



SP0152 Final Report

Please answer the following questions and return the completed form to the [SPF Staff](#) via e-mail.

Project Title: Where the Sidewalk Ends

Final Report prepared by: Jacqueline Farrell

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Actual Project Start Date: 8/1/2016

Actual Project End Date: 7/31/2017

1. Please summarize the project and its key accomplishments in 1-2 sentences.

(400 characters maximum)

We successfully completed our 16 self-sufficiency workshops (8 downtown and 8 at Macdonald campus) and our full day of outdoor skills and nature connection at the Morgan Arboretum, reaching over 375 students and staff. Participants gave extremely positive feedback and they would like to see this project continue.

2. Your team listed the following goal in your application:

To bring students and staff opportunities to get to know each other and learn from each other, while exploring ancestral living skills and more self-reliant and sustainable ways of living.

Did your team achieve your project's goal? In your answer, please describe the impact your project had on McGill's structures, processes, and/or systems. Also, please specify how this positively transformed people's behaviors/perspectives/habits on McGill campus(es).

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

We introduced students and, new this year, staff to a wide range of topics and skills to show them different ways to be self-reliant: foraging for local, wild plants; growing sprouts and learning about food justice issues; preserving foods; weaving rope from natural plant fibers; learning knots; starting fires using friction (bow drill); animal tracking; making shelters; and some basic First Aid skills. Some of our students have shared with us that they have felt empowered to continue furthering these skills; they have grown their own sprouts, investigated growing their own elderberries, made their own herbal vinegars, started identifying animal tracks, explored observation skills through nature connection games with friends and family, etc. We celebrated outdoors with our culminating activity at the Morgan Arboretum on a glorious spring day: we practiced some of the skills we learned in the workshops together (being prepared for the weather, fire by friction, tracking animals, observing nature, being part of nature). As a group, we also discussed what self-reliance and a greater connection to nature mean to us, shared personal experiences and stories, and learned from each other. We feel that our project has started to change the perspectives and some of the behaviours of these staff and students, and has created community. We have had some students come back after taking workshops in our first year, and this has cemented relationships with those students. Staff and students have also spread the word to friends and we have had requests to continue the program in the fall on both campuses. In addition, we have presented on self-sufficiency and nature connection to over 265 students in 3 different courses and the GRAPHOS fall, winter and summer thesis writing retreats. We have also trained the GRAPHOS writing retreat leader on how to guide 5 different nature connection activities, which she will continue in future retreats.

3. Please describe the key successes and challenges of your project. (Minimum of two examples for each)

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

Successes:

a) We had over 130 students and staff sign up for more information on the program at the fall Activities Nights, at the Employee Health and Wellness Fair, via the Redpath Museum and Mouthpiece (Mac campus) websites, Prof. Nico Kosoy's ENVR 201 class and Prof. Dawn Wiseman's EDEE 270 class. This shows the continued interest in ancestral living skills and hands-on learning outside the classroom expressed by the McGill community on both campuses .

b) We successfully carried out 16 fun, educational, hands-on workshops (8 at each campus; 82 attendees in total) and had a fantastic day at the Arboretum practicing some of those skills and building community. This day-long outdoor experience was based on feedback from last year's students, who wanted to be in a more natural setting, and it was a huge success. Some students and staff had never been to the Arboretum so it was also an introduction for them to this McGill property and one of Montreal's large green spaces. Please see the Appendix for photos.

c) We have had great feedback from our workshop participants and we consider that all of our workshops have been successful in helping students and staff explore new topics and self-sufficiency skills, work as a team and meet new people. As we found last year, the experiential learning component continues to be a highlight of these programs. Students and staff have both expressed that these workshops give them a much-needed mental break from studying/working. We expect that this is especially important this year, given the constant stress and background noise of the construction surrounding the downtown campus and affecting most people's commute to and from both campuses.

d) We continued to develop our relationship with the McGill Outdoors Club, which launched new trips surrounding foraging and other ancestral skills this year, and had one of our workshop leaders give a skills workshop at the House in Prévost in the spring.

