



| <div><div>SUSTAINABLE LEARNING BRIDGING THE GAP</div><div>Skills rubric sustainable learning - INTERPERSONAL SKILLS AND KINDNESS</div><div>Co-funded by the European Union</div></div> | | | | | | | | | |
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| 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 do 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 independently. | 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 perform independently and reflect on their abilities. | What does the educator do to assess the skill? | What does the youngster do to get the skill assessed | |
| Interpersonal Skills and kindness | The educator delves into the skill 'Interpersonal Skills and kindness' and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill Interpersonal Skills and kindness in a learning activity. | 1. Think about what do I know about Interpersonal Skills and kindness. 2. How am I with Interpersonal Skills and kindness? 3. What do I want to know/learn? | The educator looks, after the activity at which Interpersonal Skills and kindness abilities 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 collaboration skills he has already seen. | Reflect after the activity. Do you have a better idea of what Interpersonal Skills and kindness 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 Interpersonal Skills and kindness. 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 Interpersonal Skills and kindness. 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 Intelligence | Collect information on: The ability to Recognize and Manage Emotions – Understand personal emotions and regulate reactions in different situations. The ability to Interpret Others' Emotions – Recognize emotional cues such as facial expressions, tone, and body language. The ability to Show Emotional Awareness – Adjust behavior based on social and emotional contexts. 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 Intelligence? 2. How am I doing with emotional intelligence? 3. What do I want to know/learn about emotional intelligence? | Have you seen that a youngster is able to recognize and manage emotions – Understand personal emotions and regulate reactions in different situations? Is he able to interpret others' emotions – Recognize emotional cues such as facial expressions, tone, and body language? Is he able to show emotional awareness – Adjust behavior based on social and emotional contexts? If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Emotional intelligence? During the activity (or in other situations) have you been able to Recognize and Manage Emotions – Understand personal emotions and regulate reactions in different situations? The ability to Interpret Others' Emotions – Recognize emotional cues such as facial expressions, tone, and body language? Been able to Show Emotional Awareness – Adjust behavior based on social and emotional contexts? Requirements: Recognizing & Managing Emotions – Can identify personal emotions but may struggle with regulating reactions in different situations. Interpreting Others' Emotions – Notices basic emotional cues like tone and facial expressions but may misinterpret subtle signals. Showing Emotional Awareness – Attempts to adjust behavior based on social cues but may need reminders to respond appropriately. | Discuss with the youngster how he can practice with the ability to Recognize and Manage Emotions – Understand personal emotions and regulate reactions in different situations. The ability to Interpret Others' Emotions – Recognize emotional cues such as facial expressions, tone, and body language. The ability to Show Emotional Awareness – Adjust behavior based on social and emotional contexts. 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 and Manage Emotions – Understand personal emotions and regulate reactions in different situations. Your ability to Interpret Others' Emotions – Recognize emotional cues such as facial expressions, tone, and body language. Your ability to Show Emotional Awareness – Adjust behavior based on social and emotional contexts. 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: Recognizing & Managing Emotions – Identifies personal emotions in real time, regulates reactions effectively, and remains composed in different situations. Interpreting Others' Emotions – Accurately reads emotional cues, including subtle facial expressions, tone, and body language, to understand others' feelings. Showing Emotional Awareness – Adapts behavior appropriately based on emotional and social contexts, fostering positive interactions and relationships. | Did the youngster show the ability to Recognize and Manage Emotions – Understand personal emotions and regulate reactions in different situations? The ability to Interpret Others' Emotions – Recognize emotional cues such as facial expressions, tone, and body language? The ability to Show Emotional Awareness – Adjust behavior based on social and emotional contexts? 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 intelligence. Show that you understand what it entails. That you have applied these skills in different situations: the ability to recognize and manage emotions – Understand personal emotions and regulate reactions in different situations. The ability to interpret others' emotions – Recognize emotional cues such as facial expressions, tone, and body language. The ability to show emotional awareness – Adjust behavior based on social and emotional contexts. 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. Communication Skills (Communication 1. Verbal & Nonverbal Expression, 2. Active Listening & Understanding) | | | | | | | | | |
| 3. Conflict Resolution & Problem-Solving (Collaboration 3. conflict resolution & problem solving) | | | | | | | | | |

