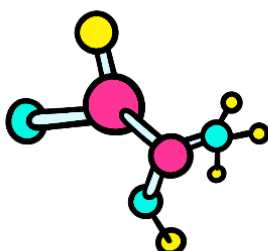
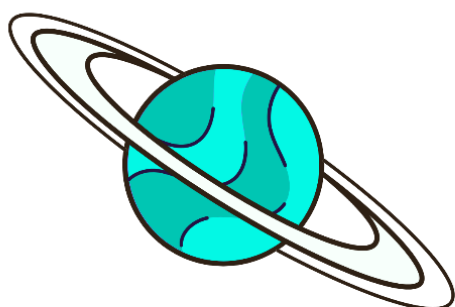
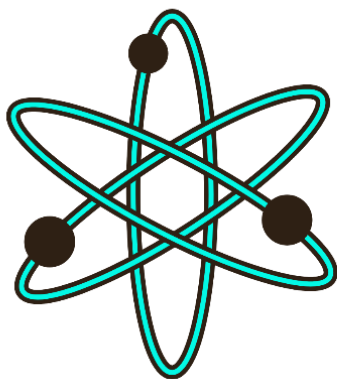
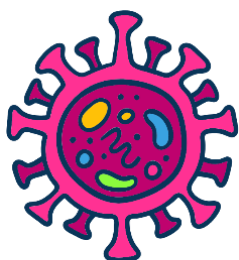




Topic: Big Dreams – You Can Do It in Poland

Lesson duration: 45 minutes

Target group: secondary school students



General objective

To strengthen students' sense of agency and belief in their own 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:

- knows that contemporary Poland is a country of innovative, creative people who achieve success on the international stage;
- knows examples of contemporary Polish women and men who have fulfilled their dreams through determination, passion, perseverance, and hard work;
- understands the difference between a dream and a goal and can describe the process of achieving success;
- knows the meanings of the terms: dream, goal, determination, success, passion, self-development, failure, motivation;
- understands that dreams and ambitions are universal and independent of gender, origin, social status, or age;
- recognizes the importance of dreams in personal, social, and professional development.

Skills

The Student:

- can name and describe their own dreams and identify actions that may lead to their fulfillment;
- can analyze examples of inspiring people, identify their character traits and strategies of action;
- can work in a group, listen to others' opinions, argue their own position, and respect different viewpoints;
- can draw conclusions from the presented stories and relate them to their own experiences;
- can identify emotions accompanying the pursuit of a goal – both positive (joy, satisfaction) and difficult (frustration, doubt);
- can plan the steps leading to the realization of a dream, anticipate difficulties, and propose ways to overcome them;
- can use inspiration from other people's stories to build their own life goals.

Foundations

The Student:

- develops a sense of agency and responsibility for their own decisions and actions;

- recognizes the value of work, learning, and self-development in the process of fulfilling dreams;
- shows respect and appreciation for people who have achieved success through passion and commitment;
- demonstrates empathy and openness toward the diversity of human experiences and life paths;
- builds a sense of pride in being part of a community of creative, innovative, and ambitious people – citizens of contemporary Poland;
- learns to accept failure as an element of the learning and development process.

Forms of work

- individual – reflection on one’s own dreams, completing a worksheet titled “6 Steps to Fulfilling a Dream”;
- group – board game, joint discussion of stories of famous Polish women and men, working on conclusions;
- pair work – completing song lyrics, discussing the dreams of inspiring people;
- whole-class – discussion, presentation of work results, final reflection, collective film viewing;
- creative – creating one’s own “dream map” or a poster with steps toward a goal.

Methods

- conversation and guided discussion – exchanging reflections on dreams and the successes of well-known people;
- activating method (educational game) – a reflective board game with questions about dreams and goals;
- brainstorming – collectively identifying traits of successful people and ways to achieve dreams;
- miniature project – planning the steps toward fulfilling one’s own dream;
- case study – discussing the stories of inspiring Polish women and men;
- audiovisual methods – working with a song, film, or multimedia presentation;
- reflection and self-evaluation – completing summary sentences and conducting a closing discussion;
- elements of mindfulness and emotional work – awareness of feelings that arise in the context of pursuing goals.

