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.