



# Searching for one's true self

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## Searching for one's true self

Source: domena publiczna.

[Link to the lesson](#)

### You will learn

- you will recognise the values in real life and in the text
- you will develop the efficiency of attentive reading and listening
- you will reflect on universal humanistic values
- you will create consistent oral statements

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Nagranie abstraktu

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## Exercise 1

Listen to the recording in which Piotr is talking about his experiences. Make a note of the emotions he experienced. You can follow the text below.

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Nagranie abstraktu

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I had to see her and tell her all about it. Right now, no waiting till she gets back from work. There was just one problem. Sara worked in an office on the forty-third floor of a skyscraper. The only way to get there was either the fire escape or the lift. I'd been terrified of lifts ever since I was a child. Almost every night I dream of being trapped in a compartment rushing downwards with an unusual speed about to be smashed into pieces. That is why lifts horrify me. I couldn't imagine, though, taking the stairs to the forty-third floor! I had to use the lift.

I entered the building and went towards the lifts. It was all empty and quiet, I was there alone. I had three lifts to choose from. I picked the middle one thinking that it would bring me luck and that I would not be afraid for once. Lift arrived after a few seconds. When the door opened I held my breath and then quickly filled my lungs with air as if I had to take the ride without breathing. Three, two, one, and...

I'm inside and immediately I'm feeling hot. I press the button: the forty-third floor. I'm looking around. The lift is small and has mirror walls. When the lift starts I'm feeling out of breath right away. I decide to count to get away from the unpleasant thoughts. One, two, three, four... Why is it so slow? Five, six, seven, eight, nine... It's only the seventh floor! Ten, eleven... Sweat runs down my back, I have to loosen my tie. Ten, eleven, twelve... It's the 27th floor... I feel an acute pain in my stomach, I bend in half to stop it. Twelve, twelve, twelve... What if it stops between floors? Or when it starts to fall? I feel as if my heart were about to burst out of my chest! Hold on, take it easy, take a deep breath, one, two, one, two, there's nothing going on, there's nothing wrong, get it? It's just a lift, just a lift, just a lift, just your imagination. But those dark spots before my eyes are not a product of my imagination... Aaaaaaaaah! I'm hurt, it's suffocating me! Quick, I must get out of here, I'll press something... Oooh... it opens, my freedom, my aiiiiirrr! Hang on, which one is it? It's just twelve floors to go... Nobody will force me to get back into that lift! I'll walk the rest of the way...

Before entering the lift

In the lift

After leaving the lift

Many contemporary ethics-centred novels of manners focus on young people's dilemmas, especially their relations with parents and peers, friendship and first love, i.e. on the popular motifs of this genre. The book "Pozłacana rybka" [A Gold-plated Fish] (2007) by Barbara Kosmowska is one example here. While they are searching for happiness and their own path in life, the characters face various difficulties such as divorce of their parents, illness of their loved ones and financial problems. As youthful dreams clash with reality, the protagonists change: they adopt different approaches to life, they let their identity be shaped by their experience and they learn how to be **"everyday heroes"**.

This emotional **coming-of-age** story focuses mainly on establishing relationships with other people and gives a valuable lesson in the closely related ability of empathy, i.e. the ability to feel and share another person's psychological state. Understanding another human being is the key to understanding and knowing oneself. The psychological portrait of „Pozłacana rybka”'s main character, Alicja, captures the process of emotional coming-of-age. The book's multi-level narrative, which is comprised of opinions on the events expressed by a teenage protagonist (**objective narration**), letters written by Alicja to herself (**first-person narration**) and Alicja's direct involvement in conversations (dialogues), help readers follow the novel's lesson in **empathy**.

## Exercise 2

Read the extracts from the novel by Barbara Kosmowska „Gilded fish” included in the lesson „**O poszukiwaniu siebie**”. Pay attention to the differences between Alice and Robert.

### **Exercise 3**

In what house did Alice grow up? Characterize her family situation before her parents' divorce.

### **Exercise 4**

Compare Alice housing situation with the conditions in which Robert and his father lived.

### **Exercise 5**

Empathy is the process of placing oneself into other people's mental states. Can you see it in the relationship between mother and daughter? Did Alice behave empathically with her half-brother? Give reasons for your opinion.

### **Exercise 6**

Describe Robert's and Alice's dreams.

### **Exercise 7**

Together with a friend discuss the topic of conversations between Alice and her younger brother – Frycek. What effect does the situation of the heroine have on the behaviour (responses) of the teenager?

