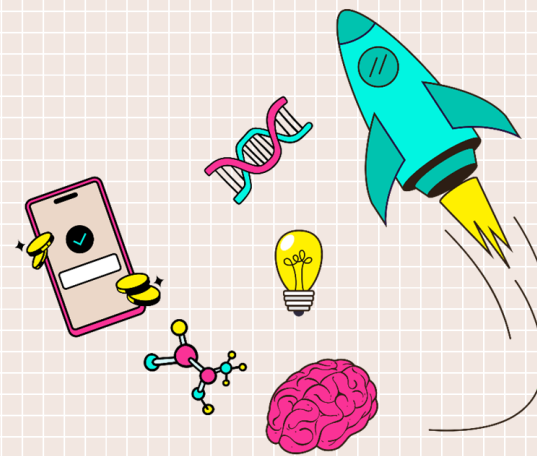


Big Dreams – You Can Do It in Poland



Lesson duration: 45 minutes

Target audience: Students of grades
1, 2, and 3 of primary school

General objective



To strengthen students sense of agency, national pride, and self-belief by learning about inspiring examples of contemporary Polish women and men who have achieved success through their dreams, passion, and perseverance.

Knowledge | The student:



- knows that Poland is a country of modern achievements, talents, and inventions that have
- global significance;
- knows examples of contemporary Polish women and men who have fulfilled their dreams
- through hard work, passion, and perseverance;
- understands that dreams are the beginning of the path to action and that failure is a natural
- part of achieving goals;
- knows the meaning of the terms: *dream, success, diligence, passion, talent*;
- understands that everyone can develop different interests.

Skills | The student:



- can recognize and name their own dreams;
- can distinguish between a dream and a goal, and knows that achieving a goal requires specific actions;
- can cooperate in a group during games and discussions, express their opinions, and listen to others;
- can identify emotions that accompany the pursuit of dreams (joy, pride, impatience, satisfaction);
- can refer to examples of inspiring people and describe their

character traits (e.g., perseverance, courage, self-confidence);

- can imagine themselves in the future achieving their dreams;
- knows the steps that lead to making their dreams come true.

Attitudes | The student:



- feels proud to be part of a community of capable and creative people, like Poland;
- recognizes the value of cooperation, perseverance, and courage in achieving personal goals;
- develops a positive attitude toward learning and self-development;
- believes that their dreams can be achieved through hard work and dedication;
- shows respect and admiration for others, regardless of gender, background, or age;
- understands that failure does not negate success but is a natural part of the learning process.

Forms of work:

- Individual – student reflects on their own dream, works with a “dream cloud”;
- Frontal – guided discussion, conversation after listening to a song and watching a film.
- Group – board game, working in teams of 4–5, making decisions together.
- Pair **work** – exercise identifying the dreams of famous people, working with pictures and descriptions.
- Movement and creative activities – relaxation exercises, art activity (drawing a dream in a cloud).

Methods

- talk and guided discussion – an engaging discussion about dreams and the achievements of Polish people.
- situational method – students independently search for answers (e.g., who a person could have been, what their dreams were);

- brainstorming – generating ideas about dreams and traits of successful people.
- miniature project – individual planning of the path to achieving a dream.
- active methods – educational games, elements of relaxation and mindfulness (music-based exercises), dream visualization, artistic and musical expression.
- emotional-social integration method – working with values, empathy, and cooperation.

Materials:

- Recording of the song “A millions dreams”,
- Music playback equipment,
- Printed board game, game pieces, and dice,
- Printed illustrations and cards with photos of famous Polish men and women,
- Short descriptions or a film about their dreams and achievements,
- Cloud-shaped paper sheets for drawing dreams, crayons and/or markers,
- Jar, envelope, or box for the “class dreams,”
- Board, flipchart, or poster for creating a “Dream Map.”

LESSON PROCEDURE

PREPARATORY PHASE – INTRODUCTION

Time. 5 min.

The teacher invites students to lie down comfortably on the carpet and close their eyes..

Example teacher narration: “Today we will begin our lesson with relaxation. Please lie down comfortably on the carpet and close your eyes. It’s time to relax. Soon, I will play a very popular Polish song for you. While lying down with your eyes closed, listen carefully to its lyrics. Ready? Let’s begin.”

The teacher plays the song [“A millions dreams”](#).

After listening, the teacher leads a short guided conversation about the

song.

Example questions:

"What do you think this song is about?" (Answer: dreams) "What are dreams?"

Teacher explanation: *"Dreams are our imaginations and desires. They are things we hope will happen in the future. Dreams are sparks in our minds and hearts that give us hope and motivate us to try. Sometimes they are toys, pets, trips. Other times, dreams are about what we want to be when we grow up."*

The teacher presents the lesson theme: Dreams and Poles who made them come true.

