visual information is processed and stored in our visual cortex, auditory information is processed and stored in our temporal lobes, and kinesthetic information from movement and touch is processed and stored in our motor cortex. Although each of us learns using all three of these dominant sensory input channels, we can build a preference for one over the others when it comes to learning and studying habits.

Incorporating all three of our dominant sensory input channels is a tremendous advantage in learning. At SuperCamp, we identify which sensory input channel we prefer and build strength through adding strategies to it that incorporate the other two input channels. The key is to match the right strategy to the right learning situation. (Please note that in Junior Forum we refer to our sensory input channels as See-Say-Do. They are not covered in the same depth as in Senior Forum but the essence of each is the same.)

**Visual**

If you have a strong visual preference, pictures, graphs, charts, and other organizational tools are most helpful. Visual strategies help learners to see the information to be learned and visually represent it with ease.

*Visual strategies include:*
- Use a variety of colors when taking notes
- Ask for feedback from teachers in writing

**Auditory**

If you have an auditory preference, you learn most efficiently when you hear or say the information aloud. Auditory strategies help learners to recite information and remember what was discussed based on how they originally heard the information.

*Auditory strategies include:*
- Set time aside every day to talk about what was learned
- Read notes aloud when reviewing or studying
- Ask to speak with teachers for feedback

**Kinesthetic**

If you have a kinesthetic preference, you learn best with physical manipulation of information. Kinesthetic strategies help learners use hands-on experience and memorize through actions related to the content.

*Kinesthetic strategies include:*
- Make learning tangible by creating models or diagrams
- Connect meaningful body motions to learning
- Ask for feedback by having teachers review examples
Just like the roads we follow every day to work and to school, information follows a distinct path through our brain, according to brain research. Whether that path will be smooth traveling or fraught with obstacles can be influenced by us with some knowledge about how our brains work.

Information enters the brain through our senses—visual (seeing), auditory (hearing), and kinesthetic (moving, doing, and touching). It travels to a relay station called the thalamus that instantly sends it in two directions. These two pathways are called the “high road” and the “low road” by neuroscientists.

The low road leads directly to the amygdala where the information is checked to see if a fear, stress, anxiety or threat response is necessary for our protection. The high road leads to the cerebral cortex where higher order thinking occurs and where long-term memory is stored. The low road is quick and automatic, but the high road is where we can use our knowledge and skills to help with the memory process.

The Low Road
If a student feels stress, anxiety, or fear while trying to learning, they will find it difficult to concentrate on the material in front of them.

The High Road
The high road is where working memory functions. If a student stays “in the zone”—calm, but alert—they can create a clear path for learning, enhancing their ability to encode memory. They can do this by taking responsibility for managing their state of mind and using a few SuperCamp techniques. Sit up, take a deep breath, and practice a “This Is It” attitude. Focus on the present. This high road thinking will cause the low road response from the amygdala to normalize.

Here are a few tips students can use to strengthen the path of learning! These will all help to get information moving from working memory to short-term memory and then to our goal of long-term memory where the information “sticks”—we’ve “got it” and can access it whenever we need it.

- Try to let go of “distractions” or anything that might cause stress and block the path of learning.
- Sit up, take a deep breath and practice a “This Is It” attitude—focus on the present moment.
- Stay “in the zone,” that physical, mental, and emotional place where we hardly notice that we’re working, but we’re learning effectively.
- Find the WIIFM (What’s In It For Me) to help the brain recognize that the information is worth remembering.
- Use V-A-K reviews—remember that information comes into our brain through our senses (visual, auditory, and kinesthetic).
- Practice 10-24-7-10—review information after 10 minutes, 24 hours, 7 days, and every night for 10 minutes just before going to sleep.
- Use Circuit Learning—review class notes and add to mind maps every day.
- Link new learning to what you already know.
Alpha State
Alpha state is the ideal brainwave state for learning—and SuperCamp students know how to get there!

Let’s look first at the four main categories, or states, of brainwave activity.