## Exercise 8

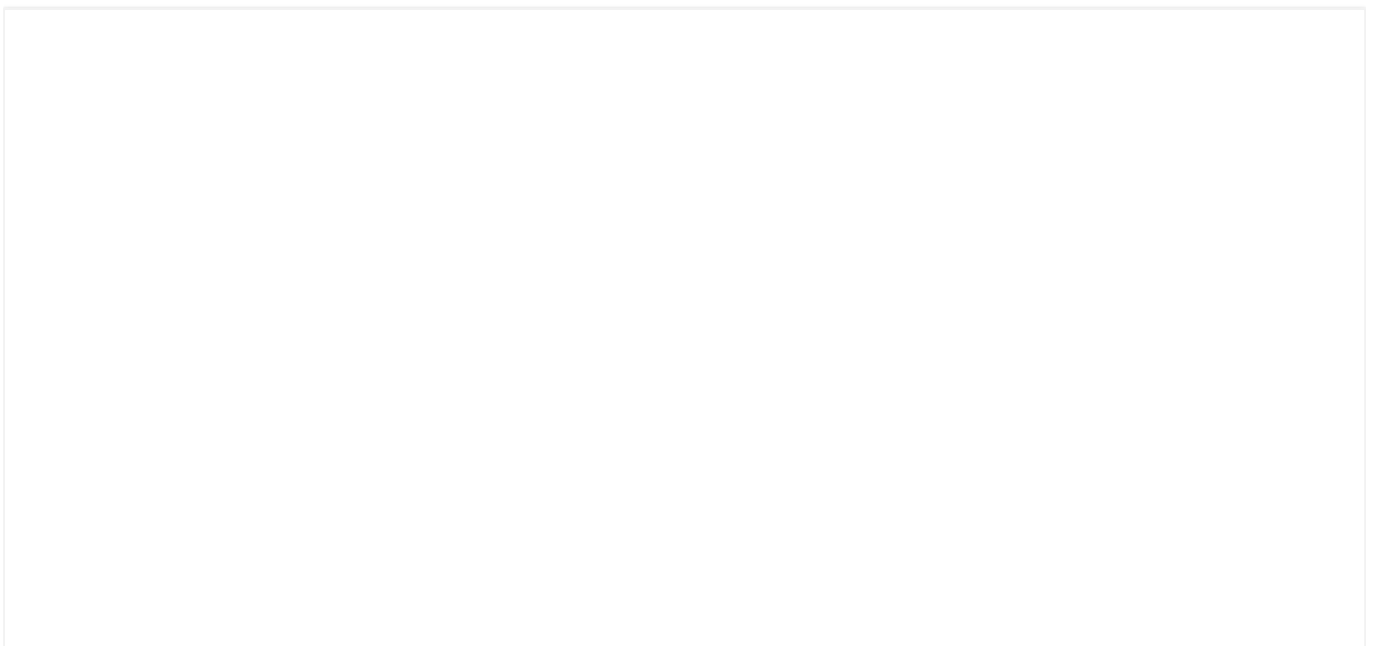
Read the definitions of the feelings. Match them with their names.

feel distaste for or hostility towards, the ability to understand and share the feelings of another, a feeling of regard or fondness, a feeling of deep distress caused by loss, disappointment, a feeling of great pleasure and happiness, a strong feeling of annoyance, displeasure, or hostility, feelings of pity and sorrow for someone else's misfortune

|          |  |
|----------|--|
| empathy  |  |
| sympathy |  |
| liking   |  |
| dislike  |  |
| anger    |  |
| sorrow   |  |
| joy      |  |

## Exercise 9

Look at the pictures. Choose one person and imagine yourself in his/her role. Describe your emotions.





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## Exercise 10

What features as a genre of epic does the novel have? Which features belong to drama and which to lyrics?

division into roles, division of text into acts and scenes, developed plot, written in prose, variety of stylistic means, presence of narration, presence of descriptions, stage directions, lyrical subject, may be written in stanzas

|                              |  |
|------------------------------|--|
| <b>Features of the epic</b>  |  |
| <b>Features of the drama</b> |  |
| <b>Features of lyrics</b>    |  |

## Exercise 11

In reference to the cited fragments of the novel by Barbara Kosmowska – explain in writing – how you understand the term „[heroism](#) of everyday life”.



## Keywords

heroism, growing up, empathy

## Glossary

### heroism

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: heroism

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heroizm

### coming of age

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: coming of age

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dojrzewanie

### first-person narration

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Nagranie słówka: first-person narration

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narracja pierwszoosobowa

### objective narration

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Nagranie słówka: objective narration

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narracja obiektywna

# Lesson plan (Polish)

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**Tytuł: O poszukiwaniu siebie**

Opracowanie scenariusza: Monika Spławska-Murmyło

**Temat zajęć**

O poszukiwaniu siebie. Jak odczytać i opisać emocje?

**Grupa docelowa**

Uczniowie klasy VII szkoły podstawowej.

