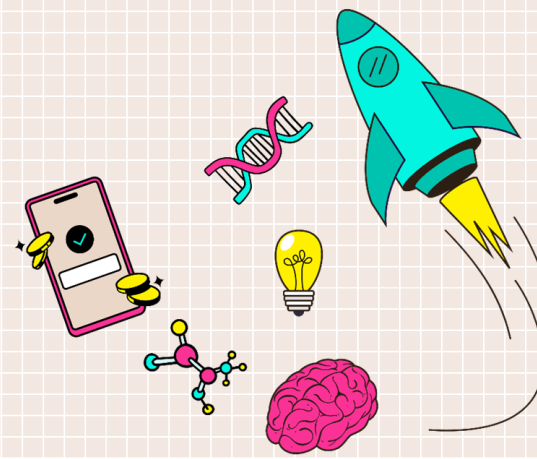


Big Dreams – You Can Do It in Poland



Lesson duration: 45 minutes

Target group: 7th and 8th grade
primary school students

General objective



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

Knowledge | The Student:



- knows that contemporary Poland is a country of innovative, creative people who achieve success on the international stage;
- knows examples of contemporary Polish women and men who have fulfilled their dreams through determination, passion, perseverance, and hard work;
- understands the difference between a dream and a goal and can describe the process of achieving success;
- knows the meanings of the terms: dream, goal, determination, success, passion, self-development, failure, motivation;
- understands that dreams and ambitions are universal and independent of gender, origin, social status, or age;
- recognizes the importance of dreams in personal, social, and professional development.

Skills | The Student:



- can name and describe their own dreams and identify actions that may lead to their fulfillment;
- can analyze examples of inspiring people, identify their character traits and strategies of action;
- can work in a group, listen to others' opinions, argue their

- own position, and respect different viewpoints;
- can draw conclusions from the presented stories and relate them to their own experiences;
- can identify emotions accompanying the pursuit of a goal – both positive (joy, satisfaction) and difficult (frustration, doubt);
- can plan the steps leading to the realization of a dream, anticipate difficulties, and propose ways to overcome them;
- can use inspiration from other people's stories to build their own life goals.

Foundations | The Student:



- develops a sense of agency and responsibility for their own decisions and actions;
- recognizes the value of work, learning, and self-development in the process of fulfilling dreams;
- shows respect and appreciation for people who have achieved success through passion and commitment;
- demonstrates empathy and openness toward the diversity of human experiences and life paths;
- builds a sense of pride in being part of a community of creative, innovative, and ambitious people – citizens of contemporary Poland;
- learns to accept failure as an element of the learning and development process.

Forms of work

- individual – reflection on one's own dreams, completing a worksheet titled "6 Steps to Fulfilling a Dream";
- group – board game, joint discussion of stories of famous Polish women and men, working on conclusions;
- pair work – completing song lyrics, discussing the dreams of inspiring people;
- whole-class – discussion, presentation of work results, final reflection, collective film viewing;
- creative – creating one's own "dream map" or a poster with steps toward a goal.

Methods

- conversation and guided discussion – exchanging reflections on dreams and the successes of well-known people;
- activating method (educational game) – a reflective board game with questions about dreams and goals;
- brainstorming – collectively identifying traits of successful people and ways to achieve dreams;
- miniature project – planning the steps toward fulfilling one's own dream;
- case study – discussing the stories of inspiring Polish women and men;
- audiovisual methods – working with a song, film, or multimedia presentation;
- reflection and self-evaluation – completing summary sentences and conducting a closing discussion;
- elements of mindfulness and emotional work – awareness of feelings that arise in the context of pursuing goals.

Teaching aids

- board game "My Dreams" (version adapted for older students – more reflective questions, e.g., about values, motivations, failures);
- printed photos and short biographies of famous Polish women and men;
- educational film;
- worksheets "6 Steps to Fulfilling a Dream";
- board, poster board, or large sheets for presenting students' ideas;
- markers, colored sticky notes, adhesive tape (for creating a collective dream collage or reflective poster).

LESSON PROCEDURE

PREPARATORY PHASE – INTRODUCTION	Time 10 min.
The teacher asks the students to close their eyes and imagine themselves ten years in the future, sending a postcard to their present selves. On the card, students may write only one sentence describing their world ten years from now. Their task is to imagine what they feel and what surrounds them..	

Sample narration: Before we begin today's lesson, I'd like you to close your eyes for a moment. Imagine that ten years have passed. You already have your own life – maybe you're working, studying, traveling, running your own business, or pursuing a passion that today is only a dream.

Imagine that someone has just asked you to send a postcard from the future – to yourself today. On this postcard, you can write one sentence that describes your world ten years from now. What have you managed to accomplish during that time? What do you feel? What surrounds you?

Take a moment to think about it. These can be small, everyday plans or big dreams. Don't limit yourselves. Maybe...

