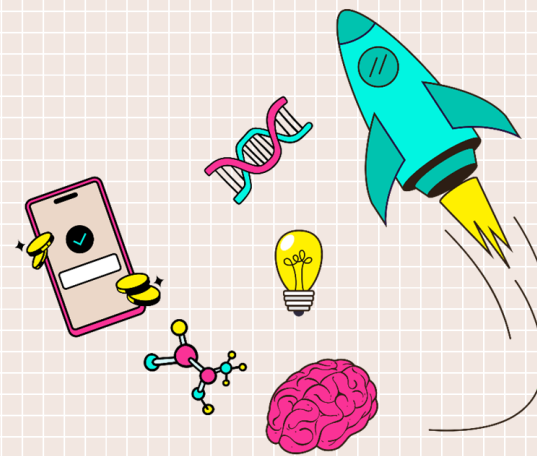


My Big Dreams – You Can Do It in Poland



Lesson duration: 45 minutes

target group: students in grades
4, 5, and 6 of primary school

General objective:



Strengthening students' sense of agency, national pride, and belief in their abilities by learning about inspiring examples of contemporary Polish women and men who, through dreams, passion, and perseverance, have achieved success.

Knowledge | The student:



- Explains the concept of a dream and understands the difference between a dream, a goal, and an action plan;
- Recognizes and briefly describes examples of contemporary Polish women and men who have achieved their dreams/goals, e.g., Sławosz Uznański-Wiśniewski, Zoja Skubis, Iga Świątek;
- Identifies factors that support achieving dreams (perseverance, work, cooperation, learning from mistakes, support from others);
- Understands that failure is part of the process of reaching a goal and can provide simple examples of "what this teaches me";
- Knows the 6 proposed steps to fulfill a dream (from the worksheet) and can discuss them in their own words.

Attitudes | The Student:



- Strengthens a sense of agency ("I can plan and take the first step");
- Develops resilience to challenges (accepting mistakes as lessons, willingness to revise the plan);
- Shows respect for diverse paths and talents (various fields: sports, science, arts, entrepreneurship);

- Fosters responsibility for one's own learning process (revisiting the plan after 3–4 months, self-reflection);
- Builds pride in Polish achievements and understands their contemporary relevance (technology, literature, science, sports).

Forms of work

- Individual: "6 Steps to Achieve a Dream" worksheet, final reflection;
- In pairs: song lyrics puzzle; analysis of photos/people and formulating hypotheses "what did this person dream of?";
- In groups: board game with sentence completion; discussion and selection of "success traits";
- Whole-class (team): presentation of material about famous Polish people, sharing conclusions, mini-debate;
- Movement/expressive: "Show it" (with gestures), "Who am I?" (Yes/No questions);
- Reflective: final round "Today I was impressed by the dream of..."

Methods

- Work with a song and image;
- Guided discussion and mini-debate (arguments "why is this achievement important?");
- Activating methods: board game with sentence completion;
- Case study: short "success stories" – analysis of factors and conclusions to apply;
- Mini-project: individual "6-step" plan;
- Feedback and self-evaluation: review of the card, decision to revisit the plan in 3–4 months.

Teaching aids

- Printed and cut-up lyrics of the song "A million dreams" (individual lines/verses) + audio recording of the song, speaker
- Cards with photos and short notes about selected Polish men and women
- Board game (spaces with sentences to complete), pawns, dice
- Worksheet "6 Steps to Achieve Your Dream" (one per student; space for

goal, steps, deadline, indicator, resources, risks)

- Art materials (A4/A3 paper, markers, glue – for poster/class album)
- Optional: timers for task duration, stickers

Lesson procedure

PREPARATORY PHASE – INTRODUCTION

Time 10 min.

Students work in pairs and receive the cut-up lyrics of the song "[A million dreams](#)" (**Appendix no. 1**) – they familiarize themselves with the text and together decide on the correct order, arranging the song lyrics.

The teacher talks with the students about the song lyrics, encouraging them to share their thoughts about dreams

Suggested narration for the teacher: *Dreams are special thoughts and images in our minds that show us what we really want, what we would like to experience, or who we would like to become. You can compare them to a movie we create ourselves – in this movie, anything is possible: you can fly like a superhero, live in a castle, become an astronaut, or simply get your dream bike.. "Dreams are important because:"*

- they give us strength – when we have a difficult day, a dream can make us feel better,

- they show us the way – sometimes dreams turn into goals that we can truly achieve if we try hard,

- they develop our imagination – thanks to them, we learn to think creatively and come up with new ideas.