**Beta:** Awake, alert, and active. In beta, your brain is attending to many different stimuli at once. Activity is scattered. You may be thinking of many things at the same time or jumping from one activity to another. Beta state is the one you’re in most of the time when you’re awake.

**Alpha:** A state of relaxed concentration. You’re calm and alert, absorbing material and making connections. This is the state that takes all of your brainpower and focuses it on one single thing. It could be your favorite TV show or a game of chess. Or learning! Alpha is the best state for learning.

**Theta:** Theta and delta states both occur while you’re sleeping. In theta state, your brainwaves are slowing down, just seconds away from a deep sleep. This is where you dream and process information. (We also teach students how to make use of this brainwave state to process information learned—see 10-24-7-10 on page 22.)

**Delta:** This is the slowest brain-wave state. You’re in a deep sleep.

The ability to manage our state of mind allows us to perform at our highest level in any situation. SuperCamp students learn Q-Up, an amazing tool to access alpha state, the optimal brainwave state to keep them focused and receptive to learning.

**Q-Up!**
Q-Up is all about focus. We get the most done when we’re focused on one thing. We’re relaxed yet focused. We’re in alpha state—and here’s how we get there.

First, we imagine a string attached to the top of our head that’s pulling us up, and then we . . .

- **Pull up & picture** (the outcome we want)
- **Breathe & release** (relax our jaw and shoulders)

Whenever we’re about to study or read or work on anything important, Q-Up gets us to just the right place: the alpha brainwave state to keep us focused and relaxed for effective learning.
SLANT
SLANT is another effective strategy for maintaining focus—this one for staying focused in class. The more actively students participate in class, the more they learn during class—and the more they learn during class, the less they have to learn after class.

Like Q-Up, SLANT helps students to manage their state. SuperCamp students learn the power of state (a combination of thoughts, feelings, and breathing) and physiology (body posture) for effective learning.

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 give students a new SLANT on learning at SuperCamp—a strategy (adapted from the work of Dr. Ed Ellis) to help them achieve higher grades without spending additional time studying. Students who practice SLANT every day in every class are amazed how much they learn . . . just by staying focused!

Sit up in your chair.

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

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

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

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

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**
   - ABCs: attitude, beliefs, curiosity.
   - Physical space.

2. **State**
   - Q-Up!
     - Pull up & picture.
     - Breathe & release.

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.
Making Notes Meaningful—and Memorable

What makes information meaningful is not just writing down what someone else is saying—it’s connecting what we’re hearing or experiencing to what we think about it, what we already know about it, and how we can use it. When we connect new information to what we already know, we make it more meaningful—and memorable!

Notes:TM is a brain-friendly note-taking system that is not just about taking notes, but also about making notes (the TM stands for taking and making). This helps students to keep their brains involved in the learning process. Relating new information to what they know, feel, and think, leads to better understanding of the new information and better ability to remember it. In short, Notes:TM makes the information more meaningful and memorable.

Here’s what a Notes:TM page looks like. The note-taking section is on the left—this is where important information provided by the teacher is recorded. The note-making section is on the right and this is where thoughts, feelings, and questions are recorded. It’s important to remember here that our brains remember images better than words, and symbols are quicker than writing words. Exclamation marks, asterisks, and question marks, and symbols you make up are all quick and useful. This side of the page is all about making connections between what the teacher is saying and what we already know or feel about the topic—and our brains love connections!

MIND MAPPING

A brain-friendly way to take notes, mind mapping uses colors, symbols, and pictures to help students make mental associations that facilitate learning.

Follow these simple steps:
1. Begin with colored pens or pencils and a piece of paper (placed horizontal or landscape).
2. Put your main topic in the center of the page.
3. Draw thick branches from the center for your subtopics or key points.
4. Attach new branches to your subtopics as you come up with thoughts.
5. Use pictures and symbols to make it more memorable.