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| 4. Empathy & Perspective-Taking | Collect information on: The ability to Understand Others' Feelings & Perspectives – See situations from another person's point of view. The ability to Offer Compassion & Emotional Support – Provide encouragement and kindness when others need it. The ability to Adjust Communication for Different Personalities – Adapt interactions based on individual needs. 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 Empathy & Perspective-Taking? 2. How am I doing with Empathy & Perspective-Taking? 3. What do I want to know/learn about Empathy & Perspective-Taking? | Have you seen that a youngster is able to Understand Others' Feelings & Perspectives – See situations from another person's point of view.? Is he able to Offer Compassion & Emotional Support – Provide encouragement and kindness when others need it? Is he able to Adjust Communication for Different Personalities – Adapt interactions based on individual needs? If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Empathy & Perspective-Taking? During the activity (or in different situations) have you been able to Understand Others' Feelings & Perspectives – See situations from another person's point of view? Been able to Offer Compassion & Emotional Support – Provide encouragement and kindness when others need it? Been able to Adjust Communication for Different Personalities – Adapt interactions based on individual needs? What can you already do? Requirements: Understanding Others' Feelings & Perspectives – Can recognize different viewpoints but may struggle to fully see situations from another's perspective. Offering Compassion & Emotional Support – Shows basic kindness and encouragement but may need reminders to respond with deeper emotional support. Adjusting Communication for Different Personalities – Attempts to adapt interactions but may find it challenging to adjust based on individual needs. | Discuss with the youngster how he can practice with the ability to Understand Others' Feelings & Perspectives – See situations from another person's point of view. The ability to Offer Compassion & Emotional Support – Provide encouragement and kindness when others need it. The ability to Adjust Communication for Different Personalities – Adapt interactions based on individual needs. 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 Understand Others' Feelings & Perspectives – See situations from another person's point of view. Your ability to Offer Compassion & Emotional Support – Provide encouragement and kindness when others need it. Your ability to Adjust Communication for Different Personalities – Adapt interactions based on individual needs. 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: Understanding Others' Feelings & Perspectives – Consistently considers different viewpoints and responds with genuine empathy. Offering Compassion & Emotional Support – Provides thoughtful encouragement, comfort, and assistance when others need it. Adjusting Communication for Different Personalities – Adapts tone, approach, and messaging to connect effectively with various individuals. | Did the youngster show the ability to Understand Others' Feelings & Perspectives – See situations from another person's point of view. The ability to Offer Compassion & Emotional Support – Provide encouragement and kindness when others need it. The ability to Adjust Communication for Different Personalities – Adapt interactions based on individual needs. 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 Empathy & Perspective-Taking. Show that you understand what it entails. That you have applied these skills in different situations: The ability to Understand Others' Feelings & Perspectives – See situations from another person's point of view. The ability to Offer Compassion & Emotional Support – Provide encouragement and kindness when others need it. The ability to Adjust Communication for Different Personalities – Adapt interactions based on individual needs. . 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. |
| 5. Social Etiquette & Professionalism | Collect information on: The ability to Respect Social & Cultural Norms – Behave appropriately in different social settings. The ability to Maintain Professionalism – Follow proper etiquette in school, work, and formal environments. The ability to Build Trust Through Honesty & Integrity – Act with sincerity and responsibility in relationships. 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 Social Etiquette & Professionalism? 2. How am I doing with Social Etiquette & Professionalism? 3. What do I want to know/learn about Social Etiquette & Professionalism? | Have you seen that a youngster is able to Respect Social & Cultural Norms – Behave appropriately in different social settings? Is he able to Maintain Professionalism – Follow proper etiquette in school, work, and formal environments? Is he able to Build Trust Through Honesty & Integrity – Act with sincerity and responsibility in relationships? If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Social Etiquette & Professionalism? During the activity (or in different situations) have you been able to Respect Social & Cultural Norms – Behave appropriately in different social settings. Been able to Maintain Professionalism – Follow proper etiquette in school, work, and formal environments. Been able to Build Trust Through Honesty & Integrity – Act with sincerity and responsibility in relationships. Requirements: Respecting Social & Cultural Norms – Understands basic etiquette in different settings but may need reminders to adjust behavior appropriately. Maintaining Professionalism – Follows basic rules of respect and courtesy but may struggle with consistency in formal environments. Building Trust Through Honesty & Integrity – Recognizes the importance of honesty and responsibility but may need support in applying these values in all interactions. | Discuss with the youngster how he can practice with the ability to Respect Social & Cultural Norms – Behave appropriately in different social settings. The ability to Maintain Professionalism – Follow proper etiquette in school, work, and formal environments. The ability to Build Trust Through Honesty & Integrity – Act with sincerity and responsibility in relationships. 