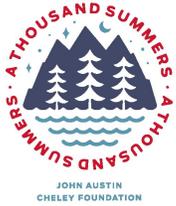




JOHN AUSTIN
CHELEY FOUNDATION

CAPSTONE PROGRAM GUIDE



Dear Capstone Campers, Parents and Mentors,

Welcome to the 2020-2021 Capstone Program. We are so excited that you will be participating this year! We believe that service to others is a natural extension to the values and ideals learned at camp.

Whereas the core of who we are remains the same, some things have changed. You have probably noticed that the foundation has a new name and logo, A Thousand Summers. This change represents where we have come from and how we hope to move into the future.

The Capstone Program will look different this year. Last year the pandemic shutdown hit around the time Capstone program participants were well into their projects. Some projects were finished, some adapted, and some were incomplete. All member camps cancelled their summer sessions so the foundation pivoted and implemented alternative ways to support campers and their families.

To fit the safety concerns of our times, we have adapted the Capstone Program to produce projects that will be virtual or socially distanced. To this end we have revised the program materials. We anticipate further revisions and modifications may be needed as we navigate the months ahead.

The Capstone Program continues to extend and enhance the personal growth and the service to others which are part of the camp experience. We are excited to see what you create and how it will benefit your community.

As always, the Capstone Coaches and I are here to support your part in the Capstone Program in whatever way we can.

Sincerely,

Karen Smith

Director of Programs
A Thousand Summers
1420 N Ogden Street, Suite 102
Denver Colorado 80218
Office: 720-981-2532 x 102
Fax: 1-877-891-5223
Email: karen.smith@cheleyfoundation.org
Web: www.athousandsummers.org

Table of Contents

Program Information	4
Roles and Responsibilities	4
Timeline	5
Service Project Outline	
Section I: Weekly Reflection Guidelines & Prompt Ideas	6
Section II: Project Requirements and Development	8
Section III: Project Description, Purpose and Learning Objectives	9
Section IV: Project Plan	10
Section V: Project Calendar	12
Section VI: Self Evaluation	14
Section VII: Project Final Presentation	16
Appendix	17

CAPSTONE PROGRAM

WHAT IS THE CAPSTONE CAMBERSHIP PROGRAM?

The Capstone Program gives the 15 year old returning ATS camper the opportunity to give back and grow. Experienced campers have received the benefit of camperships to high end summer camps where they have had life changing experiences. ATS believes they have much to offer both their camp and home community. The Capstone program guides them through planning, implementing, reflecting on, and reporting on a school year service project in their local community. Lessons learned become the foundation for leadership training the following summer at camp. *Participation is not mandatory but is highly encouraged.*

WHAT SAFETY CONSIDERATIONS SHOULD BE MADE THROUGHOUT THE CAPSTONE PROGRAM?

When deciding upon a Capstone Service Project please take notice of all relevant guidelines relating to COVID-19 and pay attention to ensuring your and your camper's health and safety as well as that of any people the project is intended to serve. A Thousand Summers does not endorse Capstone Service Projects that breach current health and safety guidelines.

WHY PARTICIPATE IN THE CAPSTONE PROGRAM?

- Capstone Program service projects strengthen the camper's community and provide an opportunity to give back
- Capstone Program service projects promote personal growth and civic responsibility
- Capstone Program service projects give campers professional experience and an opportunity to sample a potential career
- Capstone Program service hours accrued may count towards school community service requirements
- ATS shares Capstone Camper Program outcomes and accomplishments with Associate Camp to enhance leadership program applications (CILT/CIT/JC/Pathfinding).

WHAT IS THE CAMPER'S ROLE?

The Capstone Camper, with the guidance of their Mentor, will:

- Complete the Capstone Service Project Outline.
- Implement a service project in camper's home community
- Create a digital presentation of the service project.

WHAT IS THE MENTOR'S ROLE?

The Capstone Mentor will support the Capstone camper with the following, as needed:

- Service project development
- Service project implementation
- Reflection
- Service project digital presentation production
- All Mentor contact with the Capstone Camper (email, phone, text and/or in person) will be conducted with at least one Parent/Guardian present.

WHAT IS THE CAPSTONE COACH'S ROLE?

The Capstone Coach will support the Mentor with all aspects of the following, as needed:

- Contact Mentor in fall to establish relationship
- Support Mentor through all aspects of the Capstone Project
- Serve as the first point of contact for Mentor for all Capstone questions, concerns, etc.

WHAT IS THE CAPSTONE PARENT/GUARDIAN ROLE?

