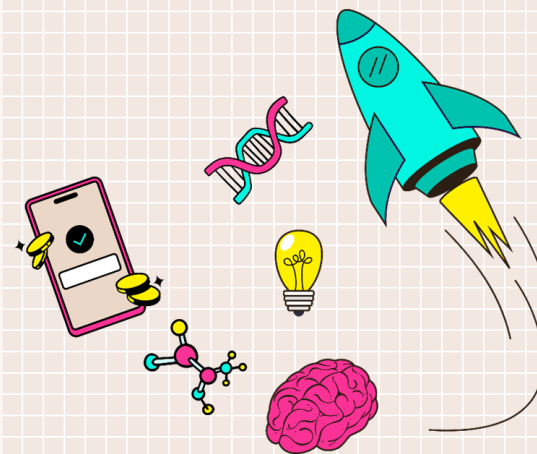


# I Feel Proud



**Lesson duration:** 45 minutes

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

## General objective



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

## Knowledge | The Student:



- understands the multiple meanings of the concept of *pride* (personal pride, collective pride, pride in others' achievements) and knows idiomatic expressions related to "pride";
- knows examples of contemporary Polish women and men who have achieved success in sports, science, culture, and business;
- distinguishes between the concepts of *dream – goal – plan – action – habit* and understands the role of perseverance and mistakes on the path to success;
- understands the meaning of symbols and artifacts (e.g., objects taken into space) as carriers of identity and narratives about Poland;
- knows and understands the concepts of *determination, intrinsic motivation, cooperation, and agency*;
- recognizes contemporary Polish innovations and brands as sources of pride and elements of modern patriotism.



## Skills | The Student:

- analyzes short biographies or accounts and selects key

facts, drawing conclusions about the characters' personality traits and strategies for action;

- distinguishes fact from opinion and can justify their own viewpoint using examples;
- works in pairs and groups: communicates, negotiates, listens actively, gives and receives feedback;
- identifies and names emotions accompanying the pursuit of a goal (pride, satisfaction, doubt, frustration) and indicates constructive coping strategies;
- plans a personal mini-project: sets one goal, defines 3–6 steps, predicts barriers, and proposes ways to overcome them;
- uses symbolic language.

### Attitudes | The Student



- develops a sense of agency and responsibility for one's own choices;
- shows respect for diverse paths to success (free from gender, social, or age stereotypes);
- values work, perseverance, cooperation, and honesty as the foundations of achievement;
- treats failure as a part of the learning process;
- feels pride in belonging to a community and understands it as an attitude of responsibility and action;
- cultivates a culture of appreciation — can recognize and name both personal and others' successes.

### Forms of work

- Individual: "4 Dumplings of Pride" worksheet, final reflection;
- Pair work: sentences with idiomatic expressions, analysis of photos/biographies, decisions in bingo;
- Group work: bingo game, discussion about symbols;
- Whole-class: moderated debate, joint summary, presentation of results.

### Methods

- Guided discussion – prompting questions, work with idiomatic expressions;
- Case study – short biographies/articles/video clips;

- Brainstorming – traits of successful people, Polish symbols/innovations;
- Educational games – bingo game;
- Audiovisual methods – working with a film;
- Elements of media education – distinguishing facts from opinions, criteria of credibility.

## Teaching aids

- list of idiomatic expressions with the word “pride”;
- worksheet “4 Dumplings of Pride”;
- bingo game;
- poster board, adhesive tape;
- multimedia equipment (computer and/or projector).

## LESSON PROCEDURE

### PREPARATORY PHASE – INTRODUCTION

**Time 10 min.**

The teacher hands out or displays on the board a list of expressions with corresponding illustrations (**Appendix No. 1**):

- to burst with pride,
- to swallow one’s pride,
- to hold one’s head high,
- with pride in one’s heart,
- to feel proud,
- to choke down one’s pride,
- proud as a peacock,
- to have a reason to be proud.

Working in pairs, students draw or choose one expression and have 2–3 minutes to complete a task – to create a short scene, meme, mini-dialogue, or sentence that best shows the meaning of the expression. Volunteers present their ideas, and the class guesses which expression it represents. The teacher summarizes the exercise.

