

2011



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[OFF THE WALL: LEADERSHIP TRAINING IN MURAL ART]

BRIEF REPORT ON THE INSTRUCTOR AND STUDENT FEEDBACK
EVALUATIONS FOR THE DURATION OF THE LEADERSHIP TRAINING
PROGRAM

DATE: MAY 10TH, 2011-Program Overview

ATTENDANCE: 16

INSTRUCTOR FEEDBACK: The instructors for this session were Rob Matejka and Karin Eaton. Prior to the session, they set out guidelines for the workshop; to give the participants an overview of what to expect & and what will be expected of the students throughout the program; to set structure and standards for the program and engage & challenge participants creatively by teaching & reinforcing monochromatic/colour theory, still life study; and to mix participants fostering new relations, develop social team skills & minimize counterproductive socializing. The final comments after the session stated that time was utilized efficiently; participants were focused, engaged, on task & on schedule; participants appeared happy with the days' events. Changes to future programming included handing out ISP Outlines on this first day, using Popsicle sticks for paint and doing a brief monochromatic demonstration.

GENERAL STUDENT FEEDBACK: The session was a great start to the program. The students all seemed to be clear on their expectations. They enjoyed the PowerPoint presentation and the painting exercise. While some individuals felt that the pace was perfect (and more engaging than school), others felt the activity was a little bit juvenile for their skills set. The students very much so liked the idea of having options for their ISP; they looked forward to seeing the variety of outcomes. In general the students believed that the session was well planned, and efficiently and effectively executed. The students also enjoyed the fact that they were doing hands-on work right away.

LESSONS: The issue here was that some students didn't understand that the painting activity was done for the instructors to see the varying student skill levels, rather than as an activity vital to learning about Mural production. This may have contributed to them feeling over/under stimulated. Another issue that was brought up in the reviews was the quality of the paint brushes (they were hard to work with).

DATE: MAY 17TH, 2011-Design & Composition 1

ATTENDANCE: 16

INSTRUCTOR FEEDBACK: The instructor for this session was Rob Matejka. Prior to the session, he set out guidelines for the workshop; to review and build on satisfactory foundational techniques found weak/lacking on day 1; to revisit still life with easier dry mediums (chalk) & focus on/study 1) shape, 2) detail, 3) highlights/shadows & shading; to mix personalities & skill levels to again encourage new relations, social team skill development & facilitate exchange of ideas & technique; and learn from fellow participants as well as instructors. The final comments after the session stated that markers could be used for contour drawings to enforce performance; the possibility of assigning a take home assignment next time came up; it was advised to have more

oil pastels and black paper for highlight study next time. Overall, Rob believed that it was a good measure of how well individual participants understood and applied the instructions.

GENERAL STUDENT FEEDBACK: There were mixed reviews for this session; while some students felt that the exercise (highlights/shadows) was a bit repetitive to their experience, others felt engaged and even challenged by the task. Most of the students seemed to have enjoyed the figure studies and felt the class was a good refresher. One of the students was (genuinely) confused because she wasn't sure if she was supposed to be learning new techniques or practicing. Another student said that he prefers to paint something that he is passionate about rather than random still-life. A suggestion for more group work was made (in the hopes of strengthening group dynamics and team work abilities).

LESSONS: A suggestion was made to add another component to the session (other than a 2 hour still life study). There was a desire for a discussion on Mural-focused events in the city/world, as well as various mural artists (famous and underground ones) and their impact. The same person suggested that if we were just doing the exercise for evaluation (they handed it in afterwards) then it would have just been better as homework rather than class work.

DATE: MAY 24TH, 2011- Team Building

ATTENDANCE: 19

INSTRUCTOR FEEDBACK: The instructor for this session was Sylvia (from Harmony Movement). Prior to the session, she set out guidelines for the workshop; participants are encouraged to examine their own identity development, to take a deeper look at the complexities of who they are, and to explore the ways in which their beliefs and experiences shape the lenses through which they see themselves and others. Participants will have the opportunity to discuss sources of discrimination and conflict, such as stereotyping and prejudice, while also exploring the meaning and benefits of social diversity. Furthermore, participants will gain important leadership strategies and facilitation techniques for working together across differences, as well as develop effective team-building practices. The final comments after the session stated that Sylvia really enjoyed the group, and that the participation was great. She believed that the diverse demographics of the group allowed for a meaningful workshop. Also, the space was perfect for energy and activities. She stated that each member will be great leaders and youth will be lucky to work with and learn from them. Lastly, she thanked Mural Routes for having her.

