

## ABSTRACT

**Title:** Changing attitudes of primary school pupils to integration after completing a two-month "Life with Disabilities" programme.

**Objective:** The main aim of the thesis is to explore various possibilities of influencing primary school pupils attitudes to integration of a pupil with disabilities into physical education lessons.

**Method:** Using the CAIPE - CZ and Adjective – Checklist questionnaires a qualitative-quantitative research has been applied to observe a change in primary school pupils' attitude to integration into the physical education lessons once a two-month „Life with Disabilities” programme was completed. A series of topical areas has been presented not only in health education lessons, but also in physical education lessons. The programme also included several sporting events taking place outside the school building and a Paralympic school day. A two-group quasi-experiment research group was formed by the 7<sup>th</sup> (headcount: 20; average age: 12) and 9<sup>th</sup> (headcount: 24; average age: 15) years of primary school.

**Results:** The project activities have been carried out within the specified subjects both inside and outside the school building. The objectives of the programme have successfully been achieved and the programme itself resulted in a positive feedback. The results of the CAIPE - CZ and Adjective – Checklist questionnaires show an improvement with both groups, slightly more significant with the 7<sup>th</sup> year. There has been a downgrade in the attitudes towards competitive activities among the boys of the 9<sup>th</sup> year.

**Conclusion:** It is very important for pupils to learn about the integration of those with disabilities already in younger school age (preferably in pre-school age), as it is clear from the results that their attitudes are more positive than those of older school-aged pupils.

**Keywords:** pupils, polling, inclusion, handicap, attitudes.