Sample narration for the teacher: As you can see, pride is not just an emotion, but also something that shows our character.

Sometimes it's good – when we burst with pride because we've achieved something. But sometimes it can be a challenge, for example when we need to “swallow our pride” to apologize or admit a mistake. Today you've seen that even in language, pride has many faces – just like all of us. In the next part of the lesson, we'll think about what we can be proud of ourselves.

## IMPLEMENTATION PHASE

Time 30 min.

### 1. Individual work – I am proud of myself (approx. 10 minutes)

The teacher shows the students a drawing of four dumplings labeled with four categories (**Appendix No. 2**). The teacher asks the students to think about what they are proud of in their own lives. The teacher explains the symbolism of the dumplings – and may also mention that dumplings were taken into space by Sławosz Uznański–Wiśniewski.

#### **Sample teacher narration:**

It's time for you to think about what *you* are proud of in your life. Each of you will receive a drawing of four dumplings. Why dumplings? Because they're 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, you'll find four categories: *my talent, my character trait, my things, my country*. Reflect on what makes you proud – and who else you are proud of.

*Here's my example...*

Students fill in the printed dumplings, giving their answers in four categories. Volunteers then present their work to the class.

### 2. Introduction to the second part of the topic – from personal pride to national pride (approx. 10 minutes)

The teacher asks students, working in pairs, to think about what they associate with Poland.

What are its symbols? Students then share their ideas with the class.

The teacher emphasizes that Poland is not only a country of beautiful traditions, but also a modern, rapidly developing nation – one where inventions, technologies, and brands recognized all over the world are



being created.

Example teacher narration:

Did you know that we can be proud of Poland not only because we have mountains, the sea, and delicious pierogi? We can also be proud because Polish people invent and create things that are known all over the world! Poles are innovators!

The teacher shows the students [a video about Polish women and men who boldly pursue their dreams](#):

*Poland is a country of people full of ideas – people who dream and take action. That’s why we can be proud of our history, nature, culture, and science, but also of the fact that Poles are changing the world here and now.*

### **3. Bingo Game (approx. 10 minutes)**

The teacher hands out a Bingo card to each student (**Appendix No. 3**) and reminds them of the rules of the game. Each square on the card contains an illustration or photo of an object or achievement, including examples of modern Polish successes.

Students circle six elements on their Bingo cards that they believe are Polish or originate from Poland.

The teacher then reads out the names one by one and shares interesting facts about each symbol or achievement.

Students who have the mentioned item on their card mark it with an X. When a student marks all six items, they shout “Bingo!”

#### **Polish Innovations:**

**Kalman Rover** – a Mars rover created by Polish students

**Endoscopic capsule** – a pill with a camera that scans the digestive system of humans and animals

**Corn poppies** – traditional Polish flowers

**Bursztyn Rocket** – a Polish rocket powered by eco-friendly (green) fuel

**Amber** – fossilized resin from coniferous trees

**Pączki** – traditional Polish pastries (doughnuts)

**SUMMARY PHASE**

**Time 5 min.**

**Students sit at their desks**, and the teacher invites volunteers to share their reflections on the lesson. The teacher then asks them to complete the sentence aloud: "From today's lesson, I'm taking with me..."

**Sample teacher narration:** I'd like each of you to think about what makes you proud and finish the sentence: *"From today's lesson, I'm taking with me..."*

I'll start: *"From today's lesson, I'm taking with me the thought that each of us has many reasons to feel proud."*

## Suggested Adaptations

### Barriers and Potential Challenges

#### Working with idiomatic expressions

**Difficulty:**

- not understanding language metaphors,
- difficulty creating skits or dialogues,
- stress about performing.

**Adaptations:**

**Simplify the task:**

- instead of a skit:
- drawing the situation,
- matching an illustration to the expression,
- completing a sentence: "I'm bursting with pride when \_\_\_\_."

**Language support:**

- for each idiom – a short explanation in simple language,
- ready-made example sentences to finish.

**Safe ways to present:**

- reading in pairs,
- group presentation with no individual performance,

- option to hand a note to the teacher to read aloud.

### **WORKSHEET: "PIEROGI OF PRIDE"**

#### **Difficulty:**

- self-reflection,
- difficulty formulating written answers,
- low self-esteem.