ACTION PHASE

Time 35 min.

1. Board game (about 10 minutes)

The teacher divides the students into groups of 3–4. Each group receives a board game (**Appendix no. 2**), the appropriate number of pawns, and a dice. On the board, there are sentences to be completed – students play the game moving from start to finish, completing the

sentences on which their pawn lands.

Sample teacher narration: *Now it's time for group work. Please form groups of four. Ready? Here is the board game, a set of pawns, and a die. Everyone, please choose your pawn and place it on the Start field. Each player rolls the die and moves their pawn to the corresponding space. On most spaces, you'll find sentences to complete. When you land on a space, finish the sentence aloud.*

Your task is to reach the Finish field. Is everything clear? And remember – be creative!

When the students finish the game, the teacher asks volunteers to share their ideas for completing the sentences from the board..

2. Presentation of the material – let's get to know inspiring stories of famous Poles (about 15 minutes)

CONCLUSION – summary and reflection	Time 5 min.
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The teacher sums up the lesson and asks the students to finish the sentence: *Dreams are...*

Suggested adaptations

Barriers and potential challenges

INTRODUCTORY PHASE – SONG AND DISCUSSION

Adapting the activity:

Pair students with different abilities (a stronger student with a calmer one / one who needs support).

For students with reading difficulties:

- Allow them to arrange the song lyrics based on listening, even without reading. You can prepare a QR code linking to the song so they can access it on a smartphone, or allow them to listen to the lyrics on headphones during the activity.
Allow them to point to the lines instead of reading aloud.

For shy students:

- Instead of speaking out loud, have them write a short note in their notebook: "What do I dream of?" (one sentence).

BOARD GAME – GROUP WORK**Group organization:**

Groups of 3–4 students; each person is assigned a role:

- instruction reader,
- dice roller,
- rules monitor,
- ideas recorder (takes notes).

Adaptation:

Some students may need the game rules to be presented visually. Sometimes it helps to model the moves step by step so the student can see how it works, as simply reading the instructions may be unclear. The instructions can be prepared as a checklist so that, during the game, the student can refer to it discreetly and remind themselves of the rules.

For students with difficulties in verbal expression:

- Allow them to complete sentences with a single word instead of giving full answers.

For students who are very physically active:

- Assign them the role of "game organizer."

PRESENTATION OF INSPIRING FIGURES

- **Tips for working with a video and photos:**
- Before the screening, set one guiding question, e.g.:
- What helped this person achieve their dream?
- After the material:
Have students discuss their answers in pairs first, and only then share with the whole class (to reduce stress).
- Students with SEN:
They can respond by choosing from a "cheat sheet" written on the board:
work – perseverance – support – practice – courage.

WORKSHEET: "6 STEPS TO ACHIEVING A DREAM"

Adaptation:

Children with writing difficulties:

- They can draw instead of writing, or dictate to the teacher.

Children with low motivation:

- Let them choose a very simple, everyday goal (e.g., make their bed, learn to swim, improve their grades).

Teacher support:

Walk around the classroom and ask guiding questions:

- "What could you start with?"
- "Who could help you?"
- "What might be difficult?"

SUMMARY – FINAL REFLECTION

Forms of expression to choose from:

- **oral:** "Dreams are..."
- **written:** completing the sentence in the notebook,
- **movement-based:** a gesture showing an emotion (joy, pride, hope).

Adaptation:

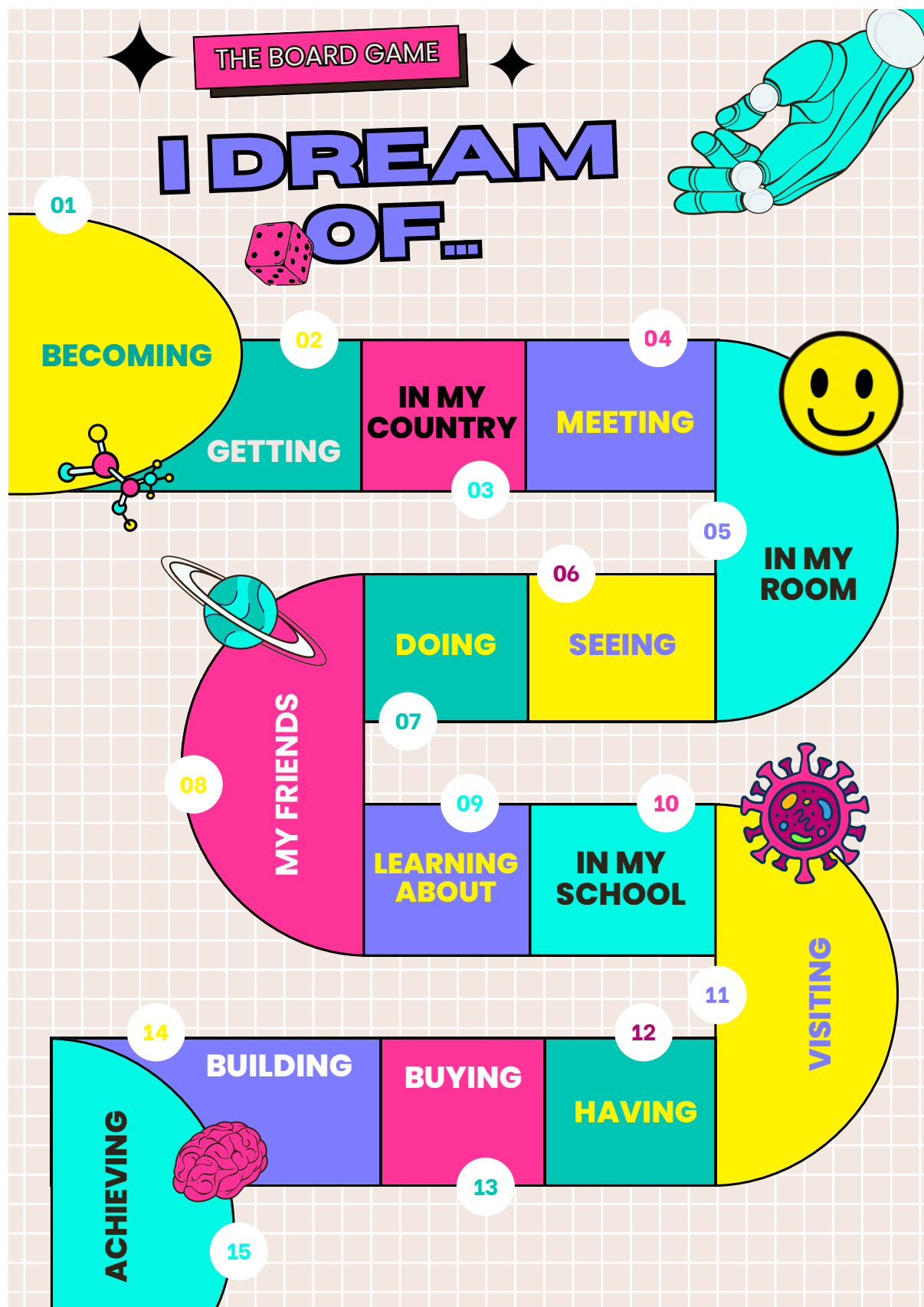
- Shy students: no obligation to speak in front of the class.
- Students with communication difficulties: they can show their answer using a card/an emoji.

Appendix no. 1 – song

I close my eyes and I can see
A world that's waiting up for me
That I call my own
Through the dark, through the door
Through where no one's been before
But it feels like home
They can say, they can say it all sounds crazy
They can say, they can say I've lost my mind
I don't care, I don't care, so call me crazy
We can live in a world that we design
'Cause every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make
There's a house we can build
Every room inside is filled
With things from far away
The special things I compile
Each one there to make you smile
On a rainy day

Every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
Oh, a million dreams for the world we're gonna make
However big, however small
Let me be part of it all
Share your dreams with me
You may be right, you may be wrong
But say that you'll bring me along
To the world you see
To the world I close my eyes to see
I close my eyes to see
Every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
A million dreams, a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make
For the world we're gonna make

Appendix no. 2 – board game



Appendix no. 3 – 6 steps to your goal



Appendix no. 4 – 6 steps to your goal

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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