IMPLEMENTATION PHASE – MAIN ACTIVITIES

Time 35 min.

1. Personalization Exercise – Board Game (approx. 15 minutes)

The teacher divides the students into groups of 4–5. Each group receives a printed board game (**Appendix no 1**), an appropriate number of game pieces, and a dice.

The teacher explains the rules of the game: after each move, students must complete a sentence related to dreams (e.g., "I would like to...", "My dream is...").

Tip: The teacher should monitor the groups' work, especially the youngest students, assisting them with reading the sentences and supporting their ideas and creativity.

Sample Teacher Narration: *"I will count out loud to 10, and during this time, please form groups of four or five. When your group is ready, come over to me. I have a set of game pieces, a dice, and a board game for each group. Find a spot on the carpet, lay out your board, sit around it, and choose your game pieces."*

(Allow time for students to organize themselves and start the activity.)

"Ready? Listen carefully. Your task is to move your piece across the board from START to FINISH. Roll the dice and move your piece the

number of spaces you roll. Please count out loud as you move. On the spaces, you will find different categories related to dreams. When you land on a space, tell us about your dream in that category. Be careful along the way—some spaces may make you move backward or even return to START."

Before you begin, remember—this is just a game. Winning isn't the most important thing; what matters is the journey you take together and, along the way, getting to know each other's dreams.

The teacher invites willing students to share their ideas and sentences from the board game with the class.

2. Material Presentation – Learning About Inspirational People (approx. 10 minutes)

The teacher asks the students if they know anyone who has achieved their dreams. Students are invited to share their experiences and examples.

Tip: *If students don't know anyone, the teacher can share a story about a chosen person—this could be one of the Polish figures presented in the lesson or, for example, someone the teacher knows personally. The important point is that everyone has dreams.*

[The teacher shows the students a short film about the dreams and achievements of well-known Polish men and women.](#)

The teacher asks the students to discuss in pairs what the people in the film might have dreamed about at their age. Students then share their reflections with the class.

Example Guided Questions for Students: *What do you think this person dreamed about when they were your age?_Was it an easy dream to achieve?_What helped them keep going and not give up?*

Example Reflections After the movie: *Dreams have the real power to come true, but we must put in effort to make them happen. Each of us can achieve our own dreams!*

3. Art Exercise – “My Dream” (approx. 10 minutes)

The teacher gives each student a sheet with printed clouds (**Appendix no. 2**), where they can draw and/or write down their dreams. Students who wish may share their dreams with the group.

All the dream clouds are then placed on a large sheet of paper, creating a "Dream Map." The teacher informs the students that at the end of the school year, they will revisit the map to reflect on their progress and see how close they are to achieving their dreams.

SUMMARY PHASE

Time 5 min.

The teacher asks the students to finish the sentences:

- I liked the dream about...
- Today I understood that..."

Together with the class, the teacher formulates a final conclusion, for example: *Each of us has dreams, and everyone can make them come true if they believe in themselves, learn, and take action.*

The lesson plan aligns with the national core curriculum in the areas of social education, Polish language education, and art education.

Suggested Adaptations

Barriers and Potential Challenges

Cognitive and learning difficulties

- difficulty maintaining attention while listening to the song and during a guided discussion,
- not understanding abstract concepts: dream, passion, success, perseverance,
- group work pace that is too fast,
- difficulty reading the instructions on the game board,
- limited vocabulary for speaking in full sentences,
- difficulty writing down a dream..

General organisational adjustments

- shorter instructions, simple messages,

- instructions given both orally and visually (pictogram, written on the board),
- option to work individually instead of in a group,
- extended time to complete tasks,
- teacher support when reading instructions,
- option to respond with a gesture, a picture, or a single word instead of a full sentence.

Adaptations

- option to sit on a chair instead of lying down,
- turning the music down,
- shortening the listening time to just a fragment of the song,
- replacing listening to the song with reading a short excerpt of the lyrics or having a conversation about dreams.

Alternative tasks:

- students choose a picture that symbolizes a dream,
- they color an illustration connected to dreams,
- they point to an emoji that shows how they feel.

GUIDED DISCUSSION

Possible difficulties:

- speaking in front of the class,
- limited language skills,
- fear of being judged.

Adaptations:

- speaking in pairs instead of in front of the whole class,
- option to answer with one word or a movement (e.g., pointing, a YES/NO card),
- the teacher provides sentence starters to complete: "I dream of ..." / "I would like to ...",
- accepting any form of response (a drawing, a gesture, a word).

Alternative tasks:

- writing or drawing a dream without presenting it to the whole class,
- matching pictures: "dream – action."

BOARD GAME

Possible difficulties:

- reading the text on the spaces,
- making decisions in a group,
- fast pace of the game.

