

# Polish Language & Culture

Education Pack





## Introduction

*Languages are the bedrock of the world's cultural heritage. Every language offers a rich and unique insight into different ways of thinking and living as well as into the history of the myriad of cultures and peoples across the globe.*

British Council: Languages for the Future



Did you know that Polish is now the most commonly spoken non-native language in England and Wales? According to census data released by the Office for National Statistics more than half a million people now speak Polish as their first language.

This education pack is designed to help mainstream primary teachers introduce aspects of Polish language and culture to their pupils aged 7–11. It contains lesson and assembly plans, factual information and resources to help pupils develop a deeper knowledge and understanding of the rich language, geography and culture of Poland.

The materials are designed to be flexible and adaptable for use in a variety of settings. They can be used as starting points for individual lessons and assemblies or form part of larger cross-curricular joint projects involving collaboration over a number of subjects. Your pupils can learn how to greet a friend in Polish, get creative making paper cut-outs, and find out about many aspects of Polish culture by using our wide range of classroom resources and activities.



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Maria Wodzinska, 1835, public domain via Wikimedia Commons



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## Assembly Plan: **Let's Find Out About Poland**

The following notes include background information and a script that you can use or adapt for an assembly. A slideshow is also available to download from:  
<https://schoolsonline.britishcouncil.org/classroom-resources/list/polish-pack>

Play some traditional Polish music or a piece by the Polish composer Fryderyk Chopin for your pupils to listen to as they come into and out of assembly. Examples can be found here:

[www.youtube.com/watch?v=uELhJmYq2i0](https://www.youtube.com/watch?v=uELhJmYq2i0)  
and  
[www.youtube.com/watch?v=BPQn6DLc8B8](https://www.youtube.com/watch?v=BPQn6DLc8B8)

If you have pupils whose families are from Poland, you could invite them to help you to present the assembly and perhaps prepare some short phrases in Polish to demonstrate and translate.

### **Assembly script suggestions:**

Begin the assembly with the Polish greeting for good morning or good afternoon – *Dzień dobry* (pronounced jane DOH-brih) and explain that in today's assembly we are going to find out more about the European country of Poland and some of the famous people who were born there, whose influence can still be seen in the world today.

### **Assembly slides:**

- 1 Map of Europe
- 2 Map of Poland and surrounding countries
- 3 Illustrated Map
- 4 Polish Pioneers
- 5 Maria Skłodowska-Curie (Marie Curie)
- 6 Inventions

## Slides 1 and 2: Maps of Europe

Poland is a large country in central Europe with a proud cultural heritage. It is surrounded by seven nations. They are Belarus, Ukraine, Lithuania and the Russian province of Kaliningrad Oblast to the east and northeast, the Czech Republic and Slovakia to the south and Germany to the west. To the north is the Baltic Sea.

### Background information for teachers:

Poland has had a very eventful history due to its position in Europe where religions and the influence of many countries have met over the centuries. It was established by Mieszko I over one thousand years ago. In the sixteenth century, the country introduced a democratic system, when Noblemen were able to participate in governing the country and elect kings and in 1791 it adopted the world's second-oldest constitution called the Constitution of May 3. In the twentieth century, the Second World War began with the invasion of Poland by German and Soviet soldiers and after the war a communist regime was imposed by the Soviet Union. In 1989 Poland regained freedom and became a democratic country and in 2004 – a member of the EU.

**Poland statistics**

Population: 38 million

Capital city: Warszawa (Warsaw)

Warsaw population: 1.7 million





Poland has had several capital cities in the past, but Warsaw is the current capital. The symbol of Warsaw is a mermaid, and a traditional story tells how two fishermen captured the mermaid from the River Vistula, when they heard her singing one night. They blocked their ears with wax and put her in their friend's barn for the night, intending to take her to the king and claim a reward. The friend forgot to block his ears and when he heard her singing a beautiful sad song asking to go home to the river he became entranced and released her and followed her into the water never to be seen again!

Can you spot the Warsaw mermaid on the map? What else can you see? The map illustrations show some of the animals and birds that are native to the country, as well as the locations of forests and lakes, landmarks and places where a number of famous people were born.



## Slide 4: Polish Pioneers

Did you know that Poland is a country that has produced many distinguished individuals throughout history? These include the musician Frederic Chopin, the writer Joseph Conrad, the astronomer Nicolaus Copernicus and one of the greatest scientists of our time – Maria Skłodowska-Curie, perhaps more famously known as Marie Curie.



