



Scots for Tots: Sharing Scots songs, rhymes and stories with bairns

Webinar Transcript

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[Available on the Scottish Book Trust website.](#)

Paul Kane (00:00:05):

Hello. I'll do a few introductions before we formally start. My name is Paul Kane. I'm the Early Year Trainer with Scottish Book Trust. I'm gonna be leading you through the, kinda, next 60 minutes, however, as you can see on your screen as well, it's two for the price of one today, which is always better. We've got Laura over here and Laura Green is our Scots expert. She's a teacher, she's a Bookbug Session Leader and she will boost all of our confidence for the next 60 minutes as she will take us through everything we need to know, all things Scots.

Laura Green (00:00:37):

So thank you very much for that lovely introduction. So I am Laura Green. I am a Bookbug Session Leader I do all of my Bookbug Sessions in Scots or a mixture of Scots and English. And I'm awfy excitit tae be here the day because as we ken, there's a great amount of energy and promotion roon aboot aboot Scots during this month. And it'd be great to see everybody bringing some Scots to their Bookbug Sessions. There's a good chance that you already do incorporate some amount of Scots into your Bookbug Sessions. So the day is aboot thinking creatively, finding out aboot whit you do as well. Sparking some ideas for in the future and giein everybody, some stuff to try oot. I can see a good question in the chat there, that is, what is Scots? And I'm gonna be going onto that in a wee minute, blethering about it in a wee a minute, but first of all, I have Bookbug wi me the day. He has got a wee tartan kerchief in his pocket because he is also awfy excitit aboot Bookbug.

Laura Green (00:01:42):

So the first thing I wanted to start wi was to look at that Hello Everyone song that we, I, all start our Bookbug Sessions wi and had a wee look on the Bookbug song and rhymes library. And I can see that there is a Doric version. Now Doric is also, kent, as North East Scots. So there's a lovely version in there that goes Fit like aabody?

[Singing] Fit like aabody? Fit like aabody?

Gled that ye could come.

[Speaking] But I am fae the central belt, I bide in West Lothian. So, fit like isn't something that I would necessarily say. I ken how to say it. I've just said it there the noo, but it's not something that would naturally fall within my vocabulary. So I'm going to sing the version, the Hello Everyone song that I sing at the beginning of the Bookbug sessions that I do. So the the differences for my version and the English version is that I sing Gled that ye could come, but all the other words are the same. Okay. So we would sing.

Laura Green (00:02:48):

[Singing]Hello everyone. Hello, everyone.

Gled that ye could come.

Hello everyone. Hello, everyone.

Gled that ye could come.

I, I, I, I, I'm gled that ye could come.

I, I, I, I, I'm gled that ye could come.

[Speaking] And that's an example of something that you can dae in your Bookbug Sessions, but you can change that any way you want. If fit like aabody is something that you would say or it's something that's said in your local community that might be something that you might want to bring along. Paul, do you ever change up that song a wee bit?

Paul Kane (00:03:32):

I suppose I don't change the dialect of it, but sometimes personalise it, which is always nice. Isn't it?

Laura Green (00:03:37):

Mm-Hmm <affirmative>

Paul Kane (00:03:37):

So even that Scots verse it's nice to put children's names in it.

Laura Green (00:03:41):

Mm-Hmm <affirmative>

Paul Kane (00:03:41):

As well, isn't it. So again, children get to hear their name in a Scots song as well, which is lovely. So that's the kind of, I love to personalise that. So if you are working with, you know, early years children or in a Bookbug Session, or just a small group of children, why not throw their name in it as well and make it sound a little bit more personal to them?

Laura Green (00:04:02):

Aye, aye, absolutely.

Paul Kane (00:04:04):

Actually, do you mind Laura, because I'm just thinking, that was lovely to sing that song and I'm hoping everyone is singing where you are. Please let us know. We might even do it again. Cause I think we might need to practise, but just before I suddenly forgot, I want to launch this wee poll, just, that was a nice wee introduction.

Laura Green (00:04:18):

Okay Mmm-hmm <affirmative>

Paul Kane (00:04:19):

So this is for everyone who's watching, there's a little poll coming up on your screen because I think as Sheena asked what she wanted to know, she's Irish, she wanted to know what is Scots. So this wee poll gives us an idea of what, of what is your confidence using Scots. So hopefully you'll see this up on your screen. On a scale of one to ten, with one being the lowest, how confident are you using Scots? One is the lowest. Are you a feartie? Or are you up at ten? As Laura says, are you gallus?

Laura Green (00:04:48):

Are you gallus?

Paul Kane (00:04:50):

Are you gallus or somewhere in the middle? So I'll give you, this is everyone's, everyone's really fast on the, on the finger here, putting in where they are on a scale of one to ten and I'll share those results in a little minute. And for everybody else watching, you'll get an idea of, I suppose, what you're hoping to achieve and hoping we'll boost your confidence by five o'clock. There we go. So I'll end this poll and I'll share the results. I'm hoping you can see that as well, Laura.

Laura Green (00:05:15):

I can see that.

Paul Kane (00:05:16):

We've got a couple, well, yeah, we've, we've got 50 people watching this webinar. I just now. I think most people are somewhere. I would've thought that's, about right in the middle-ish.

Laura Green (00:05:26):

Mmm-hmm <affirmative>. Aye, aye. I think that's fair enough. I think that maist folk...

Paul Kane (00:05:32):

Thanks everyone.

Laura Green (00:05:32):

I think that maist folk, as I said at the beginning, dae often incorporate some Scots, it's maybe just aboot incorporating some new Scots, some new rhymes or songs, or having mair confidence aboot in thinking about the reasons why you're incorporating it. Being able to answer queries fae parents or fae, fae other staff within your own organisation. And I can see, as somebody said that they wish that they were gallus, but I think everybody that runs a Bookbug Session is a wee bit gallus. You've got to be a wee bit gallus to be in front of aw they wee yins, you know, who, who some of them are needing go the toilet, some of them are, are hungry. Some of them are greetin' cause it's nursery and their mammy's left them at the door and they really wanting to be at hame.

Laura Green (00:06:20):

And I think we've all got to be a bit gallus to do what we do. So I'm sure we'll all be gallus by the end. And I see a couple of folk have made comments about their accents, but I'm going to give some links at the end that will show you loads and loads of resources that are audio visual so that folk can listen to it a lot and they can, they can play videos if you're no very keen. But something that I say to folk is, so if you were singing a wee song to folk in French, if you, would you, would you be thinking to yersel actually Ah better ask my French colleague to do this one because I'm not very sure about my accent. You probably wouldnae, you'd probably jist gie it a bash. And that's whit we're all aboot for singing your Scots songs for reciting your Scots rhymes, for reading the Scots stories, gie it a bash.