Adaptations:

- the teacher reads the text on the spaces aloud to students,
- using a board with symbols instead of text,
- allowing students to work in pairs instead of teams of 4–5,

the student responds by:

- using one word,
- pointing to the picture pattern,
- completing a sentence with the teacher's help,
- instead of rolling a die – counting together or moving the pawn a fixed number of spaces (1–2).

FILM ABOUT INSPIRING FIGURES

Possible difficulties:

- sustaining attention for a longer time,
- difficulty understanding abstract content.

Adaptations:

- shortening the film to selected clips,
- pausing the film and asking short comprehension-check questions,
- discussing the story using pictures and symbols,
- the teacher summarises the film in simple language.

Alternative tasks:

- choosing one illustration of a person from the film and matching it with: the dream and the action,
- coloring the character shown in the film.

ART ACTIVITY "MY DREAM"

Possible difficulties:

- weak fine motor skills (graphomotor difficulties),
- getting tired quickly.

Adaptations – options to:

- draw with wax crayons or thick markers,
- cut out and paste ready-made illustrations,
- use stickers,
- have no requirement to write sentences,
- have the teacher help write down the dream on the student's behalf.

Alternative tasks:

- choosing and pasting an illustration of a dream,
- matching a picture to a caption,
- saying the dream out loud instead of doing the art activity.

SUMMARY

Possible difficulties:

- verbal expression of reflections

Adaptations: choosing one symbol card:

✓ "I liked it"

✓ "It was interesting"

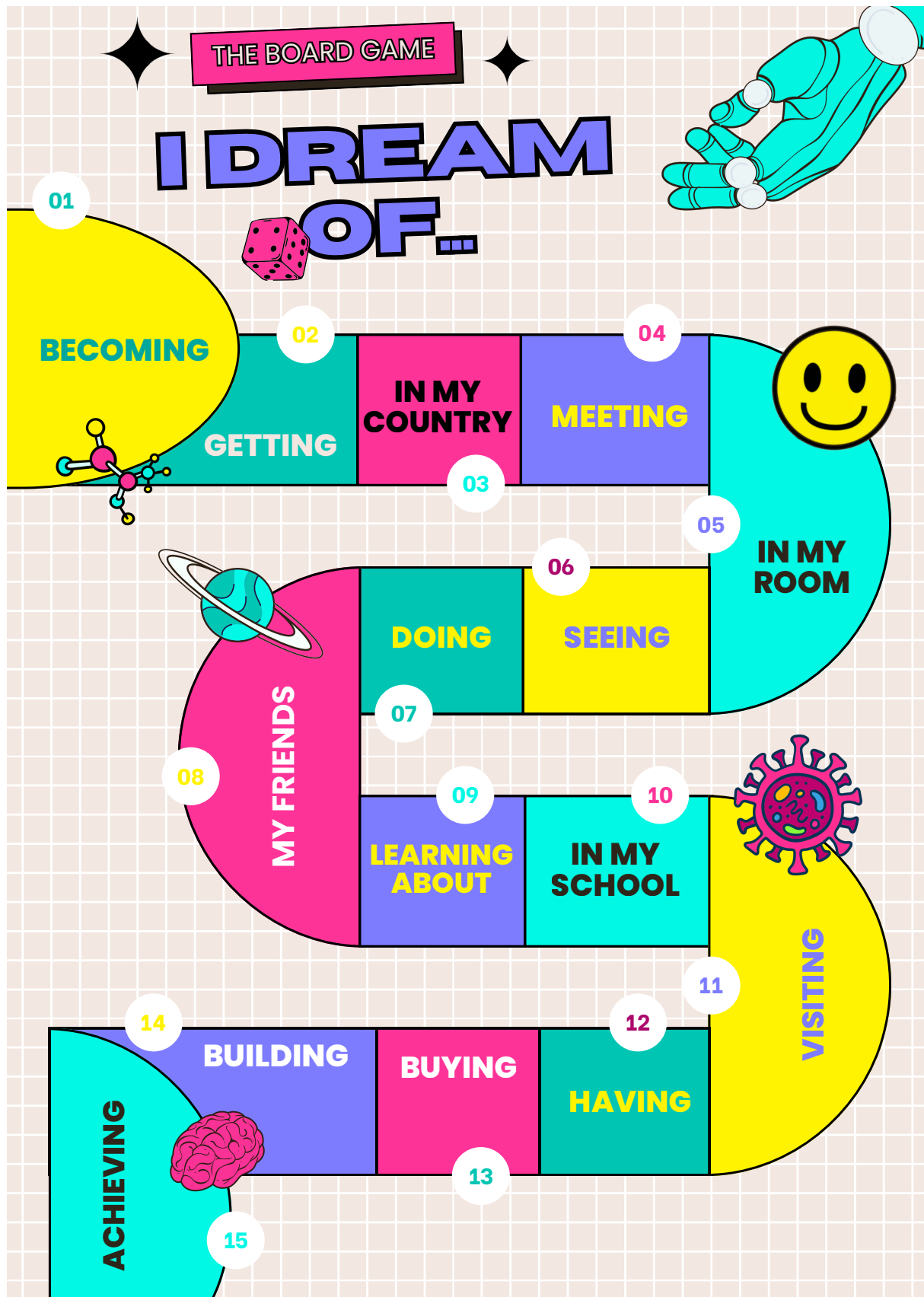
✓ "It was difficult"

or completing a sentence with the teacher's support: "I liked ..." / or marking a picture.