Fryderyk Chopin  
(Frederic Chopin)



Józef Konrad Korzeniowski  
(Joseph Conrad)



Mikołaj Kopernik  
(Nicolaus Copernicus)



Maria Skłodowska-Curie  
(Marie Curie)



## Slide 5: Maria Skłodowska-Curie (Marie Curie)

Maria Skłodowska-Curie was born in Warsaw in Poland in 1867. She was the youngest of five children and her discoveries went on to change the world of science and medicine. She left Poland when she was 24 to study in Paris at the Sorbonne, which was one of the few universities in Europe at the time that allowed women to study.

She married a Frenchman called Pierre and together they discovered two elements polonium and radium. In 1903 she was the first woman to receive the Nobel Prize for Physics and is the only scientist ever to have been awarded two Nobel Prizes in different sciences, as she received her second Nobel Prize for Chemistry in 1911.

She was also one of the first women to obtain a driving license during the First World War, when she developed small, mobile X-ray units that she drove to diagnose injuries near the battlefield. She worked with her seventeen year old daughter Irene, x-raying wounded soldiers to find fractures, bullets and shrapnel. Her work on the discovery of Radium and other key elements continues to help people every day especially if they need an x-ray in hospital.



© Images Doc/ Bayard jeunesse. illustration: Benjamin Strickler.



## Slide 6: Inventions

A number of other commonly used inventions created by Polish citizens include the bulletproof vest, mine detectors, kerosene lamps and paperclips. Perhaps you can find out more about some of these inventions and their Polish inventors after the assembly. And finally – did you know that many of the world's strongest men winners also come from Poland?



Sunscreen, invented by Helena Rubinstein, the world renowned cosmetic industry pioneer



Kerosene lamp, invented by Ignacy Łukasiewicz



Bulletproof vest, invented by Kazimierz Żegleń





## Lesson Plan

# An introduction to Polish Language

### Introduction

Explore with your class the nature of verbal and nonverbal greetings. Why do we use them? How many different greetings do we use in English? Ask your pupils to demonstrate how they might greet a friend, an elderly relative, their Head teacher and their Head of State. How many greetings in other languages do your pupils know? Do they know what they mean in English?

In Poland strangers are greeted with a handshake, but when it comes to friends and family, Polish people usually go for 3 kisses on alternate cheeks.

Speaking other languages is a great skill to have – and as Polish is the second most spoken language in the UK, it's great to know some useful phrases!

**Curriculum Links:** Languages, PSHE  
**Core skills:** Communication and collaboration, citizenship  
**Learning objectives:** To learn how to greet someone and to count from 1 – 10 in Polish  
**Resources:** You will need copies of Polish greetings and numbers, access to the Internet.

Encourage your pupils to try out saying these phrases with a partner. The phonetic pronunciation is given in brackets or you can listen to the pronunciations at the following link from Fun Kids Radio: [www.funkidslive.com/learn/learn-polish/learn-polish-meet-and-greet](http://www.funkidslive.com/learn/learn-polish/learn-polish-meet-and-greet)



**Dzień dobry** – **Good morning**  
(jane DOH-brih) (can be used throughout the whole day)

**Do widzenia** – **Goodbye**  
(doh veed-ZEN-ya)

## Some other useful phrases:

**Cześć!** – Hi / Bye (*tschetsch*) You would not say this to strangers

**Jak się masz?** – How are you? (*yack chye mash?*)

**Dobrze, dziękuję** – Good, thank you. (*dobje, jenkuye*)

**Jak masz na imię?** – What is your name? (*yak mash na imye?*)

**Mam na imię Eva.** – My name is Eva. (*mam na imye Eva*)

**Jesteś Polką?** – Are you Polish? (*yestesh Polkom?*)

**Ile masz lat?** – How old are you? (*Il-eh mash lat?*)

**Mam 7 (siedem) lat** – I am 7 years old. (*mam shyedum lat*)

**Tak** – yes (*tack*)

**Nie** – no (*nye*)



## Polish Language with Fun Kids Radio series “Learn Polish!”

Children's radio station Fun Kids and the Polish Cultural Institute created a new kids' guide to help you learn Polish! “Learn Polish” is a series which teaches you some of the most used words and phrases including greetings, directions, music chat, animals, cooking and loads more! <http://www.funkidslive.com/>



