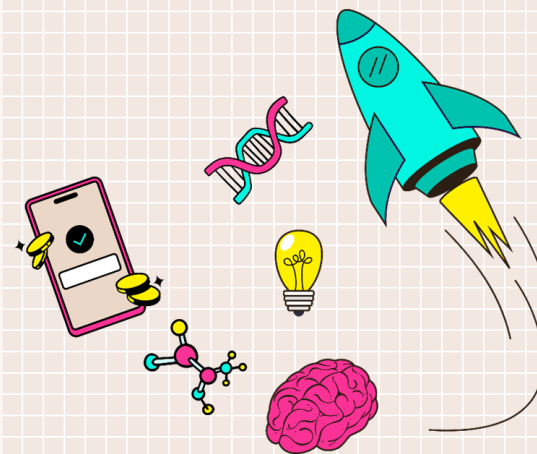


I feel proud!



Lesson duration: 45 minutes

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

General objective



strengthening students' sense of pride in themselves as well as national pride by recognizing their own achievements and learning about contemporary examples of Polish successes.

Knowledge | The Student:



- understands the meaning of the saying "proud as a peacock" and can relate it to real-life situations (their own and others');
- knows examples of contemporary Polish women and men who have achieved success, e.g., Sławosz Uznański-Wiśniewski, Zoja Skubis, Iga Świątek, Rafał Brzoska;
- recognizes selected symbols and associations with Poland (e.g., the flag, white eagle, Tatra Mountains, Vistula River, amber, pierogi, creators and scientists);
- knows and understands emotions accompanying achievements, e.g., pride, joy, emotion, satisfaction;
- understands that success requires effort, cooperation, and perseverance, and that failures are part of the path to the goal;
- knows that "being proud" can relate to family, talents, personal things, and the community (e.g., the country) – and that these areas can overlap.

Skills | The Student:



- names and illustrates situations in which they feel pride ("I am proud as a peacock when...") using simple real-life examples;
- cooperates in pairs/groups during tasks (emotion

presentation, bingo, "Pride Pierogi" poster), respecting established rules;

- recognizes selected symbols of Poland on a bingo card;
- carries out a short lesson evaluation ("From today's lesson I take away..."), referring to emotions, new knowledge, or actions.

Attitudes | The Student:



- expresses pride in their own small successes and appreciates the progress of others (culture of appreciation);
- shows curiosity about Polish achievements, talents, and symbols – recognizing their value and diversity;
- strengthens self-confidence ("I can do it too"), understanding that the path to a goal can be long and demanding;
- respects the diversity of interests and paths to success – regardless of gender, age, or field;
- practices cooperation and kindness (taking turns speaking, listening, accepting different associations);
- feels a sense of belonging and responsibility for the community (class, school, country) – understanding that personal pride can build collective pride.

Forms of work

- individual – working on the "Four Pride Pierogi" sheet, reflecting on personal achievements, playing bingo;
- in pairs – completing the sentence "I am proud as a peacock when...";
- group – working on a presentation of famous Poles and identifying emotions, participating in a collective educational game, discussions;
- whole class – joint lesson summary, guided conversation, lesson evaluation: "From today's lesson I take away...".

Methods

- guided conversation – introductory discussion about the meaning of pride and the symbolism of the peacock;
- heuristic conversation – guiding students with questions toward their own discoveries (e.g., "What does the peacock symbolize?", "What did

- the Polish astronaut take into space?”);
- activating method – brainstorming to create associations with Poland and personal pride;
- practical exercises – working with the “Four Pride Pierogi” sheet, educational bingo;
- creative expression method – drawing, gestures, describing emotions.

Materials

- a photo of a peacock with its tail spread (print or multimedia presentation);
- worksheets with four “Pride Pierogi” (categories: my family, my things, my talent, Poland);
- a sheet of paper for attaching students’ “pierogi”;
- a set of bingo cards with symbols associated with Poland;
- multimedia device (interactive whiteboard/computer/projector);
- a prop for the summary (mascot, ball, or another symbolic object – e.g., in the colors of Poland).

