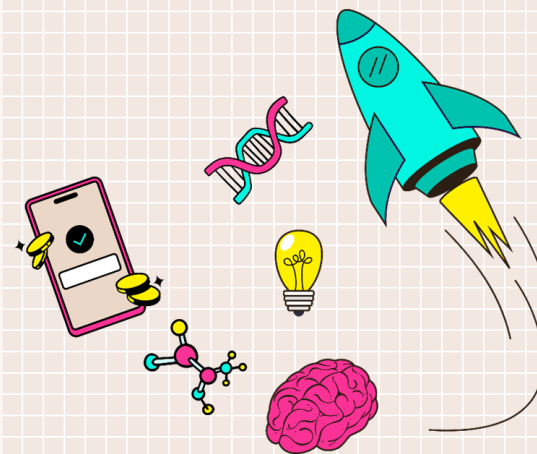


I feel proud!



Lesson duration:
50–60 minutes

Age group: 5–6 years

General objective



Developing a sense of self-worth and fostering a positive self-image in children. Building national identity and a sense of belonging to their home country.

Specific objectives



- developing a sense of belonging to a community (family, preschool, country);
- fostering pride in Polish traditions and in cultural, scientific, and sports achievements;
- encouraging positive self-perception as well as acceptance of and joy in the achievements of others;
- improving the ability to express emotions through facial expressions, gestures, and words;
- enhancing the ability to speak about one's own achievements in front of a group;
- developing creativity and manual skills through art, verbal, and movement-based activities.

Forms of work

- working with the whole group;
- individual work (creating a pride medal).

Methods

- guided conversation;
- activating methods: integration and movement games;

- practical activity method;
- elements of drama.

Teaching aids

- balloons;
- illustrations depicting selected Polish cultural symbols (e.g. oscypek cheese, pierogi), famous places and notable Polish figures;
- music for dancing;
- a medium-sized box (e.g. 30x25x30 cm), a small mirror, a scarf;
- medal templates, colored paper, ribbons, sequins, crayons, glitter, stickers, scissors, glue

Lesson Flow

1. A Balloon Full of Dreams – Introductory Circle

The teacher invites the children to sit in a circle and explains what it means to feel proud. Pride is a feeling that appears when we do something good, when we try hard, or when we feel happy about ourselves or someone we like. We can be proud of ourselves when we learn something new or when we help someone. We can also feel proud when we do something that makes us happy.

The teacher then asks the children when they have felt proud of themselves and in what situations.

Next, the teacher invites the group to play a movement game inspired by the traditional Polish rhyme *“Baloniku mój malutki”* (“My Little Balloon”). Children stand in a circle holding hands. Each child takes turns saying what they are proud of. After every response, the circle gently expands – symbolizing the *balloon of pride* growing bigger.

Example teacher narration: *Imagine that every time you help others, are kind, or learn something new, good energy grows inside you – just like our balloon grows bigger. That’s what pride is!*

At the end, the children remain in the circle. The teacher gives them a real, inflated balloon and encourages them to pass it around the circle, saying to the next person: **“I’m proud of you!”**

2. Game „My moment of pride”

The teacher invites the children to watch [a short film clip](#) (from 2:22 to 2:50) showing Iga Świątek receiving the Wimbledon trophy from Princess Kate.

After a brief discussion, the teacher asks the children to show what a proud person looks like: *"Each of us has our own way of expressing pride – every gesture is beautiful, because it shows joy! Imagine yourselves when you feel proud. What do you look like? How do you move?"*

To [the rhythm of music](#), the children express their pride through movement, gestures, and posture.

3. Journey around Poland

The teacher places illustrations on the floor showing, among others: **the Tatra Mountains, the Baltic Sea, Fryderyk Chopin, pierogi, oscypek cheese (Appendix no. 1).**

The teacher invite the children to join in: *"Today we're going on a journey around Poland! We'll see what makes our country so special and what we can truly be proud of. Let's board the imagination train – here we go!"*

At each "station," the teacher can also play short music clips related to that theme.

STATION: TATRA MOUNTAINS (OSCYPEK): *We're in the mountains. Look how beautiful it is!* The children pretend to **climb rocks, breathe in the cool mountain air, walk along a narrow bridge, and watch sheep grazing** through imaginary binoculars.

To end the visit, they "eat" **oscypek** – a smoked sheep cheese, a symbol of Polish Highlander culture, protected by the European Union.