You could also try counting from zero to ten in Polish using the following information and watch the animation from Funkids to help with the pronunciation:  
[www.funkidslive.com/learn/learn-polish/learn-polish-numbers](http://www.funkidslive.com/learn/learn-polish/learn-polish-numbers)

**Zero** – 0

**Jeden** – 1

**Dwa** – 2

**Trzy** – 3

**Cztery** – 4

**Pięć** – 5

**Sześć** – 6

**Siedem** – 7

**Osiem** – 8

**Dziewięć** – 9

**Dziesięć** – 10

When they have grasped this, you could divide the class into teams of ten and write the Polish numbers on cards. Shuffle up the numbers and give one to every child in the team. Time how long it takes for them to sort themselves into numerical order. Can the next group go even faster?



## Lesson Plan

# Illustrated Maps

Poland has a rich heritage of illustration and creative graphic design. Print some copies of the illustrated maps of the UK and Poland by Polish illustrators Daniel Mizieliński and Aleksandra Mizielińska on activity sheets 1 and 2. Divide the class into small groups and give each group copies of these illustrated maps. What are their first impressions? Have they seen maps like these before? Does anything really stand out or puzzle them about the illustrations?

Encourage your students to look really closely and make a list of all the physical and human features they can spot on the maps of both countries that could be listed under the following categories:

- Names of rivers and cities
- Landscape features
- Native animals and birds
- Architectural features
- Famous people that are mentioned

**Curriculum Links:** Geography, English, History, Art and design  
**Core skills:** Creativity and imagination, Digital literacy, Communication and collaboration.  
**Learning objectives:** To extend locational knowledge of a European country and identify geographical features on illustrated maps of Poland and the UK.  
**Resources:** You will need copies of the illustrated maps of the UK and Poland, paper, art materials, access to the Internet or reference materials.

You could organise this as a competition with each group trying to complete their list within a set time.

Afterwards, ask each group to make a note of any places on the maps that they have visited and any illustrations on the maps that they particularly like.

What features are the same and different about the geography of the two countries?

Encourage them to share their thoughts with the whole group and then ask each member of the class to choose three of the illustrations and make their own versions of them in coloured pencils. Which did they find easiest and most challenging?

In the next session, ask each member of the group to select one of the categories listed above and carry out some further research. So for instance, one member of the group could find out about a river and city in Poland whilst another member carries out some research about the native animals.

When this is complete ask each group to share their findings with the rest of the class. They could do this by making a book, a presentation, or a wiki page or an app if the relevant software is available.

Each group could then go on to create their own illustrated map in either 2D or 3D to show the features, places of interest and famous people who have lived in their own locality.

**If you have a partner school you could:**

- Exchange examples of your illustrated maps about your locality showing the features, places of interest and famous people who have lived there.









Activity sheet 2 Illustrated Map of the UK by Aleksandra Mizielińska and Daniel Mizieliński



## Lesson Plan

# Polish Literature

**Curriculum Links:** English  
**Core Skills:** Creativity and imagination, Communication and collaboration  
**Learning objectives:** To work together as a group and engage with an extract of a story by a famous Polish writer.  
**Preparation and resources:** You will need copies of *Kaytek the Wizard*, large pieces of paper and art materials.



Poland is famous for its literature and storytelling traditions. *Kaytek the Wizard* is a children's novel that was written in 1933 by Janusz Korczak. He was a Polish-Jewish author and doctor who worked with orphaned children. The story is about a schoolboy who gains magic powers, and has been compared by some to the Harry Potter series, written towards the end of 20th century.



Janusz Korczak, circa 1930.  
Public domain via Wikimedia Commons



Copy and read with your pupils the extract on the activity sheet. In this part of the book, Kaytek is learning how to use and control his magical powers. The start of the extract describes Kaytek's special place in the forest where he goes when he is feeling sad. Ask your pupils to pick out the words from the text that describe this quiet place and use this information to draw a picture of the tranquil setting. Do they have a favourite place of their own they can retreat to if they want to think quietly?

Read again the short passage that describes what happens when the other children reach this place and Kaytek turns himself into a tree. Ask each group to create a freeze frame or still picture of this scene. At a given signal, ask each member of the group to voice what their character is thinking. You could take photographs of this and add their thoughts afterwards as thought bubbles.

