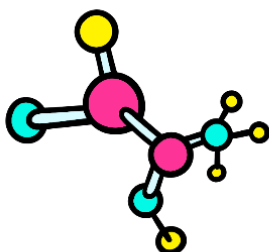
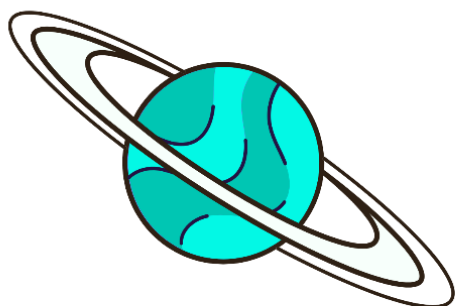
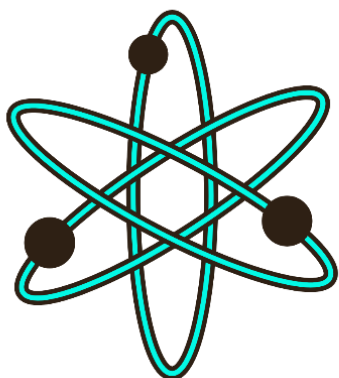
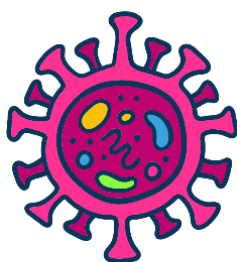


Topic: I Feel Proud

Lesson duration: 45 minutes

Target group: 7th and 8th grade primary school students



General objective

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

Specific objectives

Knowledge / information:

The Student

1. Understands the multiple meanings of the concept of *pride* (personal pride, collective pride, pride in others' achievements) and knows idiomatic expressions related to "pride";
2. Knows examples of contemporary Polish women and men who have achieved success in sports, science, culture, and business;
3. Distinguishes between the concepts of *dream – goal – plan – action – habit* and understands the role of perseverance and mistakes on the path to success;
4. Understands the meaning of symbols and artifacts (e.g., objects taken into space) as carriers of identity and narratives about Poland;
5. Knows and understands the concepts of *determination, intrinsic motivation, cooperation, and agency*;
6. Recognizes contemporary Polish innovations and brands as sources of pride and elements of modern patriotism.

Skills:

The Student

1. Analyzes short biographies or accounts and selects key facts, drawing conclusions about the characters' personality traits and strategies for action;
2. Distinguishes fact from opinion and can justify their own viewpoint using examples;
3. Works in pairs and groups: communicates, negotiates, listens actively, gives and receives feedback;
4. Identifies and names emotions accompanying the pursuit of a goal (pride, satisfaction, doubt, frustration) and indicates constructive coping strategies;
5. Plans a personal mini-project: sets one goal, defines 3–6 steps, predicts barriers, and proposes ways to overcome them;
6. Uses symbolic language.

Attitudes:

The Student

1. Develops a sense of agency and responsibility for one's own choices;
2. Shows respect for diverse paths to success (free from gender, social, or age stereotypes);
3. Values work, perseverance, cooperation, and honesty as the foundations of achievement;
4. Treats failure as a part of the learning process;
5. Feels pride in belonging to a community and understands it as an attitude of responsibility and action;
6. Cultivates a culture of appreciation — can recognize and name both personal and others' successes.

Forms of work

1. Individual: "4 Dumplings of Pride" worksheet, final reflection;
2. Pair work: sentences with idiomatic expressions, analysis of photos/biographies, decisions in bingo;
3. Group work: bingo game, discussion about symbols;
4. Whole-class: moderated debate, joint summary, presentation of results.

Methods

1. Guided discussion – prompting questions, work with idiomatic expressions;
2. Case study – short biographies/articles/video clips;
3. Brainstorming – traits of successful people, Polish symbols/innovations;
4. Educational games – bingo game;
5. Audiovisual methods – working with a film;
6. Elements of media education – distinguishing facts from opinions, criteria of credibility.

Teaching aids

- list of idiomatic expressions with the word "pride";
- worksheet "4 Dumplings of Pride";
- bingo game;
- poster board, adhesive tape;
- multimedia equipment (computer and/or projector).

LESSON PROCEDURE

PREPARATORY PHASE – INTRODUCTION

Time: 10 min.

The teacher hands out or displays on the board a list of expressions with corresponding illustrations **(Appendix No. 1)**:

- to burst with pride,
- to swallow one's pride,
- to hold one's head high,
- with pride in one's heart,
- to feel proud,
- to choke down one's pride,
- proud as a peacock,
- to have a reason to be proud.

