



<div><div></div><div>Skills rubric sustainable learning - PRODUCE NO WASTE</div><div> Co-funded by the European Union</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 A youngster at this level can perform the skill independently in different situations.	What does the educator do to assess the skill?	What does the youngster do to get the skill assessed. A youngster at this level can perform independently and reflect on their abilities.	
Produce no waste	The educator delves into the skill and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill in a learning activity.	1. Think about what do I know about this skill. 2. How am I with produce no waste? 3. What do I want to know/learn?	The educator looks, after the activity at which knowledges and abilities about the topic 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 skills he has already seen.	Reflect after the activity. Do you have a better idea of what no waste is (basic concepts) and how you deal with this skill (direct applications)? Are you able to apply knowledges and skills in simple and familiar situations with guidance from someone else and specific instructions?	The educator knows which behavior goes with each ability of the skill. 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. The educator uses the following basics: the youngster understands the different skills. 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 produce no waste is about and what abilities you need to master. - apply the abilities of producing no waste in different situations. - reflect on your learning process and how you did this.	The abilities belonging to producing no waste 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.
Manage waste	Collect information on: Assessment of one's own waste generation to identify areas for improvement. Waste Streams Environmental Impact Waste Reduction Strategies Composting Recycling System Sustainable Products Systems where resources are continuously reused and waste is minimized. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	What are my waste management habits in my daily life? Do I pay attention to waste separation? Do I pay attention to buying only actually useful products? Do I usually try to recycle materials and objects? What I want to learn about this topic?	Did you find that the youngster has a basic knowledge of materials and their disposal methods and times? Is the youngster able to analyze his/her own waste generation and to identify areas for improvement? Has the young person generally environmentally responsible behavior and habits (i.e. non plastic bottles...)? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about the waste flow? During the activity, have you been able to analyze your waste management practices in daily life and identify ways to improve your waste management? Are you aware of the negative effects of waste on ecosystems, climate change, and human health? Do you know more about the characteristics of different materials and their disposal methods and times? REQUIREMENTS Basic knowledge of different kind of garbage, materials and their characteristics, their disposal possibilities and times and their impact on the environment. In everyday life, application of good practices in waste management according to local indications and prescriptions.	Discuss with the youngster how he/she can practice with the ability to manage waste in everyday life. In what kind of situations can he/she practice this and how can others see that he/she uses these abilities?	Have a look at your ability to manage waste in every moment of your life, in different context and situations, including complex and unfamiliar ones. Are you able to recognize the different types of recyclable materials? Are you able to solve problems and make informed decisions on this topic? Are you able to adapt knowledge to new contexts and generate new ideas? 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 deep and articulated knowledge of the different types of recyclable materials and their way of recycling. ability to Separate waste accurately and autonomously, cleaning containers before throwing them in the separate collection.	Did the youngster show the ability to manage waste flow in a correct way? Did he/she Show the ability to identify different types of materials, separate waste accurately and autonomously? Does he/she know what the ability is about. Is he/she able to apply the ability in different situations? Is the youngster able to reflect on his/her own actions?	Collect evidence of your development and ability in waste management. Show that you understand what it entails, that you have applied these skills in different situations and autonomously.	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.
Composting	Collect information on: Collection and selection of materials; Composter management; Compost management; Decomposition process; Benefits of compost; Safety and prevention.Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity	Do I know what composting is? Do I practice composting activities in my daily practice? What I want to learn about this topic?	Does the young person generally know what composting of wet materials is and what is it used for? Does he/she apply it or has he/she seen it applied in his/her experience? If so, reflect on this with the youngster and be as concrete as possible.	Do you know anything more about the composting process, how a composter works? How should organic waste be selected and treated? How should compost be used to fertilize the soil? And what prevention and safety rules should be followed? REQUIREMENTS - basic knowledge of the decomposition process and benefits of compost - ability to identify and separate compostable organic materials (kitchen scraps, plant residues, etc.) from non-compostable ones. - Knowledge of the correct proportions between "green" materials (rich in nitrogen) and "brown" materials (rich in carbon) for balanced composting and ability to apply, under supervision, these principles. - ability to choose a compost and carry out periodic routine maintenance under the supervision of an expert - Ability to use the compost appropriately to fertilize gardens, vegetable gardens, and potted plants. - ability to apply safety and prevention rules.	Discuss with the youngster on how can/could he/she practice with the ability to use compost process in everyday life. In what kind of situations can he/she practice this and how can others see that he/she uses these abilities?	Have a look at your ability to use compost process in your life. Are you able to recognize different types of organic materials and use it to produce compost? Are you able to solve problems and make informed decisions on this topic? Are you able to adapt knowledge to new contexts and generate new ideas? 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 -Deep and articulated knowledge of the different types of organic materials and way to select and balance them in order to produce compost. -Deep knowledge of decomposition process and of the the benefits of compost. -Ability to independently manage the composter and the compost in an effective, correct manner that complies with the principles of risk prevention and health safety.	Did the youngster show the ability to manage compost production in a correct way? Did he/she show the ability to identify, select and balance different types of organic materials accurately and autonomously and to manage a composter in an effective and autonomous way? Does he/she know what the ability is about?. Is he/she able to apply the ability in different situations? Is the youngster able to reflect on his/her own actions?	Collect evidence of your development and ability in compost production. Show that you understand what it entails. That you have applied these skills autonomously.	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.