Divide the class into small groups and ask them to draw round a member of the group. Use art and collage materials to create a large picture of Kaytek and add words to the picture to describe his character.



Janusz Korczak was the director of an orphanage in Poland and often wrote stories with a message that would help to prepare his readers for dilemmas and difficulties that they might face in life. Ask your pupils to discuss and sum up what they think is the moral of this short extract. Can they think of any fairy tales or stories from their own culture, which have a similar message? How do they think the story will end?



The Children's Home (Dom Sierot) orphanage, established by Janusz Korczak in Warsaw in 1912. Courtesy United States Holocaust Memorial Museum and Międzynarodowe Stowarzyszenie im. Janusza Korczaka; Copyright: Public Domain

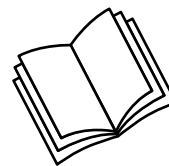


Staff and children of Nasz Dom (Our Home) Orphanage, run by Maryna Falska and Janusz Korczak, circa 1920–28. Public domain via Wikimedia Commons



Public domain via Wikimedia Commons

In August 1942, during the Nazi invasion of Poland, German soldiers came to the orphanage where Janusz Korczak worked to transport nearly 200 children and staff to the Treblinka concentration camp. An eyewitness described seeing the children dressed in their best clothes, carrying a blue knapsack and a favourite book or toy as they left. Janusz Korczak was holding the hand of one of the children. He boarded the trains with them and was never heard from again. There is a monument in Warsaw showing Korczak leading his children out of the city to the trains.



## Activity sheet 3

### ***Kaytek the Wizard* by Janusz Korczak** (excerpt from chapter 20)

Kaytek has his quiet corner among the bushes on the River Vistula. He has had it since way back when. That was where he used to go whenever he felt sad. Down there on the riverbank was where he learned to read, and it was where he first practiced his magic spells. He connects his love of the river with his love for Poland, his homeland.

Children don't only like running around. And the more of a scamp a child is, the more he longs for peace and quiet, though he doesn't even know it himself.

So Kaytek has his corner among the bushes by the river where he tried to improve himself and start a new life, and where he used to think about the days when he was very little, because children have past memories and keepsakes too. It's not just grown-ups and old people who remember past times.

"When I was very little, when I wasn't yet born . . ."

So Kaytek goes to his quiet corner. He sits down on the sand and gazes at the water and the trees. It's so quiet, so good to be here. The silence is so refreshing.

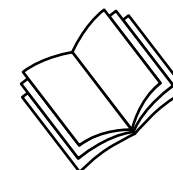


He gazes – his eyes are open, but his mind is asleep; he's so very tired. Because it really has been too much and too difficult . . . And suddenly he hears voices in the distance, and sees some boys approaching. He realizes it's a school outing, and they're coming this way. Any moment now they'll accost him and start asking him questions. But he wants to be alone – he doesn't want to talk to anyone.

He glances at a clump of trees and remembers what the forester said: "To a timber merchant a tree is a commodity, not a living being." Well, yes, a bush sprouts from a seed, it is nourished and it grows, it thirsts for food and water just like a person – and it also falls sick, grows old, and dies. Maybe it feels joy and suffers too?

*I wish, I demand . . .*

And Kaytek changes himself into a tree. What an amazing initiation into life on this earth he has achieved! His roots grow deep into the ground. Hard bark protects his outside. His arms lengthen and fork, and he is wrapped in a coat of green leaves. The wind gently rocks and strokes his branches.







He breathes greenery and drinks cool water from the earth. And in a rustling whisper, his sister the willow tells him it's good to be alive and to enjoy the world.

The boys reach this spot. They're running around, calling to each other.

One of them stops next to Kaytek.

"I'll break off a stick for myself," he says. And he seizes Kaytek by the branch, trying to bend and break it off.

"That hurts!"

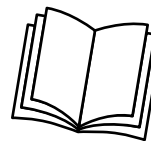
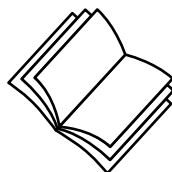
The branch cracks and hangs helplessly. The boy yanks at the broken piece and rips it off.

"That hurts a lot!"

But the boy can't understand the broken tree's groaning, because it's hard to interpret a plant's complaints.

But his friend says: "Leave that. Let's keep going. You can find yourself a straighter stick than that one."

And they're off. Their voices fade away. All that's left behind is the damage to the injured tree.