e) We had not planned to present again to EDEE 270 (120 undergraduates) or the GRAPHOS writing retreats, however Drs. Dawn Wiseman and Yvonne Hung, both of whom we met through our SP0150 project last year, contacted us and asked if we could present to their groups in the fall and winter. We feel that these partnerships show the ongoing value of this type of project and speaks to the continuity provided and relationships developed by the project leader. At the request of the Working Group, we extended the workshops to graduate students as well; 3 graduate students attended the skills workshops and approximately 60 grad students attended the GRAPHOS workshops.

f) We had 3 students return from SP0150 for workshops. They have shared their experiences from last year and, when comfortable, helped others with skills they have already practiced. We have also asked all participants to symbolically commit to sharing at least one skill with someone from the McGill community (or elsewhere if they are not returning to McGill). For the 8 returning fall participants who responded to our spring feedback survey about sharing skills they learned in the fall with members of the McGill community, 1 hadn't yet had the opportunity to share, 5 had shared with 1-5 people and 2 had shared with more than 5 people. For the 24 winter participants who responded to our spring feedback survey about sharing skills they learned in the winter with members of the McGill community, 4 hadn't yet had the opportunity to share, 19 had shared with 1-5 people, 1 had shared with more than 5 people, and 2 had shared with non-McGill people.

g) One of our student participants enjoyed the workshop topics and style of learning so much that she has become a volunteer for our primary workshop leader. This has opened up an enriching volunteer experience that allows her to continue deepening her learning in this area, plus a potential career path. We are so pleased for her!

Challenges

a) We have experienced the usual program participation issue: people commit to three or four programs per semester but then cannot attend all of them. In our experience and after talking to others in the outreach community, this is par for the course. Ironically, we decided to offer the workshops during lunch hours to include

staff, yet feedback from some staff members was that they would have preferred longer workshops that presented more of a survival challenge. The skills day at the Arboretum was designed to help fulfill that experience and everyone had a wonderful time.

b) Another challenge has included getting staff to participate. We have had more success on the downtown campus than at Mac (17 vs. 2 participants). We originally advertized through the Scientists Talk About Research for Staff (STARS) network for Science Support Staff downtown and the word spread from there. One unexpected new avenue that helped tremendously with the downtown recruitment was when Ingrid Birker presented the project at the McGill Employee Health Fair on October 14, 2016. That garnered a lot of interest and we had 2 more people participate from that event. We would definitely recommend this to other projects as a way to reach staff.

We advertized on the Mouthpiece and Connections at Mac, which garnered a lot of student interest but not a lot of staff response. It may be that there was not as much staff participation because there is just a much smaller pool of staff, those staff interested in natural sciences already have these skills, other activities tend to be geared towards students so staff walking by didn't realize that they could join, or other Mac-specific contexts. This is something to explore for future projects involving staff at Mac.

c) Other challenges have included travel constraints to Macdonald campus. With the construction around the downtown campus, it was not possible to access the Redpath Museum van without spending hours on travel time; personal vehicles had to be used instead. Taking the shuttle also was not possible given the schedule and commute time to access the shuttle (in the opposite direction from Mac). We strongly recommend that the MoOS look into improving public transit to the Mac campus with the STM. The campus is basically a huge parking lot; we were shocked to see how many cars are used on a daily basis to get there. This lack of public transportation also affected our 1.5-hour nature connection activity with ENVR 201. Renting a bus ended up being too expensive (see note under section 7 below) and so students walked from Mac Campus to the Arboretum. It ended up being wonderful physical exercise but it did mean that our time together was cut short for those students needing to walk back to Mac campus in time for their next class. For our skills day at the Arboretum, the project leader arranged carpooling among participants and she also drove 4 participants out to the Arboretum using the Redpath Museum van. Some participants ended up walking from the train station. Public transit access or a shuttle bewtwee Mac and the Arboretum would have helped tremendously and would open up this treasure to more of the McGill community.

4. What key points of advice or *lessons learned* would you give to other SPF teams either regarding your experience managing your project or the project itself?

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

To address the issue of students not being able to participate in all workshops and to increase their participation, we learned from SP0150 that we should invite more students than the initial maximum number. We put that into practice in this project and it worked very well. We also learned that it is almost impossible to arrange workshop schedule around midterms and some students just will not be able to attend, no matter what week it is. For the fall, we are exploring charging a small fee for each workshop and participants will have to commit ahead of time. This will help encourage attendance and help create community within the group, while still being affordable. It will also help make the program sustainable in following years. (For comparison, the McGill Outdoor Club charges an annual \$20 membership fee and then charges for outings and equipment rental.)