GENERAL STUDENT FEEDBACK: The students all seemed very happy with this session; they felt it was both educational and engaging. There were a lot of valuable questions being raised and presented through eye-opening, creative, inclusive activities. The students also enjoyed the unspoken activities (to identify everyone's different interpretations of diverse identities). There was a desire for more hands on activities such as these to get to know their peers more often and feel comfortable around them. The activities were new and different and everyone really enjoyed learning about the different types of leaders and their skill assets. Also, the videos that the

presenter showed were quite impactful on the students as they stated that they were still thinking about them long after.

DATE: MAY 31ST, 2011- Design & Composition 2

ATTENDANCE: 16

INSTRUCTOR FEEDBACK: The instructors for this session were Rob Matejka and Allan Bender. Prior to the session, they set out guidelines for the workshop. Students were expected to learn about measuring a wall/site and take measurements & turn into scale drawing/maquette. Allan would talk about working with clients to develop design/maquette, cover the importance of considering vantage points, perspective, proportions, surroundings & client needs when designing a mural. He would also get the students to measure walls, come up with a site drawing & collaborate on a design with other participants. The final comments after the session stated that collaborating worked very well; people balanced each other's strengths and weaknesses and people learned the importance of metric scales as default measuring/ scaling system if/when configuring is a challenge.

GENERAL STUDENT FEEDBACK: The students really enjoyed this session. They thought it was very practical and informative. They were impressed by Allan, his experience level and the skills he shared with everyone. Although most students admitted that the activities were quite challenging, they were engaged and had fun. Everyone expressed difficulties in scaling and measuring but were very thankful to have covered these techniques in the session. This class allowed the students to put their team skills to use and everyone pulled through. The students were happy to have actual maquettes as examples and inspiration. It was also stated that Allan gave everyone great constructive feedback that allowed them to think more in-depth about their designs. The session provided a great learning environment and everyone took away from it.

LESSON: The students wished to have more time to look at Allan's maquette. They felt rushed for this part.

DATE: JUNE 7TH, 2011- Financial Management 1

ATTENDANCE: 16

INSTRUCTOR FEEDBACK: The instructors for this session were Anne Frost and Karin Eaton. Prior to the session, they set out guidelines for the workshop; In the two sessions on financial management, the group will discuss topics such as: how to cost out your work so you can propose it to a funder for support; different potential sources of revenue for projects and how to access them (grants, crowdsourcing, e.g.); how to find partners who can help with financial aspects of your projects (to leave you doing work you do best!); and tools for the job - i.e. spreadsheet software. Exercise for both sides of your brain, with a goal to get you PAID. The final comments

after the session stated that it was a good group and had good questions. Anne believed that she should have broken into groups sooner. She noted that she would change that next time.

GENERAL STUDENT FEEDBACK: The students had mixed reviews for this session. While most felt grateful for learning about where they can access grants, others felt that the instructor did not make her point come across clearly. Some students mentioned that they were happy about receiving a budget template and dreaded the thought of coming up with one from scratch. Other students also mentioned that financial management in general is a boring topic but that it is important to learn how to do everything when you are own boss as a mural maker. Most participants found the session informative and enlightening.

LESSONS: In the future, it would be great if the financial sessions were more hands on. The Budget exercises were not as successful as they could have been.

DATE: JUNE 11TH, 2011-ISP Review/ Bus Tour

ATTENDANCE: 15

INSTRUCTOR FEEDBACK: The instructors for this session were Rob Matejka and Karin Eaton. Prior to the session, they set out guidelines for the workshop; The goal of the bus tour was to provide some context for the students of different styles and conditions of community based murals in Toronto. It was very valuable to have Allan Bender on the tour. His insights were extremely helpful as he provided the perspective of an artist, experienced in dealing with both the creation and the restoration of murals. The students responded well to his knowledge and relaxed attitude. There was excellent participation in the bus tour. Many questions and observations led to discussion about different aspects of mural production. There is a question as to whether more time should have been taken at each site - but there was a lot to cover and the times that we got off the bus were specifically to examine conditions of the murals more closely. This tour also gave a good opportunity for the students to get to know one another a little better in a relaxed environment.

GENERAL STUDENT FEEDBACK: the students absolutely loved the Bus Tour! They enjoyed *learning about the different types of murals that could be created. They also felt inspired by all the local murals and expressed an interest in coming back to photograph some of them in their spare time. The students also felt that the tour helped in their understanding of community relations and mural maintenance.*

LESSONS: Some of the students felt that they needed more time for certain murals.