The Capstone Parent/Guardian understands:

- The Capstone Service Project is camper focused - the CAMPER is to do the work, not the parent.
- Parent/Guardian will be on all phone calls
- Parent/Guardian will be copied on all email, texts, etc.
- Parent/Guardian will always be present for in person meetings
- Talk with JACF Campership office with extenuating circumstances

CAPSTONE SERVICE PROJECT TIMELINE

**Adjust meeting dates to accommodate or utilize Winter Break and Spring Break, to complete the project by due date. These are suggested dates to pace the project. Items can be completed sooner than listed.*

Third week in November	ATS office will distribute Capstone materials
First week in December	Mentor contacts Camper/Parent to set up Mtg#1
Second week in December	Camper/Parent & Mentor Meeting #1
Third week in December	Camper/Parent & Mentor Meeting #2
<i>Late December - Early January</i>	<i>Winter Break</i>
Third week in January	Camper/Parent & Mentor Meeting #3
Fourth week in January	Camper/Parent & Mentor Meeting #4
FEBRUARY 1st	PROJECT STARTED BY THIS DATE (if project is ongoing)
February-March	Ongoing weekly/biweekly Meetings
MARCH 15th	PROJECT COMPLETION DATE
<i>One week in March or April</i>	<i>Spring Break</i>
Third week in March	Camper/Parent & Mentor Meeting #5
Fourth week in March	Camper/Parent & Mentor Meeting #6
First week in April	Camper/Parent & Mentor Meeting #7
APRIL 15th	PRESENTATION & OUTLINE DUE TO ATS

WHAT IS DUE AND WHEN?

By **April 15th**, the Capstone Camper will submit the following documents to the ATS office:

- Written responses to Reflections Responses in section I (if completed electronically, submit a hard copy or pdf document).
- Written responses to sections II, III, IV, and VI from project outline.
- Written or digital copy of your working calendar used to track your project in section V.
- Final Presentation (email presentation link or copy on cd or thumb drive)

Send the items listed above by email or hard copy to:

A Thousand Summers

Attn: Karen Smith

1420 N Ogden Street, Suite 102

Denver CO 80218

720-981-2532 x 102

karen.smith@cheleyfoundation.org

Web: www.athousandsummers.org

CAPSTONE SERVICE PROJECT PROGRAM OUTLINE

Section I: Weekly Reflection Guidelines & Prompt Ideas

The purpose of weekly reflections are to self-reflect throughout your project planning and implementation. Reflections serve as a record of work completed, challenges overcome, personal characteristics that were identified as helpful or a deterrent to progress, etc.

Mentor: Starting in December, assign one of the prompts below **each week**. You are welcome to create prompts of your own.

Camper: Write 3-4 sentences on the assigned prompt. Send these weekly reflection responses to your Mentor via email or use the space below. **Save a copy of your Reflection Responses** for (1) a resource to use as you complete your Final Presentation and (2) to submit along with the completed Outline and Final Presentation.

1. (DUE____) What gave you the idea to do your particular project?

2. (DUE____) What do you hope to accomplish with your project?

3. (DUE____) What are your fears and worries as you begin your project? What other feelings do you have when you work on your project?

4. (DUE____) Have you run into any resistance to your project idea as you explained it to others? If so, what was that like for you and how did it make you feel? Did you change your project idea because of this resistance?

5. (DUE____) Describe something special/out of the ordinary that happened during your project?

6. (DUE____) How have others reacted when you describe your project plan? How does their reaction make you feel?

Section I: Continued

7. (DUE____) Describe the frustrations and successes you are experiencing as you complete your project?

8. (DUE____) As you work with or in your community, how has your perception of the group with whom you are working changed?

9. (DUE____) How have your camp experiences helped you in your project? What did you learn at camp that helped you with your project? What did you learn doing your project that will help you at camp?

10. (DUE____) What did you get out of your experience? How has this project changed or affected you?

11. (DUE____) Describe some of the people you met or worked with during your project. Which ones were important to you and why? Describe their mannerisms and behavior that made an impact on you.

12. (DUE____) What advice would you give a camper who is about to start a Capstone Project?

13. (DUE____) Describe the biggest challenge you encountered during your project and how you overcame it?

14. (DUE____) Who do you want to thank for helping you with your project? What would you say to them?

Section II: Project Requirements and Development - What kind of project is required? How does my proposal align or need to be adjusted to meet the requirements?

