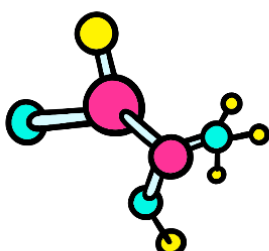
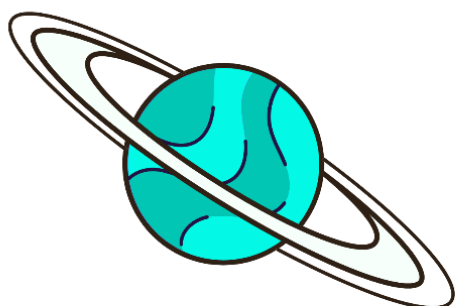
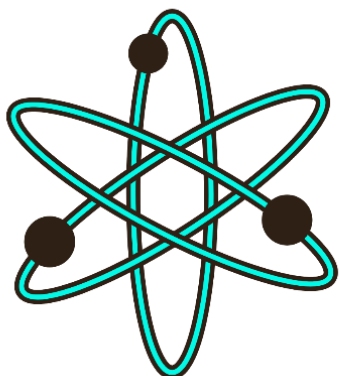
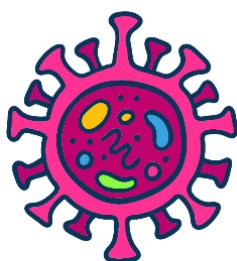




## Topic: I feel proud!

**Lesson duration:** 45 minutes

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



## General goal

To strengthen students' sense of pride in themselves and their national pride by recognizing their own achievements, learning about contemporary examples of Polish successes, and identifying the emotions and values associated with them. Also, to build an attitude of agency ("I can do it too") and respect for the achievements of others.

## Specific goals

### Knowledge / information

#### The Student:

- understands the concept of pride and can identify its various sources – personal, family, national, cultural, and scientific;
- knows examples of contemporary Poles who have achieved success through hard work, perseverance, and passion;
- recognizes both traditional and modern symbols of Poland (e.g., BLIK, the bionic pancreas, the Polish Mars rover, the Solaris bus, the endoscopic capsule);
- understands that Poland is a modern and creative country where innovations known around the world are created;
- can give examples of fields in which Poles are leaders (science, sports, technology, culture).

### Skills

#### The Student:

- analyzes and interprets the meaning of national symbols and modern innovations;
- identifies feelings associated with pride – both personal and national;
- works in a team: listens, cooperates, shares ideas, and creates a joint poster;
- recognizes and describes the achievements of contemporary Poles, connecting facts with emotions and values;
- creates their own written and artistic expressions (drawings, captions, notes) about what they are proud of;
- makes decisions in educational games (e.g., bingo – choosing correct examples of innovations);
- expresses and supports their opinions in discussions about values, e.g., "Why am I proud of Poland?";
- formulates conclusions and can relate the topic to their own life ("What am I proud of?").

### Attitudes

#### The Student:

- develops a sense of national identity based on facts rather than stereotypes;
- feels respect and pride in the achievements of Polish women and men – both historical and contemporary;

- strengthens self-esteem and belief in one's own abilities;
- understands that everyone can have an impact – large or small – on the world around them;
- shows respect for the work of others, regardless of the field;
- develops an attitude of curiosity and openness toward science, modernity, and contemporary technologies.

## Forms of work

- individual – completing the “dumpling of pride” worksheet, final reflection “From today's lesson I take with me...”;
- in pairs – conversations and brainstorming (“What do I associate with Poland?”, “What am I proud of?”);
- group work (3–4 students) – analyzing figures, identifying emotions and gestures of pride, bingo game;
- whole-class (team) work – watching an educational film, presenting the results of group work, shared reflection;
- movement and expressive activities – gestures of pride, work at the board, games such as “Who am I?”.

## Methods

- guided discussion – introducing the concepts of “pride,” “symbol,” and “achievement”;
- visual method – working with an educational film, photos, and innovation cards;
- brainstorming – generating ideas about symbols and reasons for pride;
- activating methods – board game, educational bingo, “Who am I?”, “Show it”;
- expression and reflection method – creating individual “four dumplings of pride” cards;
- problem-solving method – analyzing and identifying modern inventions;
- integrative method – creating a shared poster and conducting a reflective round with a symbolic object (“a ball in the colors of the flag”).

