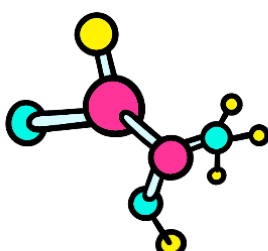
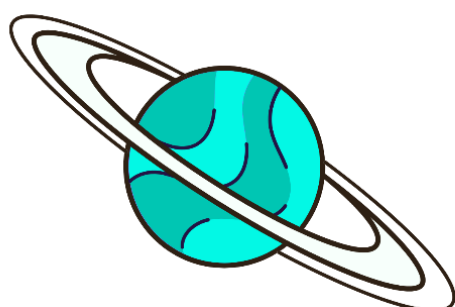
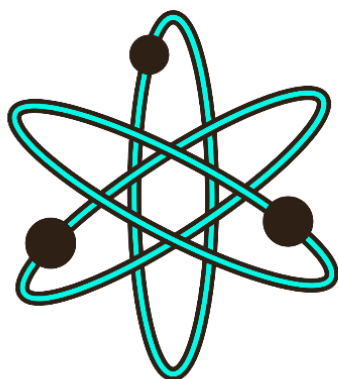
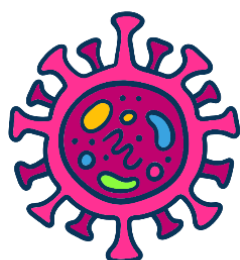




Topic: My Big Dreams – You Can Do It in Poland

Lesson duration: 45 minutes

Target group: students in grades 4, 5, and 6 of primary school



General objective:

Strengthening students' sense of agency, national pride, and belief in their abilities by learning about inspiring examples of contemporary Polish women and men who, through dreams, passion, and perseverance, have achieved success.

Specific objectives

Knowledge

The student:

- Explains the concept of a dream and understands the difference between a dream, a goal, and an action plan;
- Recognizes and briefly describes examples of contemporary Polish women and men who have achieved their dreams/goals, e.g., Stawosz Uznański-Wiśniewski, Zoja Skubis, Iga Świątek;
- Identifies factors that support achieving dreams (perseverance, work, cooperation, learning from mistakes, support from others);
- Understands that failure is part of the process of reaching a goal and can provide simple examples of “what this teaches me”;
- Knows the 6 proposed steps to fulfill a dream (from the worksheet) and can discuss them in their own words.

Skills

The student:

- Organizes fragments of a song text, listens to the piece, and verifies the correct order (analysis, correction);
- Argues in a short oral statement why a given achievement inspires admiration/pride (reference to values and effort);
- Identifies traits and habits of people who have achieved their dreams (e.g., consistency, training, curiosity, courage);
- Works collaboratively (role division, listening, reaching consensus) during a board game and tasks with images/characters;
- Creates their own mini-plan (on the “6 steps” worksheet) for a chosen dream: formulates the goal, steps, resources, progress indicators, potential difficulties, and ways to overcome them;
- Presents the results of their work (poster/class notebook page) and receives feedback;
- Draws conclusions after presenting a person: “what can I specifically apply to my own plan?”

Attitudes

The Student:

- Strengthens a sense of agency (“I can plan and take the first step”);

- Develops resilience to challenges (accepting mistakes as lessons, willingness to revise the plan);
- Shows respect for diverse paths and talents (various fields: sports, science, arts, entrepreneurship);
- Fosters responsibility for one's own learning process (revisiting the plan after 3–4 months, self-reflection);
- Builds pride in Polish achievements and understands their contemporary relevance (technology, literature, science, sports).

Forms of work

- Individual: “6 Steps to Achieve a Dream” worksheet, final reflection;
- In pairs: song lyrics puzzle; analysis of photos/people and formulating hypotheses “what did this person dream of?”;
- In groups: board game with sentence completion; discussion and selection of “success traits”;
- Whole-class (team): presentation of material about famous Polish people, sharing conclusions, mini-debate;
- Movement/expressive: “Show it” (with gestures), “Who am I?” (Yes/No questions);
- Reflective: final round “Today I was impressed by the dream of...”.

Methods

- Work with a song and image;
- Guided discussion and mini-debate (arguments “why is this achievement important?”);
- Activating methods: board game with sentence completion;
- Case study: short “success stories” – analysis of factors and conclusions to apply;
- Mini-project: individual “6-step” plan;
- Feedback and self-evaluation: review of the card, decision to revisit the plan in 3–4 months.

Teaching aids / Educational resources:

- Printed and cut-up lyrics of the song “*A million dreams*” (individual lines/verses) + audio recording of the song, speaker
- Cards with photos and short notes about selected Polish men and women
- Board game (spaces with sentences to complete), pawns, dice
- Worksheet “*6 Steps to Achieve Your Dream*” (one per student; space for goal, steps, deadline, indicator, resources, risks)
- Art materials (A4/A3 paper, markers, glue – for poster/class album)
- Optional: timers for task duration, stickers

LESSON PROCEDURE

PREPARATORY PHASE – INTRODUCTION

Time. 10 min.

Students work in pairs and receive the cut-up lyrics of the song "*A million dreams*" (Appendix no. 1) – they familiarize themselves with the text and together decide on the correct order, arranging the song lyrics.

