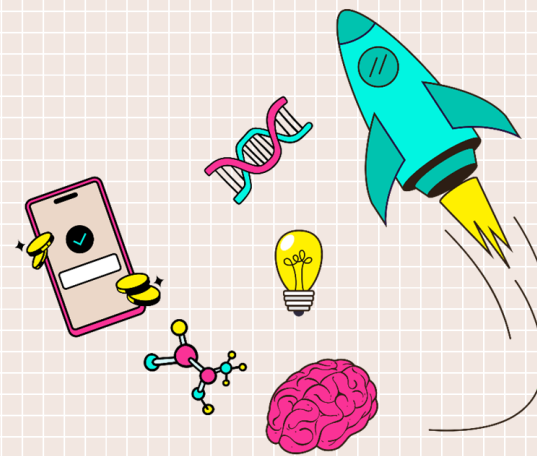


# I feel proud!



**Lesson duration:** 45 minutes

**Target group:** students of grades 4, 5, and 6 of primary school

## General goal



To strengthen students' sense of pride in themselves and their national pride by recognizing their own achievements, learning about contemporary examples of Polish successes and identifying the emotions and values associated with them. Also, to build an attitude of agency ("I can do it too") and respect for the achievements of others.

## Knowledge | The Student



- understands the concept of pride and can identify its various sources – personal, family, national, cultural, and scientific;
- knows examples of contemporary Poles who have achieved success through hard work, perseverance, and passion;
- recognizes both traditional and modern symbols of Poland (e.g., BLIK, the bionic pancreas, the Polish Mars rover, the Solaris bus, the endoscopic capsule);
- understands that Poland is a modern and creative country where innovations known around the world are created;
- can give examples of fields in which Poles are leaders (science, sports, technology, culture).

## Skills | The Student:



- analyzes and interprets the meaning of national symbols and modern innovations;
- identifies feelings associated with pride – both personal and national;
- works in a team: listens, cooperates, shares ideas, and

- creates a joint poster;
- recognizes and describes the achievements of contemporary Poles, connecting facts with emotions and values;
- creates their own written and artistic expressions (drawings, captions, notes) about what they are proud of;
- makes decisions in educational games (e.g., bingo – choosing correct examples of innovations);
- expresses and supports their opinions in discussions about values, e.g., “Why am I proud of Poland?”;
- formulates conclusions and can relate the topic to their own life (“What am I proud of?”).

### **Attitudes | The Student:**



- develops a sense of national identity based on facts rather than stereotypes;
- feels respect and pride in the achievements of Polish women and men – both historical and contemporary;
- strengthens self-esteem and belief in one’s own abilities;
- understands that everyone can have an impact – large or small – on the world around them;
- shows respect for the work of others, regardless of the field;
- develops an attitude of curiosity and openness toward science, modernity, and contemporary technologies.

## **Forms of work**

- individual – completing the “dumpling of pride” worksheet, final reflection “From today’s lesson I take with me...”;
- in pairs – conversations and brainstorming (“What do I associate with Poland?”, “What am I proud of?”);
- group work (3–4 students) – analyzing figures, identifying emotions and gestures of pride, bingo game;
- whole-class (team) work – watching an educational film, presenting the results of group work, shared reflection;
- movement and expressive activities – gestures of pride, work at the board, games such as “Who am I?”.

## Methods

- guided discussion – introducing the concepts of “pride,” “symbol,” and “achievement”;
- visual method – working with an educational film, photos, and innovation cards;
- brainstorming – generating ideas about symbols and reasons for pride;
- activating methods – board game, educational bingo, “Who am I?”, “Show it”;
- expression and reflection method – creating individual “four dumplings of pride” cards;
- problem-solving method – analyzing and identifying modern inventions;
- integrative method – creating a shared poster and conducting a reflective round with a symbolic object (“a ball in the colors of the flag”).

## Teaching aids

- picture of a peacock (poster, slide, or printout);
- educational film about the achievements of Polish people;
- illustrations or printouts of modern symbols of Poland;
- worksheet **“Four Dumplings of Pride”** – with four categories: *my family, my things, my talent, Poland*;
- bingo cards with illustrations (12 fields – 6 correct modern innovations and 6 trick options);
- mascot or ball in national colors – for the reflection round;
- art materials – crayons, markers, A4/A3 sheets, glue;
- board or flipchart for the collective poster **“Our Reasons for Pride”**;
- multimedia equipment – computer, projector, or interactive whiteboard.

## LESSON PROCEDURE

### PREPARATORY PHASE – INTRODUCTION

Time 5 mi.

The teacher shows the students a picture of a peacock with its tail spread (**Appendix No. 1**) and guides them to discover the meaning of the image – “*proud as a peacock*.”

Sample narration: What do you see in the picture? What animal is in

*the picture? What is the peacock like? (beautiful, colorful, proud, curious) What makes the peacock so beautiful? (its colorful tail) And when do peacocks show 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 a...?)*

*The teacher asks the students, in pairs, to complete the sentence: "I'm as proud as a peacock when..." Volunteers then share their ideas with the whole class.*

## IMPLEMENTATION PHASE

Time 35 min.

### 1. **Presentation of the material – we have many reasons to be proud (about 10 minutes)**

[The teacher shows the students an educational film](#) about the achievements of Polish people in various fields of life. The film presents individuals who have made their dreams come true.