DATE: JUNE 14TH, 2011- Mentorship Training

ATTENDANCE: 14

INSTRUCTOR FEEDBACK: The instructors for this day were Ashton D'Silva, and Sarah Chiddy. Prior to the session, they set out guidelines for the workshop; the workshop will cover leadership, mentorship and volunteerism. They would be using their volunteer training as a base for creating a conversation with the students about how they could consider taking some action in one of the above three areas in their community. They wanted to focus on the work of Big Brothers Big Sisters of Toronto by promoting opportunities for getting involved in one of our programs. One of the focus areas that they wanted to spend some time on is unpacking the practice of leadership and how mentoring is a transformative example being a leader. They also wanted to emphasize the 40 developmental assets and the use of the strength-based approach as an orientation to working with people. The final comments from Ashton were that the program had a committed group of students who want to make a difference and use their skills. He believed that they also want to explore their leadership practice. Sarah also believed that it was a great group who were very engaged and self-reflective and brought positive engagement to the session. She mentioned that it would have been better to have a stronger sense of what the students had already done, and maybe to have more materials prepared.

GENERAL STUDENT FEEDBACK: There were mixed reviews for this session. While some were very comfortable with the pace and flexibility of the workshop, others felt that there was a little awkwardness to the activities and that perhaps we should have done more "ice breaker" games. Some of the other students felt a little rushed and that perhaps they didn't learn all that they wanted to. Others mentioned that a caring and sensitive space was created (and that those spaces are rare). The general feedback was that the topics covered were a tad bit elementary and that the students wanted to feel more engaged and challenged.

LESSONS: Great presenters, however, in the future the content of this session will have to be structured in a way that it challenges all dynamics (depending on the students that will be enrolling).

DATE: JUNE 18TH, 2011- Stenciling Introduction/Health & Safety

ATTENDANCE: 12

INSTRUCTOR FEEDBACK: The instructors for this session were Rob Matejka and Michael Brown (from the Harbourfront Centre). Prior to the session, they set out guidelines for the workshop; the participants will be divided into groups and each group will be asked to assume that they were in 1 of 6 different unsafe work scenarios. They will then be asked how they would handle them based on all the information that Michael had provided them with. He will also cover the importance of having a health binder which includes a critical injury plan, contact sheets, various MSDS (Material Safety Data Sheets), and a first aid kit. He will use a PowerPoint presentation as his guide. The final comments after the session stated that interactive activities worked well and so did group work. Michael was concerned that because there were technical difficulties at the beginning, this meant that the students did not get to do role plays. He also believed that the students were engaged and asked a lot of questions.

GENERAL STUDENT FEEDBACK: Everybody loved working with the stencils and learning about how they can apply this technique to their ISP's. The students were all very pleased with this session. They found it interesting to learn about managing Health and Safety from the point of view of the employer. Participants felt that the session was well organized, informative and clear. They enjoyed the mini-scenarios because they were fun and hands-on. The students also expressed their gratitude for Michael's "extremely important" PowerPoint presentation.

LESSONS: Test out Projector ahead of time (as we had some technical problems towards the end).

DATE: JUNE 21ST, 2011- Financial Management 2

ATTENDANCE: 17

INSTRUCTOR FEEDBACK: The instructors for this session were Anne Frost and Karin Eaton. Prior to the session, they set out guidelines for the workshop; In the two sessions on financial management, the group will discuss topics such as: how to cost out your work so you can propose it to a funder for support; different potential sources of revenue for projects and how to access them (grants, crowdsourcing, e.g.); how to find partners who can help with financial aspects of your projects (to leave you doing work you do best!); and tools for the job - i.e. spreadsheet software. Exercise for both sides of your brain, with a goal to get you PAID. The final comments after the session stated that

GENERAL STUDENT FEEDBACK: The feedback for this session was positive. The students felt that they learned a lot about being active in the artistic community, creating an accurate budget, fundraising, and etc. Some felt a little lost (because they had not been there for the 1st Financial Management session). Other participants expressed gratitude for being provided with some BASE numbers for their fees. In general, the students felt informed but felt there was a lack of creativity and wanted the chance to express themselves through a hands-on activity.

LESSONS: Students expressed the need to have more time to go over their budgets with Anne.

DATE: JUNE 25TH, 2011- Drawing/Painting & Stenciling Part 2

ATTENDANCE: 14

INSTRUCTOR FEEDBACK: The instructor for this session was Rob Matejka. Prior to the session, they set out guidelines for the workshop; to cover/review positive and negative space as related to stencils, stencil cutting safety and techniques. They will also cut their individually designed stencils and print as desired.