[Link to sample background sound](#)

STATION: THE BALTIC SEA: *We've arrived at the seaside!*

Children **pretend to swim, collect seashells, build sandcastles,**

imitate waves, and **make seagull sounds**.

[Link to sample background sound](#)

STATION: ŻELAZOWA WOLA (FRYDERYK CHOPIN): *We've reached a very famous place in our country – Żelazowa Wola. This is where Fryderyk Chopin, a world-renowned Polish composer and pianist, was born. Listen! Someone is playing the piano!* Children **illustrate the music with movement, pretend to play the piano, dance to the rhythm**, and **describe the mood** (e.g., happy or sad).

[Link to sample musical piece](#)

STATION: LUNCH (PIEROGI): *Now let's stop for lunch – we'll make it ourselves! Today we're cooking Polish pierogi!* The teacher explains that pierogi come from old Polish traditions, and the recipe has been passed down for centuries. Children pretend to **pour flour into a bowl, add water and salt, knead dough, roll it out, cut circles, fill them with stuffing, seal the edges, boil**, and finally **eat them with joy**.

At the end of the journey, the teacher says: *We've finished our trip! We have so many reasons to be proud. We live in a beautiful country where amazing things happen!* The teacher then asks: *"Which station did you like the most, and why?"*

Children are encouraged to explain their choices.

4. My medal of pride

The children sit in a circle. The teacher places a box in the center, covered with a light piece of fabric, with a small mirror hidden inside. The children's task is to look inside the box to see who is hiding there. The teacher tells them that it is someone truly special – one of a kind in the entire world. The children are not allowed to say who they saw inside. It must remain a secret until the end of the activity.

When all the children have looked into the mirror and seen themselves, the teacher encourages them to share their feelings and reactions.

Then, the teacher invites them to create their own **Medal of Pride**, which will remind them that they are unique and very important.

Teacher's example narration: *Each of you is special. There isn't another boy or girl in the whole world exactly like you! Everyone has something to be proud of. Someone may sing beautifully, run fast, be a good friend, give a hug when someone needs it, or have a wonderful imagination... Think about what makes you smile or what makes you feel important. Try to draw that on your medal.*

When the medals are finished, the teacher invites the children back into the circle.

Look at how many extraordinary people are in this room! Each of you matters and has something good to share with the world.

One by one, the children present their medals, and the group responds together with a cheer: **"Bravo! You're amazing!", "You're special!"**

Proposed adjustments

Barriers and potential obstacles

"BALLOON FULL OF DREAMS" – CIRCLE DISCUSSION

What may be difficult?

- Shy children, those with selective mutism, or low self-esteem may not want to speak in front of others.
- Children with delayed speech development may find it difficult to formulate what they want to say.
- Children on the autism spectrum may feel uncomfortable with physical contact (holding hands).

How to adapt?

Allow different forms of expression.

- Instead of a full sentence, the child can say one word, show a picture, or use a gesture.
- The teacher can suggest sentence starters: "I am proud because I can...", "I like ... about myself."

Remove the requirement to hold hands. Children can stand next to each

other without touching.

- Alternative: holding a shared ribbon or a hoop.

Modelling responses by the teacher

- The teacher gives their own examples so that children know what is expected of them.

GAME: "MY MOMENT OF PRIDE" (FILM AND MOVEMENT)

What may be difficult?

- Difficulty with imitation and movement-based expression.
- Difficulties staying focused while watching the video.

How to adapt?

Alternative movement options

- The child can show pride by pointing to a picture, using a puppet, or with a seated movement (head held high, back straight).

Visual cues

- Cards with illustrations: pride = an upright posture, a smile, arms raised.

Watch the film in segments.

Shorter clips with pauses for discussion.

"JOURNEY AROUND POLAND" – A MOVEMENT-BASED THEMATIC ACTIVITY

What may be difficult?

- Overly long movement sequences.
- Coordination difficulties.
- Difficulty keeping up with a changing narrative.
- Sound sensitivity.

How to adapt?

Visual "stations"

- Each station is marked with a large pictogram, so the child knows "where we are."

Shortening the stages

- For children who have difficulty maintaining attention – 1–2 activities per station instead of the full sequence.

SUMMARY DISCUSSION AFTER THE JOURNEY

Potential difficulties:

- Justifying a choice (“why?”) can be linguistically difficult.
- Stress about speaking.