(Mind Mapping was created by Tony Buzan and is used with permission and enthusiasm)
Ensure Optimal Learning

In addition to connections, our brains also love review. Review sends signals to our brain: this is important, remember it—keep it in long-term memory! The more we review information the more likely we are to remember it. 10-24-7-10 and Circuit Learning are exceptionally effective review strategies.

10–24–7–10
To transfer new learning from short-term to long-term memory, review learning as follows:

- within 10 minutes: this could be highlighting notes at the end of class
- within 24 hours: this might be homework or adding information to a mind map
- again in 7 days: maybe talking about the topic with a friend
- and every night for 10 minutes just before sleep: theta scan main points

We also include visual, auditory, and kinesthetic strategies and use our imagination to make our reviews creative and memorable.

This last review segment—the 10— is known as the theta scan at SuperCamp as it takes advantage of the theta brainwave state where we dream and process information. The information processed in this brainwave state is the very last information taken in by the brain just before sleep. That’s why this review must take place after all electronics are shut off for the night. The very last thing before sleep, we quickly do a scan of important information we want to remember—and our brain does the rest!

Circuit Learning
Circuit Learning is a system that utilizes chunking and reviewing to learn and retain new information. Chunking is simply breaking topics to be learned into manageable chunks of related information that are then easier to learn and review than a whole topic. The concept is to learn and practice small pieces at a time: we learn a small chunk, then another small chunk, then we review those chunks and add another chunk, and then keep adding more small pieces until we’ve learned the whole topic.

Content is chunked according to what it comprises. For example, vocabulary words could be chunked into groups of five or ten words (or even more), depending on how many words need to be learned and how many days are available. For complicated subjects, content would be chunked into related pieces. For example, if we were preparing for a test on a country we could chunk the content by subject such as geography, natural resources, culture, etc. The Circuit Learning process would be the same whether we’re learning vocabulary words or a more complicated subject.
Utilize Notes:TM and Mind Mapping (page 21) in the Circuit Learning process. Here’s an example of what our Circuit Learning preparation for a test might look like.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Notes:TM during class for new learning.</td>
<td>Use Notes:TM during class for new learning.</td>
<td>Use Notes:TM during class for new learning.</td>
<td>Use Notes:TM during class for new learning.</td>
<td>Use Notes:TM during class for new learning.</td>
<td>Review your full MindMap (Monday to Friday learning)</td>
<td><strong>Dress rehearsal:</strong> Simulate test</td>
<td><strong>Test day!</strong></td>
</tr>
<tr>
<td><strong>At home or during free period, begin MindMap (MM) from Notes:TM</strong></td>
<td><strong>Review Monday’s Notes:TM, then today’s Notes:TM</strong></td>
<td><strong>Review Monday and Tuesday Notes. Review today’s new learning.</strong></td>
<td><strong>Continue reviewing Notes from previous days and today’s learning.</strong></td>
<td><strong>Continue your circuit—you’re learning and remembering!</strong></td>
<td>Recreate MindMap from memory.</td>
<td>Quick review of MindMap</td>
<td></td>
</tr>
<tr>
<td>Add today’s Notes:TM to MM</td>
<td>Add today’s Notes to MM</td>
<td>Add today’s Notes to MM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review MM</td>
<td>Review MM</td>
<td>Review MM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:TM, Mind Mapping, 10-24-7-10, and Circuit Learning are all brain-friendly strategies for encoding information into long-term memory and ensuring optimal learning.
Overview
The ability to memorize information is more important than ever, in school and beyond. Although viewed by some as an outdated practice with the belief that it doesn’t contribute to the current focus on deep thinking and understanding, memorization through mnemonics builds a base of facts and information that is essential for thinking and understanding. In addition, students gain confidence when they’re able to learn facts easily and remember them long term. For some it makes the difference between *I’ll never get this* and *I can do this!* And, as we know, confidence leads to competence and motivation.

Mnemonics are strategies to memorize information and include acronyms, keywords, anchoring to locations, songs, rhymes, and storytelling. They strengthen focus, association, and picturing, giving meaning to the information students are learning. When information has meaning it becomes more memorable, maximizing learning.