As discussed in point 3 (Challenges, b), projects wanting to involve staff at Mac campus will have to explore different ways to reach them and encourage participation.

The Arboretum is a fantastic resource and we strongly encourage other projects to consider incorporating a visit or full day there. As discussed in point 3 (Challenges, c), there are travel constraints that have to be taken into account;

including bus or van transportation into the project budget is a necessity. It would be interesting to further discuss with the Arboretum how to facilitate transportation to and from the site for McGill students.

We did not know that staff would be charged parking fees at Mac campus; this is another cost that other projects should factor into their budget if applicable.

5. What recommendations do you have for the future of this project to be continued and are there any opportunities for complementary projects? Who will take responsibility for the project's future and how can interested persons be in touch? The SPF team will also be in touch with this contact for updates on the project's progress in coming years, if ongoing.

(Unlimited characters, suggested minimum 1 paragraph)

Given the continued interest in this project shown by students and staff, we recommend that McGill develop a fund for special projects such as this one that fall outside the academic curriculum and develop a position for a Projects Officer on the downtown campus like they have at Mac. For fall 2017 we are setting up workshops at the Redpath Museum to institutionalize the project; the Dean of Science has committed \$800 to subsidize the program on the downtown campus. This will ensure that our workshop leaders can be paid, instead of relying solely on participant fees, which will vary with each workshop and which will be used to buy materials. We are also in discussions with Mac to continue the project there by offering 2-hour Friday or Saturday workshops at the Arboretum for students and the general public. Margaret Forrest (Projects Officer, Office of Student Academic Services) is exploring funding avenues and transportation options (STM bus on Friday or taxi service on Saturday) for students leaving from the Mac campus. Holding the workshops at the Arboretum will open this beautiful green space up to new audiences and enable more students to experience this area. Margaret is also in discussions with the Arboretum regarding fees for the program.

Complementary projects discussed so far have included the idea to carry out a series of ancestral skills workshops for graduate students at the Gault Estate and to develop a Repair Café where students and staff could attend themed workshops where they would learn skills such as sewing and carpentry that would empower them to repair and re-use goods instead of throwing them away.

Ingrid Birker at the Redpath Museum will take responsibility for the project's future on the downtown campus: she can be reached at ingrid.birker@mcgill.ca or 514-398-4094. Margaret Forrest is exploring ways to continue the program on the Mac Campus: she can be reached at margaret.forrest@mcgill.ca or 514-398-8613.

6. Would you or your project team member(s) be willing to serve as a mentor to SPF project teams? Please choose one. If yes, SPF Staff will contact you with more information. (800 characters maximum)

Yes No

Jacky Farrell and Ingrid Birker: 514-398-4094.

7. In your application, you listed the following sources of funding: *Dean of Science, \$520 (Unconfirmed); Prof. Kosoy (bus), \$200 (Confirmed)*

Please confirm if you received this funding in the space below. In your response, please list the actual amount (in dollars) that you received. Note: If you received funding from a McGill Department or Unit, please attach a letter from its Financial/Budget Officer confirming the actual amount of support.

(1,800 characters maximum)

As explained in our midterm report, Prof. Kosoy budgeted \$200 as part of his course expenses to rent a bus for the Arboretum trip . Unfortunately the bus company wanted over \$1000 so students made their own way to the Arboretum instead and these funds were not spent.

Science Outreach provided \$58.36 in printing, materials and supplies for workshops: please see attached letter. No other funds were needed because the workshop leaders provided the other materials for free.

8. Did you purchase equipment or make an installation on campus? Yes No

If yes, please briefly describe how these items will be maintained and used in the future.

(1,800 characters maximum)

9. The following Key Success Indicators were indicated in your project application and selected for tracking. Please indicate the actual results that you have achieved in the “Actual” column.

Selected Key Success Indicators	Target	Actual
Number of workshops held throughout duration of project	16	16
2 campuses (downtown and Macdonald) represented through workshops’ participants	50:50 Representation	39:43
Nature of workshop evaluations and participant testimonials (attach responses to Questionnaire in an appendix)	N/A	Positive

If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.