How to adapt?

An alternative to justification

The child chooses a picture of the station and shows:

- 👍 – liked it
- 😐 – it was okay
- 👎 – it was difficult

Partially completed tasks

- “I liked it because it was...” “I chose the ... station because...”

Option for a group response

- The children show a gesture or a picture together.

“MY PRIDE MEDAL” – ART ACTIVITY

What may be difficult?

- Fine motor difficulties (using scissors, gluing).
- Difficulty finding a “reason to be proud.”

How to adapt?

Prepared simplified materials

- Pre-cut medals.
- Stickers instead of drawing.
- Peel-and-stick elements.

MEDAL PRESENTATION

What may be difficult?

- Fear of presenting.
- Speaking in front of the group.

How to adapt?

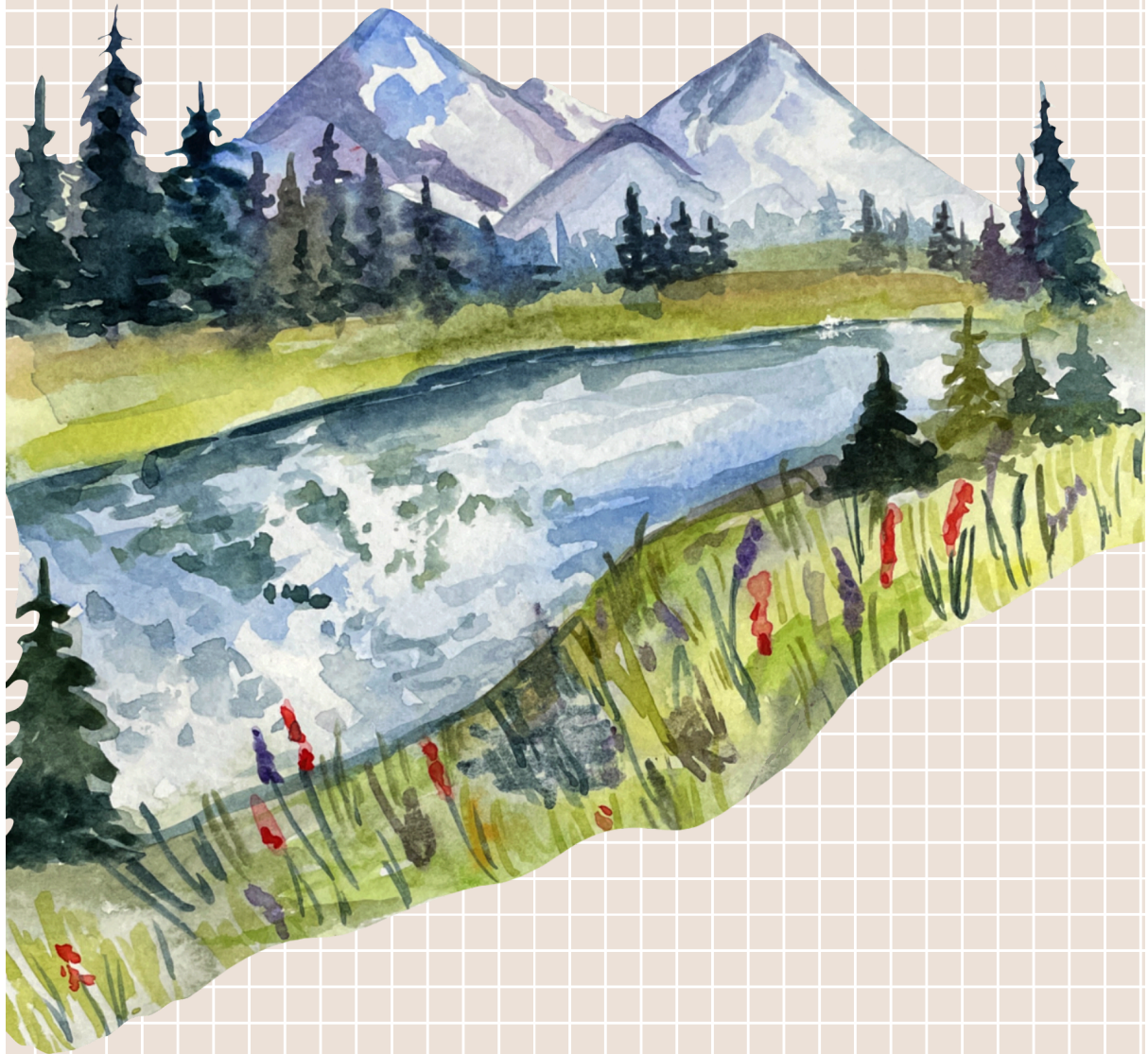
- The child points to what they drew, and the teacher speaks on their behalf.
- The child only shows the medal—without speaking.
- The child stands next to the teacher or a peer.

