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
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 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.
- Review class notes and add to mind maps every day.
- Link new learning to what you already know.
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.

**Q-UP!**
Quantum: transform energy
Cue: to prompt
Queue: line up to get ready

**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.
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.
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.
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 Make It Stick 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!

**Make It Stick (Chunk, Review, Plan Ahead)**

**Chunk**

Students are taught to break down content into manageable “chunks” of information with the rule 3-or-4-no-more. This allows them to process the information more easily and transfer it from short-term memory to long-term memory.

**Review**

Review the chunks of information using SuperCamp strategies such as:

- Mind Mapping
- Power Pegs
- Visual/Auditory/Kinesthetic
- 10-24-7-10
- Teach Others
- Create a Dual-Planned Learning Environment

**Plan Ahead**

Avoid procrastination and stress by planning ahead using a calendar, planner, or cell phone reminders. Knowing what, how, and when you need to review items will help *Make It Stick* and provide better results on homework, projects, and exams.
Students today are often called digital natives—they've grown up in an environment that provides 24/7 access to information at the touch of a button. At SuperCamp we provide a pattern interrupt by creating an environment that invites them to live without technology so they can see the benefits of face-to-face interaction.

The Technology activity was designed to provide an opportunity for the students to become aware of how technology impacts their academic and personal lives. They dive into a group discussion around distractions and emotions/feelings that emerge through the use of technology and then create solutions and strategies to be able to use technology in a more effective manner. They create commitment statements to hold themselves accountable to incorporate technology to benefit their lives and to unplug from technology to create balance in their lives.
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.

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 then 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 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!
HABITS OF AN EXCELLENT LEARNER

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

Get in State: Q-Up! (pull up & picture, breathe & release)

Prime your Mind: Review your notes and content posters, super-scan articles

Do the 1 Thing: Keep your focus on the topic.

Make It Stick: Use your strategies, take brain breaks, use music, review using 10-24-7-10, create content posters to hang around the room