

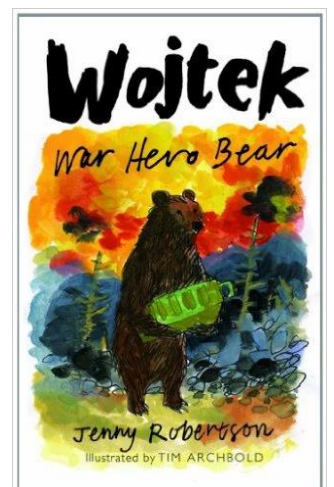
Wojtek, War Hero Bear

L3 Learning Pack for Scottish Schools



Developed in partnership with the Consulate General of the Republic of Poland in Edinburgh, East Lothian Council, Glasgow University and based on the book, *Wojtek War Hero Bear* by

Jenny Robertson.



Consulate General
of the Republic of Poland
in Edinburgh


East Lothian
Council



University
of Glasgow

About this learning resource

Wojtek is the true story of a Syrian brown bear found by the Polish army as they re-grouped in the Middle East during WW2. Following the devastation of the intense invasion of Poland on every border by Germany and Russia, many Poles were forced to flee their homes, making their way to countries such as Iran, Iraq and Syria, all of which were under British rule at the time. It is here that the Polish soldiers met Wojtek and where he came to bring much joy to the lives of the Polish women, men and children in exile. He quickly became a favourite amongst the Polish soldiers and was eventually enrolled in the Polish army so that he could continue to accompany the fighters as they went into battle. Wojtek stayed with the army for the remainder of the war as they made their way through North Africa, fought in Europe and then eventually onto Scotland. Wojtek became a symbol of hope, friendship and loyalty during hard times. This package tells the story of Wojtek, based on the children's book by Scottish author, Jenny Robertson. It provides an opportunity to explore WW2 with a focus on Scottish and Polish shared history, exploring the role of the Polish army in Scotland, whilst also offering some basic Polish words and expressions.

The aims of the package are to:

- Introduce Polish language as an L3 learning experience
- Support intercultural integration
- Highlight, celebrate and encourage the use of home language(s) in school
- Explore Polish culture and the history of the Poles in Scotland

All materials are in PPT presentations and are recorded with the Polish audio. Many thanks to the pupils of Musselburgh Grammar, East Lothian Council and St Thomas of Aquin's RC High School, City of Edinburgh for their support with the audio recordings.

The Additional Learning Resources pack includes supplementary learning and teaching resources, developed during the pilot phase by Kate Todd, Principal Teacher, Loretto Primary, Musselburgh. Many thanks to Kate and P6 for their support with the project!

The book by author, Jenny Robertson, is available to buy and is suitable for P5 – P7 classes.

Jenny Robertson is also available for Scottish Book Trust author's visits. More information is available here:

<http://www.scottishbooktrust.com/profile-author/110307>

Chapter VII "Wojtek the Brave" is available in translation for Polish children (courtesy of Anna Bielawska) and included in this pack.

An overview of all resources are included overleaf and a short introductory video is available here:

<https://vimeo.com/281407375>

Many thanks also to Dr Elwira Grossman (Glasgow University), Jenny Robertson, Iza Rudzka, Dobrochna Futro, Anna Bielawska and to Sylvia Spooner and the Consulate of the Polish Republic in Edinburgh for all their generosity and support with the development of this project.

We hope you enjoy learning about Wojtek, his adventures and how he has come to symbolise a shared history and friendship between Poland and Scotland.

**Ann Robertson, 1+2 Languages Development Officer, East Lothian Council
January 2019**

Wojtek the Bear L3 Planning

L3 Planning guidance

Education Scotland guidance states that:

- The experience must be progressive. In other words, children will learn sufficient vocabulary and knowledge of the language to go beyond words and produce sentences.
- Children will continue to build on language learning skills. Examples include working out the meaning of a simple text by using strategies learned through literacy and through the study of L2, and using a bilingual dictionary effectively.
- They will learn to understand and use the language, building skills in talking, listening, reading and basic writing.

