



<div><div><div>SUSTAINABLE LEARNING BRIDGING THE GAP</div></div><div>Skills rubric sustainable learning - APPLY SELF REGULATION & ACCEPT FEEDBACK</div><div><div>Co-funded by the European Union</div></div></div>									
Skill	Entry educator	Entry youngster	Basic educator	Basic youngster	Advanced educator	Advanced youngster	Assessment educator	Assessment Youngster	Validation
Name of the skill	What does the educator do before starting	What does the youngster do before starting	What does the educator to coach towards (self) awareness and self esteem	What does the youngster do to grow towards (self) awareness and self esteem. A youngster at a basic level should have practiced but still need coaching to perform	What does the educator do to coach towards master the skill	What does the youngster do to master the skill. I A youngster at this level can perform the skill independently in different situations. A youngster at this level can	What does the educator do to assess the skill?	What does the youngster do to get the skill assessed	
Apply self regulation & accept feedback	The educator delves into the skill 'Apply self regulation & accept feedback' and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill Apply self regulation & accept feedback in a learning activity.	1. Think about what do I know about Apply self regulation & accept feedback. 2. How am I with Apply self regulation & accept feedback? 3. What do i want to know/learn?	The educator looks, after the activity at which Apply self regulation & accept feedback he has seen in the youngster. What can a youngster already do? He discusses this as concretely as possible with the youngster. This does not mean that a youngster should already be able to do everything, but that the educator focuses on which Apply self regulation & accept feedback skills he has already seen.	Reflect after the activity. Do you have a better idea of what Apply self regulation & accept feedback is and how you deal with it? What can you do and what are you good at?	The educator knows which behavior goes with each ability of Apply self regulation & accept feedback. He can discuss with a youngster what he/she has to do to achieve a skill. He uses the abilities as described in the Skills grid for Apply self regulation & accept feedback. The educator uses the following basics: the youngster understands the different abilities of the skill. He has applied the different abilities in different situations. The youngster is able to reflect on his own actions.	Look at the different abilities of this skill and determine for yourself what you can already do and what you still need to learn. If necessary, discuss with your educator how you can work on an ability. Collect evidence of your acquired ability. This can be done in different ways.	Using the pre-established criteria per objective, see what evidence you want to see to determine whether a young person has mastered the skill. This involves: - Does a young person understand what it is about? - Has he applied the skill in different situations? - Can the young person reflect on his learning process and how he applies this skill?	Provide evidence of your proficiency. You may choose how you demonstrate that you are able to: - understand what Interpersonal Skills and kindness is about and what abilities you need to master. - apply de abilities of Interpersonal Skills and kindness in different situations. - reflect on your learning process and how you did this.	The abilities belonging to Interpersonal Skills and kindnessare described in BadgeCraft. The educator and the youngster have had instruction on how to use Badge Craft. When a Youngster thinks he has mastered the ability, he goes to Badgecraft and provides proof of his acquired skill. The educator checks whether this is enough to award the badge or gives additional instruction.
1. Emotional Control & Self-Discipline	Collect information on: The ability to manage impulses and emotions in challenging situations The ability to stay calm under pressure and avoiding reactive behavior The ability to demonstrate patience and resilience. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity	1. Think about what do I know about Emotional Control & Self-Discipline? 2. How am I doing with Emotional Control & Self-Discipline? 3. What do I want to know/learn about Emotional Control & Self-Discipline?	Have you seen that a youngster is able to manage impulses and emotions in challenging situations? Is he able to stay calm under pressure and avoiding reactive behavior? Is he able to demonstrate patience and resilience? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Emotional Control & Self-Discipline? During the activity (or in other situations) have you been able to manage impulses and emotions in challenging situations? Been able to stay calm under pressure and avoiding reactive behavior? Been able to demonstrate patience and resilience? What can you already do? Requirements: Managing Impulses & Emotions – Recognizes emotional triggers but may struggle to control immediate reactions without support. Staying Calm Under Pressure – Attempts to remain composed in stressful situations but may still react impulsively at times. Demonstrating Patience & Resilience – Shows some perseverance but may need encouragement to persist through setbacks.	Discuss with the youngster how he can practice with the ability to manage impulses and emotions in challenging situations The ability to stay calm under pressure and avoiding reactive behavior The ability to demonstrate patience and resilience. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to manage impulses and emotions in challenging situations Your ability to stay calm under pressure and avoiding reactive behavior Your ability to demonstrate patience and resilience. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Managing Impulses & Emotions – Controls emotional reactions effectively, thinking before responding in difficult situations. Staying Calm Under Pressure – Maintains composure in high-stress moments, avoiding reactive behavior and making thoughtful decisions. Demonstrating Patience & Resilience – Shows perseverance, adapts to setbacks, and continues working toward goals with a positive mindset.	Did the youngster show the ability to manage impulses and emotions in challenging situations? Show the ability to stay calm under pressure and avoiding reactive behavior? Show the ability to demonstrate patience and resilience?. Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Emotional Control & Self-Discipline. Show that you understand what it entails. That you have applied these skills in different situations: the ability to manage impulses and emotions in challenging situations The ability to stay calm under pressure and avoiding reactive behavior The ability to demonstrate patience and resilience. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this base (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.