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 Respect Social & Cultural Norms – Behave appropriately in different social settings. Your ability to Maintain Professionalism – Follow proper etiquette in school, work, and formal environments. Your ability to Build Trust Through Honesty & Integrity – Act with sincerity and responsibility in relationships.. 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: Respecting Social & Cultural Norms – Understands and adapts to different social expectations, demonstrating appropriate behavior in diverse settings. Maintaining Professionalism – Consistently follows etiquette in school, work, and formal situations, communicating with respect and maturity. Building Trust Through Honesty & Integrity – Acts with sincerity, takes responsibility for actions, and fosters trust in relationships through ethical behavior. | Did the youngster show the ability to Respect Social & Cultural Norms – Behave appropriately in different social settings? Show the ability to Maintain Professionalism – Follow proper etiquette in school, work, and formal environments? Show the ability to Build Trust Through Honesty & Integrity – Act with sincerity and responsibility in relationships? 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 Social Etiquette & Professionalism. Show that you understand what it entails. That you have applied these skills in different situations: The ability to Respect Social & Cultural Norms – Behave appropriately in different social settings. The ability to Maintain Professionalism – Follow proper etiquette in school, work, and formal environments. The ability to Build Trust Through Honesty & Integrity – Act with sincerity and responsibility in relationships. 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. |
| 6. Teamwork & Collaboration (Collaboration: 1. Teamwork & Group Participation) | | | | | | | | | |
| 7. Kindness & Positive Psychology | Collect information on: The ability to Perform Acts of Kindness – Engage in small, meaningful gestures that help others. The ability to Express Gratitude – Show appreciation for people's efforts and support. The ability to Cultivate a Generous Mindset – Offer help without expecting something in return. 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 Kindness & Positive Psychology? 2. How am I doing with Kindness & Positive Psychology? 3. What do I want to know/learn about Kindness & Positive Psychology? | Have you seen that a youngster is able to Perform Acts of Kindness – Engage in small, meaningful gestures that help others? Is he able to Express Gratitude – Show appreciation for people's efforts and support. Is he able to Cultivate a Generous Mindset – Offer help without expecting something in return. If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Kindness & Positive Psychology? During the activity (or in different situations) have you been able to Perform Acts of Kindness – Engage in small, meaningful gestures that help others? Been able to Express Gratitude – Show appreciation for people's efforts and support? Been able to Cultivate a Generous Mindset – Offer help without expecting something in return? Requirements: Performing Acts of Kindness – Engages in small helpful gestures but may need encouragement to do so regularly. Expressing Gratitude – Shows appreciation occasionally but may need reminders to acknowledge others' efforts consistently. Cultivating a Generous Mindset – Willing to help others but may still expect recognition or something in return. | Discuss with the youngster how he can practice with the ability to Perform Acts of Kindness – Engage in small, meaningful gestures that help others. The ability to Express Gratitude – Show appreciation for people's efforts and support. The ability to Cultivate a Generous Mindset – Offer help without expecting something in return. 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 Perform Acts of Kindness – Engage in small, meaningful gestures that help others. Your ability to Express Gratitude – Show appreciation for people's efforts and support. Your ability to Cultivate a Generous Mindset – Offer help without expecting something in return.. 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: Performing Acts of Kindness – Regularly engages in meaningful gestures to help others, both in small and significant ways. Expressing Gratitude – Consistently acknowledges and appreciates the efforts and support of others with sincerity. Cultivating a Generous Mindset – Offers help selflessly, without expecting recognition or rewards, and encourages generosity in others. | Did the youngster show the ability to Perform Acts of Kindness – Engage in small, meaningful gestures that help others? Show the ability to Express Gratitude – Show appreciation for people's efforts and support? Show the ability to Cultivate a Generous Mindset – Offer help without expecting something in return? 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 Kindness & Positive Psychology. Show that you understand what it entails. That you have applied these skills in different situations: The ability to Perform Acts of Kindness – Engage in small, meaningful gestures that help others. The ability to Express Gratitude – Show appreciation for people's efforts and support. The ability to Cultivate a Generous Mindset – Offer help without expecting something in return. 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. |