## Teaching aids

- picture of a peacock (poster, slide, or printout);
- educational film about the achievements of Polish people;
- illustrations or printouts of modern symbols of Poland;
- worksheet “**Four Dumplings of Pride**” – with four categories: *my family, my things, my talent, Poland*;
- bingo cards with illustrations (12 fields – 6 correct modern innovations and 6 trick options);
- mascot or ball in national colors – for the reflection round;
- art materials – crayons, markers, A4/A3 sheets, glue;
- board or flipchart for the collective poster “**Our Reasons for Pride**”;

- multimedia equipment – computer, projector, or interactive whiteboard.

## LESSON PROCEDURE

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### PREPARATORY PHASE – INTRODUCTION

Time. 5 min.

The teacher shows the students a picture of a peacock with its tail spread (**Appendix No. 1**) and guides them to discover the meaning of the image – “*proud as a peacock*.”

Sample narration: *What do you see in the picture? What animal is in the picture? What is the peacock like? (beautiful, colorful, proud, curious) What makes the peacock so beautiful? (its colorful tail) And when do peacocks show their tails? (to attract females, to dominate rivals by showing other males that the peacock is healthy and strong) Do you know any expressions about peacocks? (Proud as a...?)*

*The teacher asks the students, in pairs, to complete the sentence: “I’m as proud as a peacock when...”* Volunteers then share their ideas with the whole class.

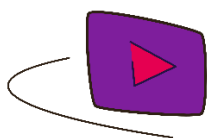
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### IMPLEMENTATION PHASE

Time. 35 min.

#### 1. Presentation of the material – we have many reasons to be proud (about 10 minutes)

The teacher shows the students an educational film about the achievements of Polish people in various fields of life. The film presents individuals who have made their dreams come true.



The students, either together, in pairs, or in groups, decide what emotions accompany these achievements.

#### 2. Individual work – I am proud of myself (about 10 minutes))

The teacher shows the students a drawing of four dumplings, each representing one of four categories (**Appendix No. 2**).

Sample teacher narration: *It’s time for you to think about what makes you proud in your life. I have for each of you a drawing of four dumplings. Why dumplings? Because they are a Polish symbol – and they even went to space, which proves that each of us can reach for the stars.*

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*Think about what makes you proud of yourself. On the illustration, we have four categories – my talent, my character trait, my possession, my country. Reflect on what makes you proud of yourself and who else you are proud of.*

*I'll give you my example... (...) Now it's your turn. Think about your answers.*

*The students fill in their printed dumplings, providing answers in four categories.*

Volunteers present their work to the class. The teacher can stick all the dumplings onto one collective Pride Poster.

### **3. Introduction to the second part of the topic – from personal pride to national pride (about 7 minutes)**

The teacher asks the children, in pairs, to think about what they associate with Poland. What are its symbols? The students share their ideas. The teacher emphasizes that Poland is not only a country of beautiful traditions but also a modern, dynamically developing nation where inventions, technologies, and brands known around the world are created. Illustrations of contemporary innovations may be shown to the students **(Appendix No. 3)**.

Sample teacher narration:: *Did you know that we can be proud of Poland not only because we have mountains, the sea, or delicious dumplings? We can be proud because Polish people invent and create things that are known all over the world! Poles are inventors!*

*Examples of modern symbols and reasons for pride:*

- **BLIK** – payment by phone.
- **Bionic pancreas** – an organ printed on a 3D printer that can help people with diabetes.
- **Polish Mars rover** – created by Polish students, winning awards at NASA international competitions.
- **Endoscopic capsule** – a capsule that we swallow, which scans our digestive system!

*Poland is a country of creative people who dream and take action. That's why we can be proud of our history, nature, culture, and science – but also of the fact that Poles are changing the world here and now.*

### **4. Bingo game (about 8 minutes)**

The teacher gives each child a bingo card **(Appendix No. 4)** and reminds them of the rules of the game. Before starting, it is a good idea to name all the items together with the students so that there are no doubts later when reading the results.