2. Self-Awareness & Reflection	Collect information on: The ability to recognize personal strengths and areas for improvement The ability to identify emotional triggers and biases The ability to engage in regular self-assessment and reflection Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Self-Awareness & Reflection? 2. How am I doing with Self-Awareness & Reflection? 3. What do i want to know/learn about Self-Awareness & Reflection?	Have you seen that a youngster is able to recognize personal strengths and areas for improvement? Is he able to identify emotional triggers and biases? Is he able to engage in regular self-assessment and reflection? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Self-Awareness & Reflection? During the activity (or in different situations) have you been able to recognize personal strengths and areas for improvement? Been able to identify emotional triggers and biases? Been able to engage in regular self-assessment and reflection? What can you already do? Requirements: Recognizing Personal Strengths & Areas for Improvement – Can identify some abilities and challenges but may need help setting realistic goals. Identifying Emotional Triggers & Biases – Acknowledges emotions but may struggle to understand how biases or triggers influence reactions. Engaging in Self-Assessment & Reflection – Occasionally reflects on actions and decisions but needs reminders to do so regularly.	Discuss with the youngster how he can practice with the ability to recognize personal strengths and areas for improvement The ability to identify emotional triggers and biases The ability to engage in regular self-assessment and reflection In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to recognize personal strengths and areas for improvement Your ability to identify emotional triggers and biases Your ability to engage in regular self-assessment and reflection Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Recognizing Personal Strengths & Areas for Improvement – Accurately assesses abilities and challenges, setting meaningful goals for growth. Identifying Emotional Triggers & Biases – Understands personal triggers and unconscious biases, adjusting responses to avoid negative reactions. Engaging in Self-Assessment & Reflection – Regularly evaluates thoughts, actions, and decisions, using insights to improve behavior and performance.	Did the youngster show the ability to recognize personal strengths and areas for improvement The ability to identify emotional triggers and biases The ability to engage in regular self-assessment and reflection Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Self-Awareness & Reflection. Show that you understand what it entails. That you have applied these skills in different situations: The ability to recognize personal strengths and areas for improvement The ability to identify emotional triggers and biases The ability to engage in regular self-assessment and reflection And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.