Awareness of focus, association, and picturing empowers students to encode information into long-term memory making it easy to retrieve when needed.

- **Focus**: Pay attention and focus on the one thing – the topic.
- **Association**: Make connections between new information and current knowledge—something that’s familiar.
- **Picturing**: Create specific and vivid images in the mind.

It’s important that learners are specific in the images they create and the associations they make. The more specific the images and associations, the more meaningful the content becomes and the more easily it is remembered!

Students who focus, associate, and picture—**make it stick**!

Junior Forum students practice these strategies by applying them to learning people’s names. These same strategies apply to remembering any kind of content.

Mnemonics
There are many mnemonics (memory techniques) to facilitate memorization. Different types of information are suited to different memorization strategies, so the more mnemonics we have to assist us in remembering information, the better.

- **Power Pegs**: This strategy utilizes a standardized list of “pegs” on which to “hang” items to be memorized, creating associations that enhance learning.
- **Narrative Chain**: With this technique the learner creates a story to connect and facilitate memorization of a series of facts that are related to one another.
- **Clockface**: Often we need to remember information in a particular order, and sometimes with numbers. Clockface is a location memory technique that links each number on a clock with a story that triggers the information being learned and connects it to that number.

There are, of course, many more mnemonics than these. It’s interesting to note that central elements in all mnemonics are **focus**, **association**, and **picturing**.
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 focus 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

**CTP**

**Understand the Problem**
Consider all challenges.
Choose one to focus on.

**Generate Ideas**
Brainstorm ideas.
Choose one with the most potential.

**Plan for Action**
Consider possible actions.
Formulate a specific plan of action.
CREATIVE DISCOVERY PROCESS

The Creative Discovery Process (CDP) can be used for writing, goal-setting, finding one’s purpose, and more. It’s a great way to get started, prime the mind, and gain clarity and direction. Here are the steps:

**Cluster & Star**
Students begin by writing the main topic on paper and circling it, then continuing to get as many ideas as possible written down. It’s free flowing. An idea comes, write it down. Another idea that connects to that idea, put it in another bubble and draw a line to the first idea. It keeps expanding as fast as ideas come to mind. At the end of the clustering step, students review the ideas and star those that stand out.

**Mind Map**
Mind Mapping is more structured. Again it starts by writing the central topic in the center of the page and circling it (or an outline of an image that relates). Students than select starred items from their cluster that are main areas and write them on main branches. (See page 21 for illustration and more direction.)

**Fastwrite**
In the fastwriting step, students usually start with general overall thoughts (later used in introduction), then—writing as quickly as possible—begin with one of the branches and continue to the next branch, and so on. They can jump around and jot thoughts as they come to mind. The idea is to just keep writing without hesitating to get out all their thoughts. Students write without concern for correct grammar or order, and their ideas continue to grow.

QUANTUM WRITING

In Quantum Writing for our 6-day programs, students create a pen name and use that persona as they learn the writing strategy. There are two segments to this Quantum Writing strategy—the creative segment and the critic segment.

The creative segment is the Creative Discovery Process outlined above: Cluster & Star, Mind Map, Fastwrite. This first step in the writing process helps students generate ideas and immediately get beyond writer’s block. We have found that for most students, the hardest part of writing is getting ideas and getting started!

The critic segment of this writing process is when students create a draft from all the ideas they’ve generated and from their fastwrite, and then actually write and refine what they’ve written. Here are the steps in this segment:

- Write draft (Frame: Introduction, Body, Conclusion)
- Edit/rewrite
- Polish

Following this Quantum Writing process, students soon realize they can in fact write, and using first their creative hat and then their critic hat, they soon gain confidence and enjoy writing!
The Senior Forum (10-day program) Quantum Writing process empowers students with strategies that give them confidence in their writing ability. Writing is no longer an intimidating chore—students write easily with less stress and better results.