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Each square contains an illustration or photo of an object – including modern Polish achievements. Six of them are real Polish symbols, while the remaining six are so-called “trick” items.

The children circle the six elements they believe are Polish. The teacher then reads or shows facts about each innovation one by one. The children who have the corresponding item mark it with an “X.”

When someone marks all six, they shout “Bingo!”

**Polish symbols:**

1. Kalman Rover – a Mars rover created by Polish students
2. Pączki – a traditional Polish sweet pastry
3. Amber – a traditional Polish gemstone.
4. Bursztyn Rocket – a Polish rocket that flew into space.
5. Solaris bus – modern electric buses made in Poland that operate across Europe.
6. Pierogi – traditional Polish dumplings.

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**c) SUMMARY PHASE**

Time. 5 min.

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Students sit on the carpet or at their desks, and the teacher asks volunteers to share their opinions about the lesson. Holding a mascot, ball, or any other object, the teacher begins by saying: *“From today’s lesson, I’m taking with me...”*

Then, the teacher asks each student to complete the sentence as well. The teacher continues by passing the object to the next student, who also finishes their sentence and then passes the object on to the next person.

Example interaction: *Look, this is a rubber ball in the colors of the Polish flag. I would like each of you to think about what you are proud of and finish the sentence: “From today’s lesson, I’m taking with me...”. I’ll start... X, now the ball goes to you — it’s your turn to say what you are taking from today’s lesson.*

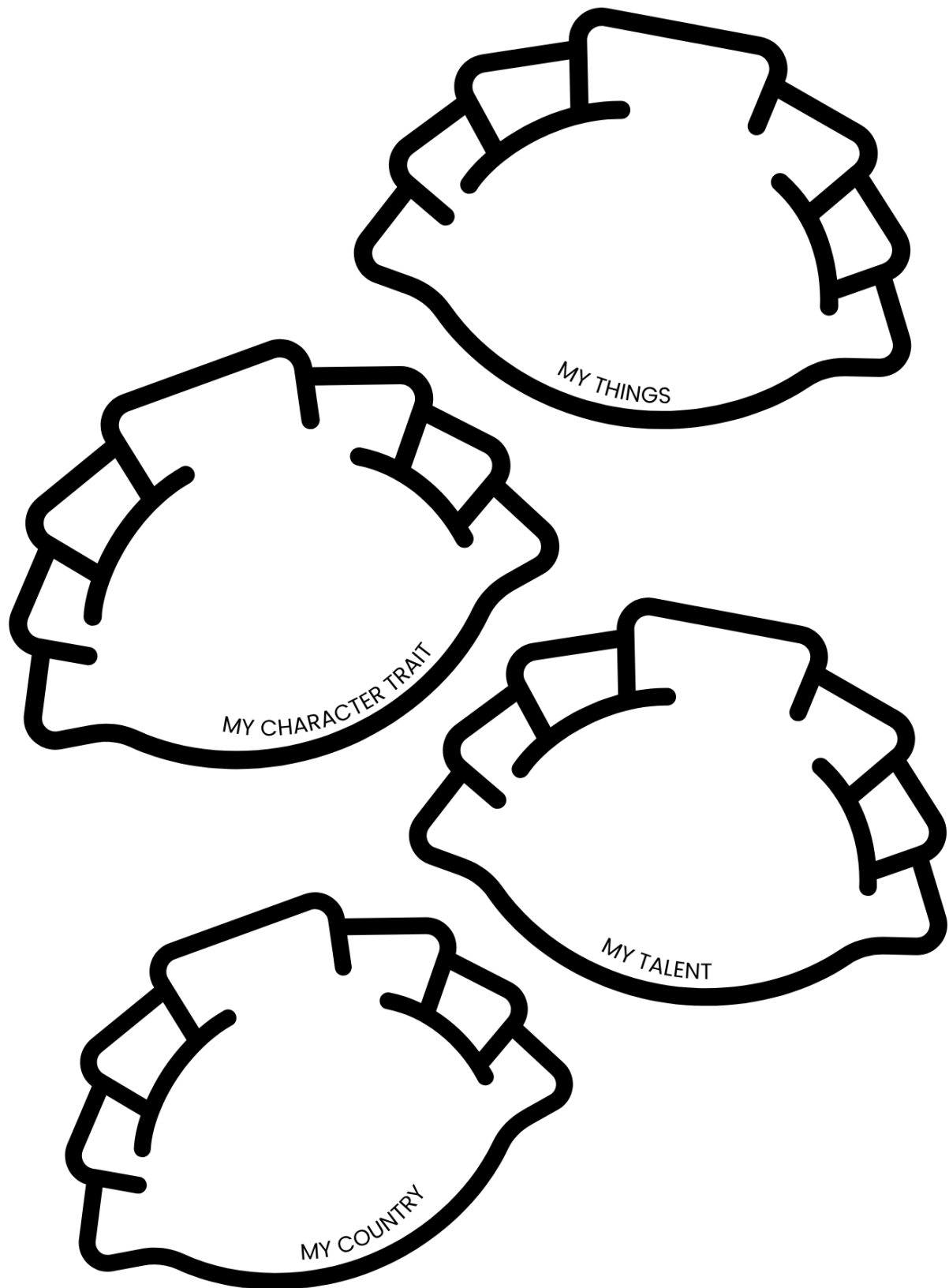
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## Appendix No. 1