Working in pairs, students draw or choose one expression and have 2–3 minutes to complete a task - to create a short scene, meme, mini-dialogue, or sentence that best shows the meaning of the expression. Volunteers present their ideas, and the class guesses which expression it represents. The teacher summarizes the exercise.

Sample narration for the teacher: As you can see, pride is not just an emotion, but also something that shows our character. Sometimes it's good - when we burst with pride because we've achieved something. But sometimes it can be a challenge, for example when we need to "swallow our pride" to apologize or admit a mistake. Today you've seen that even in language, pride has many faces - just like all of us. In the next part of the lesson, we'll think about what we can be proud of ourselves.

IMPLEMENTATION PHASE

Time. 30 min.

1. Individual work – I am proud of myself (approx. 10 minutes)

The teacher shows the students a drawing of four dumplings labeled with four categories **(Appendix No. 2)**. The teacher asks the students to think about what they are proud of in their own lives. The teacher explains the symbolism of the dumplings – and may also mention that dumplings were taken into space by Sławosz Uznański–Wiśniewski.

Sample teacher narration:

It's time for you to think about what *you* are proud of in your life. Each of you will receive a drawing of four dumplings. Why dumplings? Because they're a Polish symbol - and they even went to space, which proves that each of us can reach for the stars. Think about what makes you proud of yourself. On the illustration, you'll find four categories: *my talent, my character trait, my things, my country*. Reflect on what makes you proud — and who else you are proud of.

Here's my example...

Students fill in the printed dumplings, giving their answers in four categories. (Volunteers then present their work to the class.)

2. Introduction to the second part of the topic – from personal pride to national pride (approx. 10 minutes)

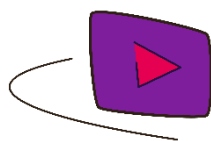
The teacher asks students, working in pairs, to think about what they associate with Poland. What are its symbols? Students then share their ideas with the class.

The teacher emphasizes that Poland is not only a country of beautiful traditions, but also a modern, rapidly developing nation — one where inventions, technologies, and brands recognized all over the world are being created.

Example teacher narration:

Did you know that we can be proud of Poland not only because we have mountains, the sea, and delicious pierogi? We can also be proud because Polish people invent and create things that are known all over the world! Poles are innovators!

The teacher shows the students a video about Polish women and men who boldly pursue their dreams:



Poland is a country of people full of ideas — 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.

3. Bingo Game (approx. 10 minutes)

The teacher hands out a Bingo card to each student (**Appendix No. 3**) and reminds them of the rules of the game. Each square on the card contains an illustration or photo of an object or achievement, including examples of modern Polish successes.

Students circle six elements on their Bingo cards that they believe are Polish or originate from Poland.

The teacher then reads out the names one by one and shares interesting facts about each symbol or achievement.

Students who have the mentioned item on their card mark it with an X. When a student marks all six items, they shout “Bingo!”

Polish Innovations:

Kalman Rover – a Mars rover created by Polish students

Endoscopic capsule – a pill with a camera that scans the digestive system of humans and animals

Corn poppies – traditional Polish flowers

Bursztyn Rocket – a Polish rocket powered by eco-friendly (green) fuel

Amber – fossilized resin from coniferous trees

Pączki – traditional Polish pastries (doughnuts)

SUMMARY PHASE

Time. 5 min.

Students sit at their desks, and the teacher invites volunteers to share their reflections on the lesson. The teacher then asks them to complete the sentence aloud:

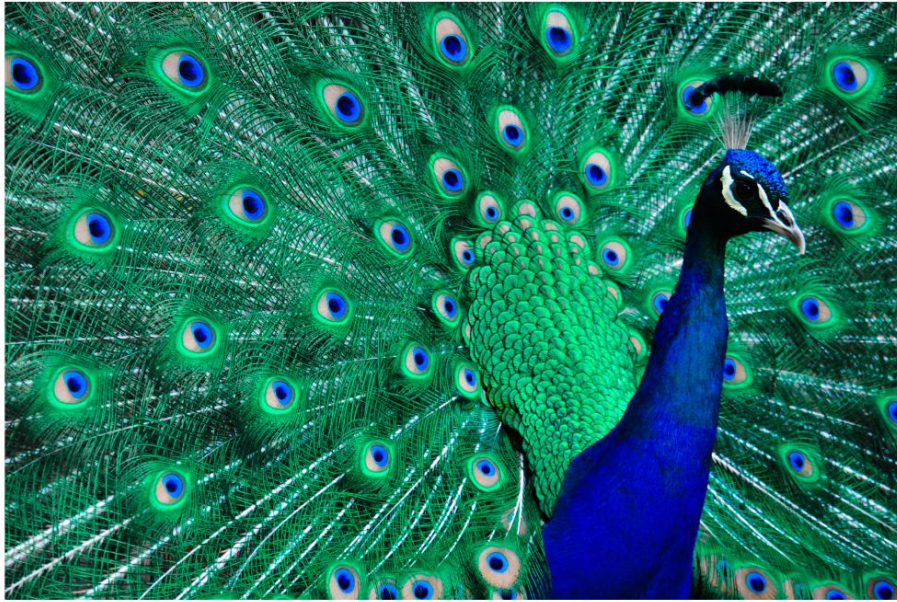
“From today’s lesson, I’m taking with me...”

Sample teacher narration: I’d like each of you to think about what makes you proud and finish the sentence: “*From today’s lesson, I’m taking with me...*”

I’ll start: “*From today’s lesson, I’m taking with me the thought that each of us has many reasons to feel proud.*”

Notes for the Teacher’s Lesson Plan:

The lesson plan aligns with the core curriculum in the areas of Polish language education and civics / social studies education.