The students, either together, in pairs, or in groups, decide what emotions accompany these achievements.

### 2. **Individual work – I am proud of myself (about 10 minutes)**

The teacher shows the students a drawing of four dumplings, each representing one of four categories (**Appendix No. 2**).

Sample teacher narration: *It's time for you to think about what makes you proud in your life. I have for each of you a drawing of four dumplings. Why dumplings? Because they are a Polish symbol – and they even went to space, which proves that each of us can reach for the stars.*

*Think about what makes you proud of yourself. On the illustration, we have four categories – my talent, my character trait, my possession, my country. Reflect on what makes you proud of yourself and who else you are proud of.*

*I'll give you my example... (...) Now it's your turn. Think about your answers.*





*The students fill in their printed dumplings, providing answers in four categories.*

Volunteers present their work to the class. The teacher can stick all the dumplings onto one collective Pride Poster.

### **3. Introduction to the second part of the topic – from personal pride to national pride (about 7 minutes)**

The teacher asks the children, in pairs, to think about what they associate with Poland. What are its symbols? The students share their ideas. The teacher emphasizes that Poland is not only a country of beautiful traditions but also a modern, dynamically developing nation where inventions, technologies, and brands known around the world are created. Illustrations of contemporary innovations may be shown to the students **(Appendix No. 3)**.

Sample teacher narration: *Did you know that we can be proud of Poland not only because we have mountains, the sea, or delicious dumplings? We can be proud because Polish people invent and create things that are known all over the world! Poles are inventors!*

*Examples of modern symbols and reasons for pride:*

#### **SUMMARY PHASE**

**Time 5 min**

Students sit on the carpet or at their desks, and the teacher asks volunteers to share their opinions about the lesson. Holding a mascot, ball, or any other object, the teacher begins by saying: *"From today's lesson, I'm taking with me..."*

Then, the teacher asks each student to complete the sentence as well. The teacher continues by passing the object to the next student, who also finishes their sentence and then passes the object on to the next person.

Example interaction: *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 finish the sentence: "From today's lesson, I'm taking with me...". I'll start... X, now the ball goes to you – it's your turn to say what you are taking from today's lesson.*

## Notes for Teachers

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

#### Introduction – the Peacock Card

**Objective:** to safely open a conversation about emotions.

- Pair students by mixing confident students with shy ones.
- Students with communication difficulties: they can finish the sentence in their notebook or on a slip of paper instead of speaking out loud to the class.
- Very active students: they can show a “proud peacock” gesture instead of giving an oral response.

#### A film and a discussion about Poles’ achievements

##### **Guidelines:**

Before the film, write 3 key questions on the board:

- “What did this person achieve?”
- “What qualities helped them?”
- “What feelings does this bring up in me?”

After the screening:

- First, have students talk in pairs, and only then open the discussion to the whole class.

For students with special educational needs (SEN):

- Choice prompts: courage – work – helping others – passion – practice – perseverance (choose one answer).

#### “Pierogi of Pride” – individual work

##### **Adaptation:**

Children with writing difficulties:

- they can draw symbols or give short, keyword-style answers.

Shy children: the teacher can prompt them with guiding questions:

- “What are you good at—what do you do best?”
- “What do your parents or siblings praise you for at home?”

### **Organisation:**

- Combine all the work into a class “Pride Poster” — each child contributes their own element.

### **From personal pride to national pride**

#### **Guidelines:**

- Write associations with Poland on the board in two columns: **Tradition / Modernity.**

Students with difficulties:

- They choose illustrations instead of creating their own ideas.

Very active students:

- They pin pictures up or write keywords on the board.

### **BINGO GAME**

#### **Adaptation:**

Before you start:

- Name all the illustrations together as a group.

Students who work at a slower pace:

- they work in pairs using one worksheet.

### **Summary – reflection round**

#### **Forms of expression to choose from:**

- oral response,
- writing one sentence or one word in a notebook,
- showing a gesture/an emoji.

#### **Support:**

- no obligation to speak in public — everyone can choose their preferred form

- the teacher models a sentence by giving an example.

### **General guidelines**

- Divide the class into small groups — this supports a safe space for sharing.
- Use short, clear instructions plus visual examples.

Always reinforce:

- effort (“It’s great that you tried”),
- cooperation,
- sharing ideas.

Give students the opportunity to:

- draw instead of write,
- use a gesture instead of speaking,
- talk in pairs instead of speaking in front of the class.

# PROUD AS A PEACOCK

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



## Appendix no. 2 – Pierogi of pride

### PIEROGI OF PRIDE

MY THINGS

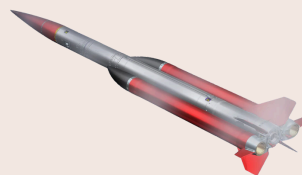
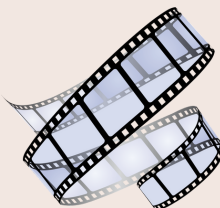
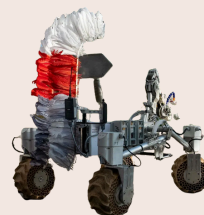
MY CHARACTER TRAIT

MY TALENT

MY COUNTRY

## Załącznik nr 3 – gra w bingo

# BINGO!





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