It hurts, and Kaytek feels ashamed. Hasn't he done things like that in the past? He never thought about the fact that a tree hasn't any legs to help it run away, or arms to defend itself, or teeth, horns, or claws. Any old coward can attack it. It is defenseless. Totally defenseless!

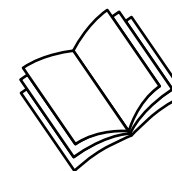
Kaytek remembers how one time he threw a stone at a dog. And his pal Stefan said: "Don't you think a dog is a person?" Stefan was trying to say that a dog has feelings, just like a person, that dogs and cats and frogs feel pain too.

But what had Kaytek done? He told everyone in the yard and at school. They all laughed at Stefan and teased him, saying: "You're the dog's uncle!"

Stefan had cried.

"Crybaby!" they shouted.

How thoughtless and cruel a person can be if he doesn't stop to think. And if he realizes he's in the wrong but doesn't want to admit it.



Original title *Kajtuś Czarodziej*, published for the first time in 1933. Translated from Polish by Antonia Lloyd-Jones. English translation and illustration copyright Penlight Publications. © The Polish Book Institute

## Lesson Plan

### Folk Art

For centuries different forms of traditional folk art have thrived in Poland. These art forms are connected with everyday life and local interests and reflect Poland's different regions. They include not only standard forms such as painting and sculpture, but also decorative arts such as paper cutting, painting Easter eggs, weaving, embroidery and artefacts made from straw, pottery, wood and metal.

**Curriculum Links:** Art and design, English, Design and technology

**Core Skills:** Creativity and imagination, Communication and collaboration, problem solving.

**Learning objectives:** To learn about the traditions of Polish folk art and create your own paper-cut from a template.

**Preparation and resources:** You will need sheets of coloured paper, scissors, copies of template



### Wycinanki: The Art of Polish Paper Cuts

*Wycinanki* pronounced Vee-chee-non-kee is the Polish word for 'paper-cut design', which is a traditional form of Polish folk art. Paper-cutting originated in China but became a popular craft in Poland in the mid-19th century. Traditionally women using large scissors, designed for sheep shearing, made *wycinanki*. They were hung in windows, on walls and from ceiling joists as an inexpensive means of decorating houses and replaced each spring. The famous Polish children's writer and illustrator Jan Pienkowski has described how his art work was influenced by this tradition and that some of his earliest memories are of the countrywoman who came to his house every year to make new 'curtains' for the kitchen window by cutting birds, flowers and figures from sheets of paper.

Completed *wycinanki* are still found today as decorations in parks, museums, and cultural centres. They are usually made from brightly coloured paper in shades of red, green, yellow, blue and gold. They often feature symmetrical designs inspired by nature and popular motifs such as trees, flowers and cockerels.

You can create your own symmetrical Polish paper cut of a cockerel designed by Polish artist and teacher Agnieszka Tadjaj using the template and instructions on the activity sheet and then design and make some of your own designs.



## Activity sheet 4

### **Wycinanki paper cuts** **by Agnieszka Tadaj**

You will need: copies of this template and instructions, coloured paper, scissors, glue sticks