Paul Kane (00:07:11):

Yeah. I agree with that Laura and also it's that thing, it's practise as well. Isn't it? I think people just think, well, cannae do it. I'm no very good at it. It's like anything you do isn't it? It's like singing any song or picking up an instrument or learning a language. As you say, if you practise a little bit more, just practise some Scots out loud one a day and certainly you will get better, like anything. But I like that thing. Just give it a whirl, give it a go.

Laura Green (00:07:33):

Aye absolutely. And I have to say that even folk that are, that consider themselves Scots speakers are, they, we hear arguments on the pronunciation plenty of times. So I wouldnae worry that somebody's gonna challenge you in your pronunciation of a certain word cause maist of the time naebody can agree. A lot of Scots words come fae, have been passed doon as part of a kind of oral tradition. And when folk see them written doon, they're not very sure how to pronounce them. And that is the same for everybody. So honestly, I wouldnae worry aboot it. So just to gie ye, I'm just going to share my screen just for a wee second. I only have, I only have three slides, so dinnae worry, it's not going to be death by Powerpoint the day. But just to gie ye folk a wee idea of what's coming up, we're going to talk aboot, you know, why would, why you would bother with Scots in the first place. What's the benefit of Scots? Why include Scots in your Bookbugs? Then we're gonna look at some rhymes and sangs that I found have worked well in the Bookbug Sessions that I've led, which are original.

Laura Green (00:08:33):

So they are originally written in Scots. Then we're gonnae look at some rhymes and sangs that were originally in English, but have been translated into Scots. I've also gonnae look at some stories that I've found have worked really well. Then we're gonnae talk about dialects because you cannot talk about Scots without talking about dialects, the vocabulary. The differences in pronunciation differ so greatly across the country that we we've got to acknowledge that there's differences in dialects. And then I wannae talk a wee bit about engagement with parents because that is the bit that I find maist satisfying with us. I usually find that parents are really interested in this.

Laura Green (00:09:16):

Okay. So I'm just gonnae stop sharing again for a wee second. Okay. So why Scots then? So I've been also been asked, what is Scots? So that's a guid place to start. Scots is one of the three indigenous languages of Scotland, along with English and Scottish Gaelic. So some folk think that Scots is a new thing, that like in Scotland we just decided, we just took the huff and decided that we wurnae gonnae to speak English anymair. But it actually developed alongside English. So lots of words that are Scots, where, have come from other languages that are related to English, like Dutch or German, for example, and some of them were actually in early or middle English and then receded in England and English and were retained in Scots. A weel kent example of that is the word outwith. If you've ever typed outwith into a word document, it doesn't sound Scots.

Laura Green (00:10:18):

It's not got the <ughtcht> sound. It looks like an English word. And then you get the annoying wee red wavy lines. That's because outwith is a Scots word. Used to be in English, but receded there and was retained in Scots. So my background is that actually I am an English teacher, so I still teach English one day a week, but for the past four and a half years, I've been working for the Scots Language Centre as their Education Officer. While I was teaching English, I also had a post for West Lothian Council, which is where I bide, as their Scots Language Support Officer. And my job was to go roon about schools and ask what people's experience was of teaching Scots, ensure it was being promoted throughout the authority and just ensure it was some consistency in the way that we were teaching it.

Laura Green (00:11:11):

And what I found when I was speaking to other practitioners and what I found in my ain experience is that for some weans using Scots, giein them permission to use Scots can be transformative for them in terms of their confidence and in terms of their literacy skills. And that's the same for some of the parents. When you include Scots in your Bookbug Sessions, you will find that some parents will, will say that they've no heard somebody speaking that way, that they've spoken before that they've no heard words like that fae when they were wee, that they wurnae sure, whether they were allowed to, or meant to speak to their weans like that, that they wurnae sure if they were to encourage their weans

to speak like that. But what we found is that when you tell folk that their language is valid and you say, folk, no, that's actually no slang and it's no bad English.

Laura Green (00:12:03):

It's a language and it's, and it's cried Scots, that's what it does, it just boosts their confidence. So when we looked at the SBT, the SBT, sorry, already the Scottish Book Trust Bookbug programme, and with that, the purposes of that is to inspire a love of stories, songs, and rhymes. We thought that fitted in perfectly with what we are doing with Scots. What I've found when I've been delivering Bookbug Sessions and because Scots Language Centre's an organisation that serves the whole country nationwide I've been all over, I've been to Ayrshire, Angus and Aberdeen cause I decided to start at the beginning of the alphabet, and I've also been to Edinburgh and the Scottish Borders, I've been to Inverclyde, I've been to Renfrew. But what I've found is that folk tell me that it supports that feeling of inclusion. So whether somebody is from a different region within Scotland and they're learning a different dialect or whether somebody's from a different country and has a different accent, whether they're an English speaker, from a different country, or whether they have English as a second language, what we find is that it promotes a feeling of inclusion. You know, Scots is part of our tradition and our culture.

Laura Green (00:13:20):

And it's also something that folk find really, sort of, comforting and familiar. So when we go along, when I go along with these sessions, it is quite rare that folk don't know any of the Scots that I use or any of the Scots songs or the rhymes, but even if they don't know any of the words and even if they're sitting nodding along thinking I didn't really know what that lassie is singing about, but it sounds quite nice, they smile, you know, it makes folk, it makes folk smile. It makes folk feel included. And even if they and their wean or their bairn doesn't know any of the songs or the rhymes or know any of the words, they can sit there and they can benefit from listening to the rest of the group. Paul, what have you found the reaction from folk when you've included Scots in your sessions?

Paul Kane (00:14:10):

I've always, I've always felt that people like Scots, do you know what I mean. We talk about it a lot. We do a lot of promotion in Scots. I like Scots, I'm not particularly, I don't think I'm a great Scots speaker, it's exactly for all those reasons that you're talking about.

Laura Green (00:14:22):

Mm-Hmm, <affirmative>

Paul Kane (00:14:23):

It's part of our heritage. It's a part of our culture, isn't it?

Laura Green (00:14:25):

Mm-Hmm <affirmative>

Paul Kane (00:14:25):

And certainly, possibly you might find older people that might want to speak Scots a little bit more or have that confidence and everything we do in Bookbug is about boosting confidence, using language using words.

