



<div><div><div><div>SUSTAINABLE LEARNING</div><div>BRIDGING THE GAP</div></div></div><div>Skills rubric sustainable learning - FLEXIBILITY</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 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	
Flexibility	The educator delves into the skill flexibility and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill flexibility in a learning activity.	1. Think about what do I know about flexibility . 2. How am I with flexibility ? 3. What do i want to know/learn?	The educator looks, after the activity at which flexibility 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 flexibility skills he has already seen.	Reflect after the activity. Do you have a better idea of what flexibility is and how you deal with flexibility ? What can you do and what are you good at?	The educator knows which behavior goes with each ability of flexibility. 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 flexibility . The educator uses the following basics: the youngster understands the different abilities of the skill flexibility . 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 flexibility is about and what abilities you need to master. - apply de abilities of flexibility in different situations. - reflect on your learning process and how you did this.	The abilities belonging to flexibility 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. Adaptability & Change Management	Collect information on: The ability to Adjust Quickly – Modify plans and behaviors when faced with unexpected changes. The ability to Stay Composed – Maintain focus and avoid panic when dealing with uncertainty. The ability to Reevaluate Strategies – Recognize when a new approach is needed and implement changes effectively. 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 Adaptability & Change Management 2. How am I doing with Adaptability & Change Management? 3. What do i want to know/learn about Adaptability & Change Management?	Have you seen that a youngster is able to to adjust Quickly – Modify plans and behaviors when faced with unexpected changes? Was there a situation in which he stayed Composed – Maintain focus and avoid panic when dealing with uncertainty? Did the youngster ecognize when a new approach is needed and implement changes effectively? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about Adaptability & Change Management? During the activity ( or in other situations) have you been able to Adjust Quickly – Modify plans and behaviors when faced with unexpected changes, been able to Stay Composed – Maintain focus and avoid panic when dealing with uncertainty or have you beend able to reevaluate Strategies – Recognize when a new approach is needed and implement changes effectively? What can you already do? <b>Requirements:</b>  Adjusting Quickly – Can modify plans when faced with changes but needs support in doing so smoothly. Staying Composed – Tries to stay calm but may need reminders to manage stress or panic in uncertain situations. Reevaluating Strategies – Can recognize when a change is needed but requires coaching to reassess and adjust strategies effectively.	Discuss with the youngster how he can practice with the ability to to Adjust Quickly – Modify plans and behaviors when faced with unexpected changes. The ability to Stay Composed – Maintain focus and avoid panic when dealing with uncertainty. The ability to Reevaluate Strategies – Recognize when a new approach is needed and implement changes effectively. . 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 to Adjust Quickly – Modify plans and behaviors when faced with unexpected changes. The ability to Stay Composed – Maintain focus and avoid panic when dealing with uncertainty. The ability to Reevaluate Strategies – Recognize when a new approach is needed and implement changes effectively. 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? <b>Requirements:</b> Adjusting Quickly – Proactively adapts to unexpected changes with a positive attitude and strategic thinking. Staying Composed – Maintains emotional control, stays focused on problem-solving, and uses self-regulation techniques during uncertainty. Reevaluating Strategies – Analyzes when strategies aren't working, develops new solutions independently, and reflects on experiences for continuous improvement.	Did the youngster show the ability to Adjust Quickly – Modify plans and behaviors when faced with unexpected changes? The ability to Stay Composed – Maintain focus and avoid panic when dealing with uncertainty? The ability to Reevaluate Strategies – Recognize when a new approach is needed and implement changes effectively? 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 adaptebility & change management. Show that you understand what it entails. That you have applied these skills in different situations: the ability to Adjust Quickly – Modify plans and behaviors when faced with unexpected changes. The ability to Stay Composed – Maintain focus and avoid panic when dealing with uncertainty. The ability to Reevaluate Strategies – Recognize when a new approach is needed and implement changes effectively.. 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. Open-Mindedness & Perspective-Taking	<p>Collect information on: The ability to Accept New Ideas – Consider different opinions and be willing to try new approaches.</p> <p>The ability to Understand Others' Perspectives – Actively listen and respect diverse viewpoints.</p> <p>The ability to Apply Feedback – Use constructive criticism to improve performance and mindset.