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 of image
- 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.

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

**What I Want**

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

**What’s In It For Me?**

This step identifies why we want to accomplish this goal. What are the benefits of accomplishing the goal, and what will we gain when we achieve the goal.

**Fimage & Failure Leads To Success**

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

**My 100% Effort**

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 taking steps to being their best self.
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.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Something you observed with your senses that anyone else can observe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think</td>
<td>A thought or opinion about what you observed.</td>
</tr>
<tr>
<td>Feel</td>
<td>A feeling you had about what you observed.</td>
</tr>
<tr>
<td>Desire</td>
<td>What you want (your desire).</td>
</tr>
</tbody>
</table>

Example:

- **Observe**: “I noticed you came home 20 minutes after your curfew last night.”
- **Think**: “My thought is that you don’t respect the rules we agreed on about a curfew.”
- **Feel**: “I feel disappointed because you didn’t uphold your side of our agreement.”
- **Desire**: “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.”
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
- Expressions
- Advise
- Attentive physiology
- Belittle
- Restate important information
- 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.