Appendix no. 2 – JOURNEY AROUND POLAND



**THE BALTIC
SEE**

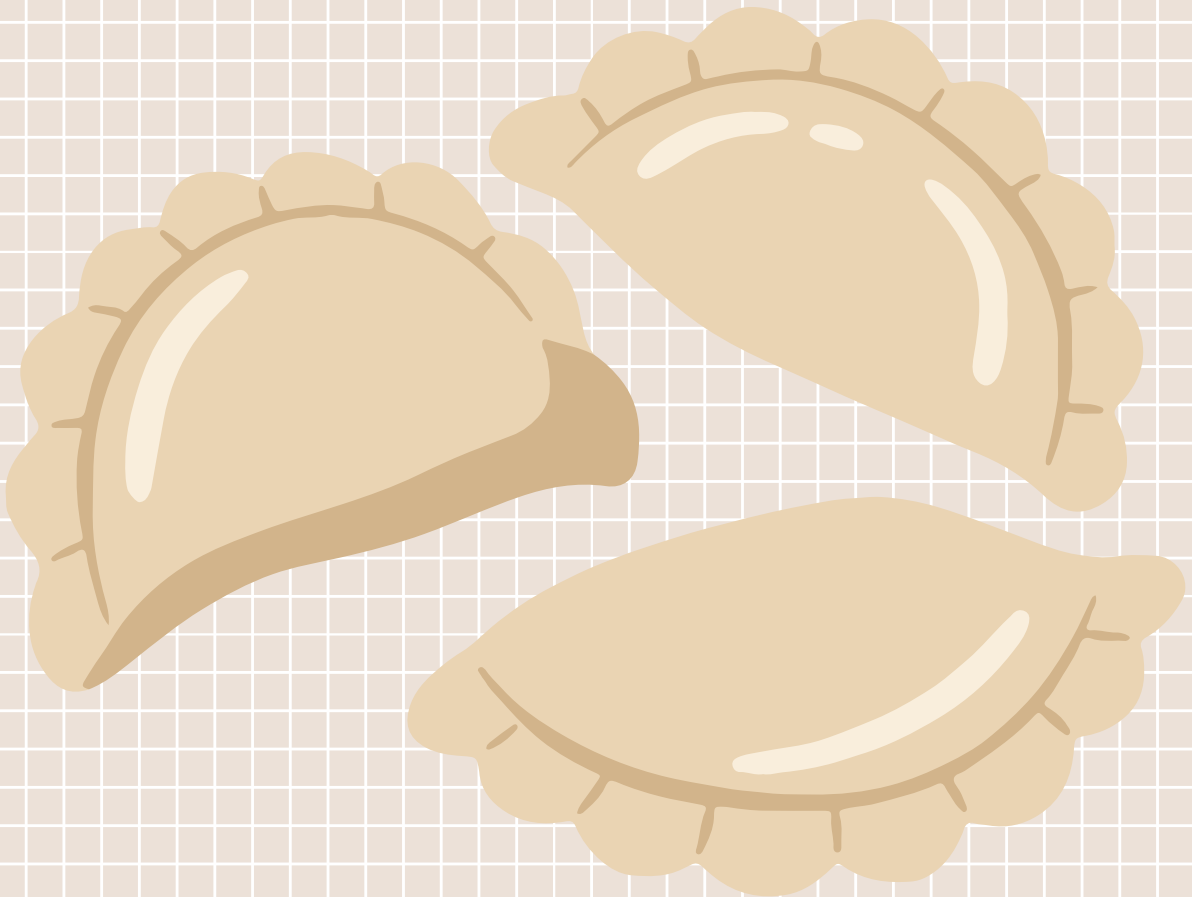
THE TATRA MOUNTAINS





FRYDERYK
CHOPIN

PIEROGI



OSCYPEK CHEESE



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