Paul Kane (00:14:37):

Why not use Scots? We know that, you know, we could start a trend on the chat about Scots words for weather and rain. No other language in the world has as many words for weather and rain.

Laura Green (00:14:49):

Mm-hmm <affirmative>

Paul Kane (00:14:49):

And it's just wonderful to speak languages. Isn't it? The Scots words sound great in your mouth, the sound great when they come out.

Laura Green (00:14:55):

Mm-hmm <affirmative>

Paul Kane (00:14:55):

And everything you say is just about boosting confidence so let's make sure we feel a bit more confident because children will love it. And as you say, we've not even talked about the melodies, the wonderful soothing and comforting Scots tunes that accompany the words.

Laura Green (00:15:08):

Mm-hmm <affirmative>

Paul Kane (00:15:09):

I particularly champion it, you know, wherever I go. And I'm hoping that everyone here today does similarly by the end isn't it? Takes another step further. Yeah.

Laura Green (00:15:17):

Mm-Hmm <Affirmative>. It is nice when you're talking about that generational thing, because quite often I find that if I'm leading a Bookbug Session for a community organisation or for a library, that it'll be the grannies or the grandpas that will bring the babies and the toddlers along. And sometimes when I've been out to nurseries, or sometimes I go out and do a session for Primary 1s and I'll go, right, everybody listening lugs, use your lugs. And, and a few of them say, my granny says that, my granny says, use your lugs. Or my granny says, are your lugs painted oan? That's another one that I've found folk say. So folk dae found a kinda familiarity with that. I'm gonna to go on and

speaking about some examples of songs and rhymes that I've found worked well in the sessions that I do, but I wondered if in the chat, if folk could write, and put in the chat, if they've got any particular favourites that they use. I know that there's plenty of choice on the Bookbug Library of songs and rhymes, but I wondered if folk have used Scots in their sessions before that's worked well, what they've used? Oh Shooglie Wooglie, I dae love the ones where the weans get tae move about and I'm going to be talking about that a minute. Three craws!

Laura Green (00:16:34):

<Laugh> I love Three Craws as well. That's a great one for getting to move about and do their best greetin faces for greetin for his maw. Katie Bairdie's a really popular one. And you can, and it's one of they wans that, again, is such a wee, kinda joyful tune that even if they dinnae ken the words they can enjoy listening to it, and someone's been reading Room on the Broom in Scots. Aye. Anything that gies me an excuse to dress up is good in my book. So I like reading Room on the Broom, cause I get to wear a witch's hat and carry a broom or a besom about the room, for the word in Scots is besom. Okay. So the first yin I'm gonna talk about is wan that is a version of it is on the Bookbug song and rhyme library. And Paul, you and I were talking earlier about this plan that's in the Bookbug resources,

Paul Kane (00:17:29):

Mm-hmm, <affirmative>

Laura Green (00:17:29):

There's a Scots language Bookbug plan and this rhyme is called 'I Have a Little Spider' is on that plan. My version of it is 'I Hae a Toaty Spider' and I'll bring out the spider puppet as you ken, all the wee yins just love this wee spider puppet. And I like using this rhyme because it teaches weans the names for different pairts o yer body. So we can, we can hae shooder. We hae yer heid. And we hae neb. We also hae your chin, but obviously the Scots word for chin is just chin. So that's not, that's not quite as exciting, but also we get to tell weans the name, the name for the spider. So in Scots we hae, in Scots always say multiple words for everythin. There's never just wan choice. There's always hunners of choices. So we hae the word ettercap, which is a really old Scots word. And that's because the Scots word for eight is echt, so we hae ettercap.

Laura Green (00:18:32):

And we also hae another word, that I just found it quite recently, for a spider is a wyver, spelt W Y V E R, of course, because a spider weaves its web so I thought that was quite a nice wee word for that as well. So, as I say, you can find a version of on the Scots Bookbug song and rhyme library, but I changed the version about a wee bit to fit with the words that I would say. Okay, so it goes like -

I hae a toaty spider,
Ah'm awfy fond o him.

He rins up tae ma shooder,
He louns oan tae ma chin.
He rins up tae ma heid.
He louns oan tae ma neb.
An when he's awfy tired,
He rins back tae his bed.
Night, night.

So I find that really engaging to do with the wee yins. I get them to have, they can have their wee spiders on their hand. They can be tickly and what I found, some of them find it quite difficult, but I find it gets, it gets them engaged and it really gets them concentrated if I get them to do it on this side and I say, right, other side and they'll go <ooof> Okay I'm gonna gie it a go. So if you've mair time we'll try it on the other side.

I hae a toaty spider,
Ah'm awfy fond o him.
He rins up tae ma shooder,
He louns oan tae ma chin.
He rins up tae ma heid.
He louns oan tae ma neb.
An when he's awfy tired,
He rins back tae his bed.
Night, night.

So that's quite a nice yin, and that's wan that you can switch up wi whatever words you might use. You might not use the word toaty, you could use word wee, or you could use toatsy, or you could use the word little. It depends how much, how confident that the weans in front of you are as well with their Scots. You might want to start off using little and then start the next time using toaty, you might want to call it a spider the first time, and then, and then start calling it a wyver.

Laura Green (00:20:56):

That's up to you. Yeah, so somebody said in the chat it's guid repetition. Aye, absolutely. And it teaches them, and by, straight away when I've done it before, I've said, you know, I've said to them before, like we did there, you know, we've got oor shooder, we've got oor heid, we've got oor neb. And I kinda expected them, the wee yins to be, to be all ower the place for the first couple times, but they get it right away, right away. They understand this is your shooder, this is your heid, this is your neb. They're very quick at picking it up.

Laura Green (00:21:33):

Okay. Right. So the next one I'm wanting to do is yin that I'm sure you'll all be familiar wi. Again, the weans love this yin. So this is our wee moose. So we've got, so this is a good yin to do with the weans, again, a wee tickly wan and wan that they like doing on their hands. And I'm sure you've all heard it before. It's just

Roon about, Roon about,
Goes the wee moose,
Up a bit, up a bit,
In his wee hoose.

And so they all love that. When I bring this out the Bookbug bag and say right, what do we call this? Mouse. Does anybody ken a different word for this? And some of them will tell you moose, some of them will tell you words in Scots that you might no of heard before. Which is something I found out quite recently, there's a, there's a song I'm gonna dae, the next song, I'm going to dae actually.