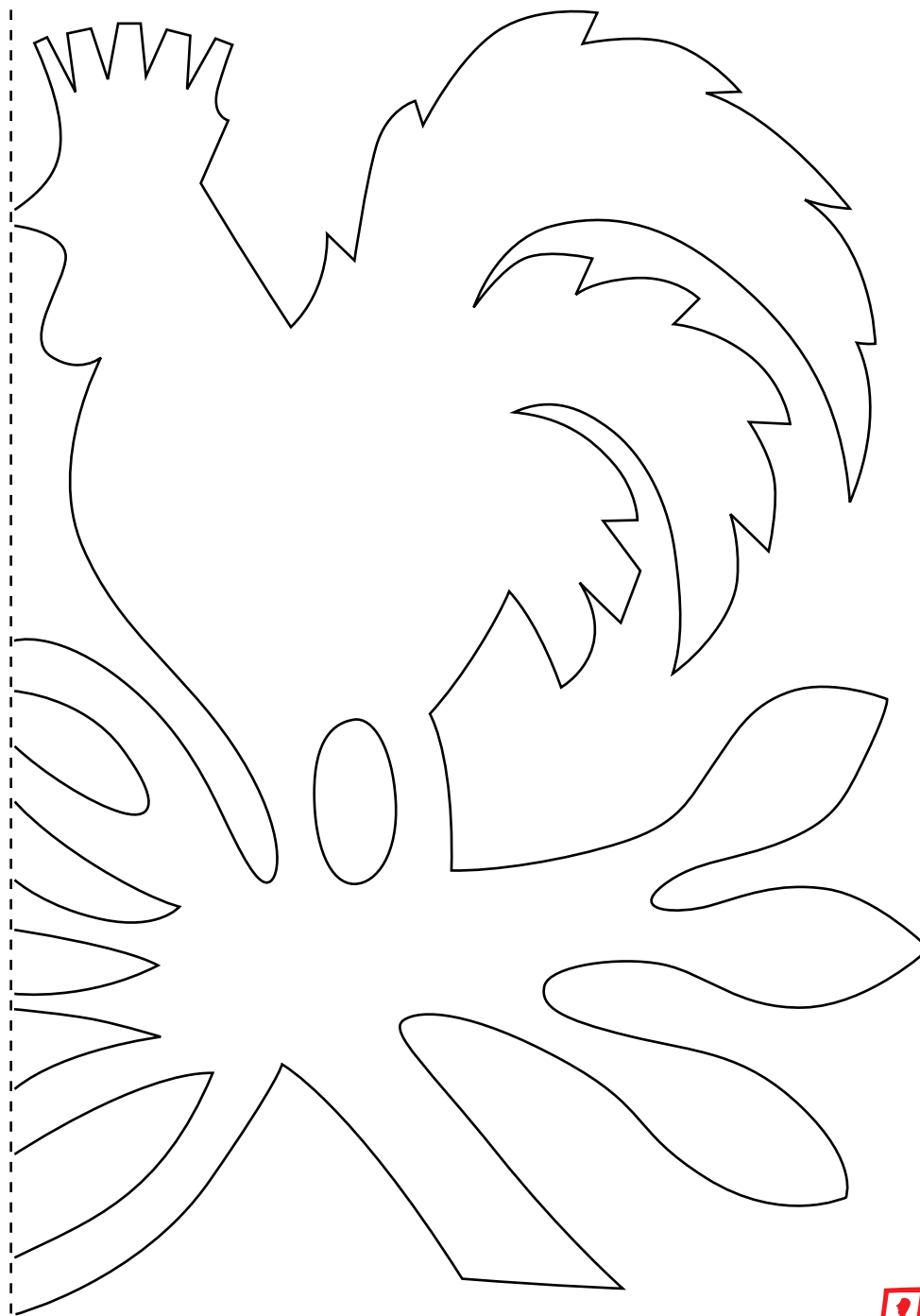
Instructions:

Print the template onto an A4 piece of paper

1. Fold the paper in half along the dotted line
2. Carefully cut out your rooster design, making sure you leave the beak on the fold line, so that your roosters will be joined up!
3. Slowly unfold the paper
4. Cut out some flowers and dots and add them to your rooster design as decorations
5. Mount your design on a contrasting coloured piece of paper.

Your roosters are ready to admire. If you make a mistake, don't worry – just try again.









## Conker Figures

Making figures and animals from conkers is another traditional and popular way of engaging children in crafts in Poland. When autumn comes and conkers from horse chestnut trees lie in parks, streets and gardens, children fill their pockets with them and create their own imaginary people and creatures. Try using toothpicks or matchsticks, leaves, acorns and googly eyes to make your own conker figures in the autumn.



### Partner School Activities

If you are working with a partner school you could create an online gallery together to show your folk art designs



## Lesson Plan Polish Cooking

Thanks to its geographical position Polish cuisine provides an interesting fusion of Eastern and Western influences. One of the country's most popular traditional dish is a stew called "bigos" made from sauerkraut (similar to Korean kim-chi), fresh cabbage (kapusta), different types of red meat, sausages, prunes, dried forest mushrooms, onions and spices. This is cooked over several days and served with potatoes and bread.

A favourite food of many Polish children is an "open sandwich" (kanapka). This is made by taking just one slice of rye bread and spreading it with butter and slices of ham or cheese, tomatoes, boiled eggs, cucumber and radishes. Polish parents and children often arrange these ingredients to make a smiley face or a sailing boat to make the food look more attractive for the children. Then you pick the bread by the edges and eat. Delicious!