1–Diverge

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

**Clustering** is a process for generating ideas, images and feelings around a key word or central idea. As students write words and ideas that come to mind, more thoughts tumble out, expanding their list of words and ideas for writing.

**Fastwriting** is exactly that. Students write all their thoughts down very quickly just as they come to mind. During this fastwriting step, students expand the ideas that came up in their cluster—they just write everything that comes to mind without concern for correct grammar or order, and their cluster ideas continue to grow.

2–Converge

Step two is about taking all the ideas generated in step one and putting them into a purposeful frame. Some ideas are rejected, others are expanded. Students also consider voice, organization, and clarity in this step.

3–Emerge

Having generated lots of ideas and pulled them all together into a cohesive outline, step three brings students to the final stage of developing the piece of writing called for in their assignment, and making it their own. In this final step, students also learn tools to write effectively in high-pressure timed writing situations like standardized exams.
The key to success is really quite simple—develop effective habits!

GET READY
Get your space ready.
Get your stuff ready.
Be clear: What by when?

GET SET
Get in State.
Focus: Q-Up! SLANT
Prime your mind
ABC = positive attitude, beliefs, curiosity

GO!
Keep your focus on the topic.
Use your strategies:
• Breaks
• Music
• Reviews: 10-24-7-10 and Circuit Learning
• Content posters

Prepare
SPACE & STUFF
WHAT by WHEN

Get in State
Q-UP!

Prime your Mind

Make it STICK
Ready–set–go!

Creative Discovery Process
- Prepare
- Cluster/Mind Map
- Fastwrite

Writing
- Diverge
- Converge
- Emerge

Reading
- 1–Prepare
- 2–State/Focus | 3–Superscan
- 4–Read | 5–Review

Memory
- Focus
- Associate | Picture
- Practice & Review

Q-Up!
- Pull up & Picture
- Breathe & Release
- Go!

SLANT
- Sit up|Lean forward
- Ask questions|Nod your head
- Talk to your teacher

Creative Thinking
- Understand the problem
- Generate ideas
- Plan for action

Goals
- Design it |Outline it
- In your way (remove barriers)
- Take action

Get Ready... Get Set... GO!
SOLID RELATIONSHIPS

In our thirty-seven years of producing SuperCamp programs and supporting the continued growth of students, we’ve found that there are times we can make contributions to strengthening family relationships as well.

Earlier this year, we published a Special Report entitled, *7 Ways to Build a Solid Relationship with Your Teen*. It gives parents insights into techniques they can use with their kids, all of which complement communication and interpersonal skills the students learn at SuperCamp.

Here are some highlights from the report.

You can build and maintain rapport with your children in several ways. Try the following:

- Know what they like, how they think, and how they feel about what’s happening in their lives.
- If you don’t know, ask.
- Know what keeps them from getting what they truly want. If you don’t know, ask.
- Try to imagine what they say to themselves, about themselves.
- Speak the truth to them clearly, in a way they can hear it and understand it.
- Have fun with them.
- Listen—really listen—to what your children say to you, and note their non-verbal communication as well.
- And last, but not least—allow and encourage your children to do all of the above with you.

Helping your child through the rough patches is a huge role for every parent. Here are a few ways you can support your child during those times:

- When your teen has been hurt by something someone said or did to them, try asking them *How do you feel?* Tell them that how we feel and think about ourselves is a choice. We can’t control what happens to us but we can control how we react to it. Then ask *How do you CHOOSE to feel?*
- When you see FEAR (what we refer to as false expectations appearing real) in your teen, acknowledge it and show that you understand. Then ask *What’s the worst that could happen?* and *What’s the best?* Usually this will lead to more clarity about the perceived fear.
- If your teen is struggling with low motivation, help them find their passion—and the accompanying motivation—by asking them, *What would you do—today, tomorrow, or in the future—if you knew you couldn’t fail?* It may take more than one conversation, but the motivation can be immediate when a teen discovers their passion.