**Podstawa programowa**

I. Kształcenie literackie i kulturowe.

1. Czytanie utworów literackich. Uczeń:

1) rozpoznaje rodzaje literackie: epika, liryka i dramat; określa cechy charakterystyczne dla poszczególnych rodzajów i przypisuje czytany utwór do odpowiedniego rodzaju;

2) rozróżnia gatunki epiki, liryki, dramatu, w tym: pamiętnik, komedia, fraszka, sonet, pieśń, tren, ballada, epopeja, tragedia – i wymienia ich podstawowe cechy oraz wskazuje cechy gatunkowe czytanych utworów literackich;

7) określa w poznawanych tekstach problematykę egzystencjalną i poddaje ją refleksji;

11) wykorzystuje w interpretacji utworów literackich potrzebne konteksty, np. biograficzny, historyczny, historycznoliteracki, kulturowy, filozoficzny, społeczny.

**Ogólny cel kształcenia**

Kształcenie umiejętności odczytywania dzieła literackiego.

**Kształtowane kompetencje kluczowe**

- porozumiewanie się w języku ojczystym;
- porozumiewanie się w językach obcych;
- kompetencje społeczne i obywatelskie.

**Cele operacyjne**

Uczeń:

- nazywa wartości, jakimi kieruje się w życiu, oraz jakimi kierują się bohaterowie powieści *Pozłacana rybka* Barbary Kosmowskiej;
- rozwija sprawność uważnego czytania i słuchania tekstu literackiego;
- dostrzega i poddaje refleksji uniwersalne wartości humanistyczne;
- wyjaśnia, co to jest „empatia” i potrafić stosować to pojęcie w różnych kontekstach;
- tworzy spójne wypowiedzi ustne;
- dyskutuje i filozofuje;
- odczytuje powiązania w tekstach kultury.

## **Metody nauczania**

- podające: opowiadanie, wyjaśnienie;
- aktywizujące: dyskusja, burza mózgów;
- programowana: z użyciem komputera;
- praktyczna: ćwiczenia do tekstu.

## **Formy pracy**

- zbiorowa jednolita;
- grupowa zróżnicowana i jednolita;
- praca w parach.

## **Przebieg zajęć**

### **Faza wprowadzająca**

1. Nauczyciel zapoznaje młodzież z celami zajęć.
2. Nauczyciel i uczniowie uruchamiają abstrakt „About searching for the self”. Uczniowie wykonują zadanie 1 na rozgrzewkę: wysłuchują nagrania wypowiedzi osoby, która opowiada o swoich emocjach towarzyszących podróży windą, i opowiadają o uczuciach, jakich doświadczyła.

### **Faza realizacyjna**

1. Uczniowie odsłuchują pierwszą część nagrania: wstęp do lektury i problematyki tekstu, który będzie omawiany podczas lekcji.
2. Uczniowie czytają fragment powieści „Pozłacana rybka” Barbary Kosmowskiej w lekcji „[O poszukiwaniu siebie](#)” na stronie epodreczniki.pl. Po odczytaniu tekstu nauczyciel ukierunkowuje pracę uczniów poleceniami zawartymi w zadaniach 2-7. Uczniowie pracują indywidualnie lub w parach. Nauczyciel może poszerzyć zakres pytań o kolejne, np.
  - Opisz, jakie są twoje wrażenia po lekturze tekstu.
  - Określ, kim jest bohaterka opowiadania.

- Zastanów się i powiedz, w której osobie jest prowadzona narracja w „Pozłacanej rybce”. Uzasadnij swoją wypowiedź.

3. Dyskusja. Nauczyciel pyta uczniów:

- Co to jest empatia?
- Czy kiedykolwiek miałeś/miałaś do czynienia z człowiekiem empatycznym? Uzasadnij odpowiedź.
- Czy sama/sam kierujesz się empatią w życiu codziennym? Uargumentuj swoje stanowisko.
- Czy warto być człowiekiem empatycznym? Dlaczego?

4. Uczniowie samodzielnie układają po jednym zdaniu ze słowami: „empatia”, „empatyczny”.

5. Uczniowie wykonują zadanie leksykalne: połącz nazwy emocji z ich definicjami.

6. Następnie nauczyciel prosi jednego z uczniów o przypomnienie cech epiki oraz powieści jako gatunku epickiego. Uczniowie wykonują ćwiczenie interaktywne polegające na dopasowaniu cech gatunkowych do każdego z rodzajów literackich.

### Faza podsumowująca

Uczniowie wykonują ostatnie zadanie: piszą w zeszytach notatkę, w której wyjaśnią, jak rozumieją pojęcie „codzienny heroizm” w odniesieniu do omawianego fragmentu powieści.

### Praca domowa

Wybierz określony stan emocjonalny, np. lęk, gniew, radość, zaciekawienie. Przedstaw go w formie, którą wybierzesz: plastycznej (np. rysunek, rzeźba, kolaż), muzycznej (utwór muzyczny) lub słownej (wiersz, opowiadanie).