"I play on a big stage",

"I live by the sea",

"I save other people's lives",

"I am a scientist",

"I've done something I'm proud of",

Now open your eyes and write one or two sentences on a sheet of paper – your sentence from the future.

Students write their sentences, for example on small pieces of paper in the form of a "postcard from the future." Working in pairs, they share what they wrote – they can also ask each other how their dreams could come true, for example: *What would need to happen for this dream to come true?* or *What could you start doing right now?*

Voluntary students read their sentences aloud to the class, and the teacher summarizes the exercise.

Sample narration: Notice that each of you dreams differently. And that's wonderful. Dreams are not just fantasies – they are also a map showing where we would like to go. Because dreams are the first step toward making something truly happen.

IMPLEMENTATION PHASE	Time 35 min
1. Board game (approx. 10 minutes)	

The teacher divides the students into groups of 3–4. Each group receives a board game (**Appendix No. 1**), an appropriate number of pawns, and a dice. The board contains sentences to be completed — students play the game, moving from start to finish, completing the sentences on which their pawn lands.

Sample instruction: Now it's time for group work. Form groups of four. Ready? Here is the board game, a set of pawns, and a dice. Please, each of you choose your pawn and place it on the START field. Each player rolls the dice and moves their pawn to the corresponding space. Most of the spaces contain sentences to complete. When you place your pawn, finish the sentence. Your task is to reach the FINISH field. Is everything clear? And remember – be creative and don't be afraid of your ideas!

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

2. **Presentation of material – getting to know inspiring people (approx. 10 minutes)**

The teacher reads several short excerpts from the stories of different people. These are fragments of dreams that these individuals have fulfilled. The students' task is to guess who the person being described might be. Each of the presented stories is true and concerns Polish people who once also simply... dreamed. After each excerpt, students have a moment to think and share their answers.

Description 1: As a child, he looked up at the sky and dreamed that one day he would see the Earth from above. Many told him it was impossible, that no one from Poland would ever go to space. But he didn't give up — he became an engineer, an astronaut, and showed Poles that it is possible to reach for the stars.

Answer: Sławosz Uznański

Description 2: She started by recording short videos on her phone. No one imagined that one day she would stand at the top of Mount Everest. She says she loves the feeling when her heart beats faster with excitement — because it means she is living her dream.

Answer: Zoja Skubis

Description 3: Once, he simply wanted letters and parcels to be

delivered faster. Today, his idea is known all over Europe, and his machines stand near our homes. Instead of just dreaming about success – he invented a solution.

SUMMARY PHASE

Time 5 min

The teacher summarizes the lesson and asks the students to complete the sentence: "Dreams are..."

Suggested Adaptations

Barriers and Potential Challenges

Introductory Phase – "Postcard from the Future"

Difficulty: Imagining the future and naming emotions is a very abstract task.

Adaptation

Students can:

- draw the future instead of writing,
- complete a sentence template: "In 10 years, I want to ...",
- choose from ready-made cards: work - family - sport - travel - helping others.

For students who are shy or have emotional difficulties:

- don't require them to read aloud in front of the class - working in pairs is enough,
- you can offer the option of handing an anonymous note to the teacher.

Board Game – Reflection on Dreams

Difficulty:

- pressure to speak,
- need to react quickly,
- forming longer, more complex statements.

Adaptation

For more difficult spaces, replace open-ended questions with multiple-choice versions, e.g.: "What motivates me most: success, praise, helping others, growth.

A student can:

- answer with one sentence,

- point to a card with a ready-made answer,
- respond with a drawing or a symbol.

For shy students: you can suggest whispering their answer to a partner, who will read it out to the group.

For students with concentration difficulties:

- a shorter game,
- limiting the number of questions.

Analysis of well-known people's stories

Difficulty:

- abstract reasoning,
- listening for a long time,
- remembering information.

Adaptation:

Before reading, announce a simple goal:

"Just think about two things: who is it, and what was their dream?"

After each story, use closed questions:

- "Did they achieve their dream thanks to talent or perseverance?"
- "Did they face difficulties? – YES / NO"

Note-taking:

Instead of writing, students can match pictures with keywords (dream → action → result).

Small-group work:

Each group analyses one story, not all of them at once.

TASK: "6 STEPS TO A GOAL"

Difficulty:

- planning stages,
- anticipating obstacles,
- abstract thinking.

Adaptation – simplified worksheet:

Instead of completing the whole table, students fill in only 3 parts:

1. "I dream of..."
2. "The first step is..."

3. "Who can help me?"

Picture-based version: students draw: themselves – the goal – an obstacle – help.

For students who need additional support, allow:

- giving answers orally to the teacher instead of writing,
- working in pairs and completing the worksheet together,
- choosing an example dream from a list (e.g., athlete, artist, traveller).

SUMMARY – FINAL REFLECTION

Difficulty: formulating summaries and abstract conclusions.