You can view and download the full Special Report at www.supercamp.com/pdf/7-Ways-to-Build-a-Solid-Relationship-with-your-Teen.pdf

SUPERCAMP BELIEFS

Many of the beliefs we teach and practice at SuperCamp are worth sharing with SuperCamp families . . .

- Respect and caring—for ourselves and for others—is vitally important.
- Every person is gifted in their own way 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.
SuperCamp Graduate and Parent Support

As we covered earlier in this guide, we are committed to providing SuperCamp graduates—and their parents—with ongoing support, reinforcement and encouragement. Here’s a recap of the resources available to you.

Photos

We’re sure you enjoyed the SuperCamp photos while your child was at camp. It’s also fun to look at them again with your son or daughter—and sharing them with you is a great way for them to recapture the positive feelings and energy they experienced at camp. You can access your grad’s SuperCamp photos throughout the year by logging in to CampInTouch.

Newsletters

The Refresher newsletters are emailed to grad families twice a month from late August through mid-May. Each newsletter will contain topics covered at SuperCamp and a link to a video featuring SuperCamp facilitators discussing that issue’s content. The two-page spread in this Parent Guide gives you specific dates and topics for each Refresher newsletter and video, which will help parents and SuperCamp grads plan their time to review the material.

We have two other newsletters to help support our SuperCamp families’ continued growth:

- **Excellent Learner**: This monthly newsletter, of interest to parents and students, contains articles related to success in learning and life. Subjects include brain-friendly learning skills, relationships, and effective communication.
- **Parent Connect**: Sent every other month, this newsletter is aimed at assisting parents to help their children make the best of their SuperCamp experience. Subjects include the 8 Keys of Excellence, supporting your teen through the rough patches, building rapport, and SuperCamp news.

Social Networking

Our social media presence is designed for both grad parents and the grads themselves. We’ve made a concerted effort this year to up our game in social media, with the two-fold goal of engaging and enlightening our followers. If you don’t follow us already, please join us on your favorite social media sites:

- Facebook: www.facebook.com/supercamp
- Instagram: @qlsupercamp
- Twitter: @supercamp

When you like what you see, we hope you’ll share our posts and tweets with your network. You never know how a parent might discover SuperCamp and that attending one of our programs could lead to making a difference in a young person’s life.

Website – Alumni Section

Explore the Alumni section of our website at SuperCamp.com/alumni/ to find connections and resources for SuperCamp alumni new and old. Click on our Resources page to access resources for parents and grads, using a password that we will email to you.
Your one-stop shop for everything SuperCamp and Quantum Learning

At ShopQL.com, you’ll find a wide range of products to help reinforce your child’s SuperCamp experience and learning—Affirmation Posters, SuperCamp Main Room Flipchart Posters, 8 Keys sets, books and more.

In fact, we’ve assembled our most popular products and put them together in one QL SuperCamp Family Support Kit at a special savings of more than 30% versus buying each item separately! (See page 5 for details.)

Check out ShopQL.com today and get your SuperCamp grad ready for school this fall.

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
• Everything I Do Deserves My Best Effort
• I Believe in Myself
• I Respect Individual Differences
• Every Challenge Offers A Gift
• I Am Responsible For What I Create
• I Am Unique and Valuable
• 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
BOOKS BY BOBBI DEPORTER

Over the 37 years of SuperCamp, we’ve received numerous requests for written material regarding the strategies we teach at SuperCamp and through our Quantum Learning school programs. Following is a list of books we’ve published, all of which are available at ShopQL.com

**Excellence in Teaching and Learning: The Quantum Learning System**
Demonstrates that the integration of the brain’s natural learning systems and the Quantum Learning System creates an impact that transforms the way teachers teach and students learn.

**The Seven 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 for 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*
- *Quantum Reader: Read Fast, Comprehend More, Move on*
- *Quantum Writer: Write Easily, Less Stress, Better Results*
- *Quantum Memorizer: Remember Anything, Anytime*
- *Quantum Thinker: Think Bigger, Make Things Happen*
- *Quantum Note-Taker: Make It Meaningful, Make It Memorable*
SUPERCAMP® PROGRAMS
A Pathway for Learning and Growth

Maintaining confidence and motivation, and learning and practicing academic and life skills is an ongoing pursuit in a student’s educational lifetime—and beyond. At SuperCamp we believe that every new positive perception about oneself and every new academic or life skill acquired and practiced increases a student’s confidence, competence, and motivation.