Teaching aids

- board game “My Dreams” (version adapted for older students – more reflective questions, e.g., about values, motivations, failures);
- educational film;
- worksheets “6 Steps to Fulfilling a Dream”;

LESSON PROCEDURE

PREPARATORY PHASE – INTRODUCTION

Time 10 min.

The teacher asks the students to close their eyes and imagine themselves 10 years from now, then send a postcard from the future to their present-day selves. On the card, students may write only three sentences that describe their world in 10 years. Their task is to imagine what they feel and what surrounds them.

Example narration: *Before we begin today's lesson, I'd like you to close your eyes for a moment. Imagine that 10 years have passed. You already have your own life. Maybe you're working, studying, traveling, maybe you run your own business or you're pursuing a passion that today feels like a dream.*

Now imagine that someone has asked you to send a postcard from the future - to yourself, here and now. On this postcard you can write one sentence that describes your world in 10 years. What have you achieved during that time? What do you feel? What surrounds you?

Take a moment to think. These may be small, everyday plans or big, ambitious dreams. Don't limit yourselves. And now open your eyes and write one or two sentences on your paper - your sentence from the future.

The students write their sentences, for example on small pieces of paper in the form of a "postcard from the future."

Volunteers read their sentences aloud to the class, and the teacher sums up the activity.

IMPLEMENTATION PHASE

Time 30 min.

1. Board game (approx. 10 minutes)

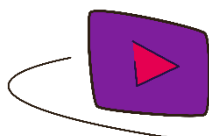
The teacher divides the students into groups of 3–4. Each group receives a board game (**Appendix No. 1**), an appropriate number of pawns, and a dice. The board contains sentences to be completed — students play the game, moving from start to finish, completing the sentences on which their pawn lands.

Sample instruction: Now it's time for group work. Form groups of four. Ready? Here is the board game, a set of pawns, and a dice. Please, each of you choose your pawn and place it on the START field. Each player rolls the dice and moves their pawn to the corresponding space. Most of the spaces contain sentences to complete. When you place your pawn, finish the sentence. Your task is to reach the FINISH field. Is everything clear? And remember – be creative and don't be afraid of your ideas!

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

2. Presentation of material – getting to know inspiring people (approx. 10 minutes)

The teacher shows the students a film presenting Polish women and men who are creating amazing things in Poland.



Sample narration for the teacher: *Each of these people started with a dream. Sometimes it seemed impossible — to go to space, to climb Everest, to write a book read by the whole world, to invent something that would change the way people receive parcels. And yet all of this happened — because behind every dream there was perseverance, creativity and passion.*

3. Exercise – 6 Steps to the Goal (approx. 10 minutes)

The teacher informs the students that when thinking about their dreams, it is worth following a few simple steps to make them come true. The teacher presents to the students six simple steps that can help them fulfill their dreams **(Appendix no 2.)**

The teacher hands out to each student an individual copy of the “6 Steps to Fulfilling a Dream” worksheet **(Appendix no. 3)** and asks the students to work individually, choose one of their dreams, and complete the worksheet..

At the end, the teacher encourages the students to treat their dreams as a path toward their goals.