Alternative forms of reflection:

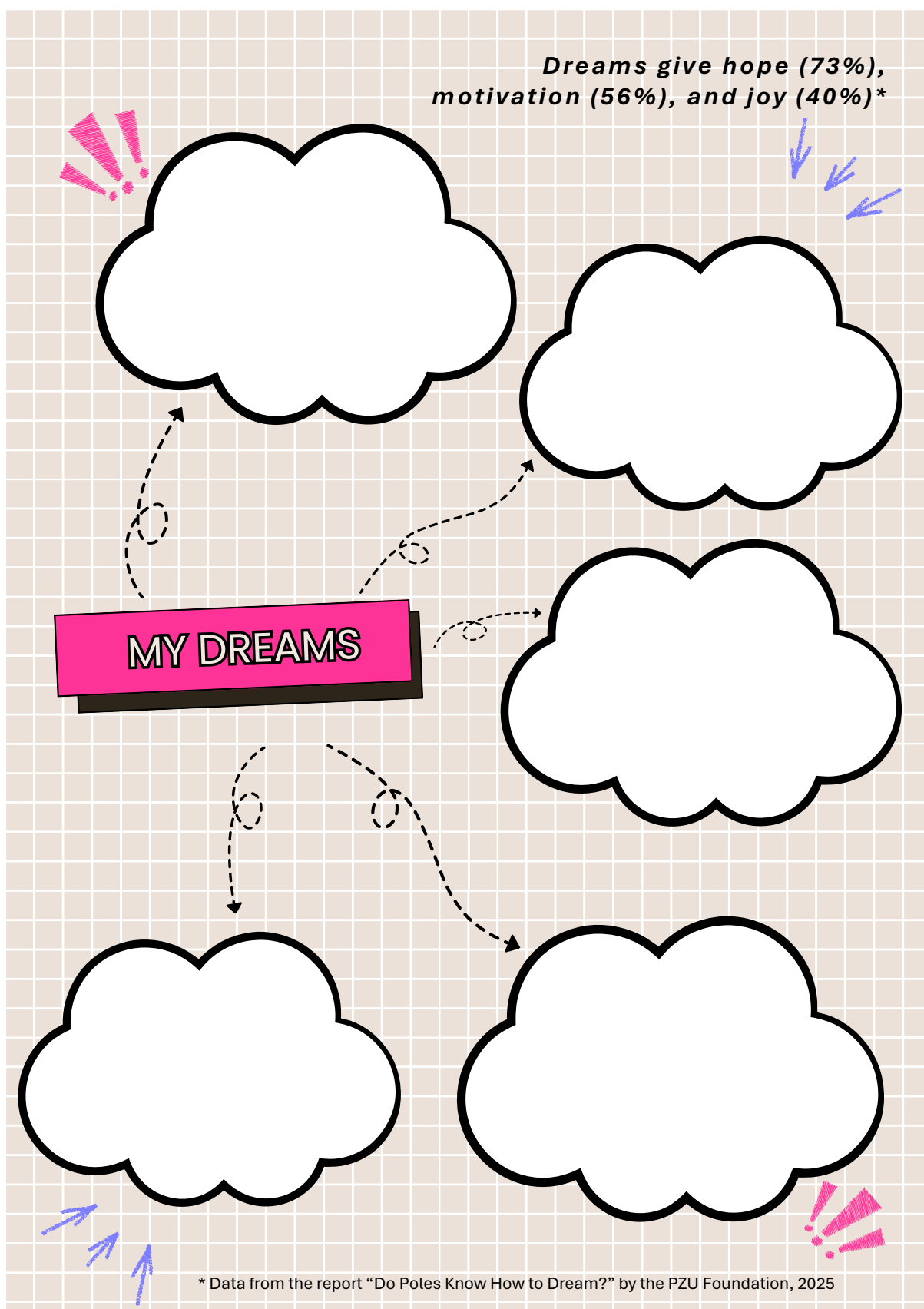
- putting a dream picture into the "class jar,"
- raising a green or yellow card to evaluate the lesson.

Appendix no. 1 – board game



Załącznik nr 2 - my dreams

*Dreams give hope (73%),
motivation (56%), and joy (40%)**



* Data from the report "Do Poles Know How to Dream?" by the PZU Foundation, 2025

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