Each of the five SuperCamp summer programs builds on the content of the previous program and includes valuable new skills designed specifically for the relevant age group and learning level. They create a cycle of learning and growth, and returning students add to their knowledge, deepen their understanding of learning and life skills, and strengthen their foundation of excellence.

**Junior Forum (ages 11 to 13):** Early adolescence is a pivotal time when children are beginning to develop higher order thinking skills, establish healthy social interactions, and define a sense of self and personal values. Junior Forum focuses on establishing positive character traits, cultivating a mature sense of self, and building effective learning skills.

**Junior Forum Leadership Track (ages 12 to 13):** Former Junior Forum participants go deeper into the curriculum and add leadership skills to the mix. Students are given opportunities to mentor other students by modeling essential elements of the curriculum, and receive focused coaching, opportunities to practice leadership, and feedback on their progress.

**Senior Forum (ages 14 to 18):** Teenage adolescence is a critical time of self-development in the face of many external influences. Components of Senior Forum include positive communication, effective listening, self-reflection, habit formation, self-expression, relationships, goal setting, team building, and collaboration.

**Senior Forum Leadership Track (ages 15 to 18):** Former Senior Forum participants go deeper into the curriculum and gain leadership skills through mentoring other students in the core elements of the curriculum. Focused coaching, opportunities to practice leadership, and feedback on their progress guide them in their leadership growth.

**Senior Forum Leadership Team (ages 16 to 18):** Exclusively for former Senior Forum Leadership Track participants, students will form their own team and take a step higher in their leadership development.

**Quantum Academy (ages 17 to 20):** For success in college students not only have to be prepared academically, but also possess a level of independence and leadership that isn’t addressed in high school. At Quantum Academy students’ skills are sharpened in several key areas including time management, balancing work and school, making healthy social choices, and managing finances.

Many students return to SuperCamp year after year. In fact, many of our staff members (team leaders and facilitators) were originally SuperCamp participants and continue to come back for many summers in their leadership roles.

*For more information about SuperCamp programs and how they can help your child excel, visit www.SuperCamp.com or call (800) 228-5327.*
For more than 37 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 and with students outside the camp environment.

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 throughout the country and internationally.

**Quantum Learning programs** result in *engaging teachers* and *motivated students!* Now there are more than 100,000 Quantum Learning classrooms in 50 states in the U.S. and abroad. We offer the following programs for student achievement and educator development:

**QL Excellence in Learning**
Delivered in an engaging style similar to SuperCamp, our student programs provide the skills, self-confidence, and motivation students need to excel. Students are inspired to take ownership of their learning and return to their classrooms with a better understanding of how the brain works in learning. They discover their potential as leaders and develop a positive attitude. They master essential skills and strategies, including reading, writing, and critical thinking. Quantum Learning students are better prepared for the rigors of today’s educational standards and success in every subject.

**QL Excellence in Teaching**
Educators discover how to foster higher levels of thinking while making today’s educational standards relevant to students. The *Essentials* course introduces teachers to the Quantum Learning System, including the neuroscience behind our methods. The *Classroom Culture and Management* and *Design and Delivery for Learning* courses take teachers deeper into Quantum Learning, so they return to their classrooms ready to create intellectually engaging, focused, and cognitive-rich learning experiences.

*For more information about Quantum Learning and how it can help your school or district, call (800) 527-5321 or visit www.quantumlearning.com.*
Imagine if we all . . .

. . . matched our behaviors with our values, took responsibility for our actions, and were willing to do things differently

. . . learned from our failures and spoke honestly and kindly to ourselves and others

. . . made the most of every moment, made our dreams happen, and lived our best life!