As a **minimum**, children should be able to:

- deliver simple sentences orally to talk about themselves, a theme of their choice or a theme they have studied.
- understand simple spoken text in the additional language such as someone talking about their likes and dislikes.
- hold a simple conversation about themselves or perhaps for simple role plays.
- decode a simple text which contains words they do not know, working alone or collaboratively.

This package covers these key outcomes and is designed to support L3 learning in Polish language.

Additional guidance on developing L3 Polish

This resource is designed to offer opportunities to develop Polish language as an L3 learning experience in the context of the story of Wojtek the bear.

If you have Polish speaking children in your class, the pack offers opportunities to work with them as lead learners, supporting the learning and pronunciation and offering approaches to extend the learning further.

Similarly, this also offers opportunities to work with parents and grand-parents who may either be Polish speakers or who may be 2nd, 3rd, 4th etc. generation Poles, living in Scotland.

There is evidence of the work of the Polish soldiers in Scotland and if you are based near the East Coast, there are many locations where you can see the defences built during WW2.

A detailed overview of learning outcomes is provided on the following pages.

Please note that whilst this package covers various different areas of the curriculum, only the MLAN outcomes are referenced within the learning packs.

Wojtek Learning Packs Overview

This package follows the book by Jenny Robertson and covers the following themes and outcomes:

Context	Description	Learning Intentions - To...	Learning Outcomes – I can...	Possible evidence
1. Introduction	This PPT introduces the story of Wojtek and the novel by Jenny Robertson. This package includes information relating to the general story of Wojtek, where we find his statue in Scotland and around the world, photos of Wojtek during WW2 and some information about his name. There are also some simple Polish phrases.	<ul style="list-style-type: none"> • Begin to explore the story of Wojtek • Find out who Wojtek was and why he is remembered • Discover how Wojtek links Polish and Scottish history 	<ul style="list-style-type: none"> • Explain the meaning of the name “Wojtek” • Discuss and share ideas around who Wojtek was and his role in people’s lives during WW2 • Begin to explore and share some simple Polish language phrases 	<ul style="list-style-type: none"> • Classroom observation e.g. group discussion • Create your own model statue of Wojtek using recycled materials, plasticine etc. • Word banks using adjectives relating to Wojtek (you could also create bilingual word banks if you have Polish speakers in your class or community and/or by using Polish-English dictionaries)
2. Greetings	This package introduces how to greet people in Polish both in formal and informal situations and at different times of day.	<ul style="list-style-type: none"> • Introduce and explore simple greetings in Polish • Engage with Polish language as part of daily routines 	<ul style="list-style-type: none"> • Participate in speaking activities, games and role plays using greetings in Polish. • Recall & use simple greetings in Polish. • Understand the difference between formal and informal greetings. • Begin to identify and explore links between languages 	<ul style="list-style-type: none"> • Classroom observation e.g. daily routines • Greetings games & activities
3. Flags of Poland and Scotland	This pack introduces some simple colour words using the Polish and Scotland flags. There are links to numeracy, exploring lines and shapes and to the history of the two different flags and what they represent.	<ul style="list-style-type: none"> • Participate in group activities to explore and experiment with Scottish and Polish flags. • Understand and say some simple colour words in Polish. • Make comparisons with Scottish and Polish flags. • Use flags as a context for developing numeracy skills across learning. 	<ul style="list-style-type: none"> • Take part in group activities to explore and experiment with Scottish and Polish flags. • Say respond to simple colour words in Polish 	<ul style="list-style-type: none"> • Classroom observation. • Greetings games & activities. • Group presentation
4. Poland during World War 2	This learning package introduces learners to some of the key historical developments in Poland during World War 2. It introduces learners to the geopolitics of Poland, the impact of its invasion on its people and the resulting movement of Poles to the middle east.	<ul style="list-style-type: none"> • Explore the history of Poland during WW2. • Discuss and share ideas around movement of peoples as a result of conflict • Explore ideas around the impact of geography and environment on people, countries and cultures • Use and respond to some Polish weather phrases • Use knowledge about geography and literacy to link to learning country names in Polish 	<ul style="list-style-type: none"> • Begin to understand the impact of war on people and their lives • Map a journey overland • Identify and link country names in Polish and country names in English • Use some simple weather phrases in Polish 	<ul style="list-style-type: none"> • Discussion and observation in class • Literacy and written tasks relating to war • Maps & routes with country names in Polish • Short speaking activities and games about weather

