



## Post Fellowship Reporting - Project Summary

**Report Title:** Scottish Strings **Name:** Aaron Balano  
**Other Team Members:** Alison B. Streich, Jean White  
**Program:** Oakland Program  
**Trip Dates:** 11/30/-0001 - 11/30/-0001 **Location Visited:** Scotland  
**Post Fellowship Reporting Template:** PFR Template 01

**Project Summary:** The Scottish Strings Fellowship was based on the idea that students thrive in an arts based curriculum. The assumption that weekly, if not daily, exposure to music and art classes improves student achievement in all subjects areas was a central theme. With this in mind, the fellowship went to Scotland to investigate a country that upholds the belief that art is intergral to the well being and success of every student. As educators in Oakland Unified School District, we serve students in need of success. The Scottish ideal of serving the "whole student" is well worth investigating. As an English teacher traveling with music teachers, I wanted to investigate another country's art, music and folklore with an eye on incorporating it into my standards based curriculum. We traveled to Edinburgh and up north to Aberdeen. We traveled across the Scottish Highlands and to the Isle of Skye. From there we went down into Glasgow and returned to Edinburgh for our trip home. Along the way we visited large urban centers, small villages and towns, rural areas and wilderness. Through out the journey we interviewed people about their experiences with the Scottish public school system and the effect arts had on their educational experience.

**Career Impact:** As an educator, exposure to new cultures or ideas is stimulating in and of itself. Traveling to Scotland revitalized me personally and professionally because it reminded me of the joy of learning. My instructional strategies have been affected in that I am eager to share this experience with my students. Traveling affords you with the opportunity to learn something every day. I was reminded that my students come to school with a similar desire. Sharing this experience with the students will help create life-long learners and cultural explorers eager to become part of another culture, even if it is for a few weeks.

**Classroom/Community Impact:**Exposure to a new culture is fascinating and opened my eyes to the needs of many of the students in our district. Many cultures are represented in my classroom. Traveling in Scotland allowed me to become the foreigner attempting to adjust to a different way of life. It was a welcome reminder of the needs of students born in countries other than the U.S.A. I am able to model the life-long learner we are trying to create in our classrooms by sharing my experience in Scotland and conveying my enthusiasm for that learning.

**Open Response:** \*students will explore other cultures in a second semester "country report"

- \* I will share the folktales of Scotland gathered by our Fellowship with an eye on looking at the tales of our own country/communities
- \*informal sharing with colleagues regarding the fellowship and encouragement to apply
- \* presentation at department meeting regarding the fellowship to Scotland
- \* students/teacher will explore Scotland's folklore and history (briefly) in a unit on Shakespeare's "Macbeth"

**Quote:** We must turn our students into life long learners and cultural explorers.

Photos:



Fun on the Isle of Skye



The Scottish Strings Fellowship



Hanging out with the big guns--Edinburgh Castle



Grinding at the Highland Folk Museum



Wishing I had a plumed hat in Edinburgh



Rehydrating in Aberdeen



At the National Museum of Scotland



The fellowship at Findhorn