Conscious consumption	Collect information on: origin and environmental impact of products; circular economy principles; sustainable alternatives to traditional products; one's rights as a consumer; environmental and social certifications. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity	What are my consumer habits? How do I define my needs? Do I know the life cycle of products? Do I know my rights as a consumer? What I want to learn about this topic?	Do young people reflect and are aware of their purchasing choices? Do they reflect and are aware about their consumption habits? Do they know their consumer rights? If so, reflect on this with the youngster and be as concrete as possible.	Are you more aware about your choices? Do you reflect on your actual needs? Are you informed about the life cycle of products and their environmental impact? REQUIREMENTS -Basic knowledge of the life cycle of products; -Basic knowledge of circular economy principles; -Basic application of criteria for purchasing goods in a conscious manner, avoiding the use of disposable products and non-perishable packaging; -Ability to assess his/her own needs; -Ability to choose product with good value and long durability	Discuss with the youngster on how can/could he/she practice with the ability to assess his/her actual needs and plan purchases responsibly in everyday life, being aware of the origin and environmental impact of products. Ask if he/she is conscious of consumers' rights Can he/she practice these abilities and how can others see that he/she uses them?	Have a look at your ability to buy different kind of products in your life. Are you able to recognize the life cycle of products and their environmental impact? Are you able to assess your actual needs responsibly and choose products with good value for money and long durability? Are you able to make informed decisions on this topic? Are you able to adapt knowledge on circular economy to new contexts and generate new ideas? What have you already mastered and what do you need to practice?. Discuss with your educator on 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 -Deep and articulated knowledge of principles of circular economy and life cycle of products. - Knowledge of consumers' rights and of environmental and social certifications. -Ability to independently plan purchases in a conscious manner with attention to origin of products, durability, value and environmental impact.	Does the youngster show the ability to plan purchase in a conscious way? Is he/she able to recognize the life cycle of products and their environmental impact? Is he/she able to assess their actual needs responsibly and choose products with good value for money and long durability? Do they show these abilities in an effective and autonomous way? Do they know what the ability is about? Is he/she able to apply the ability in different situations? Is the youngster able to reflect on his/her own actions?	Collect evidence of your development and ability in plan and make purchases in a conscious way. Show that you understand what it entails. That you have applied these skills in different situations and autonomously.	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.
Creative reuse	Collect information on: materials and their properties; recycling and transformation techniques; design and functionality principles. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity	Am I a creative person? Do I have manual skills? Can I recognize and enhance the characteristics of materials? What I want to learn about this topic?	Do young people reflect and are aware on life-cycle of products and materials? Do they reflect and are aware of their consumption habits? Are they able to imagine new uses for objects destined for disposal. If so, reflect on this with the youngster and be as concrete as possible.	Are you more informed about the life cycle of products and their environmental impact? Do you have now the basic skills to recognize the characteristics and potential of materials destined for disposal? REQUIREMENTS -Basic knowledge of the life cycle of products; -Basic knowledge of circular economy principles; -Basic knowledge on materials and their properties, basic skills on transformation techniques	Discuss with the youngster on how can/could he/she practice with the ability to imagine and apply new uses for objects destined for disposal. Can he/she practice these abilities and how can others see that he/she uses them?	Have a look at your ability to imagine new uses for objects destined for disposal. Are you able to recognize the life cycle of products and their environmental impact? Are you able to transform and adapt objects and materials to new uses? Are you able to make informed decisions on this topic? Are you able to adapt knowledge on circular economy to new contexts and generate new ideas? 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 -Deep and articulated knowledge of principles of circular economy and life cycle of products. - Knowledge of materials and their properties, recycling and transformation techniques, design and functionality principles. -Ability to imagine new uses for objects destined for disposal - Ability to apply manual skills to transform and adapt objects and materials for new uses.	Does the youngster show the ability to imagine new uses for objects destined for disposal? Is he/she able to recognize the life cycle of products and their environmental impact? Is he/she able to transform and adapt objects and materials to new uses? Is he/she able to make informed decisions on this topic? Is he/she able to adapt knowledge on circular economy to new contexts and generate new ideas? Do they show these abilities in an effective and autonomous way? Do they know what the ability is about? Is he/she able to apply the ability in different situations? Is the youngster able to reflect on his/her own actions?	Collect evidence of your development and ability in imagine new uses for materials and objects and to adapt and transform them. Show that you understand what it entails and that you have applied these skills in different situations and autonomously.	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.