At the end of the session, Rob felt that the participants had a rewarding experience by learning how to cut their own designs.

GENERAL STUDENT FEEDBACK: Everybody loved the hands-on work and expressed the want to do it again. They also loved the flexibility of the class and that everyone was allowed to work at their

own pace. The students expressed the desire to learn more about stenciling *techniques and larger formats*.

LESSONS: Some students suggested having a pot luck for this session next year.

DATE: JUNE 28TH, 2011- Project Management

ATTENDANCE: 14

INSTRUCTOR FEEDBACK: The instructor for this session was Karin Eaton. Prior to the session, she set out guidelines for the workshop; In the session students will be examining the role of the Project Manager - the person responsible for the budgeting, planning, organizing, scheduling, supervising everything that needs to be done to get a project completed on time and within budget.

Karin's words:

This session was moved to a smaller room at the last minute and I believe suffered a little from the extreme chill of the room. However, excuses aside, the material is very dense and in retrospect I think should be presented in smaller chunks with more student participation. The students that have a particular interest in this aspect of mural-making were most responsive, but on the whole the class appeared to be going through a necessary and somewhat tedious exercise. There were few questions raised, which leads me to ask whether the material was either complete and needed no further explanation (unlikely) or whether it was too much at one time, without enough practical scenarios and case studies. I recommend that student comments for this session are examined and a review of the method and scope of the Project Managements sessions prior to the next course.

GENERAL STUDENT FEEDBACK: The students were very pleased with the session and felt that they now have a good grip on the WHOLE process of mural making (including planning and fundraising). The students were happy that all of their questions were answered in a clear and coherent manner.

LESSONS: This is not necessarily a lesson but one of the students was interested in exploring the idea of this session having more to do with developing personable skills rather than hands on field work.

DATE: JULY 5TH, 2011 - Toronto Mural Seminar

PLEASE REVIEW ATTACHED MURAL SEMINAR REPORT.

GENERAL SUMMARY:

There was a capacity crowd of youth artists, mentors and administrators. The range of participants was from youth with zero experience, to veterans of mural making and administration. The mix provided good feedback and questions. Overall it was an excellent day of

workshops and networking that gave something for each interest level. I would recommend that in the future there should be more time for networking exchanges and more concentrated focus for administrators on project management issues. Some sessions have to be repeated each year for the newcomers, so one option would be to have the more experienced youth delivered some of these components and develop their own leadership skills. This seminar provides excellent opportunities for making contacts, but can still be improve on the networking potential. This will need additional funding to create a communications plan.

DATE: JULY 9TH, 2011- Panel Cutting

ATTENDANCE: 11

INSTRUCTOR FEEDBACK: The instructor for this session was Rob Matejka. Prior to the session, he set out guidelines for the workshop; Students will take elements from their respective ISP design/maquettes to project and draw on MDO board, learn about and cut safely with jig-saw and sand and prepare with primer. They will work together carrying, projecting, cutting, sanding, priming, etc as a real mural team would.

At the end of the session, Rob expressed that it was great to see people working together, engaged, hands-on, making notes of and practicing safety. Everyone practiced and did most if not all of their own shapes cutting. It was a great experience. Everyone felt inspired by the surroundings.

GENERAL STUDENT FEEDBACK: Students felt that the experience of designing and then actually bringing a design to life was very rewarding. They felt that it was helpful and that they had a productive day. Other students expressed their gratitude for learning/practicing how to work in a team. Everyone helped everybody else with whatever they needed (no complaints) which brought the group closer together. Some even said that it was the best class ever! Overall, the session was "A BLAST!"

DATE: JULY 12TH, 2011- Community & Client Relations

ATTENDANCE: 14

INSTRUCTOR FEEDBACK: The instructors for this session were Karin Eaton and Julie. Prior to the session, they set out guidelines for the workshop; We want the students to explore the role of the community when doing a mural project and discuss the development of a Communications Plan; Reintroduce Processes of Developing /Creating a Mural Project (planning, theme development, design, painting, celebration); Introduce Communication as a key aspect; set Standards (to ensure effectiveness) - accountability, consistency, clarity, transparency; Relate Community to a Mural Project (In groups). The final comments after the session stated that Julie was inspired by the youth and the valuable contribution they demonstrated at each activity. There was an effective level of cooperation and this helped the group to develop wonderful metaphors+ dialogue.