Context	Description	Learning Intentions – To	Learning Outcomes – I can...	Possible evidence
5. Saying your name	This learning package introduces simple introductions in Polish and supports learning how to say your name and ask others what their name is. You can extend this to include surnames for extra challenge. It links to the characters from the novel and shares simple games and activities for practising the new language in class.	<ul style="list-style-type: none"> • Share and explore how to say your name in Polish and ask others their name • Link to learning of other languages to develop strategies which support learning new language • Use games, rhythm, repetition and talking activities to continue to develop confidence in using new language 	<ul style="list-style-type: none"> • Say my name in Polish • Ask someone what their name is • Take part in a short Polish conversation <p>Extra challenge:</p> <ul style="list-style-type: none"> • Say my full name including surname in Polish • Ask someone what their full name is 	<ul style="list-style-type: none"> • Discussion and observation in class • Short speaking activities and games
6. Polish Songs!	This package introduces two different songs: one familiar song (heads, shoulders, knees and toes) and one cultural song, Sto Lat, which is traditionally sung on birthdays in Poland.	<ul style="list-style-type: none"> • Join in with and sing simple songs in Polish • Explore songs which are familiar in English (e.g. Heads, shoulders, knees and toes) • Share simple cultural songs • Develop growing confidence in using new and unfamiliar languages 	<ul style="list-style-type: none"> • Listen and join in with simple and traditional songs in Polish 	<ul style="list-style-type: none"> • Group/pair singing • Daily routines (birthday song) • Sto Lat sing off!
7. Activities and hobbies	In this learning pack, we explore simple verbs and how to talk about actions and activities. The language covers Wojtek + verb (e.g. Wojtek swims) and then to use an increasing range of verbs + Wojtek likes e.g. Wojtek likes to read. This is then extended to learners beginning to talk about what they like to do.	<ul style="list-style-type: none"> • Share, use and respond a range of simple action verbs in Polish • Talk about what you like to do • Take part in short listening & talking activities including short conversations 	<ul style="list-style-type: none"> • Listen and respond to simple sentences about activities in Polish • Ask the question, “what do you like to do?” and “what does Wojtek like to do?” • Talk about my hobbies 	<ul style="list-style-type: none"> • Listening & talking games and activities • Classroom observation • Peer assessment
8. A Polish Christmas	This learning package explores traditions, customs and language relating to Christmas in Poland. Children can use this to compare with their own or different cultures (e.g. French, Spanish, German) and to begin to use and respond to simple Christmas greetings.	<ul style="list-style-type: none"> • Share and explore Christmas traditions, customs and language in Polish culture • Use and respond to simple Christmas greetings • Listen to and join in with Polish Christmas songs • Begin to explore writing in Polish, using support resources to create Christmas cards 	<ul style="list-style-type: none"> • Share some information about Polish Christmas traditions • Say and respond to Polish Christmas vocabulary • Make a Polish Christmas card 	<ul style="list-style-type: none"> • Songs • Classroom observations • Christmas greetings cards
9. Animal Mascots	In this package, we look at different animals war mascots and their role in helping people during difficult times. This can be used as a stimulus for literacy tasks and class discussion about animals and what they mean to people.	<ul style="list-style-type: none"> • Review simple Polish phrases for names, relating to the animals characters in the novel. • Explore and discover stories about famous animal mascots • Reflect upon, discuss and write about the importance of animals to people 	<ul style="list-style-type: none"> • Understand and respond to simple Polish language in new contexts • Participate in discussions about animals and why they are important to people in times of difficulty • Reflect in writing about an animal which is important to me 	<ul style="list-style-type: none"> • Writing (e.g. letter, short story) • Classroom observation

