



JOHN AUSTIN
CHELEY FOUNDATION

CAPSTONE PROGRAM GUIDE



Dear Capstone Campers, Parents and Mentors,

Welcome to the Capstone Program! Through this program, older campers are given the opportunity to extend the care and concern they experienced at camp to their own communities. During the school year, campers work with their mentor to design, plan, implement, and evaluate a local service project.

Last year's projects included a book drive for a women's shelter, growing fruits and vegetables for a food shelf, a neighborhood trash clean up, assembling care packages for a homeless shelter, collecting cleaning products for a food pantry, and teaching music to preschool children.

We have many resources and support available for you. Your mentor will be guiding you through the process, and we have ATS Staff and volunteer Capstone Coaches that are here to help in any way. Our goals are to enable personal insight, encourage connectivity to others, and extend leadership skills.

We look forward to a great experience creating change in your local community!

Kristen Peterka

Programs Coordinator
A Thousand Summers
1420 N Ogden Street, Suite 102
Denver, CO 80218
720-981-2532 x 103
kristen.peterka@athousandsummers.org
www.athousandsummers.org

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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 ensure you 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 the camper's Associate Camp to enhance their leadership program application (CILT/CIT/JC/Pathfinding).

WHAT IS THE CAMPER'S ROLE?

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

- Complete the Capstone Program Guide.
- Implement a service project in the 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 or video calls, text 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 and video calls.
- Parent/Guardian will be copied on all email, texts, etc.
- Parent/Guardian will always be present for in person meetings.
- Talk with ATS Programs 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 & PROGRAM GUIDE DUE TO ATS
APRIL 23rd, 1:00 pm MST	CAPSTONE OPEN HOUSE

WHAT IS DUE AND WHEN?

By **April 15th**, the Capstone Camper will submit the following documents to the ATS office in PDF or hard copy:

- Responses to Reflections in section I .
- Responses to the Capstone Program Guide sections II, III, IV, and VI.
- Written or digital copy of your working calendar used to track your project in section V.
- Final Presentation - You may share/email to kristen.peterka@athousandsummers.org or upload to [Dropbox HERE](#).

Send the items listed above by email or sharing with Google to kristen.peterka@athousandsummers.org or upload to [Dropbox](#). You can also mail hard copies to:

**A Thousand Summers
Attn: Kristen Peterka
1420 N Ogden Street, Suite 102
Denver, CO 80218**

CAPSTONE SERVICE PROJECT PROGRAM GUIDE

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 Program Guide 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)

1. Review response #3 from your campership application **Service Project Proposal** (provided to you by the ATS office) or review ideas in the Appendix or view past [Capstone Projects](#) . Write a draft of your service project idea.

2. Compare your project idea draft to the Project Requirements listed above. List the requirements that ARE met (if any) with your project idea and describe how your proposed project aligns with these requirements.

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

4. Using the space below, rewrite, modify or further develop your Service Project idea, as needed.

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, synagogue, mosque, 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: _____

2. List materials, supplies and/or tools needed for your project and any related costs.

Example:

- g. 4 shovels - free, borrowing from Tom
- h. 2 boxes of trash bags to gather up tree clippings - \$10
- i. 2 dozen cookies to share with volunteers on work day - free, baking them myself

#	Item Needed	Where to Get It	Cost

3. Use the following chart to list the people your project will require, the specific task(s) they will complete and estimate the time that will take. As your project is implemented, update with actual names of volunteers and record **actual volunteer time given**. Be sure and include yourself!

Example:

- j. Truck Driver - pick up trees and deliver to school on work day, 2 hours
- k. 4 Planters - dig holes, plant trees, clean up space, 4 hours each

Name of Volunteer	Position/Job	Description of Job	Estimate of Time Needed	Actual Time Volunteered

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 your completed Program Guide.

- 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 the Capstone Program Guide Due to ATS
- 4/23 **Capstone Open House**

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 Program Guide 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 prepare for 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: Final Presentation – Create a presentation to showcase your project. Due to ATS by April 15th.

Create a presentation that contains the following:

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?
- How many people were impacted by your project? (Include any volunteers, people you served, etc.)
- 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 to approve an additional format):

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

PICTURES, VIDEOS AND GRAPHICS

Your presentation may include any of the following:

- Include pictures taken throughout your project planning and implementation. You **MUST** have a Photo Release form signed for anyone whose face appears in pictures. (Photo release is included in the appendix.)
- Include videos taken throughout your project planning and implementation. You **MUST** have a Photo Release form signed for anyone whose face appears in videos. (Photo release is included in the appendix.)
- 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 and program materials have been submitted to ATS office:

- ATS will send Camper Family and Mentor an email notification of receipt and Capstone Campership finalization
- ATS will post your final presentation on the Capstone page of the ATS website
- ATS will send your camp director a summary of your project and outcomes with a link to your presentation. If you would like this sent to others involved in your project, notify the ATS office along with email addresses.
- ATS may post your presentation on our Facebook page sometime within the year

Capstone Open House - April 23rd, 1:00 pm MST

The Capstone Open House is an opportunity for the Capstone Coaches, Mentors, Campers and their families to get together remotely and celebrate the accomplishments of the year. Capstone Campers will each have 5 minutes to deliver their service project presentations and the audience will give brief feedback. This will be a great opportunity for the campers to practice speaking to a group and share the ways they served in their communities. Campers are not required to present but are encouraged to participate.

APPENDIX:

Project Ideas

(Adapt to conform with your local and CDC Guidelines)

1. Regularly tutor students younger than yourself 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.

Low or Non-Contact Project Ideas

(Adapt to conform with your local and CDC Guidelines)

1. Adopt an elderly person or retirement community and coordinate a pen pal program with your peers.
2. Video interview veterans or nursing homes residents about the history they lived through or skills they might share.
3. Create a video lesson or ‘Ted Talk’ on a topic you are interested in for young kids or your peers.
4. Create a video journal of COVID time experiences from adult perspectives and kid’s perspectives, etc.
5. Coordinate musicians and drive around playing music and/or singing for people or perform a video concert.
6. Coordinate a ‘reservation only’ dog wash.
7. Virtually volunteer to read a book or newspaper to a classroom of students or a quarantined person.
8. Create a YouTube video demonstrating a craft or skill such as how to bake bread, how to separate recycling with collection points in your community, or how to start an indoor/patio garden.
9. Volunteer to be a disinfectant cleaner for an organization.
10. Lead a remote physical education or movement lesson for youngsters or oldsters.
11. Coordinate a remote mask sewing “Bee” with others and then do a remote collection/distribution of the masks

To view past projects that former Capstone Campers have completed, go to athousandsummers.org and select Programs then Capstone Program.

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
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