Laura Green (00:22:32):

Hurlin Up and Doon in the Big Green Tractor, which is lovely. And it's a song that can get them to, I get them to run on the spot. They're hurlin up an doon, and get them to think about that word hurlin, you know, how fast is the farmer going if he's hurlin up an doon on his tractor? And we get to do that, we could do this way, your hands for the wheels of the tractor and things like that. But I also like to bring my props oot. So I have ma, the farmer's hurlin' up an doon in his big green tractor and this, and I say, right, what's this? And I get potato. Sometimes I get completely random answers as I'm sure that you'll all be aware, or sometimes I'll get it's a rock, it's a pineapple, you know, completely random answers. But as I saying, aye, so, so <inaudible> that right. So in Scots we cry these tatties and a wee laddie was shaking his heid, shaking his heid, shaking his heid, and sometimes that happens because sometimes weans are telt aff for using Scots. So they'll tell me aff. And they'll say, don't say tattie, it's potato and things like that. So I was prepared for that. I said, I said, is it no a tattie, whit is it? And the wee laddie was like vigorously shaking his heid and I said, what is it then? And he went, it's no tatties, it's totties. Because that was the way that he pronounced it in his faimly. That's, that's what they called it. They didnae have mince and tatties, they had mince and totties. So that's quite exciting when the weans can tell you their ain dialect words or their pronunciation of Scots words can differ fae yours as well. And as we said at the beginning, there's nae right or wrang. We can, you know, we can sing that the farmer's gaithering in totties, if that's what you want to sing. So Hurlin up and doon in the big green tractor, do you ken this yin, Paul?

Paul Kane (00:24:18):

I kinda know it but I can never remember it cause I don't do it that often. So I'm glad we're doing it, even for my benefit this afternoon.

Laura Green (00:24:26):

It's loads of fun. So this is wan of they wans that if the weans are enjoying it, you can hae the fairmer, fairmer bringing in eight different types of vegetables fae their fields if you want tae. If they're no so keen, he can only be bringing in a couple, then he's going hame fir his tea. But we hae the fairmer bring in the tatties, we also hae the fairmer bringing in the ingins. Look at the size of that. That's just Lidl's finest there, other supermarkets are available, but it's, it's a good size, a broon ingin. We also hae the fairmer can bring in

neeps. And I also cheated a wee bit recently and have the fairmer bringing in the haggis. So I don't know, I've confused some weans, some weans, think that haggis grows in the ground the same way that carrots and tatties, and ingins and neeps dae. But never mind, it fitted in with the song. So I get the weans and bairns to dae this with their hauns and the faster that we go, cause sometimes can we start, we can start a verse slowly. And then when the last verse, when the fairmer is just wantin hame for this tea and hame to his bed, we can go really quickly. Okay.

Paul Kane (00:25:36):

Everyone joining in, are we ready? Just checking.

Laura Green (00:25:38):

Okay. So first of all, we're bringing in the tatties, so we'd go

[Singing] Hurlin up an doon in the big green tractor,
Hurlin up an doon in the big green tractor,
Hurlin up an doon in the big green tractor,
Bringing in the tatties.

[Speaking] And we can have them stamping their feet when they're daein that. And moving along, I wouldnae hae them running back and forth, that is a mistake I wouldnae make again, I would hae them staying on the spot and the next wan he's bringing in the ingins. So we could teach them the word for ingins. So we would say, go a wee bit faster, get our wheels, get our stamping in the spot. It's getting a wee bit quicker. The sun's, you know, not looking so bright. He has to get this done. So we do

[Singing] Hurlin up an doon in the big green tractor,
Hurlin up an doon in the big green tractor,
Hurlin up an doon in the big green tractor,
Bringing in the ingins.

[Speaking] And then if the fairmer is wanting hame for his dinner and we've got tae bring in the neeps, we do it really fast and they love this bit, we'd go really fast and run on the spot. We would go

[Singing] Hurlin up an doon in the big green tractor,
Hurlin up an doon in the big green tractor,
Hurlin up an doon in the big green tractor,
Bringing in the neeps.

[Speaking] And we can do that a couple of times and they all absolutely love it. And as I say, I can hae, sometimes I have, if I've got the benefit of a screen behind me, I can have different pictures of tractors in different colours. So we can go ower our colours, when we're daein the colours of tractors. We could have purple tractors, blue tractors, red tractors, green tractors. We can hae any kind of vegetables you want. You can cheat a wee bit. It's Burns Night coming up. You might be wanting to have them bringing in the

haggis as well, so they can have haggis, neeps and tatties. But that is wan that goes doon really, really well. And that is yin is on the Bookbug's song and rhyme library too. And it's also in the Scots language plan, I think as well, that you can use for that too.

Paul Kane (00:27:45):

I also like it, Laura, because of course it's that thing about different ages as well. So we've got all our toddlers doing the actions, but wonderful in Bookbug Sessions, because all our babies can be watching face to face feeling that they're on the tractor as well, bouncing, great for all ages, isn't it?

Laura Green (00:28:01):

Aye definitely. A wee bit of bouncing there for the wee yins is definitely nice. And I do like the wee, they wee tickly wans though, with Roon aboot, roon aboot and the spider, that's nice. That's nice for everybody to do. And the toddlers even laughing, they dae it theirsels and like, you're tickling your own oxter. You're... why are you surprised that it's tickly? But aye they do like it as well. Right so next I'm gonna talk about some rhymes and songs that are English and what I've done is I've just made them my ain by translating them into Scots. So the first yin we have oor pal, the fish. So this is a really good one that I use. I use 1, 2, 3, 4, 5 for teaching some Scots numbers. So Paul, are you, can you help me oot please? And could you sing just 1, 2, 3, 4, 5, in English, please. And then I'm going to explain a wee bit about the Scots version that I dae and sing the Scots version.

Paul Kane (00:29:06):

Great. Is Bob still there? Is Bob still there? That's Bob here. Just leave that with you, right? Okay. Everyone joining in. Are you ready? Right we are ready.

[Singing] 1, 2, 3, 4, 5,
Once I caught a fish alive,
6, 7, 8, 9, 10.
Then I let him go again.
Why did you let him go?
Because he bit my finger so - ouch!
Which finger did he bite?
This little finger on my right.