Context	Description	Learning Intentions – To	Learning Outcomes – I can...	Possible evidence
10. War and journeys	This package explores one of the bloodiest and toughest battles of WW2, in which many thousands of people lost their lives. A lot of Scottish soldiers also fought in this battle and children may have great-grand-parents or grand-parents who have links to this. This package looks at the history, Wojtek's role during the battle and the journeys soldiers took throughout the course of the war.	<ul style="list-style-type: none"> • Explore the history of the Battle of Montecassino, one of the defining and worst battles of WW2 • Consider and reflect upon issues of winning and loss through war • Explore and discover the geography of Europe and the Middle East • Use some simple nouns in Polish to describe different features of geography 	<ul style="list-style-type: none"> • Share information about and reflect on battles of WW2 • Say and respond to some geographic features in Polish (e.g. desert, mountains etc.) 	<ul style="list-style-type: none"> • Learning games and activities • Teacher observation • Writing about the Battle of Montecassino • Wojtek logo drawings • Pair and group activities
11. The Polish army in Scotland	Here we learn about how the Polish army came to be stationed in Scotland and what their role was. This includes the welcome the army received, how they	<ul style="list-style-type: none"> • Explore the history of the Polish army in Scotland • Consider and reflect upon how Scottish people reacted to the arrival of the Poles • Create welcome packs for the Polish soldiers. • Discuss and share our classroom heritage • Discover what happened to Wojtek at the end of the war 	<ul style="list-style-type: none"> • Share information about and reflect upon the role of the Polish army in Scotland • Contribute to ideas for an the creation of a welcome pack for the Polish army • Talk about heritage and Scotland • Share my opinions about the Wojtek story in a short presentation or piece of writing 	<ul style="list-style-type: none"> • Classroom observation • Peer and self-assessment • Welcome pack for Polish soliders • Welcome to Scotland posters • Piece of writing about Wojtek
12. The seasons	The final packages focus on some additional language for use in class. This package focuses on the 4 seasons and how to ask which season it is.	<ul style="list-style-type: none"> • Develop language skills in asking and responding to questions about the season 	<ul style="list-style-type: none"> • Ask which season it is • Say which season it is 	<ul style="list-style-type: none"> • Classroom observation • Talking and listening games and activities • Short conversations and role plays
13. Weather	Some simple weather phrases and the question, what's the weather like?	<ul style="list-style-type: none"> • Begin to use simple weather phrases in Polish 	<ul style="list-style-type: none"> • Say and respond to some simple weather phrases in Polish 	<ul style="list-style-type: none"> • Classroom observation • Talking and listening games and activities • Short conversations and role plays
14. Numbers 1 to 10	This package focuses on counting from 1 to 10 in Polish	<ul style="list-style-type: none"> • Begin to count to ten in Polish 	<ul style="list-style-type: none"> • Count to 10 in Polish as part of paired and group activities 	<ul style="list-style-type: none"> • Classroom observation • Talking and listening games and activities

Wojtek Polish Vocabulary Pack

Theme	Polish	English	Pronunciation Notes
Greetings	Dzień dobry	Good morning	
	Dobry wieczór	Good evening	
	Do widzenia	Goodbye	
	Dobranoc	Goodnight	
	Cześć	Hello	
	Hej	Hi	
	Na razie	So long	
	Do zobaczenia	See you	
	Pa, pa	Bye bye	
	Dziękuję	Thank you!	
Saying your name	Jak masz na imię?	What's your (first) name?	
	Mam na imię Kasia	My name is Kasia.	
	Jestem Kasia	I'm Kasia.	
	Jak się nazywasz?	What's your full name?	
	Nazywam się...	My full name is...	
	A ty?	And you?	
Numbers 1 to 10	jeden	1	
	dwa	2	
	trzy	3	
	cztery	4	
	pięć	5	
	sześć	6	
	siedem	7	
	osiem	8	
	dziewięć	9	
	dziesięć	10	
Colours	biały	White	
	czerwony	Red	
	niebieski	Blue	
	czarny	Black	
	żółty	Yellow	
	zielony	Green	
	fioletowy	Purple	
	pomarańczowy	Orange	
Weather	Jaka jest pogoda?	What's the weather like?	
	Jest słonecznie	It is sunny	
	Jest pochmurno	It's cloudy	
	Jest deszczowo	It's rainy	
	Jest wietrznie	It's windy	
	Pada śnieg	It's snowing	
	Jest burzowo	It's stormy	
	Jest tęcza	There's a rainbow	
	Jest ciepło	It's warm	
	Jest gorąco	It's hot	
Jest zimno	It's cold		