Adaptation:

Instead of a long statement, students finish sentence starters:

- "Dreams are like..."
- "Today I understood that..."

They can choose one ready-made metaphor card – **map / road / light / stairs / key** – and briefly explain why.

Alternative:

- students show emojis that describe how they feel after the lesson,
- a show-of-hands vote: "Do I believe in my dreams – yes / no / not sure yet."

Simplified worksheet:

Instead of the whole table, students complete only 3 parts:

1. "I dream of..."
2. "The first step is..."
3. "Who can help me?"

Picture-based version:

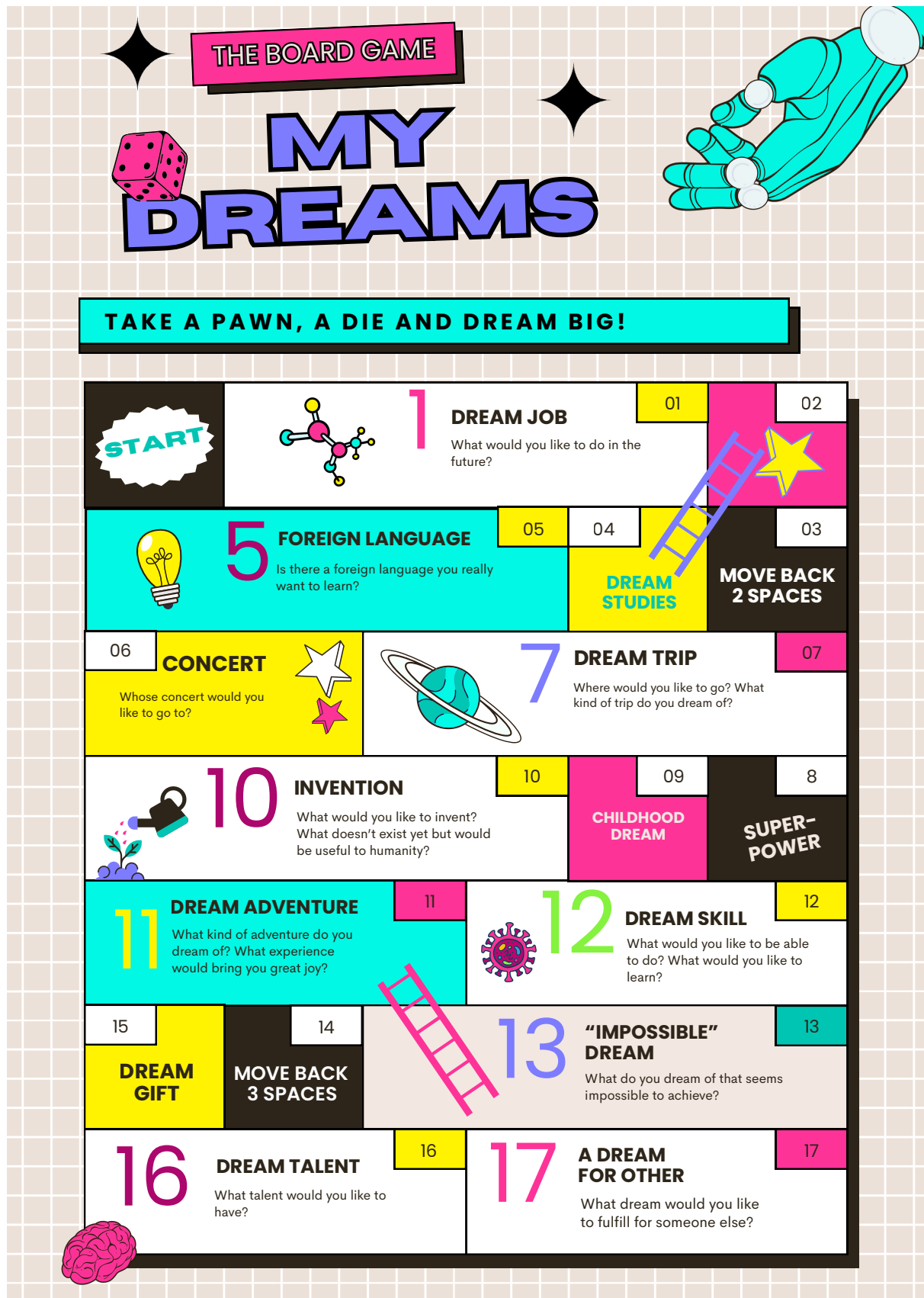
Students draw:

- themselves,
- the goal,
- an obstacle.

For students who need additional support, allow:

- giving answers orally to the teacher instead of writing,
- working in pairs and completing the worksheet together,
- choosing an example dream from a list (e.g., athlete, artist, traveller).

Appendix no. 1 – board game



Appendix no. 2 – 6 steps to your goal



Appendix no. 3 – 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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