Laura Green (00:29:43):

Fab. So what I do in my Scots Bookbug Sessions is that we do that as well. So that, we want to make sure that the weans have got something familiar to hold on to because when I tell them the Scots words for the numbers, that's a lot information for them to retain. So I always say them, I'm going tell you the Scots word for the numbers. If we're missing it, dinnae worry if sometimes you get mixed up and you sing the English words for the numbers, cause sometimes I'll do that as well. So I tell them not to worry aboot that. So we - and the other thing that is interesting and fun about Scots is that there's mair than wan

word, there's mair than yin word, there's mair than een word. There's mair than ane word for the number one. So that's what we have.

Laura Green (00:30:33):

We have yin, een, wan and ane, all for the number one. So I try to choose the maist appropriate word for the region that I'm in. I would, the one that comes maist naturally to me is yin or wan. Okay. So I would use one of them. Of course we have yin, then we have twa for two, three is just three. We have fower for four and five is just five. For six it's just six. And then we have seeven, we have echt and I get them to practise that echt, making that sound in the back of their throats, because sometimes that's a sound that they don't usually make. Even in Scots words, like loch, some wee yins huvnae got that sound yet. Some of them would say lock. But then nine and ten are just the same.

Laura Green (00:31:32):

The other thing that I like to teach them in Scots is the word pinkie. Now pinkie is whit we cry a covert Scotticism. And I always think the concept of a covert Scotticism sounds brilliant. I think it sounds like there's, like covert Scotticism just walking along at a park bench and, you know, swapping briefcases with somebody going, you know, hiya, I am a covert Scotticism. Shhh! Dinnae tell anybody. But a covert Scotticism is something that doesnae sound particularly Scottish. In fact, folk might not even realise it's a Scots word until they go to another country or speak to somebody who's a non-Scottish speaker. And you say a word like pinkie or you tell somebody you're going for your messages or something like that. Or you say that, you know, something, something is outwith your control and folk dinnae ken what you're talking about because you're using Scots words wi them.

Laura Green (00:32:25):

Another wee thing that I like to tell folk as well, if there's, you know, if there's teachers there or parents there and I'll say to them, you know, pinkies an interesting Scots word, because it comes from the Dutch word for little finger, which is pink, in Dutch, the word for your little finger is pink. So again, you know, explaining to folk about the history of the language, I have to say the wee yins urnae bothered about where the word comes from, they dinnae care that it's Dutch <laugh>, but some of the, some of the parents are interested, and some and some of the teachers and practitioners are interested as well. So here we go. In Scots, we've got

[Singing] Yin, twa, three fower five,
Yince A caught a fish alive,
Six, seeven, echt nine ten,
Then A let it go again.
How did ye let it go?
Acause it bit ma finger so,
Which finger did it bite?
This wee pinkie oan ma right.

Laura Green (00:33:30):

[Speaking] So again, that's wan of they wans that you can adapt to what you would say. If you think echt is gonna be a bit far for your learners, cause might not have that cht sound might be difficult for them to remember or difficult for them to reproduce their voices. You can take that oot. If it's, I said yince I caught a fish alive, you might say wance I caught I fish alive, or you might stick with the English, once. I say acause it bit ma finger so. So in my vocabulary it would be acause instead of because, afore instead of before, ahint instead of behind, I would, I use all the ah words. So acause is in ma vocabulary. But again, for you, it might not be something, you might think well I'm a Scots speaker, or am I comfortable with the, you know, teaching yin and twa and fower, but I wanna keep the rest of it the same to make it easy but again you can make it, give them a version that's got some Scots in it to begin with and then build up the amount of Scots as your group becomes mair confident. Okay. I've got an out of season prop next.

Laura Green (00:34:42):

Okay. So this is, and I've got another, got his pal. I really need to find Burns night <laugh> ducks because all my ducks are Christmas themed ducks. I don't know why, but they are, but another, wee yin I like to sing in Scots is another wan that's great for counting, for teaching counting, is Five Little Ducks. So Paul, I won't get you to sing all them. Can you just sing me one verse, please, of Five Little Ducks in English.

Paul Kane (00:35:15):

[Singing] Five little ducks went swimming one day,
Over the hills and far away,
Mummy duck said quack, quack, quack, quack,
But only four little ducks came back.

[Speaking] Is that enough to get started?

Laura Green (00:35:33):

Aye absolutely. So again, I would just, what I would do is you can go as far with the Scots as you want in this yin, or you can just add a wee bit of Scots and build it up. So instead of saying over the hill and far away, I would say ower the brae. There are, you know, brae is a word that is in lots and lots of Scottish place names. And some folk stay in places with the word brae in it, and might not even realise that that's what the word means, that it means hill. And also have fower wee ducks coming back. And I sing it to a slightly different, I've got a slightly different arrangement from you, Paul.

Paul Kane (00:36:09):

You can. There's melodies all over Scotland. Every song as a different tune. Go with it. Stick what you know best.

Laura Green (00:36:16):

Okey-dokey. So I've got

[Singing] Five wee ducks went swimming yin day,
Ower the the braes and faur away,
Mammy duck says, quack, quack, quack, quack
but only fower wee ducks came back.

Paul Kane (00:36:38):

Love it.

Laura Green (00:36:39):

So that's another wee yin I like to translate into Scots and my favourite though, Paul, and I ken this is one that you really like as well, involves this felly here.

Paul Kane (00:36:54):

Oh, the puddock!

Laura Green (00:36:55):

The puddock.

Paul Kane (00:36:57):

Kermit the puddock.

Laura Green (00:36:58):

Yes, Kermit the puddock. Yep, aye. So this is yin that actually is hard to dae with your mask on, see if you're in a Bookbug Sessions wi our masks on and we need to be sticking oor tongues oot. This can be a bit difficult, but when we are using Zoom the day and what I've found really, really easy, actually somebody gave me a tip. I was getting maseel in to a fankle, with trying to record my screen and record videos of me doing these wee songs so that sometimes the weans could see my full face and my lips. Instead of that being covered with a mask and I discovered it, actually, it's really, really easy to record yourself on Zoom. You can set up a zoom meeting with yersel for free. You can record it. And it when you save it automatically saves into an MP4 format. So that's a little, a wee IT, a wee Scots IT tip for you as well. Because I really like this one. This is, an English version of this is on the song and rhyme library and it's called the Little Green Frog. So would you, would you do a wee rendition in English?

Paul Kane (00:38:04):

I'll do a wee bit of it. It might be a slightly different tune, everyone will have a different tune, but this is my version of it, which is lovely. So I'll imagine Bookbug. We are gonna get you to stick your tongue out, like a puddock, catch those flies Bookbug. Are you ready?