3. Openness to Feedback & Growth	Collect information on: The ability to actively listen without becoming defensive. The ability to accept criticism as an opportunity to improve The ability to distinguish between constructive and unhelpful feedback Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Openness to Feedback & Growth? 2. How am I doing with Openness to Feedback & Growth? 3. What do I want to know/learn about Openness to Feedback & Growth?	Have you seen that a youngster is able to actively listen without becoming defensive. Is he able to accept criticism as an opportunity to improve Is he able to distinguish between constructive and unhelpful feedback If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Openness to Feedback & Growth? During the activity (or in different situations) have you been able to actively listen without becoming defensive? Been able to accept criticism as an opportunity to improve? Been able to distinguish between constructive and unhelpful feedback? What can you already do? Requirements: Active Listening Without Defensiveness – Tries to listen to feedback but may struggle with feeling criticized or taking it personally. Accepting Criticism as an Opportunity to Improve – Recognizes the value of constructive feedback but may need encouragement to apply it. Distinguishing Between Constructive & Unhelpful Feedback – Can identify some helpful feedback but may need support in filtering out non-beneficial criticism.	Discuss with the youngster how he can practice with the ability to actively listen without becoming defensive. The ability to accept criticism as an opportunity to improve The ability to distinguish between constructive and unhelpful feedback In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to actively listen without becoming defensive. Your ability to accept criticism as an opportunity to improve Your ability to distinguish between constructive and unhelpful feedback In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Active Listening Without Defensiveness – Listens attentively to feedback, remains open-minded, and responds thoughtfully without becoming defensive. Accepting Criticism as an Opportunity to Improve – Views constructive criticism as a tool for growth, applying suggestions to enhance skills and performance. Distinguishing Between Constructive & Unhelpful Feedback – Evaluates feedback objectively, recognizing valuable advice while disregarding unhelpful or unfair criticism.	Did the youngster show the ability to actively listen without becoming defensive. Show the ability to accept criticism as an opportunity to improve Show the ability to distinguish between constructive and unhelpful feedback Does he know what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Openness to Feedback & Growth. Show that you understand what it entails. That you have applied these skills in different situations: the ability to actively listen without becoming defensive. The ability to accept criticism as an opportunity to improve The ability to distinguish between constructive and unhelpful feedback . And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.
4. Adaptability & Flexibility (Flexibility: 1. Adaptability & Change Management)									
5. Active Listening & Communication (Communication: 2. Active Listening & Understanding)									
6. Goal-Setting & Self-Motivation	Collect information on: The ability to set clear, realistic personal and professional goals The ability to maintain focus on long-term objectives despite setbacks The ability to track progress and making adjustments based on feedback. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	1. Think about what do I know about Goal-Setting & Self-Motivation? 2. How am I doing with Goal-Setting & Self-Motivation? 3. What do I want to know/learn about Goal-Setting & Self-Motivation?	Have you seen that a youngster is able to set clear, realistic personal and professional goals? Is he able to maintain focus on long-term objectives despite setbacks? Is he able to track progress and making adjustments based on feedback? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Goal-Setting & Self-Motivation? During the activity (or in different situations) have you been able to set clear, realistic personal and professional goals? Been able to maintain focus on long-term objectives despite setbacks? Been able to track progress and making adjustments based on feedback? Requirements: Setting Clear, Realistic Goals – Can identify personal and professional aspirations but may need help making them specific and achievable. Maintaining Focus Despite Setbacks – Tries to stay committed but may feel discouraged or lose motivation when facing obstacles. Tracking Progress & Adjusting Based on Feedback – Makes some effort to monitor progress but may struggle to adapt plans without external support.	Discuss with the youngster how he can practice with the ability to set clear, realistic personal and professional goals The ability to maintain focus on long-term objectives despite setbacks The ability to track progress and making adjustments based on feedback. In what kind of situations can he practice this and how can others see that he uses these abilities?	Have a look at your ability to set clear, realistic personal and professional goals Your ability to maintain focus on long-term objectives despite setbacks Your ability to track progress and making adjustments based on feedback. Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? Requirements: Setting Clear, Realistic Goals – Defines specific, measurable, and achievable goals for personal and professional growth. Maintaining Focus Despite Setbacks – Stays motivated and committed, viewing obstacles as learning opportunities rather than failures. Tracking Progress & Adjusting Based on Feedback – Regularly evaluates progress, seeks constructive feedback, and refines strategies to stay on track.	Did the youngster show the ability to set clear, realistic personal and professional goals? Show the ability to maintain focus on long-term objectives despite setbacks? Show the ability to track progress and making adjustments based on feedback? Does he know what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions?	Collect evidence of your development and ability in Goal-Setting & Self-Motivation. Show that you understand what it entails. That you have applied these skills in different situations: The ability to set clear, realistic personal and professional goals The ability to maintain focus on long-term objectives despite setbacks The ability to track progress and making adjustments based on feedback. And indicate how you think your development has progressed.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.

7. Stress Management & Resilience (Flexibility: 3. Resilience & Emotional Regulation)									
--	--	--	--	--	--	--	--	--	--