LESSON PROCEDURE

PREPARATORY PHASE – INTRODUCTION	Time. 5 min
<p>The teacher shows the students a picture of a beautiful peacock with its tail spread (Appendix no. 1) and guides the students to discover the meaning of the presented image – “proud as a peacock.”</p> <p><u>Sample Conversation:</u> Look at the picture. What do you see? What animal is in the picture? How is the peacock? (beautiful, colorful, proud, curious) What makes the peacock so beautiful? (its colorful tail) And when do peacocks display their tails? (to attract females, to dominate rivals by showing other males that the peacock is healthy and strong) Do you know any expressions about peacocks? (Proud as...)</p> <p>The teacher asks the students to complete the sentence in pairs: “I am proud as a peacock when...” Volunteers then share their ideas with the rest of the class.</p>	
IMPLEMENTATION PHASE	Time 35 min

1. **Introduction to the topic – individual work: “I am proud of myself” (approx. 10 min)**

The teacher shows the students a drawing of four pierogi, each representing a different category (**Appendix no. 2**).

Sample Presentation: *It's time for you to think about what you are proud of in your life. I have a drawing of four pierogi for each of you. Why pierogi? (because they are a Polish symbol). Think about what makes you proud in your life. On the illustrations, there are four categories – my talent, my personal trait, my possession, my country. Consider who or what makes you feel proud.*

I'll give you my example. In my family, I am very proud of my grandmother. She is 95 years old, reads books, works in the garden, and makes delicious pierogi. As for my personal reasons for pride, I am very proud of my bookshelf. It contains all the books I have read – the bookshelf is very large. In Poland, I love the Baltic Sea and the mountains. I am proud of them. And my talent? Well, I can teach and I can be patient.

Now it's your turn. Take some time to think about your own answers.

Students draw and/or write information in the four indicated categories on their worksheet. Volunteers then present their work.

The teacher attaches all the pierogi onto a single sheet of paper (poster).

1. **Pride High-Five (approx. 3 min)**

Suggested teacher narration: *In today's lesson, we talked a lot about pride and that each of us has something special to be proud of. But do you know what else is wonderful? When we can notice something good in someone else! Because pride and goodness can multiply – all you have to do is share them!*

The teacher asks the students to stand up and spread out in the classroom so they can move freely. The teacher explains: “We are about to go on the **Pride High-Five Walk**. Your task is to go to five different people and give them a pride high-five. With each high-five, say something positive to the other person, for example: I like how you

worked today. You have great ideas for your drawings. It's great that you like to help. You are kind. I enjoy being in a group with you."

After completing the activity, the teacher asks the students how they felt when someone said something nice to them and how they felt when they said something positive to someone else.

Suggested Summary: *Look, you just shared pride with others. Sometimes, just one kind word can make someone's day better. And when we notice something good in someone, we also feel proud.*

3. Material Presentation – We Have Many Reasons to Be Proud (approx. 10 min)

The teacher shows the students [an educational video about the achievements of Poles in various fields of life](#). The video presents people who have fulfilled their dreams.

The students – together or in pairs – discuss the feelings associated with these achievements, how the people in the video might have felt, and how they themselves feel after watching the material..

4. Introduction to the Second Part of the Topic – From Personal Pride to National Pride (approx. 7 min)

The teacher asks the children to think in pairs about what comes to their mind when they think of Poland. What are its symbols? Then the students share their ideas with the class.

The teacher emphasizes that Poland is not only a country with beautiful traditions, but also a modern, dynamically developing nation, where inventions, technologies, and brands known worldwide are created..

Sample Teacher Narration:: *Did you know that we can be proud of Poland not only because of our mountains, the sea, or delicious pierogi? We can also be proud because Poles invent and create things that are known all over the world! Poles make inventions!*

Examples of Contemporary Symbols and Reasons for Pride:

SUMMARY PHASE

Time 5 min

The students sit on the carpet, and the teacher asks volunteers to share their opinions about the lesson.

The teacher, holding a mascot/ball/any other object, says a sentence starting with: "From today's lesson, I take with me..." and asks each student to complete the sentence as well.

Teacher's Suggestion: The teacher starts the round and hands the object to the first student. After giving their answer, the student passes the object to the next person, continuing until the object returns to the teacher.

Sample Teacher Narration with Students: *Look, this is a rubber ball in the colors of the Polish flag. I would like each of you to think about what you are proud of and complete the sentence: "From today's lesson, I take with me..."*

I'll start: "From today's lesson, I take with me a great sense of pride in all of you!" X, the ball is yours—now it's time for you to say what you take from today's lesson.