The successful ATS Capstone Service Project will exemplify the following qualities:

- Safety** – Your project will adhere to all relevant guidelines relating to COVID-19 and pay attention to ensuring your health and safety as well as that of any people your project is intended to serve. A Thousand Summers does not endorse Capstone Service Projects that breach current health and safety guidelines.
- Initiative and Leadership** – Your project will require planning and initiative on your part. You will utilize your leadership skills in implementing your project.
- Challenge** – Your project will be a good fit, be achievable yet a challenge for you. The expectations for the scope of the project will be appropriate to your age, maturity, capability, personal resources, as well as meets the limits set by the COVID-19 restrictions in your area.
- Hands on** – Your project will involve interacting directly or remotely with people in your community, creating something that enhances your environment or building something of value to others.
- Ongoing Participation OR a Culminating Event** – Your project will EITHER continue over time, OR build up to a culminating event. Your project will be something you create and coordinate. It will require a significant and appropriate level of time commitment.
- Enjoyable** – Your project will encompass your interests and be something you are passionate about. If you would enjoy cleaning up a city park, plan your project to include that work. If you have a heart for senior citizens, develop a service project that serves that community. (See Project Ideas in APPENDIX)

Review response #3 from your campership application **Service Project Proposal** (provided to you by the ATS office). Compare it to the Project Requirements listed above.

1. List the requirements that ARE met (if any) with your proposed project and describe how your proposed project aligns with these requirements.

2. List the requirements that ARE NOT met (if any) with your proposed project and describe what changes you can make to see that it does meet requirements.

Using the space below, modify and further develop Service Project idea, as needed:

- Revisit Service Project Proposal questions
- Make adjustments to the proposed project idea to ensure that it encompasses the project requirements
- Brainstorm ideas for service project (See Project Ideas in Appendix for assistance.)

Section III: Project Description, Purpose and Learning Objectives -- What project do you intend to do and why? What do you aim to learn?

Title of Project: _____

1. Description: Provide a detailed description of your project idea.

Example: At my school, Ridgeline High School, there is an area near the student parking lot that is bare, suffers from erosion when it rains, and isn't very attractive to look at. I think it would benefit from trees. I would like to plant trees in this space at school.

2. Purpose: Why do you want to do this particular project?

Identify the group that will benefit from your project (your community, church, school, etc.) and explain how they will benefit?

How have your camp experiences influenced your decision to choose this project?

3. Learning Objectives: List three specific things you hope to learn (personal growth, life skills, social skills, etc.) from this project.

Example: I hope to learn how to create and maintain a budget and to be responsible with money. I hope to learn to ask for donations for a cause I care about.

LO 1: _____

LO 2: _____

LO 3: _____

Section V: Project Calendar – What should be done and when?

Use the calendar samples provided in Appendix or any electronic calendar you would like to utilize that **can be printed** for documentation and submitted with completed outline.

- Create a calendar that outlines the projected start and end date of your project.
- List each step of your project you noted in Section IV and assign completion dates for each task.
- Include weekly meetings and Reflection Response email updates with your Mentor that document your progress, questions, problems, successes, etc.
- Note your Winter Break and Spring Break so you can either use that time to work on project or complete items around it to have the Final Presentation complete by due date.

Include the following important dates:

- 2/1 Project must be started by this date (if project is ongoing)
- 3/15 Project Completion Date
- 4/15 Project Presentation, Reflection Responses and complete Service Project Outline Due to JACF

EXAMPLE:

February	March
1	1
2 Meet with Mentor – Discuss principal meeting	2 Meet with Mentor-Discuss project final plans
3 Meet with Principal–Propose project, permission	3
4	4
5	5 Gather shovels and buy trash bags
6	6
7 Weekly Reflection to Mentor	7 Weekly Reflection to Mentor
8	8 Bake cookies for planting day volunteers
9 Meet with Mentor–Discuss meeting with tree farm	9 PARK PLANTING DAY!!
10	10

11 Meet with Tree Farm to ask for tree donations	11 Meet with Mentor – Discuss Self Evaluation
12	12 Complete Capstone Outline Section 6: Self Eval
13	13
14 Weekly Reflection to Mentor	14 SPRING BREAK
15	15 SPRING BREAK
16 Recruit volunteers to work on Park Planting Day	16 SPRING BREAK
17	17 SPRING BREAK
18 Meet with Mentor–Discuss...	18 SPRING BREAK
19	19
20	20
21 Weekly Reflection to Mentor	21 Weekly Reflection to Mentor
22	22
23	23 Send thank you notes to Planting Day volunteers
24	24 Begin Capstone Final Presentation
25 Meet with Mentor – Discuss project plans	25
26	26 Meet with Mentor- Review final presentation

Section VI: Self Evaluation

Complete *after finishing the service project* to help organize your thoughts and to complete your final presentation.

1. Evaluate the planning phase of your project on a scale from 1-5 (1=poor and 5=excellent). _____

Describe what went well.

Describe what you would do differently next time.

2. Evaluate the implementation phase of your project on a scale from 1-5 (1=poor and 5=excellent) _____

Describe what went well.

Describe what you would do differently next time.

3. Review the Learning Objectives set in Section II, question 3. Evaluate your performance for each objective on a scale from 1-5. Give examples of how you met or exceeded each goal and/or where you missed your target.

