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
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
- Add pictures and symbols to 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 walk me through examples
Before learning new information, what would happen if we first learned how to prepare our environment, our mind and body, and our brain for maximum results? Excellent learners understand that taking a small amount of time to prepare before learning saves time and allows focused attention to be placed on the new content they wish to learn.

There are five simple strategies that excellent learners take advantage of to get the results they desire in any learning situation. By applying these simple strategies at both school and home, any learner can accelerate their results and view learning as not just an event but rather as a continuous process.

1. **PREPARE my space**
   I prepare my space by creating a clean, distraction-free environment.
   
   *Example:* Keep any unnecessary technology, media, noise, and clutter out of my work space.

2. **FOCUS my mind**
   I focus my mind by taking deep cleansing breaths and getting straight to work.
   
   *Example:* Sit up straight. Close your eyes. Take a deep cleansing breath. Slowly open your eyes.

3. **QUANTUMIZE my learning**
   I *quantumize* my learning when I match the strategy to my learning situation.
   
   *Example:* Select the study or learning strategy that will produce the desired result.

4. **REVIEW my knowledge**
   I review my knowledge when I consistently review my content. I also reflect on the strategies I used and their effectiveness in getting me the outcome I desire.
   
   *Example:* Chunk material into related parts and review using multiple strategies repeatedly.

5. **CELEBRATE my progress**
   I celebrate my progress by acknowledging my effort as well as my end result.
   
   *Example:* Reward yourself and find joy in the learning process.
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.

**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.
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.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td><strong>First</strong></td>
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<td>Use Notes:TM during</td>
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<td>class for new learning.</td>
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<tr>
<td>At home or during free</td>
<td>Review Monday’s notes</td>
<td>Review Monday’s and</td>
<td>Review Monday’s and</td>
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<tr>
<td>period, begin your Mind</td>
<td>and then review today’s</td>
<td>Tuesday’s notes and</td>
<td>Tuesday’s notes and</td>
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<tr>
<td>Map (MM) of this topic.</td>
<td>new learning. Add to</td>
<td>today’s new learning.</td>
<td>today’s new learning.</td>
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<td></td>
<td>your MM.</td>
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<td>Add to your MM.</td>
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<tr>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
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<tr>
<td><strong>First</strong></td>
<td><strong>Dress Rehearsal</strong></td>
<td><strong>Test Day</strong></td>
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<tr>
<td>Use Notes:TM during</td>
<td>- Simulate test</td>
<td>You are ready, refreshed,</td>
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<td>class for new learning.</td>
<td>- Recreate MM from</td>
<td>and confident.</td>
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<td>memory</td>
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<td></td>
<td>- Check your knowledge!</td>
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<tr>
<td><strong>Continue your circuit!</strong></td>
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<td>You are learning and remembering easily!</td>
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<td></td>
<td>Review your MM from Monday to Friday to jog your memory.</td>
<td></td>
<td>Take a look at your MM one more time.</td>
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</table>

**Hot Tip:** The playing of Mozart coordinates breathing, cardiovascular rhythms, and brainwave 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

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

<table>
<thead>
<tr>
<th>Memory skills involve imagination and association.</th>
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<tr>
<td><strong>Imagination:</strong> The ability to see, hear and sense things in your mind</td>
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<tr>
<td><strong>Association:</strong> The ability to take one familiar object and connect it with something you’re trying to remember</td>
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</tbody>
</table>

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

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 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

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
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**it up in your chair.

**L**ean forward as if you are hanging on the teacher’s every word.

**A**sk questions, even if it’s only for clarification.

**N**od your head to let the teacher know that you are interested.

**T**alk to your teacher to establish a relationship with him or her.
The Senior Forum Quantum Writing processes empower students with strategies that give them confidence in their writing ability. Writing is no longer an intimidating chore—they write easily with less stress and better results.

6-DAY PROGRAM – ABCs OF WRITING

A – Approach
In the Approach step, the student analyzes the prompt and distinguishes the type, style, and length of writing required to fully answer all areas of the prompt.

B – Brainstorm
This step focuses on getting ideas down on paper both creatively and with a specific focus. Strategies include Cluster It, See It, Say It, Draw It, and Fastwrite It.

C – Construct
In the Construct step, the writer takes the brainstorm ideas and the clear picture of the prompt requirements and puts the information into a frame. This helps provide the structure for a well-crafted piece of writing.

D – Draft
Using the structure from the previous step, students now draft their piece of writing. A focus on selecting the appropriate structure, essay elements, and word choice support impactful and purposeful writing.

E – Edit
Tips on how to make editing easy, and what to look for in a test environment to support a polished final piece of writing.

10-DAY PROGRAM – DIVERGE, CONVERGE, EMERGE

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* process gives students a clear framework for organizing their approach to a writing assignment.

**6-DAY PROGRAM – THE FIVE-STEP PROCESS**

**Step 1 – Break It Down**
Look at the prompt. What type of writing is needed and what is the prompt asking?

**Step 2 – Think It Through**
Get ideas down on paper using Cluster It and Fastwrite It.

**Step 3 – Build It Up**
Choose the structure that makes the most sense for the assignment and place all of the ideas from step two into an organized frame.

**Step 4 – Write It Out**
Using the organized ideas from step three, Write It Out takes these ideas and turns them into a well-crafted essay.

**Step 5 – Make It Shine**
Tips on how to make editing easy, and what to look for in a test environment to support a polished final piece of writing.

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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
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.”