</p> <p>Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.</p>	<p>1. Think about what do I know about Open-Mindedness &amp; Perspective-Taking?</p> <p>2. How am I doing with Open-Mindedness &amp; Perspective-Taking ?</p> <p>3. What do i want to know/learn about Open-Mindedness &amp; Perspective-Taking?</p>	<p>Have you seen that a youngster is able to Accept New Ideas – Consider different opinions and be willing to try new approaches?</p> <p>Is he able to Understand Others' Perspectives – Actively listen and respect diverse viewpoints?</p> <p>Is he able to Apply Feedback – Use constructive criticism to improve performance and mindset?</p> <p>If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Open-Mindedness &amp; Perspective-Taking? During the activity (or in different situations) have you been able to able to Accept New Ideas – Consider different opinions and be willing to try new approaches?</p> <p>Have you beel able to Understand Others' Perspectives – Actively listen and respect diverse viewpoints?</p> <p>Have you been able to Apply Feedback – Use constructive criticism to improve performance and mindset?</p> <p><b>Requirements:</b> Accepting New Ideas – Can consider different opinions but may need encouragement to fully embrace them and try new approaches.</p> <p>Understanding Others' Perspectives – Actively listens but may need reminders to engage deeply and avoid jumping to conclusions.</p> <p>Applying Feedback – Can accept feedback but may need support in reflecting on it and making consistent improvements.</p>	<p>Discuss with the youngster how he can practice with the ability to Accept New Ideas – Consider different opinions and be willing to try new approaches.</p> <p>The ability to Understand Others' Perspectives – Actively listen and respect diverse viewpoints.</p> <p>The ability to Apply Feedback – Use constructive criticism to improve performance and mindset. In what kind of situations can he practice this and how can others see that he uses these abilities?</p>	<p>Have a look at your ability to Accept New Ideas – Consider different opinions and be willing to try new approaches.</p> <p>Your ability to Understand Others' Perspectives – Actively listen and respect diverse viewpoints.</p> <p>Your ability to Apply Feedback – Use constructive criticism to improve performance and mindset. 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?</p> <p><b>Requirements:</b> Accepting New Ideas – Actively seeks and values diverse perspectives, embracing change and exploring new approaches.</p> <p>Understanding Others' Perspectives – Listens deeply, respects diversity, and engages in constructive dialogue.</p> <p>Applying Feedback – Proactively seeks feedback, applies it consistently for growth, and reflects on personal development.</p>	<p>Did the youngster show the ability to Accept New Ideas – Consider different opinions and be willing to try new approaches?</p> <p>Did he show the ability to Understand Others' Perspectives – Actively listen and respect diverse viewpoints?</p> <p>Show the ability to Apply Feedback – Use constructive criticism to improve performance and mindset?</p> <p>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?</p>	<p>Collect evidence of your development and ability in Open-Mindedness &amp; Perspective-Taking. Show that you understand what it entails. That you have applied these skills in different situations: the ability to Accept New Ideas – Consider different opinions and be willing to try new approaches.</p> <p>The ability to Understand Others' Perspectives – Actively listen and respect diverse viewpoints.</p> <p>The ability to Apply Feedback – Use constructive criticism to improve performance and mindset. And indicate how you think your development has progressed.</p>	<p>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.</p>
3. Resilience & Emotional Regulation	<p>Collect information on: The ability to Manage Emotions Under Pressure – Stay calm and positive when facing stress or setbacks.</p> <p>The ability to Learn from Mistakes – View challenges as growth opportunities instead of failures.</p> <p>The ability to Stay Confident in New Situations – Approach unfamiliar experiences with curiosity and self-assurance.</p> <p>Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.</p>	<p>1. Think about what do I know about Resilience &amp; Emotional Regulation?</p> <p>2. How am I doing with written Resilience &amp; Emotional Regulation?</p> <p>3. What do i want to know/learn about Resilience &amp; Emotional Regulation?</p>	<p>Have you seen that a youngster is able to Manage Emotions Under Pressure – Stay calm and positive when facing stress or setbacks?</p> <p>Is able to Learn from Mistakes – View challenges as growth opportunities instead of failures?</p> <p>Is able to Stay Confident in New Situations – Approach unfamiliar experiences with curiosity and self-assurance?</p> <p>If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Resilience &amp; Emotional Regulation? During the activity (or in different situations) have you been able to manage Emotions Under Pressure – Stay calm and positive when facing stress or setbacks?</p> <p>Been able to Learn from Mistakes – View challenges as growth opportunities instead of failures?</p> <p>Been able to Stay Confident in New Situations – Approach unfamiliar experiences with curiosity and self-assurance?</p> <p>What can you already do?</p> <p><b>Requirements:</b> Managing Emotions Under Pressure – Tries to stay calm but needs support to regulate emotions and maintain positivity.