(1,800 characters maximum)

10. Please report on your results for the standard SPF Key Success Indicators in the “Actual” column.

Standard SPF Key Success Indicators	Actual #
# of volunteers directly or indirectly engaged in the project	2
# of people (student, staff, or other) trained in the context of the project	376
\$ raised for project activities subsequent to SPF funding	0
# of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations.	17

Regarding the last Key Success Indicator, please list the groups and/or organizations that you counted.

(Unlimited characters; point form acceptable.)

Ongoing partnerships and collaborations from previous SPF projects (7): 3 workshop leaders, Drs. Dawn Wiseman (Faculty of Education) and Yvonne Hung (GRAPHOS, McGill Writing Centre), McGill Human Resources, and the Arboretum. New partnerships and collaborations (10): 2 new workshop leaders, members of the McGill Outdoors

Club, president of AMURE, Mac campus administrators (2), Mac campus Project Officers Kendra Gray and Margaret Forrest, Professor Nico Kosoy, and James Simon (we used his wonderful home on campus for a workshop).

If you have any additional information to share about the Standard SPF Key Success Indicators, please include it below. (1,800 characters maximum)

We are very happy to report that we have exceeded our best-case scenario of reaching 170 people and reached over 375 members of the McGill community! This includes the students and staff we reached in the workshops (82), as well as in 3 different courses and the thesis writing retreats: 60 students in ENVR 201 (Arboretum outing and subsequent presentation), 46 students in ENVR 400 (presentation), 128 students in EDEE 270 (presentation), and over 60 graduate students in the fall, winter and spring GRAPHOS writing retreats.

11. Please indicate the McGill stakeholder groups that were involved with your project as a team member or collaborator/partner. Choose all that apply.

- Undergraduate
 Postgraduate
 Administrative Staff
 Academic Staff
 Alumni

12. Please rate your project team’s overall satisfaction with the support provided by the SPF Staff. Choose only one response.

- Very Dissatisfied
 Dissatisfied
 Neither Satisfied Nor Dissatisfied
 Satisfied
 Very Satisfied

13. Please provide any feedback or recommendations regarding your team’s experience with the SPF.
(Unlimited characters, suggested minimum 1 paragraph)

14. If there is additional information you would like to share about your project, please use the field below.
(Unlimited characters)

15. Has involvement in this SPF project positively impacted your team in the area of professional growth? Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

- Yes
 No
 Prefer Not to Share

16. Has involvement in this SPF project positively impacted your team in the area of personal growth? Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

- Yes
 No
 Prefer Not to Share

17. Which of the following skills or attributes has your team improved through involvement in your SPF project? Choose all that apply.

- | | | |
|---|---|---|
| <input type="checkbox"/> Budgeting | <input checked="" type="checkbox"/> Listening | <input type="checkbox"/> Planning |
| <input checked="" type="checkbox"/> Communications | <input checked="" type="checkbox"/> Mentoring | <input type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Conflict Resolution | <input checked="" type="checkbox"/> Negotiating | <input type="checkbox"/> Project Management |
| <input checked="" type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Networking | <input type="checkbox"/> Public Speaking |

Stakeholder Engagement

Teamwork

Writing

Stakeholder Identification

Technology

Other (Please specify in the field below)

Systems Thinking

Time Management

Other:

18. Since starting your SPF project, has your team improved its knowledge of sustainability?

Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

Yes No Prefer Not to Share

We have continued to broaden our knowledge of self-reliance skills (e.g., animal tracking and shelters), and we have learned about other sustainability initiatives on campus through the Catalyst awards.

19. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities:

Please identify the represented communities below. (e.g. women, Indigenous people, people of colour, LGBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities)

(1,800 characters maximum)

One suggestion on how to collect this type of data is for the SPF to provide all project leaders with forms to give out to participants at the beginning of each project that they can forward anonymously to the SPF office if they choose to answer.

Thank you for completing your Final Report!

Please e-mail your report to the [SPF Staff](#) attaching any additional information that you would like to share about your project (e.g. other reports, research, documents, photos, etc.). Please note that this Final Report will be shared publicly on your SPF project's webpage.