PROUD AS A PEACOCK



BURST WITH PRIDE



PUT YOUR PRIDE IN YOUR POCKET



WITH PRIDE IN YOUR HEART



WALK WITH YOUR HEAD HELD HIGH



FEEL PROUD

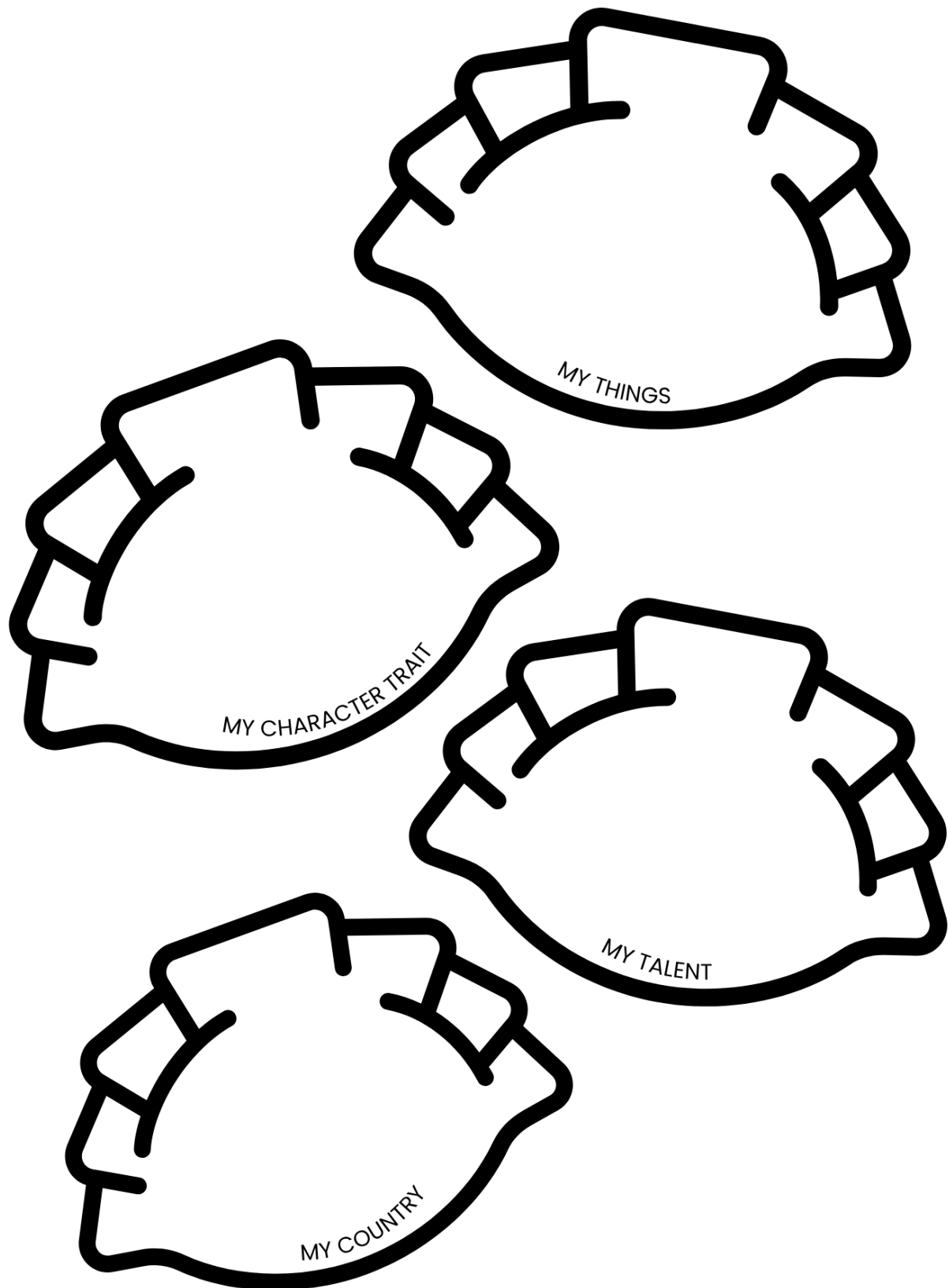


SWALLOW YOUR PRIDE

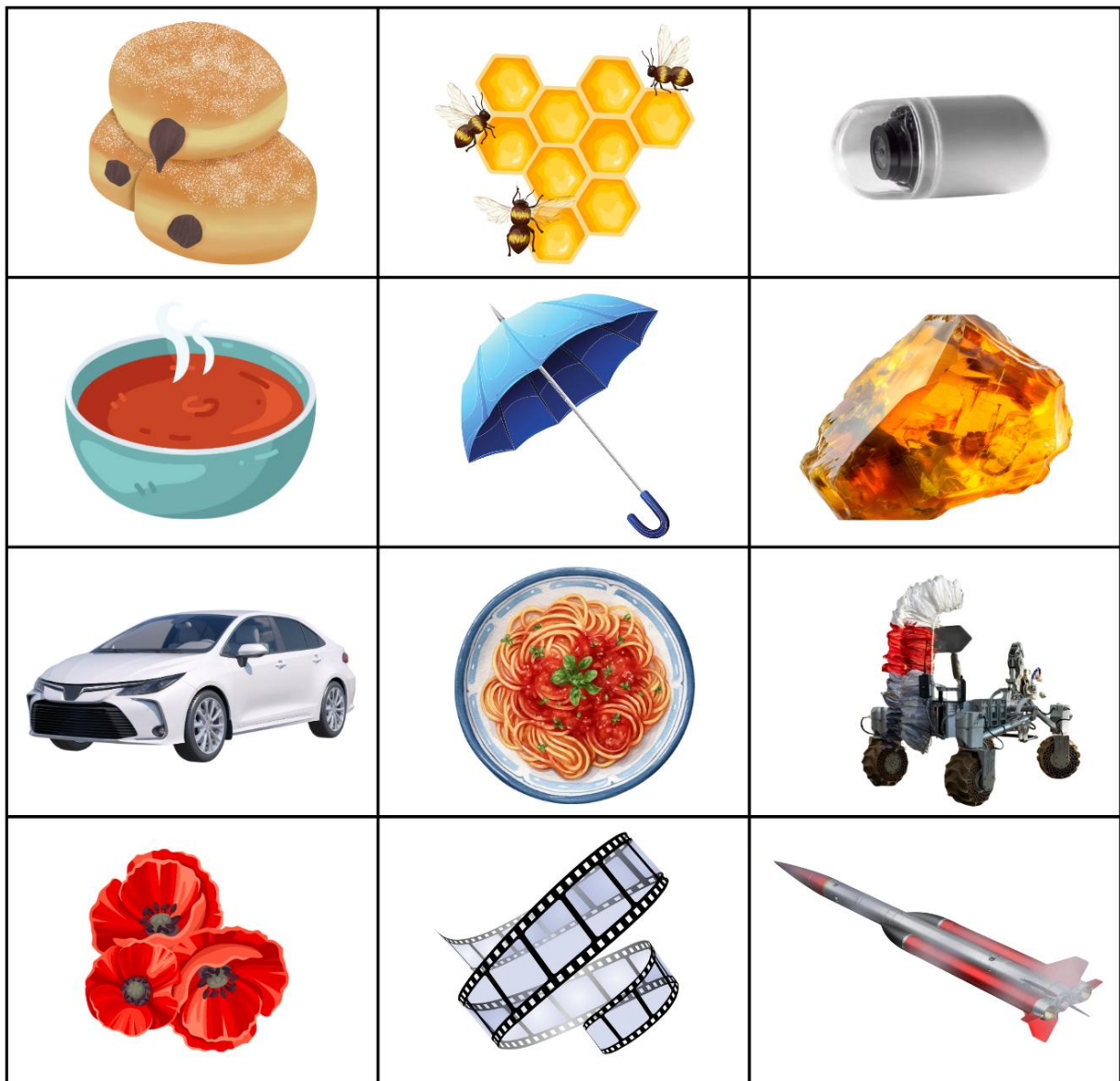


HAVE A REASON TO BE PROUD

Appendix No. 2 – Dumplings



BINGO



Bibliography

- Bera, Aga. Jak spełniać marzenia? Wystarczy 5 kroków. Dostęp: 07.09.2025. <https://agabera.com/jak-spelniac-marzenia-wystarczy-5-krokow/>
- Wikipedia. Axiom Mission 4. Dostęp: 07.09.2025. https://en.wikipedia.org/wiki/Axiom_Mission_4
- MedTech Polska. Dr Marta Klak i bioniczna trzustka: przyszłość diabetologii. Dostęp: 07.09.2025. <https://medtechpolska.pl/artykuly/marta-klak-bioniczna-trzustka>
- Elliot. The Science of Goal Setting: How to Achieve Your Dreams with Proven Strategies. Dostęp: 08.09.2024. <https://medium.com/%40elliottmortenson/the-science-of-goal-setting-how-to-achieve-your-dreams-with-proven-strategies-d98be8813123>
- ESA. Astronauta projektowy ESA Sławosz Uznański-Wiśniewski wraca z pierwszej polskiej misji na Międzynarodową Stację Kosmiczną. Dostęp: 07.09.2025. https://www.esa.int/Newsroom/Press_Releases/Astronauta_projektowy_ESA_Slawosz_Uznanski-Wisniewski_wraca_z_pierwszej_polskiej_misji_na_Miedzynarodowa_Stacje_Kosmiczna
- Euro Pop Contest. Laureaci Euro Pop Contest. Dostęp: 07.09.2025. <https://europopcontest.de/winners>
- Fajne.life. Prosty przepis na spełnienie twojego marzenia. Dostęp: 07.09.2025. <https://fajne.life/prosty-przepis-na-spelnienie-twojego-marzenia/>
