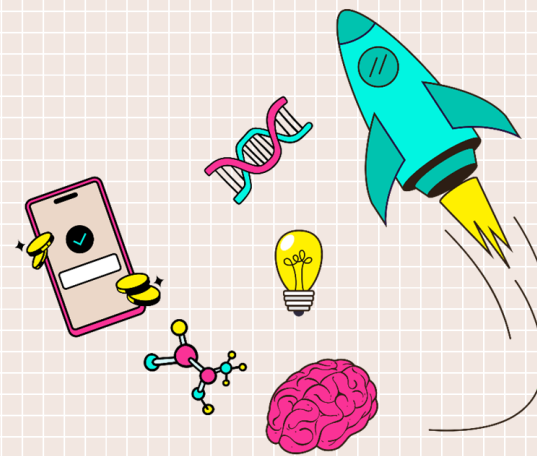


Big Dreams – You Can Do It in Poland



Lesson duration: 45 minutes

Target audience: upper-secondary
school students

General objective of the lesson



Strengthening students' sense of agency and belief in their own abilities by introducing inspiring examples of contemporary Polish women and men who, thanks to their dreams, passion, and perseverance, have achieved success.

Specific objectives | The student:



- understands the importance of dreams and goals in personal and social development;
- can distinguish between a dream and a goal and plan steps leading to its achievement;
- identifies their own talents, strengths, and resources that can support the achievement of plans;
- recognizes emotions accompanying success and failure, can talk about them and draw conclusions;
- draws inspiration from examples of people who have achieved success through passion, determination, and hard work;
- develops a sense of agency, responsibility, and belief in their own abilities;
- works collaboratively in a group, listens to others, and shows empathy and respect for diverse dreams and life paths;
- recognizes the value of learning, perseverance, and self-development in achieving dreams;
- learns to accept setbacks as a natural part of the growth process;
- builds a positive attitude toward the future and a sense of pride in being part of a generation of creative, ambitious, and open-minded young people.

Forms of work

- individual – reflection on one's own dreams; completing a worksheet with the "6 steps to achieving a dream";
- group – board game;
- whole-class – discussion, presentation of work results, final reflection, watching a film together;
- creative – creating one's own "dream map" or a poster with steps toward a goal.

Methods of work

- short talk and guided discussion;
- activating method (educational game) – a reflective board game with questions about dreams and goals;
- mini-project – planning steps to achieve one's own dream;
- audiovisual methods – working with a film;
- reflection and self-evaluation;
- elements of mindfulness and emotional work.

Teaching aids

- the board game "My Dreams";
- an educational film;
- worksheets: "6 Steps to Achieving a Dream."

Course of the lesson

PREPARATORY PHASE – INTRODUCTION	10 min.
<p>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.</p>	

Example narration: Before we begin today's lesson, I'd like you to close your eyes for a moment, imagining that 10 years have passed. You

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..."

Proposed adaptations

Barriers and possible challenges

"Postcard from the Future" – Dream Visualisation

Barrier / potential difficulty

- Abstract thinking about the future.
- Difficulty verbalising emotions and goals.
- Fear of self-presentation.

Adaptations

- Reduce the level of abstraction. Use sentence starters:
"In 10 years, I work as..."
"I feel then..."
"I am proud because..."
- Flexible form of expression:
Instead of text → a drawing, a mind map.
- Reading out loud only for volunteers.
- Students can work in pairs and read their postcards to each other—without presenting to the whole

Board Game – Discussion about Dreams

Barrier / potential difficulty

- Pressure related to public speaking.
- Working with abstract concepts: values, failure, motivation.

Adaptations

- Safe forms of response: students answer in one sentence, or by pointing to a card with a keyword (e.g. career – development – helping others – security).
- Written form instead of oral: the student writes their answer, and the group leader reads it aloud.

Film – Analysis of Inspiring Stories

Barrier / potential difficulty

- Interpreting the overall message and abstract reflections.
- Formulating conclusions.

Adaptations

- Watch with a clear purpose: Before you start the film, give the instruction: “After the film, answer only 3 questions: Who? – What did they want to achieve? – What helped them?”
- Instead of a free discussion:
Students choose answers, e.g.:
talent / work / support / luck,
fear / perseverance / failure / motivation.
- Pair work:
Each pair writes one takeaway sentence, not a full analysis.

Task: “6 Steps to a Goal”

Barrier / potential difficulty

- Step-by-step planning.
- Cause-and-effect thinking.
- Anticipating obstacles.

Adaptations

- **Shortened worksheet version:**
 1. My goal...
 2. First step...
 3. Who can help...
- **Visual instead of descriptive form:**
A road diagram with points: **START → STEP → OBSTACLE → SUPPORT → GOAL**

Group support:

Students work in pairs or small teams, creating a shared plan instead of individual projects.