## W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

### Pojęcia

heroism

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: heroism

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heroizm

### coming of age

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: coming of age

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dojrzewanie

### first-person narration

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Nagranie słówka: first-person narration

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narracja pierwszoosobowa

### objective narration

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: objective narration

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narracja obiektywna

## Teksty i nagrania

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Nagranie abstraktu

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### Searching for one's true self

Many contemporary ethics-centred novels of manners focus on young people's dilemmas, especially their relations with parents and peers, friendship and first love, i.e. on the popular motifs of this genre. The book "Pozłacana rybka" [A Gold-plated Fish] (2007) by Barbara Kosmowska is one example here. While they are searching for happiness and their own path in life, the characters face various difficulties such as divorce of their parents, illness of their loved ones and financial problems. As youthful dreams clash with reality, the protagonists change: they adopt different approaches to life, they let their identity be shaped by their experience and they learn how to be **"everyday heroes"**.

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# Lesson plan (English)

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## **Title: Searching for one's true self**

Lesson plan elaborated by: Monika Spławska-Murmyło

## **Topic**

About searching for the self. How to read and describe emotions?

## **Target group**

7th-grade students of an elementary school.

## **Core curriculum**

I. Literary and cultural education

1. Reading literary texts. Student:

1) recognises literary genres: epic, lyric and drama; determines the characteristics of particular types and assigns the work to the appropriate type;

2) distinguishes epic, lyric and drama genres, including: a diary, comedy, epigram, sonnet, song, lament, ballad, epic, tragedy - and lists their basic features and indicates the genre characteristics of literary works read;

7) defines existential issues in the texts being studied and reflects them;

11) uses in the interpretation of literary works the necessary contexts, e.g. biographical, historical, historical-literary, cultural, philosophical, and social.

## **The main aim of education**

Educating the ability to read a literary work.

## **Key competences**

- Communicating in the mother tongue
- Communicating in the foreign language
- Civic and social competences

## **Learning outcomes**

Student:

- describes the values that are guided in life, and what are the heroes of the novel *Pozłacana rybka* by Barbara Kosmowska;
- develops the efficiency of careful reading and listening to the literary text;
- sees and reflects universal humanistic values;
- explains what „empathy” is and be able to apply this concept in different contexts;
- creates consistent oral statements;
- discusses and philosophizes;
- read links in cultural texts.

## **Methods / techniques**

- giving: describing, explaining
- activating: discussion, brainstorm
- programmed: using a computer
- practical: text exercises

## **Forms of work**

- uniform collective
- uniform and differentiated in groups
- work in pairs

## **Lesson plan overview (Process)**

### **Introduction**

1. Teachers acquaint students with the goals of the classes.
2. The teacher and students launch the abstract „About searching for the self”. Students perform task 1 to warm up: they listen to the recording of the person who talks about their emotions accompanying the journey by the lift, and talk about the feelings she has experienced.

### **Realization**

- 1) The students listen to the first part of the recording: an introduction to the reading and the problems of the text that will be discussed during the lesson.
- 2) Students read a fragment of the novel *Pozłacana rybka* by Barbara Kosmowska in the lesson „[O poszukiwaniu siebie](#)” on the [epodreczniki.pl](#) website. After reading the text, the teacher directs the students' work with the commands contained in tasks 2-7. Students work individually or in pairs. The teacher can broaden the scope of questions for more, e.g.
  - Describe your impressions after reading the text.
  - Determine who the heroine of the story is.
  - Think and say what is the person narration the *Pozłacana rybka*. Justify your statement.



3. Discussion. The teacher asks students:

- What is empathy?
- Did you ever meet an empathic person? Justify the answer.
- Are you yourself driven by empathy in everyday life? Constrain your position.
- Is it worth being an empathic person? Why?

4. Students arrange one sentence with each containing the words „empathy” or „empathic”.

5. Students perform a lexical task: combine the names of emotions with their definitions.

6. The teacher then asks one of the students to recall the features of the epic and the novel as an epic genre. The students perform an interactive exercise consisting of matching the genre features to each of the literary genres.

### Summary

1) Students perform the last task: they write in a notebook a note in which they explain how they understand the concept of „everyday heroism” in relation to the discussed fragment of the novel.

### Homework

Choose a specific emotional state, for example, anxiety, anger, joy, curiosity. Present it in the form you choose: art (eg drawing, sculpture, collage), musical (music) or verbal (poem, story).

## The following terms and recordings will be used during this lesson

### Terms

**heroism**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: heroism

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heroizm

**coming of age**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: coming of age

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dojrzewanie

### first-person narration

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: first-person narration

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narracja pierwszoosobowa

### objective narration

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: objective narration

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narracja obiektywna

## Texts and recordings

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie abstraktu

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