[Singing] Mmm mmm went the little green frog one day,
Mmm mmm went the little green frog,
Mmm mmm went the little green frog one day,
But the frog went mmm mmm bleblebleble!
But we know frogs go tra, la la, la la,
Tra, la la, la la, tra, la la, la la.
We know frogs go tra, la la, la la.
They don't go mmm mmm bleblebleble!

Laura Green (00:38:52):

Absolutely. This is yin I love teaching it. As you say, a puddock is the Scots word for a frog or a toad and we also sing toaty, I think, toaty wee puddock. So I do

[Singing] Mmm mmm went the toaty wee puddock yin day,
Mmm mmm went the toaty wee puddock,
Mmm mmm went the toaty wee puddock yin day,
And the puddock went mmm mmm bleblebleble!
But we ken puddocks go shoobie doobie doo,
Shoobie doobie do, shoobie doobie do.
We ken puddocks go shoobie doobie do,
They dinnae go mmm mmm bleblebleble!

[Speaking] So again, that's one, if you ken, you might wannae change... you might not happen to have toaty, also, I said ken, I said, we ken puddocks go. Ken might not be in your vocabulary. And also dinnae might be in your vocabulary because for some reason, and I was a conference about this yin day and a couple of PhD students at the University Glasgow spent ages on a linguistics project finding this oot, but in Glasgow, there's what they call a dinnae gap.

Laura Green (00:40:11):

So folk in Glasgow say, cannae, wouldnae, shouldnae, willnae but they dinnae say dinnae. They said, don't, so dinnae might not be in your vocabulary either, even if using that, you know, using that grammar or using that suffix -nae is in your vocabulary. So that's, I thought that was quite a wee interesting wan. I wonder if there's anybody fae Glasgow in that does say dinnae.

Paul Kane (00:40:35):

Let us know on the chat.

Laura Green (00:40:36):

Aye, please do. So I wondered also if onybody could think of anymair sangs or rhymes in English that would work well in a Scots translation. Particularly I do like doing one with animals in them. Old McDonalds, ken that's a really good wan. You can have cuddies, you can have puddocks, you can have deuks and you can have dugs, you can have coos. But

one I've also done quite recently that folk like, if you drap in a place name, cause I go aw ower the place, is I do Grand Old Duke of...wherever. So I do Grand Old of Ayr, Grand Old Duke of Crieff. And he just goes up to the tap of the brae wi his men. And, you know, when he is only, when he is ainlie haufway up, he's neither up nor doon. So some songs I think are easier because of the rhyming scheme and things like that to translate into Scots than other yins. But I wondered if onybody had any burning desire or any good ideas about how they could translate a song into Scots.

Paul Kane (00:41:47):

Throw it into the chat, anyone. So if you do have, I think, or maybe you're already singing, a Scots, a translate into Scots of a song or rhyme, let us know what you've decided to, kind of, change yourself. And we'll throw that over to Laura, but it's also nice to share this. Lovely.

Laura Green (00:42:03):

Oh - aye the Hokey Cokey using Scots body parts. Aye. That's a great idea. Pick your left airm in. Yeah, then you can shoogle it about.

Paul Kane (00:42:14):

I've been using shank for leg Laura. Put your richt shank in, your richt shank oot.

Laura Green (00:42:19):

Aye, aye. Row, Row. So Row, row, row your boat. So the Scots pronunciation of row would be row. I'll need to hae a think about that. Gently doon the burn. You could have gently doon the burn. Yeah. Heids, shooders. Yeah, heids, shooders, shanks and teas. Aye. There's a worm at the bottom of the garden. I dinnae ken that yin.

Paul Kane (00:42:43):

There's a worm at the bottom of the garden and his name is yeah, I dinnae ken it either, no, I, I think that's how it goes, but sorry, sorry, Anne. I should know that, you're right.

Laura Green (00:42:54):

There's something in Scots grammar where we dae, you might have heard some Scots speakers say this, where we don't, when we're going to say there is sometimes we say their, their, their a worm at the bottom o the gairden, so we don't, we say theirs. Roon and roon the gairden like a teddy bear. Aye. Ane step, twa step. I like that idea as well. These are great ideas. I'll be stealing all of these for my next Bookbug Session that I'm doing.

Laura Green (00:43:21):

Right okay. I've got time to show yous some stories that are originally in Scots. So I've got a couple here and then I've got a couple of translations as well. So the first yin I've got is Nip Nebs. Now Nip Nebs is written by Susi Briggs. It's illustrated by Ruthie Redden and it

is published by Curly Tale Books. And I don't know if you've, I think Susi Briggs is an author that is on your live literature site as well.

Laura Green (00:43:51):

She does a podcast as well called Oor Wee Podcast, which is fabby. They do audio stories there. But she has written this story about this wee, wee creature called Nip Nebs and of course your neb is your nose. So it's a bit like Jack Frost who comes and nips your nose, but there is this nice wee line in it that I like to teach weans a bit Scots vocabulary, because a lot of this is just, is letting your weans see the illustrations. So, you know, your toddlers or your five year olds, you're letting them see the illustrations and work out what the words mean according to the context clues. And that can be by the actions that they're doing, and in the movement. Or by, I dunno if you can see that illustration, I think the light's shining on it, or by the illustrations that you can see, but Nip Nebs there is, is skating along a big lake that is all frozen over.

Laura Green (00:44:42):

So the line says 'Or skiting fu pelt ower the puddles. Wheech!' Oh, so I like this story because it's got, the illustrations in it are absolutely beautiful. And the words are very evocative and it's a nice wintry story as well. And I like to get them to think about skiting. What does that mean? What could that mean about how, what's that Nip Nebs daein? Fu pelt. What does that mean? How fast is he going? If you were to run at me fu pelt, how fast would you be going? And getting them to work out what the vocabulary means according to they context clues.

Laura Green (00:45:16):

Another yin that I really love daein, and this is really good for transition. See if you're doing a transition session where your group is maybe going to school, you know, they're going from nursery to school, this is a lovely, wee one. It's My Luve's Like a Red, Red Rose. And this is, of course the words are originally by Robert Burns. It's illustrated by Ruchi Mhasane and it is it's published by Picture Kelpies' books. And then this is, we've got, of course my love is like a red, red rose is about two people that are love that are being separated, but in this, we've got the words of the poem, and we've got an illustration of the, wee girl being separated fae her mammy. I really like this one, because it shows, you know, the wee girl separated for mammy and it says "And fare thee weel, my only luve. And fare thee weel awhile!" but in the rest of the book it shows the wee girl coming back. So I think it's quite nice for getting our groups to think about right what's gonna be happening next or even because it doesn't have to be somebody going to school.