No-writing option:

- An oral discussion of the idea with the teacher or a voice recording on a phone.
- **Final reflection**
- **Barrier / potential difficulty**
- Abstract summaries.
- Open speaking in front of the class.

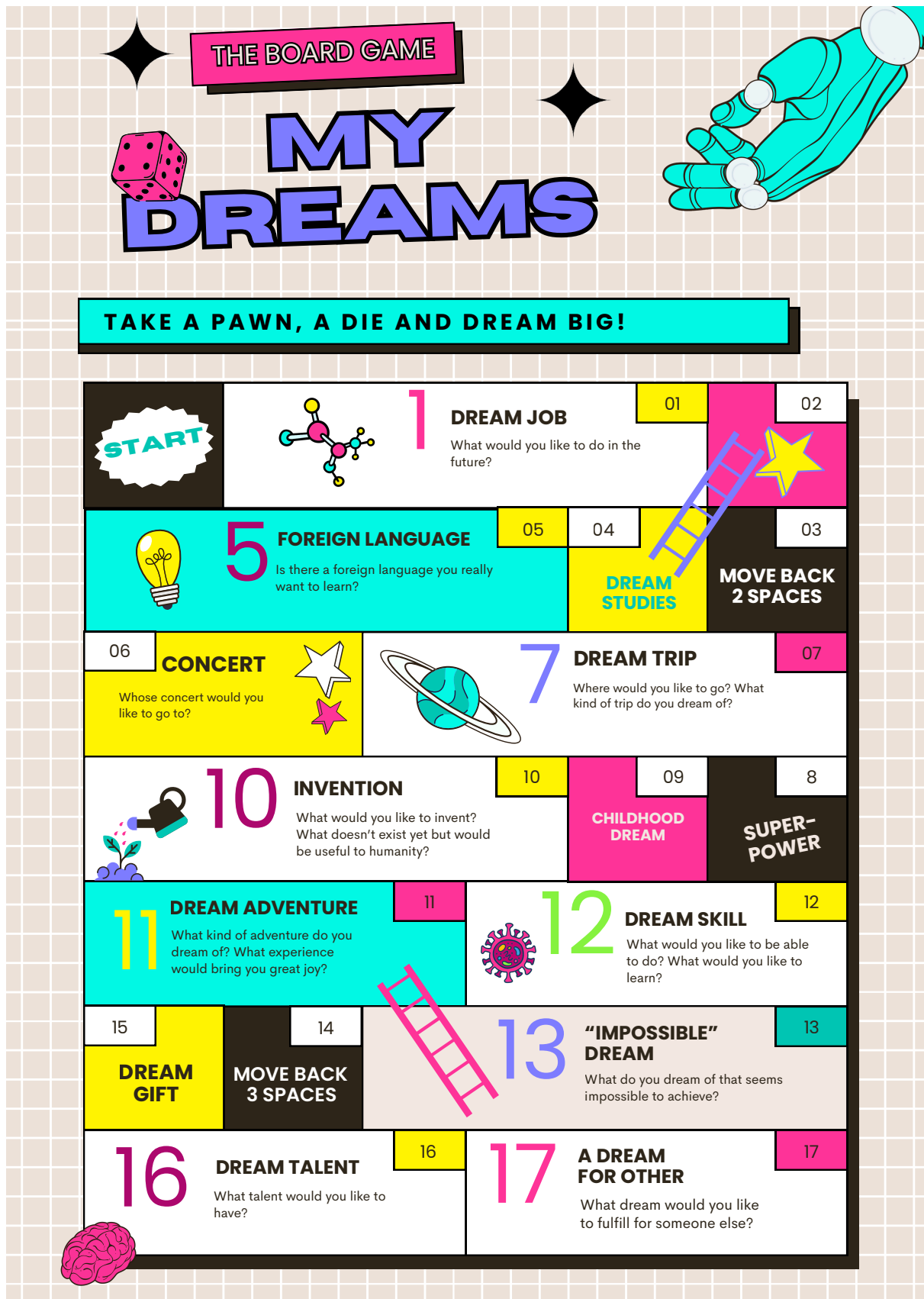
Adaptations

- Sentence completions:
 "The lesson helped me..."
 "Today I understood that..."
 "Dreams are like..."

Non-verbal version:

- Sticking a note with one word: **journey – perseverance – change – growth – courage.**

Appendix no. 1 – board game



Appendix no. 2 – 6 Steps to Achieving a Dream



Appendix no. 2 – 6 Steps to Achieving a Dream

6 STEPS TO YOUR GOAL

1 MY DREAM

2 IMPORTANT

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

3

WHAT OBSTACLES MIGHT I ENCOUNTER ALONG THE WAY?

4 WHO CAN HELP ME ACHIEVE THIS DREAM??

5

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

6 I'll do it!

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

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