</p> <p>Learning from Mistakes – Understands mistakes can be learning opportunities but may struggle with frustration.</p> <p>Staying Confident in New Situations – Shows curiosity but needs encouragement to overcome hesitation or fear.</p>	<p>Discuss with the youngster how he can practice with the ability to Manage Emotions Under Pressure – Stay calm and positive when facing stress or setbacks.</p> <p>The ability to Learn from Mistakes – View challenges as growth opportunities instead of failures.</p> <p>The ability to Stay Confident in New Situations – Approach unfamiliar experiences with curiosity and self-assurance. In what kind of situations can he practice this and how can others see that he uses these abilities?</p>	<p>Have a look at your ability to Manage Emotions Under Pressure – Stay calm and positive when facing stress or setbacks.</p> <p>Your ability to Learn from Mistakes – View challenges as growth opportunities instead of failures.</p> <p>Your ability to Stay Confident in New Situations – Approach unfamiliar experiences with curiosity and self-assurance. 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?</p> <p><b>Requirements:</b> Managing Emotions Under Pressure – Stays calm and focused in stressful situations, using effective coping strategies to maintain emotional balance.</p> <p>Learning from Mistakes – Views failures as opportunities for growth, reflects on setbacks, and applies lessons to improve.</p> <p>Staying Confident in New Situations – Approaches unfamiliar experiences with curiosity, adaptability, and self-assurance, even without external encouragement.</p>	<p>Did the youngster show the ability to Manage Emotions Under Pressure – Stay calm and positive when facing stress or setbacks?</p> <p>The ability to Learn from Mistakes – View challenges as growth opportunities instead of failures?</p> <p>The ability to Stay Confident in New Situations – Approach unfamiliar experiences with curiosity and self-assurance? 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?</p>	<p>Collect evidence of your development and ability in Resilience &amp; Emotional Regulation. Show that you understand what it entails. That you have applied these skills in different situations: the ability to Manage Emotions Under Pressure – Stay calm and positive when facing stress or setbacks.</p> <p>The ability to Learn from Mistakes – View challenges as growth opportunities instead of failures.</p> <p>The ability to Stay Confident in New Situations – Approach unfamiliar experiences with curiosity and self-assurance. And indicate how you think your development has progressed.</p>	<p>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.</p>
4. Problem-Solving & Creative Thinking	<p>Collect information on: The ability to think on your feet – Respond quickly and effectively to new challenges.</p> <p>The ability to adapt solutions – Find alternative ways to overcome obstacles.</p> <p>The ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.</p>	<p>1. Think about what do I know about Problem-Solving &amp; Creative Thinking?</p> <p>2. How am I doing with Problem-Solving &amp; Creative Thinking?</p> <p>3. What do i want to know/learn about Problem-Solving &amp; Creative Thinking?</p>	<p>Have you seen that a youngster is able to think on his feet – Respond quickly and effectively to new challenges.</p> <p>Is he able to adapt solutions – Find alternative ways to overcome obstacles.</p> <p>His ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure.</p> <p>If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Problem-Solving &amp; Creative Thinking? During the activity (or in different situations) have you been able to think on your feet – Respond quickly and effectively to new challenges?</p> <p>Been able to adapt solutions – Find alternative ways to overcome obstacles?</p> <p>Been able to make decisions in uncertain situations – Weigh options and make sound judgments under pressure?</p> <p>What can you already do?</p> <p><b>Requirements:</b> Thinking on Their Feet – Can attempt to respond to new challenges but may hesitate or need coaching to react quickly and effectively.</p> <p>Adapting Solutions – Tries to find alternative approaches but may struggle to think creatively without guidance.</p> <p>Making Decisions in Uncertain Situations – Can weigh options but may need help assessing risks and making confident choices under pressure.</p>	<p>Discuss with the youngster how he can practice with the ability to think on his feet – Respond quickly and effectively to new challenges.</p> <p>The ability to adapt solutions – Find alternative ways to overcome obstacles.</p> <p>The ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure. In what kind of situations can he practice this and how can others see that he uses these abilities?</p>	<p>Have a look at your ability to think on your feet – Respond quickly and effectively to new challenges.</p> <p>Your ability to adapt solutions – Find alternative ways to overcome obstacles.</p> <p>Your ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure.</p> <p>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?</p> <p><b>Requirements:</b> Thinking on Their Feet – Reacts quickly and effectively to unexpected challenges, staying calm and focused.</p> <p>Adapting Solutions – Finds creative and flexible ways to overcome obstacles, adjusting strategies as needed.</p> <p>Making Decisions in Uncertain Situations – Weighs options, assesses risks, and makes confident, well-reasoned judgments under pressure.