GENERAL STUDENT FEEDBACK: The students expressed that community relations is one of the biggest reasons why they are involved with the mural production process. They also felt lucky to

receive advice from such experienced instructors. The students also enjoyed the acting activity and felt it integrated each role of mural art.

DATE: JULY 16TH, 2011- ISP Review 2/Community & Client Relations 2

ATTENDANCE: 6

INSTRUCTOR FEEDBACK: The instructor for this session was Rob Matejka. Prior to the session, he set out guidelines for the workshop; to help prepare participants for in the field interactions while working/painting on-site and in the community; to troubleshoot real and hypothetical scenarios and how our 1st ego driven instinct might not be the best way to respond and how to generally be more conscious and precautious while working.

At the end of the workshop, Rob state that, "We had a roundtable discussion, 1st going over real scenarios from mine and participants' experiences and then all posed hypothetical feared scenarios. We shared 1st gut/ instinct driven responses vs. what the mindful thing to do is.

GENERAL STUDENT FEEDBACK: The students all really enjoyed this session. They all stated that they learned a lot and felt happy to share their own personal ideas with others. Some were disappointed that not everyone showed up (since the session helped the ones that did, come closer together).

DATE: JULY 19TH, 2011-Materials, Tools & Techniques

ATTENDANCE: 11

INSTRUCTOR FEEDBACK: The instructor for this session was Michael Brown. Prior to the session, he set out guidelines for the workshop; explanation of 2 different spray systems (HVLP+ compressor w/airbrush guns); how to achieve a gradation between 2 colours and how to thus have practical applications (eg: spraying skies= gradation of blues); demonstrate model use of both HVLP spray + pasche airbrush guns; opportunity for all participants to try both systems.

At the end of the workshop, Michael expressed that it was very engaging and that people showed an interest in learning about the techniques.

GENERAL STUDENT FEEDBACK: The students all really enjoyed using the tools and learning about new techniques but also felt that they required more one on one time with them. They loved working outdoors and expressed the desire to do it again (as often as possible).

LESSONS: Perhaps in the future, we can arrange some sort of activity where everyone, or half of the students are using the tools, while others are doing something else (rather than 2 students with tools and everyone else waiting around to use them.)

DATE: JULY 23RD, 2011- Mural Maintenance & Restoration Techniques

ATTENDANCE: 14

GENERAL STUDENT FEEDBACK: The students felt that it was a very beneficial learning experience and that they loved working outdoors. They expressed that it was fun to learn how to work at different elevations (scaffolding, ladders, and ground level) and also learn how to mimic the original painter's techniques. The scale of the mural also helped to enhance the experience for those who were doing it for the first time.

DATE: JULY 26TH, 2011- Working with Panels 2 (Installation)

ATTENDANCE: 11

INSTRUCTOR FEEDBACK: The instructor for this session was Rob Matejka. Prior to the session, he set out guidelines for the workshop; participants to take an explained guided and hands on role in installing a panel mural after introducing and going over needed tools, materials, equipment and related safety and trouble-shooting.

At the end of the session, rob stated that it was a great experience for all especially considering the panel mural did not fit the height of the intended space- all took it in stride and calmly improvised to 1st cut the panels down (with a jig-saw on hand planning for potential challenges) to fit the intended space and then continuing with the installation as planned- using hammer drill, concrete screws, screw drivers, etc.

GENERAL STUDENT FEEDBACK: Everyone had a great time working on a hands-on activity (even though it was indoors). The practical experiences always make for the most fun session.

DATE: AUGUST 17TH: Program Advisory Team Evaluation Meeting

ADDITIONAL INSTRUCTORS'S COMMENTS:

Michael Brown: The students were super engaged and interested in learning. They were very helpful in making the Toronto Mural Seminar come off without a hitch. The report put together by Jiawei and Zera was great. Rob and Karin were great with communication and ensuring continuity over the 3 months (of the program.) There was a good variety in the program curriculum. Hands-on is a key element to the program.

Julie Frost: I am amazed at the youths' depth of insight to mural making - which is an indication of the offering of high quality instruction. The program involved a wide ranging educative series of experiences that allowed participants to gain diverse skills, apply and/or adapt their learnings to real life situations and engage in critical thinking. Partnership is the key to accessing and using resources.

STATS

STUDENTS ACCEPTED INTO THE PROGRAM: 18

STUDENTS GRADUATED FROM THE PROGRAM: 12

OF STUDENTS LEFT DUE TO EMPLOYEMENT: 5

OF STUDENTS LEFT DUE TO EMIGRATION: 1

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