#### **Adaptations:**

##### **Form of response:**

- drawing instead of text,
- one word instead of a description,
- ready-made prompts to choose from: sport – helping others – learning – family – perseverance – honesty.

##### **Supported work:**

- pair work: discussion → writing down one shared answer.
- Teacher support through individual conversations at students' desks.

**Shortened version:** Students fill in only 2 pierogi instead of 4, e.g.: "my talent" and "my character trait."

### **Transition from personal pride to national pride**

#### **Difficulty:**

- abstract thinking – moving from "me" to "we,"
- understanding national symbols and innovations.

#### **Adaptations:**

##### **Concrete instead of abstract:**

- working with pictures: students match symbols with their meanings,
- answers limited to simple questions:
- "Is this Polish?"
- "Could this be a reason to feel proud?"

##### **Grouping information:**

- each pair learns only one example of an innovation instead of the whole list.

### **BINGO GAME**

#### **Difficulty:**

- sensory overload,
- pressure of competition and time,

- reading complex descriptions.

### **Adaptations:**

#### **Organisation:**

- students play in pairs — one card per two students,
- no competition: the goal is to complete the squares together,
- remove the time limit; use a turn-taking rule (everyone goes one by one).

### **Simplified messages:**

- instead of long descriptions — one sentence + a picture.

### **Reducing the load:**

- instead of 6 squares — 4 squares to mark as one full round.

### **SUMMARY**

#### **Difficulty:**

- building reflective statements,
- stress related to speaking.

### **Adaptations:**

Sentence starters (prepare prompts with the beginning of a sentence):

- "Today I felt proud when..."
- "I'm proud of..."
- "I'm taking away from this lesson the thought that..."

### **Alternative ways to respond:**

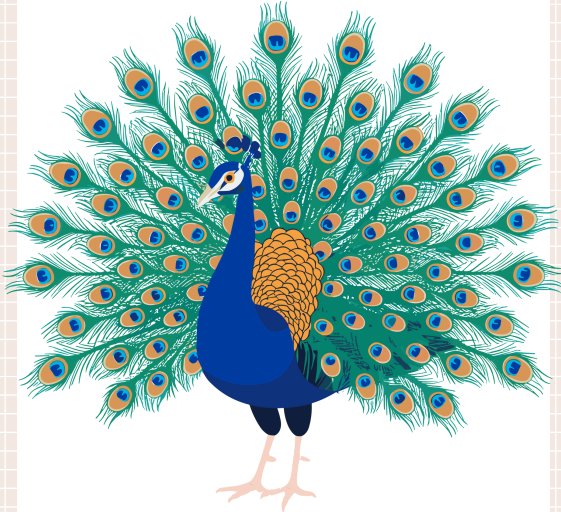
- writing on a small note,
- choosing an emoji:
- 😊 I feel proud
- 😐 I'm still learning
- 💡 I have an idea

**Voting without speaking** — raising cards:

- 🟢 I understand,
- 🟡 partly,
- 🔴 I need help.

**Appendix no. 1**

**PROUD AS  
A PEACOCK**



**PUT YOUR  
PRIDE IN YOUR  
POCKET**



**BURST  
WITH PRIDE**



**WITH PRIDE  
IN YOUR HEART**



**HAVE A REASON  
TO BE PROUD**



**FEEL PROUD**



**SWALLOW  
YOUR PRIDE**



**WALK WITH  
YOUR HEAD  
HELD HIGH**



## Appendix no. 2 – pierogi of pride

### PIEROGI OF PRIDE

MY THINGS

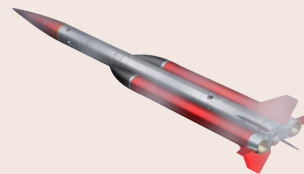
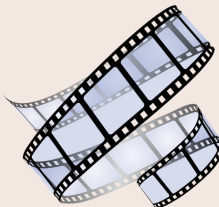
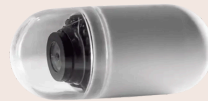
MY CHARACTER TRAIT

MY TALENT

MY COUNTRY

## Appendix no. 3 – bingo game

# BINGO!





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