</p>	<p>Did the youngster show the ability to think on your feet – Respond quickly and effectively to new challenges?</p> <p>Show the ability to adapt solutions – Find alternative ways to overcome obstacles?</p> <p>Show the ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure? 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?</p>	<p>Collect evidence of your development and ability in Problem-Solving &amp; Creative Thinking. Show that you understand what it entails. That you have applied these skills in different situations: The ability to think on your feet – Respond quickly and effectively to new challenges.</p> <p>The ability to adapt solutions – Find alternative ways to overcome obstacles.</p> <p>The ability to make decisions in uncertain situations – Weigh options and make sound judgments under pressure. And indicate how you think your development has progressed</p>	<p>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.</p>

5.Collaboration & Compromise	<p>Collect information on: The ability to balance individual and group needs – Adjust personal preferences to support teamwork.</p> <p>The ability to negotiate &amp; find middle ground – Work through conflicts and make fair compromises.</p> <p>The ability to communicate adaptability – Express willingness to adjust in discussions and group efforts. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.</p>	<p>1. Think about what do I know about Collaboration &amp; Compromise?</p> <p>2. How am I doing with Collaboration &amp; Compromise?</p> <p>3. What do i want to know/learn about Collaboration &amp; Compromise?</p>	<p>Have you seen that a youngster is able to balance individual and group needs – Adjust personal preferences to support teamwork.</p> <p>Is he able to negotiate &amp; find middle ground – Work through conflicts and make fair compromises.</p> <p>Does he has the ability to communicate adaptability – Express willingness to adjust in discussions and group efforts.</p> <p>If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Collaboration &amp; Compromise? During the activity (or in different situations) have you been able to balance individual and group needs – Adjust personal preferences to support teamwork.</p> <p>Been able to negotiate &amp; find middle ground – Work through conflicts and make fair compromises.</p> <p>Been able to communicate adaptability – Express willingness to adjust in discussions and group efforts.</p> <p><b>Requirements:</b></p> <p>Balancing Individual &amp; Group Needs – Can adjust personal preferences to support teamwork but may need reminders to consider others' perspectives.</p> <p>Negotiating &amp; Finding Middle Ground – Tries to resolve conflicts but may struggle with making fair compromises without guidance.</p> <p>Communicating Adaptability – Shows some willingness to adjust but may need help expressing flexibility in group discussions.</p>	<p>Discuss with the youngster how he can practice with the ability to balance individual and group needs – Adjust personal preferences to support teamwork?</p> <p>The ability to negotiate &amp; find middle ground – Work through conflicts and make fair compromises?</p> <p>The ability to communicate adaptability – Express willingness to adjust in discussions and group efforts? In what kind of situations can he practice this and how can others see that he uses these abilities?</p>	<p>Have a look at your ability to balance individual and group needs – Adjust personal preferences to support teamwork.</p> <p>Your ability to negotiate &amp; find middle ground – Work through conflicts and make fair compromises.</p> <p>Your ability to communicate adaptability – Express willingness to adjust in discussions and group efforts. What have you already mastered and what do you need to practice. Discuss with your educator how you can practice the ability.</p> <p>In what kind of situations can you practice this and how can others see that you use these abilities?</p> <p><b>Requirements:</b></p> <p>Balancing Individual &amp; Group Needs – Effectively adjusts personal preferences to support team goals while ensuring their own needs are considered.</p> <p>Negotiating &amp; Finding Middle Ground – Works through conflicts with fairness, actively seeking solutions that benefit all parties.</p> <p>Communicating Adaptability – Clearly expresses flexibility, adjusts approaches based on group needs, and fosters cooperative discussions.</p>	<p>Did the youngster show the ability to balance individual and group needs – Adjust personal preferences to support teamwork?</p> <p>The ability to negotiate &amp; find middle ground – Work through conflicts and make fair compromises?</p> <p>The ability to communicate adaptability – Express willingness to adjust in discussions and group efforts? 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?</p>	<p>Collect evidence of your development and ability in Collaboration &amp; Compromise. Show that you understand what it entails. That you have applied these skills in different situations: the ability to balance individual and group needs – Adjust personal preferences to support teamwork.</p> <p>The ability to negotiate &amp; find middle ground – Work through conflicts and make fair compromises.</p> <p>The ability to communicate adaptability – Express willingness to adjust in discussions and group efforts.</p> <p>And indicate how you think your development has progressed.</p>	<p>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.</p>
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