Theme	Polish	English	Pronunciation Notes
Seasons	Jaka ta pora roku?	What season is it?	
	wiosna	spring	
	lato	summer	
	jesień	autumn	
	zima	winter	
	To wiosna	It's spring	
	To lato	It's summer	
	To jesień	It's autumn	
Activities	Wojtek lubi pić piwo.	Wojtek likes to drink beer	
	Wojtek lubi palić papierosy.	Wojtek likes to smoke cigarettes.	
	Wojtek lubi salutować .	Wojtek likes to salute .	
	Wojtek lubi się bawić	Wojtek likes to play	
	Wojtek lubi spać	Wojtek likes to sleep .	
	Wojtek lubi pływać	Wojtek likes to swim	
	Wojtek lubi jeść	Wojtek likes to eat	
	Wojtek mówi	Wojtek says...	
	Co lubisz robić?	What do you like to do?	
	Lubię...	I like..	
	Lubię spać!	I like to sleep	
	Lubię pływać	I like to swim	
	Lubię czytać	I like to read	
	Lubię biegać.	I like to run	
	Lubię oglądać filmy.	I like to watch films	
	Lubię słuchać muzyki	I like to listen to music	
	Lubię gotować.	I like to cook	
Lubię jeść.	I like to eat		
Christmas	Wesołych Świąt	Merry Christmas	
	Szczęśliwego Nowego Roku	Happy new year	
	Pierniczki	Gingerbread cookies	
	Oplatek	Christmas wafer	
	Wigilia	Christmas Eve supper/feast	
Animals	niedźwiedź	Bear	
	małpa	Monkey	
	pies	Dog	
	Wojtek to niedźwiedź	Wojtek is a bear	
	Kasia to małpa	Kasia is a monkey	
	Jock to pies	Jock is a dog	

A Touch of Polish: general info on the Language

By

Elwira M. Grossman

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Polish is spoken by nearly 40 million people within Poland and about 10 million elsewhere in the world, including such countries as Australia, Brazil, Belarus, Canada, France, Germany, Ireland, Israel, Kazakhstan, Lithuania, Latvia, Sweden, the United Kingdom, Ukraine and the USA. The fact that Chicago is considered the second largest Polish city in the world (after Warsaw) might come as a surprise to some. This statistic, however, might soon be challenged by the growing number of Polish inhabitants settling in Dublin, London and Edinburgh, the cities that have recently experienced the largest waves of post-2004 migration movement from Poland.

Polish belongs to the family of twelve Slavonic languages and as such shares many similarities with Czech, Croatian, Bulgarian, Slovak, Slovene, Ukrainian or Russian, just to name a few other widely spoken 'sister' tongues. Among them, Polish is the third most common, after Russian and Ukrainian. Like most European languages, Polish has an Indo-European origin, hence some of its nouns (like the ones describing family relations) share a similar word stem with other European words. For example, the English word *sister* is rendered as *siostra* in Polish, *Schwester* in German, and *syster* in Swedish. There are other more direct cognates, such as words that stem from our common Latin or Greek heritage and whose meanings can be easily guessed. Consider, for example, words like *doktor*, *kolor*, *natura*, *proces*, *muzeum* or *religia*. Polish also includes many words borrowed from German, French, Italian, Russian, Ukrainian as well as Turkish or Yiddish, but most of them have been assimilated into Polish so well and so long ago that Polish native speakers are seldom aware of their origins. The largest pool of newly acquired vocabulary comes from English and covers highly specialised terms as well as very colloquial expressions of everyday use. There is some anxiety regarding the overwhelming tide of Englishness that has flooded Polish over the past few decades or so but most linguists agree that there is no fear that Polish will ever lose its 'magic' sounds created by a row of consonants that appear unpronounceable to foreigners.