Repair and Maintenance	Collect information on: origin and environmental impact of products; circular economy principles; specific repair and maintenance techniques; safety regulations. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity	When something breaks, do I throw it away? Or do I repair it?? What are my consumer habits? Do I know the life cycle of products? Do I have manual skills? Can I recognize and enhance the characteristics of objects and materials? What I want to learn about this topic?	Do young people reflect and are aware on life-cycle of products and materials? Do they reflect and are aware of their consumption habits? the young person has the habit and ability to properly repair and maintain objects to ensure their durability. If so, reflect on this with the youngster and be as concrete as possible.	Are you more aware of the importance of properly maintaining your property, ensuring that it lasts as long as possible? if an object of yours breaks have you the habit and the ability to repair it? Do you know the operating mechanisms of your own objects and take care of them by respecting the user manuals ? REQUIREMENTS -Basic skills to repair and fix objects. -Basic ability to diagnose problems and identify solutions. -Basic ability to follow instructions and technical manuals. - Basic ability to understand the various parts of an object and its operation.	Discuss with the youngster on how can/could he/she practice with the ability to correctly maintain his/her own tools and equipment to ensure their durability. Does he/she take care of his/her own objects carefully and respecting the user s' manuals?. In simple situations, does the young person have the habit of repairing any damaged or broken object?	Have a look at your ability to correctly maintain your own objects and to ensure their durability. Have a look at your skill to repair any broken object. Do you know the characteristics of different materials and how to maintain and preserve them over a long period of time. Do you try to find solutions to repair old or broken objects? Are you able to make informed decisions on this topic? Are you able to adapt knowledge to new contexts and generate new ideas? What have you already mastered and what do you need to practice? Discuss with your educator on 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 - Deep and articulated knowledge of life cycle of products. - Knowledge of materials, their properties and methods of maintenance. - Deep knowledge of operating mechanisms of objects, tools and equipment. -Ability to repair objects. - Ability to follow instructions and technical manuals. -Ability to understand the various parts of an object and its operation. -Knowledge of safety regulations.	Does the youngster show the ability to correctly maintain his/her own objects and tools? Is he/she able to recognize the life cycle of products and their environmental impact? Is he/she aware of the caratheristics of different materials to ensure their durability? Is he/she aware of the operating principles of various objects and devices? Is he/she able to diagnose problems and identify solutions? Is he/she able to follow instructions and technical manuals? Is he/she able to repair objects? Is he/she able to make informed decisions on this topic? Is he/she able to adapt knowledge to new contexts and generate new ideas? Do they show these abilities in an effective and autonomous way? Do they know what the ability is about? Is he/she able to apply the ability in different situations? Is the youngster able to reflect on his/her own actions?	Collect evidence of your development and ability your skills in the proper maintenance of objects and tools, in order to ensure their durability over time. Collect evidence of your ability to recognize the correct functioning of objects and to work towards their repair in the event of damage or failure. Show that you understand what it entails and that you have applied these skills in different situations and autonomously.	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.