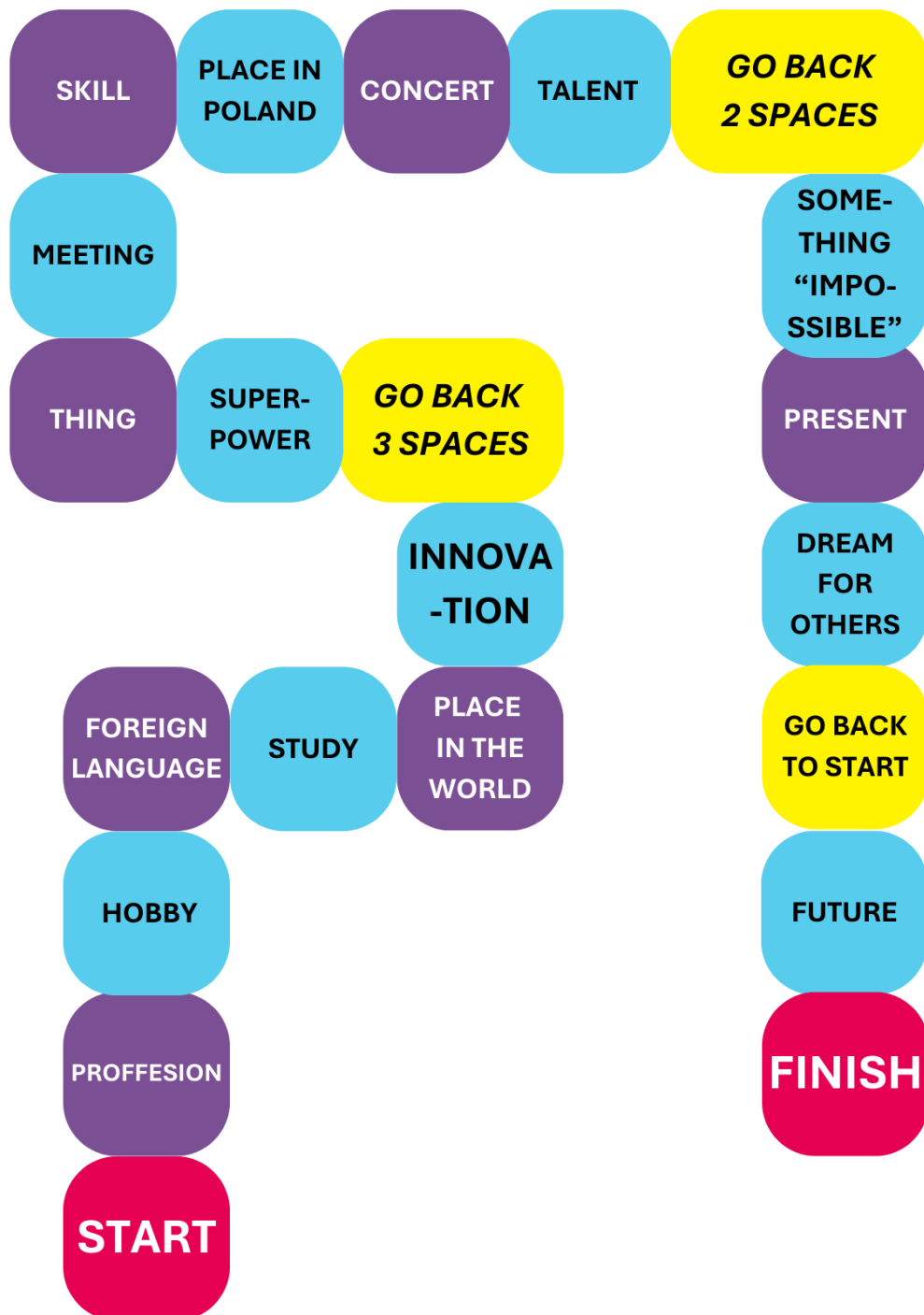
Sample narration: *I want you to treat your dreams not as a fantasy, but as a roadmap you need to follow. Think of your dreams as a destination you want to reach. The six steps you’ve learned today are your signposts. You don’t need to know the entire route. It’s enough to see the first step. Because everyone who has achieved something started with one thing - a decision: I’ll try. Maybe in 5 or 10 years, someone will mention your names in a lesson like this one, and young people will say, “That’s the person who never stopped believing in their dream.*

SUMMARY PHASE

Time 5 min.

The teacher summarizes the lesson and asks the students to complete the sentence: “Dreams are...”

BOARD GAME MY DREAMS



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?**

Appendix no. 3 – 6 steps to your goal

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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