SP0152 Spring 2017 Feedback Survey

1) Did these workshops meet your expectations?

Yes	96.43% (27 answers)
No	3.57% (1 answer)

2) How would you rate the workshops?

- Answered: 26
- Skipped: 2
- Answers as %

	I didn't attend	Not good	So-so	I liked it	I really liked it
Tracking	15.38	0.00	0.00	50.00	34.62
Shelters	30.77	0.00	7.69	26.92	34.62
Fire	19.23	0.00	3.85	23.08	53.85
First Aid	38.46	0.00	7.69	38.46	15.38

3) Did the Skills Day at the Arboretum meet your expectations?

- Answered: 26
- Skipped: 2
- Answers as %

Yes	53.85
No	0.00
I didn't attend	46.15

4) How would you rate these Skills Days activities?

- Answered: 26
- Skipped: 2
- Answers as %

	I didn't attend	Not great	So-so	I liked it	I loved it
Giant bowdrill (fire)	34.62	0.00	0.00	7.69	57.69
Tracking	38.46	0.00	3.85	23.08	34.62
Games: Firekeeper, fox walk, owl eyes, etc.	38.46	0.00	0.00	23.08	38.46
Sit spot	50.00	0.00	0.00	15.38	34.62
Sharing experiences: sense meditation, nature names, tracking debrief, closing at end of day.	53.85	0.00	3.85	11.54	30.77

5) If you attended the fall sessions (wild edibles, etc.), how many McGill people (students, staff, faculty) have you shared any of your skills with?

- Answered: 26
- Skipped: 2
- Answers as %

Answer Choices	Responses
0	3.85
1-5	19.23
More than 5	7.69
I shared with non-McGill people instead	0.00
I didn't attend the fall sessions	69.23

6) How many McGill people have you shared any of your skills from the winter sessions (fire first aid, tracking, shelters) with?

- Answered: 26
- Skipped: 2
- Answers as %

Answer Choices	Responses
0	3.85
1-5	73.08
More than 5	3.85
I haven't had the chance to share yet	11.54
I've shared with non-McGill people instead	7.69

7) How could we improve these workshops?

- I can't think of anything 4/4/2017 11:18 PM
- I would have liked some prep material prior but I feel most people just won't read the prep stuff anyway. 4/4/2017 3:00 PM
- Request: please start on time. A culture of always waiting has the effect of sending a message that the workshops always start late. Which means that either time runs over or it is cut short. 4/4/2017 10:42 AM
- They should be longer, so we can learn more stuff. 4/4/2017 10:20 AM
- Is there any chance they could be at a more convenient time? I always seem to have a class over lunch. 4/3/2017 7:59 PM
- Organize them a bit later in the semester when the temperature is warmer and offer more than one day per week to accommodate different schedules (maybe twice a week mid-March to April? 3/29/2017 10:46 PM
- Keep doing. Do some edible plants, and how to use the plant to survive. 3/28/2017 6:47 PM
- I loved how we got a survey to decide on the next topics! 3/28/2017 6:45 PM
- I would have brought my colleague to one or two of the workshops if I knew that was okay. I only noticed that some people showed up without signing up and that would have been great to know. 3/28/2017 4:13 PM
- We like to have more chance to use the skills we have learnt. 3/28/2017 4:07 PM

Additional comment sent to the Project Leader by a staff member via email on March 6, 2017:

"I won't be able to make the arboretum trip but it really sounds like a blast. Today was the last Survival Monday I signed up for but I just wanted to say how much I have enjoyed the Survival Mondays. You and your instructors are very welcoming and knowledgeable! Just amazing! I have had a lot of fun and will definitely recommend Survival Mondays to everyone."



McGill

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July 18, 2017

Re: SPF 0152, Redpath Museum, Survival Mondays

Please be advised that the total amount spent on material and supplies for Survival Mondays is in the amount of \$58.36 submitted on expense report #00764181.

Should you need further information, please contact me.

Sincerely,

Mavis Smith
FST Supervisor
Financial Affairs Office – Faculty of Science
Mavis.Smith@mcgill.ca
514-398-6551

SP0152 photos

Foraging for wild edibles



Cordage and plant fibers



Knots



Primitive fire



Shelters



Fire (downtown)



Skills day at the Morgan Arboretum