- Festiwal w Opolu. Nagrody publiczności i koncert Debiuty. Dostęp: 07.09.2025. <https://festiwalopole.tvp.pl/nagrody-publicznosci>
- Bartos, Jon. 10 Steps to Achieving Your Life Dreams. Dostęp: 11.09.2025. https://www.ere.net/articles/10-steps-to-achieving-your-life-dreams?utm_source=chatgpt.com
- Kobieta.pl. Najmłodsza Polka na Dachy Świata. 19-letnia Zoja Skubis z Krakowa zdobyła Mount Everest. Dostęp: 07.09.2025. <https://kobieta.pl>
- Lipnicka, Anita. I wszystko się może zdarzyć [teledysk online]. Dostęp: 07.09.2025. <https://www.youtube.com/watch?v=3YxOZQqNYY8>
- Narodowe Centrum Nauki. Badania w kosmosie z udziałem Polaka. Dostęp: 07.09.2025. <https://www.ncn.gov.pl/aktualnosci/2025-06-26-badania-w-kosmosie-z-udzialem-polaka>
- Wikipedia. Iga Świątek. Dostęp: 07.09.2025. https://pl.wikipedia.org/wiki/Iga_Świątek
- Wikipedia. InPost. Dostęp: 07.09.2025. <https://pl.wikipedia.org/wiki/InPost>
- Wikipedia. Kamil Stoch. Dostęp: 07.09.2025. https://pl.wikipedia.org/wiki/Kamil_Stoch
- Wikipedia. Rafał Brzoska. Dostęp: 07.09.2025. https://pl.wikipedia.org/wiki/Rafał_Brzoska
- Wikipedia. Sławosz Uznański-Wiśniewski. Dostęp: 07.09.2025. https://en.wikipedia.org/wiki/S%C5%82awosz_Uzna%C5%84ski-Wi%C5%9Bniewski
- Worotyńska Kos, Ewa. Fenomen WOOP – pierwsza naukowo potwierdzona metoda urzeczywistniania marzeń i celów. Dostęp: 11.09.2025. <https://biurokarier.p.lodz.pl/studenci-absolwenci/artykuly/artykul-2-2.html>