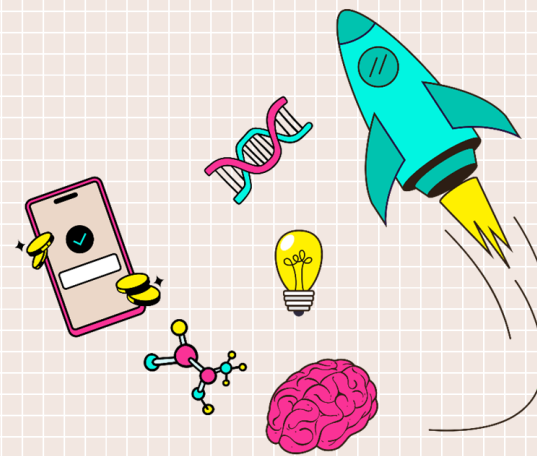


# Dreams have power – You Can Do It in Poland



**Lesson duration:**  
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 Sławosz 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!

## Proposed adjustments

### Barriers and potential obstacles

#### **Difficulties that may arise for children with special educational needs (SEN)**

**During the implementation of the planned tasks, the following barriers may arise:**

- Communication difficulties (ASD, aphasia, delayed speech development),
- Difficulty understanding long or complex instructions,
- Difficulty formulating statements in a group setting,
- Fear of speaking up,
- Literal interpretation of metaphors ("land of dreams," "dream machine").

#### **Attention and concentration difficulties (ADHD):**

- Difficulty sitting still in the circle,
- Getting distracted during the video,
- Excessive activity during movement games,
- Difficulty finishing the art task,
- Fine motor and graphomotor difficulties,
- Difficulty with cutting and gluing,
- Quick fatigue during hands-on/manual work.

#### **Cognitive difficulties:**

- Difficulty understanding the abstract concept of "dreams,"
- Difficulty translating thoughts into a symbol or drawing,
- Overstimulation during discussions about dreams ("everyone is saying something different").

#### **General adaptations – proposed adjustments** **Teacher communication**

1. Use short sentences and clear messages. For children with special educational needs (SEN), the concept of "dreams" is abstract and often difficult to understand. Therefore, instead of the instruction: "Imagine we are in a land of dreams," you can say: "Close your eyes. Think about what you like to do."

2. Instead of open-ended questions such as “What do you dream about?”, ask an alternative question: “Do you dream about travelling or about having a pet?”

3. You can also use the technique of modelling responses, for example: “You can say: *I dream of...*”, “*I like...*”, “*I would like...*”.

4. Visual support will certainly be helpful in implementing this scenario. Difficult, abstract vocabulary and instructions can be enriched with visuals. Images showing examples of dreams: travelling, a dog, sports, helping others, building, painting.

5. A pictogram board: → LISTEN – LOOK – MOVE – DRAW – REST

## **Adaptations for individual stages of the scenario**

### **DREAM CIRCLE – DISCUSSION**

The child may:

- show a picture instead of speaking,
- say just one word: “dog,” “plane,” “bicycle.”

Teacher:

- ask multiple-choice questions: “Do you dream of travelling or of playing?”,
- paraphrase the child’s statements: “I hear *play* – you like playing.”

Instead of sitting in a circle, the children sit in a semicircle or at tables.

Replace the instruction: “I will take you to the land of dreams” with: “Think about something you really like.”

### **FILM ABOUT HEROES**

Potential difficulties:

- distraction,
- not understanding the content.

### **Adaptations:**

1. Before the screening: use short introductory sentences: “Now we will see people who dreamed about interesting things and made

those dreams come true. Try to remember what they wanted—what they wished for...”

## 2. After the movie

- Instead of: “Who remembers what Sławosz dreamed about?”, use closed questions: “Did Sławosz want to fly?” “Did Rafał build machines?”
- It is also worth using illustrations as additional support for the discussion.

### **DREAM MAP**

Potential difficulties:

- graphomotor skills,
- concentration.

### **Adaptations:**

Alternatives:

- A child who does not draw chooses pictures and sticks them on,
- uses ready-made templates of characters and symbols,
- works in a pair (adult–child).

Simplified instructions for “Draw or cut out your dreams”:

- “Choose a picture and glue it on.”
- Instead of open-ended questions, the teacher can ask directly: “Is this a trip or play?”, “Do you want to have a pet?”

### **GAME: “DREAM MACHINE”**

Language adaptations:

- Instead of: “Land of dreams,” say: “A place where we think about what we like.”
- Instead of: “A machine for making dreams come true,” say: “A shared movement game.”
- Instead of: “What do you dream about?” say: “What do you like?”
- Instead of: “What can you do to make your dream come true?” say: “Can you practise? Help? Learn?”
- Instead of: “Express your dreams with movement and facial expressions,” say: “Show what you like, or what you would like to do.”

## Appendix no.1 – My dreams

**MY  
DREAMS**

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