The teacher talks with the students about the song lyrics, encouraging them to share their thoughts about dreams

Suggested narration for the teacher: *Dreams are special thoughts and images in our minds that show us what we really want, what we would like to experience, or who we would like to become. You can compare them to a movie we create ourselves – in this movie, anything is possible: you can fly like a superhero, live in a castle, become an astronaut, or simply get your dream bike.. "Dreams are important because:"*

- they give us strength – when we have a difficult day, a dream can make us feel better,
- they show us the way – sometimes dreams turn into goals that we can truly achieve if we try hard,
- they develop our imagination – thanks to them, we learn to think creatively and come up with new ideas.

ACTION PHASE

Time 35 min.

1. Board game (about 10 minutes)

The teacher divides the students into groups of 3–4. Each group receives a board game (**Appendix no. 2**), the appropriate number of pawns, and a dice. On the board, there are sentences to be completed – students play the game moving from start to finish, completing the sentences on which their pawn lands.

Sample teacher narration: **Now it's time for group work.** *Please form groups of four. Ready? Here is the board game, a set of pawns, and a die. Everyone, please choose your pawn and place it on the Start field. Each player rolls the die and moves their pawn to the corresponding space. On most spaces, you'll find sentences to complete. When you land on a space, finish the sentence aloud.*

Your task is to reach the Finish field. Is everything clear? And remember – be creative!

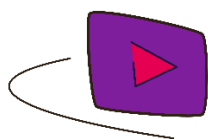
When the students finish the game, the teacher asks volunteers to share their ideas for completing the sentences from the board..

2. Presentation of the material – let's get to know inspiring stories of famous Poles (about 15 minutes)

The teacher asks the students if they know anyone who has managed to make their dreams come true – the students share their knowledge and experiences.

Tip: *If the students don't know anyone, the teacher can tell the story of a person of their choice – it can be one of the Poles presented in the project or someone the teacher knows personally. Let's remember that everyone has dreams. The teacher shows the students photos of famous Polish women and men and asks them to share their thoughts with the rest of the class.*

The teacher shows the students a film about Polish women and men who have made their dreams come true.



After watching the video, the teacher asks the students to share their thoughts..

Example general conclusion: *Anyone can make their dreams come true if they put effort into achieving them. Obstacles are only stops along the way to the goal.*

3. Exercise – personalization (about 15 minutes)

The teacher informs the students that it is worth thinking about their own dream and applying a few simple steps to make it come true.

The teacher presents six simple steps that can help in fulfilling one's dream (**Appendix no. 3**). Willing students read the presented steps aloud.

The teacher gives each student a separate copy with the six steps to achieving their dream (**Appendix no. 4**).

The teacher asks the students to independently choose one dream and complete the worksheet. It is important that during the individual work, the teacher is available to help students who might have trouble coming up with a dream or filling in the worksheet.

Students stick their completed worksheets onto a larger poster. The teacher collects them, or the students paste them into a class notebook or album, etc. It is a good idea to return to this task after 3–4 months, so that everyone has time for reflection.

CONCLUSION – summary and reflection

Time 5min.

The teacher sums up the lesson and asks the students to finish the sentence: *Dreams are...*

Appendix no. 1

I close my eyes and I can see

A world that's waiting up for me

That I call my own

Through the dark, through the door

Through where no one's been before

But it feels like home

They can say, they can say it all sounds crazy

They can say, they can say I've lost my mind

I don't care, I don't care, so call me crazy

We can live in a world that we design

'Cause every night I lie in bed

The brightest colors fill my head

A million dreams are keeping me awake

I think of what the world could be

A vision of the one I see

A million dreams is all it's gonna take

A million dreams for the world we're gonna make

There's a house we can build

Every room inside is filled

With things from far away

The special things I compile

Each one there to make you smile

On a rainy day

Every night I lie in bed

The brightest colors fill my head

A million dreams are keeping me awake

I think of what the world could be

A vision of the one I see

A million dreams is all it's gonna take

Oh, a million dreams for the world we're gonna make

However big, however small

Let me be part of it all

Share your dreams with me

You may be right, you may be wrong

But say that you'll bring me along

To the world you see

To the world I close my eyes to see

I close my eyes to see

Every night I lie in bed

The brightest colors fill my head

A million dreams are keeping me awake

A million dreams, a million dreams

I think of what the world could be

A vision of the one I see

A million dreams is all it's gonna take

A million dreams for the world we're gonna make

For the world we're gonna make

BOARD GAME I DREAM OF...



6 STEPS TO YOUR GOAL



WRITE DOWN YOUR DREAM



**WHAT DO YOU NEED TO DO
TO MAKE THIS DREAM COME TRUE?**



**WHAT OBSTACLES MIGHT YOU
ENCOUNTER ALONG THE WAY?**



WHO CAN HELP YOU ACHIEVE YOUR DREAM?



**HOW MUCH TIME WILL YOU GIVE YOURSELF
TO MAKE IT HAPPEN?**



**WHAT WILL YOU FEEL WHEN YOU MAKE
YOUR DREAM COME TRUE?**

6 STEPS TO YOUR GOAL



MY DREAM



WHAT DO I NEED TO DO TO MAKE THIS DREAM COME TRUE?



WHAT OBSTACLES MIGHT I ENCOUNTER ALONG THE WAY?



WHO CAN HELP ME ACHIEVE THIS DREAM?



HOW MUCH TIME DO I GIVE MYSELF TO MAKE THIS DREAM COME TRUE?



WHAT WILL I FEEL WHEN I MAKE THIS DREAM COME TRUE?

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