Laura Green (00:46:25):

It can be when they're going to nursery. You know, how we always have the tears, din't we? We have the greetin weans they're going to nursery, even if it's just for a couple of oors. You can say but look, you know, the mummy's coming back, the wee girl's coming back and the mummy's coming back. So those are two nice yins. Oh, somebody's doing

that one for Bookbug next week. I think that's, My Luve's Like a Red Red Rose. That's great. And again, brilliant for props. I've got a wee felt red rose that I use for that and I can pull that out of my bag. And the weans are good at telling me, I always say, what colour is it? And there's always somebody that goes green. Cause it's got a green stem, I'm like well fair enough. That's true. That is green.

Laura Green (00:47:05):

I've also got a lot of stories that are translations. So for this one, we've got We're Gangin on a Bear Hunt, which is of course a Scots version of We're Going on a Bear Hunt. The English version is written by Michael Rosen and illustrated by Helen Oxenbury. And the Scots version has been translated by Susan Rennie and that's a Picture Kelpies book as well. What I love about this one is that the, the weans that you're going to be reading this story to know this story already. There's always a big cheer when I bring this out of my bag, they'll love it, don't they? And you can get them on their feet. And again, you can get them thinking about what the meaning of the words are according to the context clues and accordingly to what they can see in the pictures and what we are daein when we're moving. So Susan Rennie actually put on her website, it's got a bit about the history of the words that she chose.

Laura Green (00:47:59):

So she used older Scots texts to find the words that describe the movement and describe the sounds. So we've got "Plish splash! Plish splash! Plish splash!" for when they're going through the deep cold river and we hae got, sorry, I just finding my wee post-it there. We've got, they've got this sticky mud "Plotch plodge! Plotch plodge!" And when we're going through the forest, we've also got "Stummle stot! Stummle stot!" So I love doing that with the wee yins, and getting them to stand up and getting them to skate, you know, when they're going across the snaw, they plish splash and getting them to stumble about the place when we're doing stummle stot.

Laura Green (00:48:41):

I see somebody writing in the chat about Sweetieraptors. Sweetieraptors is a lovely Scots book and on Susan Rennie's site there's quite a lot of content there that you can look up. She's got her Animal ABC, for example, on there free for you to look at.

Laura Green (00:48:58):

Right. My next one, I'm gonnae look at leads us in nicely to be thinking about dialects. So Paul, if you dinnae mind, I'm going to, I'm going to ask you to gie me a wee hand again, please. I'm just gonnae share my screen with you just to show you, cause what I'm gonnae do, I'm gonnae show you... here we go. That should be all right. I'm just going show you. This is The Gruffalo's Child. So we've got The Gruffalo's Child. Obviously the The Gruffalo's Child is by Julia Donaldson. The Doric Gruffalo's Bairn has been translated into Doric, has been translated into Doric by James Robertson. The Gruffalo's Wean has been translated by James Robertson as well. And they're both from Itchy Coo Black and

White Publishing. So if I read the Doric version, Paul, would you read the Glaswegian version? Okay. So we've got, "I met him," the Gruffalo said, forlorn, "A lang time syne afore ye wir born." "Fit dis he luik like? Tell me Da! Is he blaik an coorse as a hoodie craa?"

Paul Kane (00:50:09):

The Gruffalo's Wean. "Ah did meet him wance," sez the bold Big G, "It wiz pure ages ago but whit a sight tae see." "How, whit did he look like, Da – tell us the noo. Diz he go iz dinger? Is he missin a screw?"

Laura Green (00:50:25):

Fab. Thank you very much. So I think it is quite nice to pick a version, and there's loads of The Gruffalo, translations of The Gruffalo. They're in loads of dialects, in Shetland, they're in Orkney dialect, they're in Doric, they're in Glasgow, they're in Dundee. And we've got, a kinda generic Scots version as well, so these are fab for bringing the words from the Scots speaking community that you bide in, or that you deliver your sessions in. But it's also quite nice, I think, to read them, something a wee bit different sometimes, to say, right? We do you think this word means, because again, The Gruffalo and The Gruffalo's Child are examples of stories that they all ken really, really well. So you know, the toddlers would be able to tell you, or the parents or the babies would, might be able to tell you I dinnae ken that's what they called it somewhere else. Or what's mair likely, what I found is folk say, actually my next door neighbour says that because she's fae Peterheid, or, you know, my mother said that and she stayed in Ayr or whatever, it might be. Folk have usually heard these words before, and they ken somebody, not only that, that they ken somebody who, who uses that particular word. So that's quite nice as well to bring in some different dialects.

Laura Green (00:51:45):

Let me see, what we got next? We're nearly at the end of oor time. So what I'd like to dae is just talk a wee bit aboot parental engagement. So you heard me saying earlier on that I get some queries fae parents and teachers. Maist of the time people will say people are interested in, you know, appropriateness. That's something that I get quite a lot, because we are bringing in a different language. And because we are bringing in a language that has faced some stigma in the past, sometimes some people, what can sometimes get from people who might not be opposed to it themselves, but they will say I'm concerned about opposition fae other folk. And whit they ask me about is how do I know, you know, if we are bringing in Scots, how do we know, how do I know when I should be speaking Scots to the weans in front of me and when we shouldnae, and what my response normally is to that is I would say, well, if you are having your, if you're in a nursery setting and then you're going on to do, look at, you know, shapes, or you're going to look at numbers and counting, or you might going to do story time, reading a story in the medium of English, you know, don't be, don't be feart to say, now we're doing their shapes.

Laura Green (00:53:14):

So can we, can we be using English noo, but what dae ask folk to do is be careful how they communicate that idea, because I always ask them to think, you know, would you ever, if you're, if one of the weans in your class had Polish as another language and they used a Polish word, you wouldn't be saying now, don't you be using that word? You know, you'd be saying, you know, the English word for this shape though, is a triangle. We'll be using, we'll use the English word for this shape, or whatever it might be. Again, if somebody was, you know, if somebody used Gaelic, you wouldnae be sayin tae them no, no, no Gaelic because the Gaelic Bookbug Session is over. You know, we'd thinking carefully about how we communicate that idea and making sure that that weans feel their voice valid, which I'm sure absolutely everybody in this session would agree wi.

