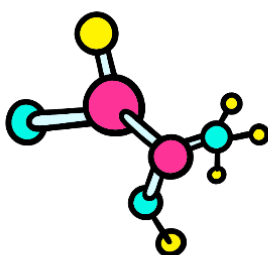
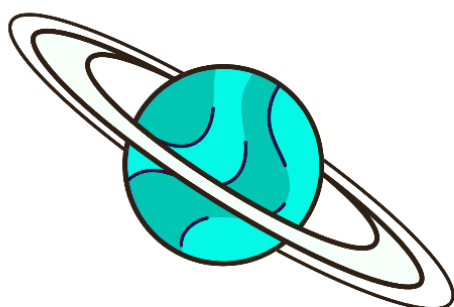
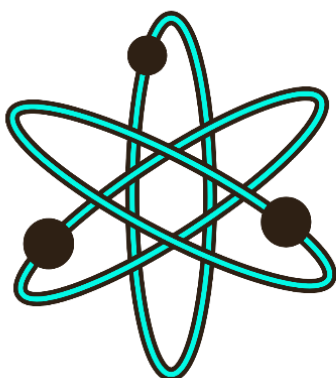
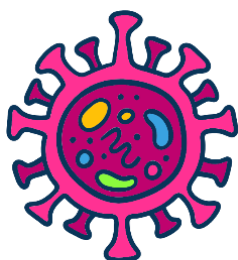




Topic: Dreams Have Power **– You Can Do It in Poland**

Lesson duration: approximately 50–60 minutes

Age group: 5 - 6 years



General objective

To awaken children's imagination, creativity, and belief in their own abilities by introducing them to Poles who have achieved success and fulfilled their dreams. To nurture pride in Polish accomplishments that bring recognition to the country and to show that childhood dreams are important and can one day come true.

Specific objectives

- learn about outstanding Polish figures who achieved their dreams through courage, hard work, and perseverance;
- improve the ability to talk about one's own dreams and listen to others' dreams;
- develop acceptance and respect for the dreams of others;
- encourage curiosity and courage to take on new challenges;
- build awareness of the importance of dreams – small, big, personal, and shared;
- strengthen self-confidence and the understanding that personal effort can make some dreams come true;
- develop imagination and creativity through art, verbal, and movement-based activities.

Forms of work

- whole group activities (discussion, watching a video, integration games);
- individual work (creating a “dream map”).

Methods

- guided conversation;
- activating methods: inspiration circle and brainstorming;
- practical activities (creating an art project);
- expressive methods – movement storytelling and imagination exercises;
- elements of drama (expressing dreams through gestures and facial expressions).

Teaching aids

- a short film presenting inspiring Polish women and men;
- one A3 sheet of paper per child;
- colorful magazines, glue, scissors, crayons, glitter, stickers, markers;
- relaxing background music.

LESSON FLOW

1. The Circle of Dreams – Discussion and Movement Activity

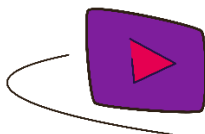
Children sit in a circle. The teacher plays **gentle music (for example, a chosen track)** and smiles, saying: *“Today, I’ll take you to the land of dreams. Close your eyes. Every person has their own dream – big or small. What about you? What do you dream of?”*

After the children share their thoughts, the teacher sums up: *“Your dreams are all different, but each one is important, because it’s yours!”*

Then adds: *“Adults were once children too, and they also had dreams – just like you! Would you like to find out what they dreamed about?”*

2. Dreams have power

The teacher invites the children to watch a short film about people who made their dreams come true:



After the film, the teacher starts a discussion, asking questions such as: *“Who remembers what Stawosz dreamed about when he was little?”, “Did Rafał Brzoska build the parcel locker right away, or did he have to learn how to do it first?”*

Depending on the children’s answers, the teacher concludes: *“Each of these people was once a child, just like you. They had the courage to dream, to try new things, and not to be afraid of mistakes. That’s why they managed to achieve something special! You can do it too!”*

3. My Dream Map

The teacher invites the children to create their own **Dream Map**. Each child receives an A3 sheet of paper. They can draw themselves or paste the title **“My Dreams”** (**Appendix no. 1**) anywhere on the page. Children cut out elements from magazines or draw pictures representing their dreams and glue them onto the sheet.

While the children work, the teacher talks to them, asking questions like:

“What are you drawing?”

“What do you dream about?”

“What can you do to make this dream come true?”

At the end, children present their Dream Maps. The teacher can arrange a **“Dream Gallery”** in a visible area of the classroom or preschool.

4. Movement game „Maszyna do spełniania marzeń”

The teacher invites the children to play a creative movement game: *“Let’s imagine we’re building a machine that helps make dreams come true! Each of us will be one part of it – someone will be a gear, someone a button, someone a horn, someone a headlight!”*

Each child adds a movement and sound in turn – e.g. a stomp, a clap, a spin, a *“beep”*, a *“vroom”*. In this way, the machine grows and comes to life.

Finally, the teacher says:

“Our Dream Machine is ready! Each of you is an important part of it. Together, we can make dreams come true!”

The teacher can suggest new themed versions of the game, such as:

- A machine that makes travel dreams come true!
- A machine that fulfills sports dreams!
- A machine that helps people’s dreams come true!

MY
DREAMS

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