1. **WHAT KIND OF DIFFERENCES COULD PEOPLE HAVE?**

In the end of the project, children could name more differences between people, concerning their experience and gained knowledge. In the beginning some children could not answer this question or pointed such differences as different toys and shoes. In the end of the project, as well as in the beginning, they could point differences between people such as hair colour and shape, colour of the skin and clothes. In the end of the project, children named differences connected with special needs – wearing glasses.

1. **WHAT IS THIS? (WHEELCHAIR, HEARING AID, CANE FOR BLIND PEOPLE)**

Children correctly recognize the objects necessary to handicapped people. In the beginning of the project almost half of the group could not recognize those objects**.**

1. **WHEN IS NECESSERY TO USE THIS AID TOOLS?**

In the beginning of the project, most children could not answer properly to the question when is necessary to use a wheelchair, hearing aid or a cane. The last survey shows significant growth of knowledge in this area, children can correctly name purpose of those objects.

1. **DO YOU KNOW SOMEBODY WHO HAS SPECIAL NEEDS?**

In the beginning of the project children answered question about people with special needs but could not give more information about tchem. In the end, they could identify people in their environment f. ex. A neighbour, who use a wheelchair, grandmother, who has problem with her eyes or uncle who has only one leg. We can see that children understand better who is a person with special needs and what are those speial needs.

1. **HOW CAN YOU HELP A CHILD WHO HAS SPECIAL NEEDS?**

We can observe significant growth of childrens knowledge about possibilities to help people with special needs. In the beginning of the projet most children could not identify situations when their help was needed, a part of tchem idicated also that hel pis possinle only with help of adults. Thanks to the knowledge acquired in the project, now children can better understant needs of handicapped people and they do not fear them.

1. **IS IT POSSIBLE TO PLAY WITH A CHILD WHO CAN’T HEAR, SEE OR WALK?**

Better understanding of special needs results in more positive attiitude to handicapped people. At the beginning of the project most of children believed, that could not play with a child who has special needs., now most of them indicate that it is possible.

1. **WHAT GAMES WE CAN PLAY TOGETHER?**
2. **IS BEING DIFFERENT GOOD OR BAD THING?**

It the beginning of the project, children could not justify their answers F.ex. they could not tell why being different is bad thing. Answering the same question at the end of the project, all children justified their answers.

Being different is bad, because:

• You can’t do something, that other people can do

• You can’t walk

• You want to stand up, but you can’t

• You need help

Being different is good, because:

• When everyone would look the same it would be boring

• You can get to know other “different” people

• everyone can teach something different