Laura Green (00:54:03):

Another question I get is Scots a dialect? And the only answer that you have to say that is very clear. Scots is a language and there are many dialects. It's as clear cut as that. There's nae I think, you know, it's just a fact, you know. It is what it is, it's a language and there are many dialects and the maist exciting question I get fae folk, which I love to answer is when they ask me, where can I find more? And for answer to that, we can find more in the, of course, the Scottish Book Trust Bookbug Library, the Scots Language Centre, the organisation I work for, we hae a website. It's scotslanguage.com/learning, we'll just put links up, and we've got games for children that are preschool, that are in early years settings and they can do loads of fun stuff. They can, they can...there's like a kinda Scots hoose and they've got to read it up and they can lift up the motors off the carpet and they can put the dinner on and they can boil the kettle and also sorts of interesting things.

Laura Green (00:55:03):

We've also got, there's also a website with a lot of early years content from Matthew Fitt, which is called who, you know, from the, from Itchy Coo publishing, he's done a lot of translations in Scots and that is called Scots in schools. And also the publishers, publishers that I know of and I'm sure there's mair, that publish books that are either originally in Scots or Scots translations are Curly Tale Books, Kelpies, Floris Books, Itchy Coo and Black and White Publishing. All of them, you'll find braw Scots texts fae all them. So I think that is all I've got tae talk about. I'd be interested to see if folk have got ideas or recommendations for stories to share in the chat. And also it'd good to ken after this session if mair folk are feeling a bit gallus. That would be nice to ken as well.

Paul Kane (00:55:59):

Well, I think let's do that poll right now, actually, Laura, which is always quite good. We're putting ourselves up for this, but we're going, we're putting another poll. We've only had 60 minutes of this. However, let's do this poll and think, how do people feel now? Just listening to Laura, what she had to say, her tips and advice about giving it a go. In fact, here we go now. So here's the poll again, on a scale of one to ten with one being the lowest, how, one's the lowest, how confident do you now feel possibly about approaching

Scots? Has that helped you? Are you less of a feartie now and think what's there to lose? You know, I'm pretty sure the Scots, what I mean by that is the Scots language Police aren't gonnae come and knock on your door and say you pronounced that word wrong and take you away to the jyle, jail?

Laura Green (00:56:46):

Jyle. Jyle.

Paul Kane (00:56:47):

Thank you, Laura. So there's no such thing. And that's important. And I love that fact. And I was just gonna say Laura, when that was dawning on me, from some of the feedback we have from working with families. I sometimes think some of the hard to reach families, you know, the families that possibly don't engage with the storybooks and songs and rhymes and, they might engage more in the Scots songs. They've sometimes engage more in the Scots book.

Laura Green (00:57:12):

Mm-Hmm <affirmative>

Paul Kane (00:57:13):

Because they think, hang on a minute, you know, the mums and dads are like, I speak like that. I dinnae ken you could get a Glasgow, you know, Gruffalo book. So sometimes it's a way in with some of those hard to reach families, isn't it? Scots?

Laura Green (00:57:25):

Aye. Absolutely. Absolutely. It is and a lot of time it's nice to be, sometimes, the folk, the person in the room that isnae the great authority, you know, because I go ower the country, I get folk, you know, the parents and the nursery teachers or, you know, the other Bookbug Session Leaders come to me and saying we do this book or we use these words, or we sing this version, Ally Bally's a fab example for that, actually. Whatever I go in the country, they've got a different verse for Ally Bally that I huvnea heard before. Everybody's got a different version of that. Their ain version of that.

Paul Kane (00:58:06):

So let's end the poll. Have we got any fearties? Fingers crossed. Do we see any fearties?

Laura Green (00:58:16):

Nae fearties! Nae fearties! My work is done.

Paul Kane (00:58:17):

And look at that. Everyone, nearly everyone, of course we know that's only 60 minutes, but nearly everyone's now pushing from seven plus, eights are good, nine's gallus. I love it.

We're all barrie. I use the word, barrie. I think that's an Edinburgh word. Barrie. Means you're, means things are good. Things are great.

Laura Green (00:58:35):

Mm-Hmm <affirmative>.

Paul Kane (00:58:37):

Honestly, thank you, Laura. We could spend, we could spend more time. We might even get you back at some other time for a part two. I think it's always nice sometimes to have follow-ups, you know, and take it to the next level, the next stage. And some of our, you know, delegates can come back and boost their confidence again.

Laura Green (00:58:51):

That would be really nice. I'd really be interested to hear if folk have got ideas. If they've gonnae use different or new Scots texts or translate a song or a rhyme, it would be braw to hear how everyone got on. And I've just put in my, I run the education Twitter account for Scots language. It's @LairnScots. So I've just put that in the chat so that folk can follow me @LairnScots. And all I dae is post about different resources and web links and texts and help, and lots of audio visual resources that you can use that can help you in your journey with Scots. So I'm glad to be a help.

Paul Kane (00:59:29):

Thank you so much, Laura. And just the wee reminder, don't worry if you haven't had time to jot any of these things down. In that email we will send you all the links and information, so you can follow Laura but also all links from more Scots resources as well. Now, for those that are staying on, why don't we end with the goodbye song, Laura? I was suddenly thinking that.

Laura Green (00:59:46):

That sounds good. I would sing cheerio.

Paul Kane (00:59:50):

Is cheerio a Scots word. I was thinking?

Laura Green (00:59:52):

I would say, I would say cheerio, aye, or sometimes finish with Ally Bally because, actually, can we finish with a wee verse of Ally Bally because what I like to do in my Bookbug Sessions, and it's amazing how well it works. We sing Bookbug a lullaby, Ally Bally, and then everybody's got be really, really quiet while they go and wash their hands or while they go and put their jackets on cause Bookbug's sleeping. And if we're really, really quiet, I can just put Bookbug on his car seat without even waking them up. Okay. Ready?

[Singing] Ally, bally, ally bally bee,
Sittin on yer mammy's knee,
Greetin for a wee bawbee,
Tae buy some Coulter's candy.

[Whispers] Okay. Right. Bookbug's almost asleep. We'll just have to finish there Paul.

Paul Kane (01:00:48):

Goodbye everyone. I don't wanna wake you up. We'll see you again. And the next webinar very soon. Sign up for the Julia Donaldson webinar. She does some books translated in Scots as well. So look out for that. We'll see you very soon. Bye everyone. Thanks for joining us.

Laura Green (01:01:05):

Thanks so much everybody. Cheerio!