



Unit 2

1. How is inclusion defined according to UNESCO?
2. What is the difference between integration and inclusion?
3. What are the three basic principles that must be included in the concept of inclusion?

Select one:

- a. Presence, participation and learning
 - b. Plurality, participation and learning
 - c. Presence, participation and acquisition.
4. The UNESCO text refers to barriers that can be found in three dimensions: cultural, political and practical.

Select one:

True

False

5. Name three elements that can lead to "educational burnout".
6. The figure of the pupil-tutor only brings benefits with students who have received specific training in this regard.

Select one:

True

False

Unit 3

As a self-reflection on the content of this section, tick the situations that are true for you.

- I face many social barriers in my day-to-day life.
- I can't do anything to remove the barriers in society.
- I was not aware of the barriers that many people face.
- I was prejudiced about the capabilities of certain groups of people.
- Faced with a barrier I take the most negative view of the situation.
- I have overcome some prejudices I had before doing this training.
- There are barriers that we cannot remove, even if we want to.
- I can help others overcome their own limiting prejudices.

Unit 4

Task 1. List three qualities of an enabler and how they would be reflected in your participation in the group.

Task 2. Explain one positive and one negative example of game situations involving only enablers.



Unit 5

1. What are SCNs?

Select one:

- a. They are the special communication needs that people without disabilities have.
- b. They are the communication needs that all participants have.
- c. These are the special communication needs of participants with intellectual disabilities.

2. What are the factors that affect the speech of people with Down syndrome?

Select one:

- a. Both options are correct.
- b. There are anatomical, physiological, and neurological factors that affect the speech of these individuals.
- c. There are personal and environmental factors that affect the speech of these individuals.

3. In front of a person with dysphemia, avoid eye contact and help him/her to finish sentences so that he/she does not become nervous.

Select one:

- True
- False

4. What does preverbal and preintentional communication provide?

Select one:

- a. Preverbal and preintentional communication as well as primary gestures form the foundation of any communication and add richness to the more abstract and complex ways of communicating.
- b. Preverbal and preintentional communication as well as primary gestures constitute parallel ways of communicating although lacking in actual content.
- c. Preverbal and preintentional communication as well as primary gestures detract from the more abstract and complex forms of communicating.

5. Nonverbal communication...

Select one:

- a. is especially necessary when people face significant limitations in expressing themselves and their feelings or the way they perceive a given reality.
- b. is essential to improve communication with people who can express themselves verbally.
- c. is personal and specific to each individual.
- d. All of the above are correct.



Final Task

1. Focusing on the environment of your club and your locality: Prepare in a sheet an analysis of weaknesses, threats, strengths and opportunities (SWOT) of the inclusive rugby sport project of your Club. Give it to your trainer on the first day of the course.
2. Taking into account the contents of the classroom session and the topics of the online part, elaborate two sessions of 50 minutes in which the concepts worked during the course are included.
 - Explain the typology of the group and the possible barriers and assumptions you may face.
 - Use the elements of the communication section to adapt them to a group.
 - Explain the possible progressions and regressions of the exercises.
 - Explain clearly the roles of the enablers in each session.