Recycling	Collect information on: 1. Scientific and Technological Aspects of Recycling - 2.Environmental, social and economic impact 3. Regulations and Local Context 4.The Product Life Cycle.	What are my waste management habits in my daily life? Do I pay attention to waste separation? Do I usually try to recycle materials and objects? What I want to learn about this topic?	Did you find that the youngster has a general knowledge of the characteristics of different materials, their possibilities and methods of recycling? Has the young person generally environmentally responsible behavior and habits (i.e. non plastic bottles...)? Does the young person pay attention to the correct separation of waste for recycling in his/her daily routine? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about recycling? During the activity, have you been able to analyze your habits to recycle objects and materials in daily life and identify ways to improve this activity? Are you aware of the negative effects of waste on ecosystems, climate change, and human health? Do you know more about the characteristics of different materials and their recycling methods and times? REQUIREMENTS Basic knowledge of different kind of garbage, materials and their characteristics, their recycling possibilities and times and their impact on the environment. Knowledge of what Recycle is; The 3 R: Reduce, Reuse, Recycle. Ability to identify recyclable materials. In everyday life application of good practices in waste separation and material recycling, according to local indications and prescriptions.	Discuss with the youngster how he/she can practice with the ability to recycle in everyday life. In what kind of situations can he/she practice this and how can others see that he/she uses these abilities?	Have a look at your ability to recycle in every moment of your life, in different context and situations, including complex and unfamiliar ones. Are you able to recognize the different types of recyclable materials? Do you have in-depth knowledge of the life cycle of products? Do you know the potential and limits of recycling? Are you able to propose ideas and projects on this subject? Are you able to solve problems and make informed decisions on this topic? Are you able to adapt knowledge to new contexts and generate new ideas? 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 Knowledge of Life Cycle Assessment (LCA) - Knowledge of Principles of Circular Economy (i.e. Downcycling vs upcycling) - knowledge on how to track their own "waste footprint"- Ability to recognize inefficiencies and challenges in local waste management systems - ability to analyze complex materials, moving beyond common materials (paper, plastic, glass) to understand the challenges of recycling complex materials electronic or textile ones - ability to design and propose practical solutions - ability to design and implement small-scale awareness campaigns about recycling or waste reduction in their community	Did the youngster show the ability to recycle in a correct way? Did he/she Show the ability to identify different types of materials, separate waste accurately and autonomously? Does he/she know what the ability is about. Is he/she able to apply the ability in different situations? Is the youngster able to reflect on his/her own actions?	Collect evidence of your development and ability to recycle objects and materials. Show that you understand what it entails, that you have applied these skills in different situations and autonomously.	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.

Advocacy	Collect information on: 1. Knowledge on recycling technics and effects on consumption and environment; 2. effective communication skills; 3. Elements on the socio-economic and political context.	What is my level of understanding of the scientific basic and technical concepts related to recycling? How up-to-date am I on the latest innovations in the recycling sector? Do I feel comfortable speaking in public? Am I passionate about promoting recycling and sustainability? Am I able to express my opinions clearly and convincingly? Can I work in a team and collaborate with others to achieve common goals? What I want to learn about this topic?	Is the young person aware of the usefulness and effectiveness of recycling? Does he/she know limits and problems related to the use of recycling? Has he/she an active and engaging attitude towards the topic? Is he/she able to express his/her ideas clearly and convincingly, involving other people? If so, reflect on this with the youngster and be as concrete as possible.	Do you have sufficient knowledge of the potential of recycling objects and materials and at the same time of the problems connected to it? Do you think you have skills to involve and convince other people? Which skills do you think you possess and which ones would you like to develop further? What technical aspects, costs and timing should you take into consideration? REQUIREMENTS Ability to communicate basic concepts - Ability to explain the benefits of recycling and the concept of resource assessment in a simple way. Recognize the importance of sustainability; understand the role of recycling in the transition towards a more sustainable system.	Discuss with the youngster on how can/could he/she practice with the ability to educate other people on recycling methods and techniques in everyday life. In what kind of situations can he/ she practice this and how can others see that he uses these abilities?	Have a look at your ability to educate other people on recycling methods and techniques in your life. Are you able to engage others on the usefulness of recycling to live more sustainably? Have you adequate knowledge of your context to provide valid arguments to convince others on the usefulness of recycling? Are you able to solve problems and make informed decisions on this topic? Are you able to adapt knowledge to new contexts and generate new ideas? What have you already mastered and what do you need to practice? Discuss with your educator on 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 -Ability to present the advantages and methods of recycling, raising awareness and promoting sustainable behaviors clearly and concisely in the community and to different stakeholders (e.g., policymakers, investors, local communities) using technical reports, presentations, and effective data visualizations; - Ability to plan and carry out initiatives to promote resource conservation and reuse (e.g., awareness campaigns at school, local clean-up events). -Ability to collaborate with other individuals, groups, or organizations to promote sustainability on a broader level.	Did the youngster show the ability to involve and educate other people on the advantages and methods of recycling objects and materials, raising awareness and promoting sustainable behaviors clearly and concisely? Is he/she able to organize initiative and collaborate with others to organize events and/or initiative with the goal of promotion the use of recycling techniques?	Collect evidence of your development and ability to educate other people on recycling methods and techniques. Show that you understand what it entails. That you have applied these skills autonomously.	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.
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