Why not try making the following recipes with your pupils. Encourage them to be creative with their designs.

**Curriculum Links:** English, Design and technology  
**Core skills:** Communication and collaboration, creativity and imagination  
**Learning objectives:** To design and prepare traditional Polish open sandwiches  
**Resources and preparation:** You will need copies of recipes, ingredients and utensils

### Recipe for an open sandwich. You will need:

- Slice of bread (preferably rye bread)
- Butter to spread
- Slice of cooked ham or cheese
- Two slices of salt brine pickled cucumber for a Polish twist
- Two slices of radishes for inner eyes
- Half a slice of tomato or pepper for a smile
- Chives or cress for the pointy fringe hair

For a sweet version you could try this:

- slice of artisan rye bread
- fruity yoghurt
- slices of banana and raisins

### Partner School Activities

If you are working with a partner school you could create different types of open sandwiches and share recipes and photographs of your creations



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## Lesson Plan

# Children's Day



An important day in Poland is the International Children's Day, which is known as *Dzień Dziecka* (meaning "Child's day.") It was first introduced in 1952 and is celebrated every year on June 1st. It coincides with the beginning of summer and the end of the Polish school year. It is a time when parents buy small gifts for children, schools organise special activities and festivities take place in parks and entertainment centres.

On this day the annual meeting of the Youth and Children Parliament also takes place. This Parliament began in 1994 and is elected once a year. In recent years other countries have also adopted this initiative and now France, Portugal, Great Britain, Finland and Czech Republic all have their own young people's parliaments too. The parliament follows the rules of a Parliament of Poland (Sejm) and the representatives' work on the project throughout the whole year.

**If you have a partner school you could:**

- Work together to produce your own list of suggestions for Order of the Smile Awards
- Exchange photographs of your Children's Day celebrations

### Order of the Smile

Sometimes Children's Day also coincides with the award ceremony for the Order of the Smile. This is an international award, officially recognised by the United Nations and given by a committee of children to an adult who has shown extraordinary love and work for children. The winner is awarded a medal – which is a badge with a smiling sun and is invited to drink a cup of freshly squeezed lemon juice and smile afterwards! Previous winners have included: Mother Teresa, Astrid Lindgren, Nelson Mandela, Irena Sendler and Janusz Korczak.

Ask your pupils to find out more about the lives of some of the people who have been awarded the Order of the Smile. They could also design and make some Order of the Smile badges of their own and choose adults who they think deserve the award for their work with children.

To conclude your project, why not invite parents and friends to your own Children's Day event to celebrate and demonstrate all that you have learnt about Polish language and culture. You could have games and a picnic with some open sandwiches, and award some Order of the Smile medals.

## Find Out More

This education pack was produced by the British Council and the Polish Cultural Institute in London, in partnership with Dwie Siostry Publishing and Templar Publishing.

We hope your pupils enjoyed learning about aspects of Polish language and culture. If you want to find out more, the following links contain additional information and resources:

### Find a partner school

Use our British Council Schools Online partner finding tool to link up with schools in Poland and many other countries worldwide:  
[bit.ly/1TnkJaG](https://bit.ly/1TnkJaG)

### Communicate

Use our forums and online project spaces with your partner school:  
[bit.ly/1Q2ULLH](https://bit.ly/1Q2ULLH)

### Access resources

Check out our global learning resources, including classroom activities, videos and lesson plans:  
[bit.ly/1TnkZGM](https://bit.ly/1TnkZGM)

### Get recognition

Sign up to our prestigious British Council International School Award scheme to earn accreditation for your international work:  
[bit.ly/1XMYg8t](https://bit.ly/1XMYg8t)

For more lessons on **Polish language** please visit:  
[www.funkidslive.com/learn/learn-polish](http://www.funkidslive.com/learn/learn-polish)

The series *Where in the World? Poland!* and *Learn Polish!* were produced by Fun Kids Radio and the Polish Cultural Institute in London.

To find out more about **Wycinanki: The Art of Polish Paper Cuts** go to: [bit.ly/cut\\_art](https://bit.ly/cut_art)



**The Polish Cultural Institute** is dedicated to nurturing and promoting cultural ties between the United Kingdom and Poland, both through British exposure to Poland 's cultural achievements, and through exposure of Polish artists and scholars to British trends, institutions, and professional counterparts. To find out more go to: [www.polishculture.org.uk](http://www.polishculture.org.uk)

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