

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)awarenesss 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	
Critical thinking	The educator delves into the skill Critical thinking and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill Critical thinking in a learning activity.	1. Think about what do I know about Critical thinking. 2. How am I with Critical thinking? 3. What do i want to know/learn?	The educator looks, after the activity at which Critical thinking 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 Critical thinking skills he has already seen.	Reflect after the activity. Do you have a better idea of what Critical thinking is and how you deal with Critical thinking? What can you do and what are you good at?	The educator knows which behavior goes with each ability of Critical thinking. 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 Critical thinking. The educator uses the following basics: the youngster understands the different skills of the skill Critical thinking. He has applied the different skills 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 communication is about and what abilities you need to master. - apply de abilities of communication in different situations. - reflect on your learning process and how you did this.	The abilities belonging to Critical thinking are 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. Logical Thinking & Reasoning	Collect information on: The ability to break down complex information into smaller, understandable parts. The ability to draw conclusions based on evidence and sound reasoning. The ability to identify trends, connections, and inconsistencies in information. 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 Logical Thinking & Reasoning? 2. How am I doing with Logical Thinking & Reasoning? 3. What do i want to know/learn about Logical Thinking & Reasoning?	Have you seen that a youngster is able to break down complex information into smaller, understandable parts? Is he able to draw conclusions based on evidence and sound reasoning? Is he able to identify trends, connections, and inconsistencies in information? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Logical Thinking & Reasoning? During the activity (or in other situations) have you been able to break down complex information into smaller, understandable parts? Been able to draw conclusions based on evidence and sound reasoning? Been able to identify trends, connections, and inconsistencies in information? What can you already do? Requirements: Breaking Down Information – Can understand simple ideas and, with help, begin to break more complex information into smaller, manageable parts. Drawing Conclusions – Can make simple guesses or decisions when given clear facts, but may need support to explain why or to use reasoning based on evidence. Finding Patterns – Notices basic patterns or connections in familiar information, but may need guidance to recognize less obvious trends or inconsistencies.	Discuss with the youngster how he can practice with the ability to break down complex information into smaller, understandable parts. The ability to draw conclusions based on evidence and sound reasoning. The ability to identify trends, connections, and inconsistencies in information. 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 break down complex information into smaller, understandable parts. Your ability to draw conclusions based on evidence and sound reasoning. Your ability to identify trends, connections, and inconsistencies in information. 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: Breaking Down Information – Efficiently analyzes complex information by separating it into key components, making it easier to understand, explain, and apply. Drawing Conclusions – Forms well-reasoned conclusions based on accurate evidence, logical thinking, and a clear understanding of cause-and-effect relationships. Finding Patterns – Identifies subtle trends, meaningful connections, and inconsistencies within information, and uses these insights to make informed decisions or predictions.	Did the youngster show the ability to break down complex information into smaller, understandable parts. The ability to draw conclusions based on evidence and sound reasoning. The ability to identify trends, connections, and inconsistencies in information. 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 Logical Thinking & Reasoning. Show that you understand what it entails. That you have applied these skills in different situations: the ability to break down complex information into smaller, understandable parts. The ability to draw conclusions based on evidence and sound reasoning. The ability to identify trends, connections, and inconsistencies in information. 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. Problem-Solving & Decision-Making(Collaboration 3. Conflict Resolution & Problem-Solving)									

3. Information Evaluation & Objectivity	Collect information on: The ability to assess the credibility of information and identify misinformation. The ability to detect biases in media, arguments, and personal beliefs. The ability to separate emotions from logical analysis. 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 Information Evaluation & Objectivity? 2. How am I doing with Information Evaluation & Objectivity? 3. What do i want to know/learn about Information Evaluation & Objectivity?	Have you seen that a youngster is able to assess the credibility of information and identify misinformation? Is he able to detect biases in media, arguments, and personal beliefs? Is he able to separate emotions from logical analysis? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Information Evaluation & Objectivity? During the activity (or in different situations) have you been able to assess the credibility of information and identify misinformation? Been able to detect biases in media, arguments, and personal beliefs? Been able to separate emotions from logical analysis? What can you already do? Requirements: Judging Information – Can tell when something seems clearly true or false, but may need help checking if a source is trustworthy or spotting misinformation. Noticing Bias – Can recognize obvious unfairness or one-sided opinions, but may need support to understand subtle bias in media, arguments, or personal views. Thinking Clearly – Tries to make sense of information, but may need reminders to separate strong emotions from facts and think more logically.	Discuss with the youngster how he can practice with the ability to assess the credibility of information and identify misinformation. The ability to detect biases in media, arguments, and personal beliefs. The ability to separate emotions from logical analysis. 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 assess the credibility of information and identify misinformation. Your ability to detect biases in media, arguments, and personal beliefs. Your ability to separate emotions from logical analysis. 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: Judging Information – Critically evaluates the credibility of sources, cross-checks facts, and identifies misinformation or manipulation in various forms of media. Noticing Bias – Detects subtle biases in language, framing, and content, and reflects on how personal beliefs or perspectives may influence interpretation. Thinking Clearly – Maintains objectivity by managing emotional responses, focusing on logic and evidence to form balanced and rational conclusions.	Did the youngster show the ability to assess the credibility of information and identify misinformation. The ability to detect biases in media, arguments, and personal beliefs. The ability to separate emotions from logical analysis. 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 Information Evaluation & Objectivity. Show that you understand what it entails. That you have applied these skills in different situations: the ability to assess the credibility of information and identify misinformation. The ability to detect biases in media, arguments, and personal beliefs. The ability to separate emotions from logical analysis. 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. Questioning & Inquiry	Collect information on: The ability to ask deep, thoughtful questions and remain receptive to new ideas. The ability to challenge assumptions by asking "Why?", "How?", and "What if?" The ability to define problems clearly before attempting to solve them. 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 Questioning & Inquiry? 2. How am I doing with Questioning & Inquiry? 3. What do i want to know/learn about Questioning & Inquiry?	Have you seen that a youngster is able to ask deep, thoughtful questions and remain receptive to new idea? Is he able to challenge assumptions by asking "Why?", "How?", and "What if?" is he able to define problems clearly before attempting to solve them? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Questioning & Inquiry? During the activity (or in different situations) have you been able to ask deep, thoughtful questions and remain receptive to new idea? Been able to challenge assumptions by asking "Why?", "How?", and "What if?" Been able to define problems clearly before attempting to solve them? What can you already do? Requirements: Asking Questions – Can ask simple questions to learn more and shows curiosity, but may need help forming deeper questions or staying open to different ideas. Challenging Assumptions – Sometimes asks "why" or "how," but may need encouragement to think beyond the obvious or consider alternative possibilities. Understanding Problems – Can describe problems in a general way, but may need guidance to clearly define what's wrong before trying to solve it.	Discuss with the youngster how he can practice with the ability to ask deep, thoughtful questions and remain receptive to new ideas. The ability to challenge assumptions by asking "Why?", "How?", and "What if?" The ability to define problems clearly before attempting to solve them. 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 ask deep, thoughtful questions and remain receptive to new ideas. Your ability to challenge assumptions by asking "Why?", "How?", and "What if?" Your ability to define problems clearly before attempting to solve them. 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: Asking Questions – Consistently asks deep, meaningful questions that explore different perspectives and demonstrates openness to new, challenging, or unfamiliar ideas. Challenging Assumptions – Regularly questions assumptions by asking "Why?", "How?", and "What if?", leading to innovative thinking and deeper understanding. Understanding Problems – Clearly defines complex problems by identifying root causes and key factors before developing thoughtful, effective solutions.	Did the youngster show the ability to ask deep, thoughtful questions and remain receptive to new ideas. Show the ability to challenge assumptions by asking "Why?", "How?", and "What if?" Show the ability to define problems clearly before attempting to solve them. 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 Questioning & Inquiry. Show that you understand what it entails. That you have applied these skills in different situations: the ability to ask deep, thoughtful questions and remain receptive to new ideas. The ability to challenge assumptions by asking "Why?", "How?", and "What if?" The ability to define problems clearly before attempting to solve them. 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. Reflection & Self-Awareness (Apply self regulation & accept feedback: 2. self awareness and reflection)									