## Appendix No. 2







## InPost

A revolution in convenient parcel delivery and pickup through Paczkomat® InPost.



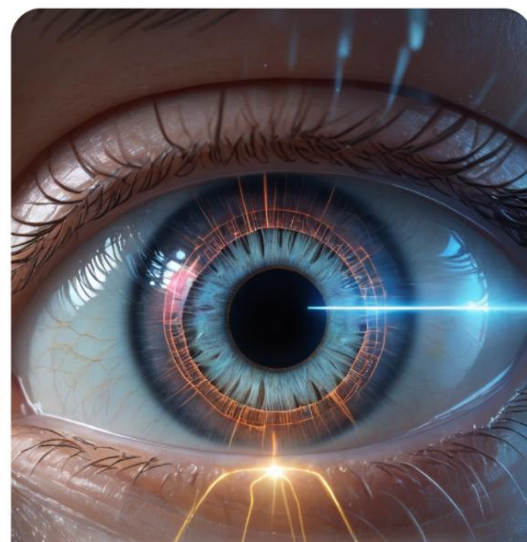
## Bionic Pancreas

Fully functional, 3D printed bionic organ.



## Kalman by AGH Space Systems

Polish students have built an innovative Mars rover.




## Biometric Checkout Program

We have performed world's first payment with a glance.




**ElevenLabs**

Our technology can generate natural-sounding voices and sounds in 32 languages.




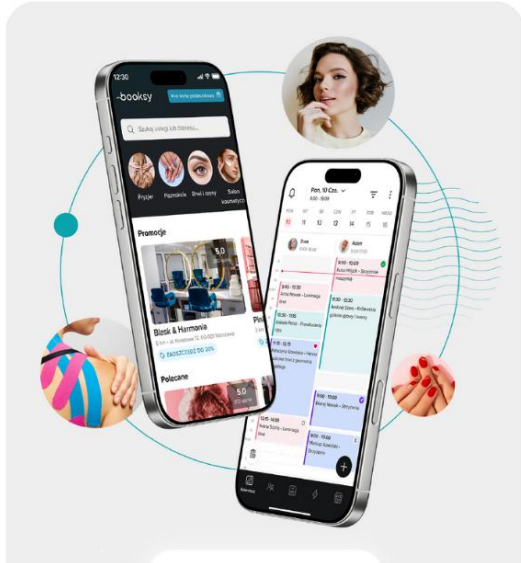
**BLIK**

Team of financial experts came up with modern virtual payment technology.



**VIDRE+**

Innovative product packaging to help preserve freshness

**Booksy**

An innovative online appointment booking and business management system.



# BINGO





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