Proposed adjustments

Barriers and Possible Difficulties

INTRODUCTORY PHASE – conversation about the peacock

Possible difficulties:

- fear of speaking in front of the group
- limited vocabulary
- misunderstanding the metaphor "proud as a peacock"

Adjustments:

- Allowing answers in pairs instead of in front of the group; answers can be given using one word, a gesture, or by pointing to a picture.
- Ready-made sentence patterns:
"The peacock is ... (beautiful/proud/colorful)",
"Proud as a peacock when I ... (draw / play / help)".
- Explaining the metaphor visually – showing emotions through the teacher's facial expressions.

- Reduced number of questions – choosing 1–2 key questions instead of a guided discussion.

Alternative tasks:

- Choosing a picture that shows “pride”.
- Showing with a gesture when they feel proud.
- Matching cards: “peacock – pride – joy”.

PAIR WORK – “I am proud as a peacock when...”

Possible difficulties:

- communication barriers
- social inhibition

Adjustments:

Allowing answers:

- with one word (“draw”, “help”),
- with a drawing instead of speaking,
- on a note handed to the teacher.

Students may:

- repeat the sentence after the teacher,
- point to a picture symbolizing pride.

Alternatives:

- Drawing one scene illustrating a moment of pride.
- Coloring a peacock template and writing one word describing pride.

INDIVIDUAL WORK – “Pierogi of pride”

Possible difficulties:

- slow fine motor skills
- difficulty writing full sentences
- quick hand fatigue

Adjustments:

- Instead of writing: drawing, sticking symbols, cutting out pictures.

Alternatives:

- Simplified worksheet: only one pieróg – “What I am proud of”.
- Oral response – the teacher writes down the student’s answer.

“HIGH FIVE OF PRIDE” – movement activity**Possible difficulties:**

- social anxiety
- tactile sensitivity
- difficulty formulating compliments

Adjustments:

Possibility of:

- symbolic waving instead of giving a high five,
- saying one word (“Great”, “Nice”).

Prepared support sentences on the board:

“I like that...”, “I like how...”.

Limiting interactions – the student chooses only 1–2 people instead of 5.

Alternatives:

- Drawing a “pride medal” for a classmate.
- Sticking a heart with the chosen person’s name.

FILM – “Reasons to be proud”**Possible difficulties:**

- reduced concentration
- difficulty following the storyline

Adjustments:

- Shortening the video to selected fragments.
- Pausing the film and discussing scenes.
- Instead of open-ended questions – closed questions:
“Was the character proud?” YES / NO.
- Printed images as visual support.

Alternatives:

- Viewing posters instead of a film.
- A short story told by the teacher.

ASSOCIATIONS – “What Poland reminds me of”

Possible difficulties:

- lack of verbal associations
- uncertainty in speaking

Adjustments:

- Choice cards: pictures of Polish symbols – the student raises one selected card.
- Answers given with one word or by pointing to a picture.
- Pair work instead of speaking in front of the group.

Alternatives:

- Coloring a picture of a Polish symbol.
- Creating a flag from strips of paper.

BINGO GAME

Possible difficulties:

- reading instructions
- fast pace of the game
- disorientation

Adjustments:

- Instructions read aloud by the teacher.
- Marking only 3 pictures instead of 6.
- Option to observe instead of participate.

Alternatives:

- Match-the-symbol puzzle (Poland).
- Picture memory game – Poland.

PROUD AS A PEACOCK

I'M AS PROUD AS A PEACOCK WHEN...



Appendix no. 2 – pierogi of pride

PIEROGI OF PRIDE

MY THINGS

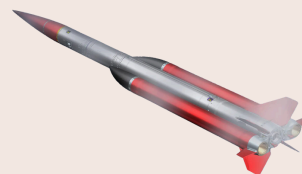
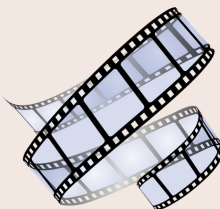
MY CHARACTER TRAIT

MY TALENT

MY COUNTRY

Appendix no. 3 – bingo game

BINGO!



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