LO 1: _____

LO 2: _____

LO 3 _____

4. Based on the responses above and from Reflection responses, describe 3 things you have learned about yourself?

5. How did your community or the group you worked with benefit as a result of your project? What response did participants give about your project? Note any feedback you received.

6. What have you learned overall about service, community and other people as a result of working on your project?

7. How will you take what you have learned and apply it going forward? (to your life at home, school, and camp, etc.)

8. Who helped you with your project? How did you thank those who helped with your project?

Section VII: Project Final Presentation – Showcase your project. Due to ATS by April 15th. See cover page for details.

PRESENTATION INTRODUCTION:

- Use your first name only. Do not include your last name as the presentation will be posted in the public arena.
- You may include your city OR your school name but don't list both
- Generally, don't include identifiable information about yourself or your location

PRESENTATION BODY:

Use your responses from Section I-V and Reflection responses to include the following information:

- Describe your project.
- Why did you choose your project? What did you hope to accomplish?
- What group benefited from your project and how did they benefit?
- What were your Learning Objectives and explain how you met or missed them.
- What were the initial logistical challenges and successes? (getting started, schedule/time, resistance from others, money)
- What were your initial personal challenges and successes? (feeling nervous, scared, uncomfortable, getting motivated to go)
- Describe any camp skills and/or experiences that helped you choose, plan and/or implement your project? What did you learn from your project that will help you at camp?
- Reflecting upon the evaluation questions and reflections, what three things have you learned about yourself?
- What have you learned overall about service, community, and other people?
- How will you take what you have learned and apply it going forward? (to your life at home, school, camp, etc.)
- Include anything else significant you would like to share about your project

PRESENTATION CONCLUSION:

- Who helped you the most with your project? How did you thank this person/group and the other volunteers who helped you complete your project?

PRESENTATION FORMAT:

Your presentation can be in any of the following formats (contact ATS Campership office with any additional format):

- Google Slides
- Prezi
- Slide Rocket
- Power Point
- Video interview
- YouTube video

PICTURES, VIDEOS AND GRAPHICS:

- Include pictures taken throughout your project planning and implementation. You **MUST** have a Photo Release form signed for anyone whose face appears in pictures.
- Include videos taken throughout your project planning and implementation. You **MUST** have a Photo Release form signed for anyone whose face appears in videos.
- Include a video interview with an individual centered in your project or YouTube video of presentation
- Include graphics for any information you present

What the Capstone Camper and Mentor can expect after Presentation has been submitted to ATS office:

- ATS will send Camper Family and Mentor an email notification of receipt and Capstone Campership finalization
- JACF will post your final presentation on the Capstone page of the JACF website
- JACF will send your camp director a summary of your project and outcomes with a link to your presentation
- JACF may post your presentation on our Facebook page sometime within the year

APPENDIX:

Project Ideas (Adapt to conform with your local and CDC Guidelines)

1. Regularly tutor students younger than you in your area of expertise.
2. Recruit some fellow musicians to play a concert or during recreation or meal time for a local senior center.
3. Make birthday or holiday cards for senior center or homeless shelter residents over a period of time.
4. Organize Park Clean Up Days in a neighborhood park.
5. Organize the collection of food, toys or clothing donations for a specific organization in your community.
6. Collect unused make-up, perfume and other cosmetics for a center for abused women
7. Collect and donate used eyeglasses to an organization or place that recycles them for the needy.
8. Set up recycling programs at your school or church.
9. Organize a group to paint a mural over graffiti at your school or in your neighborhood.
10. Organize a community dog wash to raise money for your local animal shelter.
11. Organize a Bake Sale and donate the proceeds to an organization in your community.
12. Coordinate an art show/workshop for kids in your local elementary school or community.

Non-Contact Project Ideas or contact according to your local and CDC Guidelines

1. Adopt an elderly person as a pen pal
2. Interview veterans or nursing homes residents about the history they lived through, skills they might share,
3. Create video lessons for young kids.
4. Video journal of COVID time experiences from adult perspective, kid's perspective, etc.
5. Perform a video concert for others.
6. Create a "TED Talk" for your peers.
7. Reservation only dog wash.
8. Volunteer to read a book/newspaper over the phone or video to a student or quarantined person.
9. Create a YouTube video about how to bake bread, separate recycling with collection point in your community, start an indoor garden, or teach a skill
10. Coordinate musicians and drive around playing music and/or singing for people.
11. Virtually volunteer as a classroom reader.
12. Volunteer to be a disinfectant cleaner for an organization.
13. Demonstrate craft or skill on behalf of a classroom teacher.
14. Lead a physical education or movement lesson for youngsters or oldsters.
15. Coordinate a remote mask sewing "Bee" with others and then do a remote collection/distribution of the masks
16. Ask your mentor for their ideas.

Sample Calendars

January	February
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17

18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31