Unlike English, Polish is an inflected language where case endings – not the word order – define the relationships between words in the sentence. Polish has seven cases, four basic patterns of verb conjugation, two different time aspects and three basic tenses. Its alphabet generally consists of Latin-based letters but some are modified with various marks (diacritics) while others consist of two joined consonants (digraphs) that make just one sound. Polish spelling is highly regularised and has a straightforward pronunciation key that after a few hours of learning presents no mystery to foreign learners. The language uses no articles at all, so learning them in English is a real challenge to native Poles. On the other hand, when English speakers study Polish, one of the most demanding habits to learn is the official and unofficial forms of address. Polish observes strict rules regarding these forms and any speaker's attempt to discard them suggests lack of sophistication, if not plain rudeness.

Before Polish got the way it is today, it was spoken for over eleven centuries, but it was during the Golden Age of the Renaissance during the sixteenth century that it became firmly established as a separate and refined literary language. Today we can distinguish in it about six dialects, the major being Great Polish (spoken in the west), Lesser Polish (spoken in the south and southeast), Mazovian (spoken throughout the central and eastern part of the country), Silesian (spoken in the southwest) and Kashubian (spoken along the Baltic coast near Gdańsk). These dialects can be quite remote from standard Polish, but being clearly different, they often cause less confusion than differences encountered between standard written and colloquial Polish. Many foreign learners find this

difference quite demanding, if not annoying. When visiting Poland, they understandably feel cheated as not a single waiter/waitress uses the proper dictionary form for tea or coffee. As most native speakers, they use endless diminutives – which in speaking often signify politeness and kindness. Thus, the ordinary dictionary word for coffee can have at least four different versions with a variety of suffixes attached to its basic core. Oddly enough, such diminutives – when pronounced by native Poles – are not easily recognisable by a learner who has not been warned in advance. Consider the following versions of the basic word *kawa*: *kawka*, *kawusia*, *kaweczka*, *kawunia*. Fortunately, learners can eventually recognise the most common suffixes and enjoy creating diminutives of all other words they just learned.

Polish – like all other languages – does not exist in isolation and its communicative function must be considered in its proper local context. In order to make this context more familiar to those who are curious or linguistically and culturally minded I can recommend a selection of Polish literary texts in fine English translation. They offer insights into historical changes and patterns of thought that many readers might find highly revealing and illuminating when compared with their own native milieu. Even though Polish modern literature is sometimes characterised as being unreadable, our students believe that the following works defy this perception and helped them to understand both Poland and her inhabitants better. Well, give it a try and see for yourself!

1. Andrzej Szczypiorski, *The Beautiful Mrs. Seidenman*, trans. Klara Glowczewska (Grove Press, 1989)
2. Tomek Tryzna, *Miss Nobody*, trans. Joanna Trzeciak (Doubleday, 1998)
3. Antoni Libera, *Madame*, trans. Agnieszka Kolakowska (Canongate Books, 2001)
4. Olga Tokarczuk, *House of Day, House of Night*, trans. Antonia Lloyd-Jones (Granta Books, 2002); *Flights*, trans. Jennifer Croft (2017, Man Booker Prize winner for 2018)
5. Pawel Huelle, *Mercedes Benz*, trans. Antonia Lloyd-Jones (Serpent's Tail, 2005)

Sources:

Anna Dąbrowska, *Język polski* (Wrocław, 1998)

Nigel Gotteri, "Where to Start in Polish? Everywhere!" *Teaching Slavonic Languages*, ed. Margaret Tejerizo (Astra Press, 2002), pp. 51–62

Donald Pirie et al., *Kierunki* (in-house textbook used at Glasgow University)