



<div><div></div><div>Skills rubric sustainable learning - USE SMALL AND SLOW SOLUTIONS</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 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. 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.	
Use small and slow solutions	<p>The educator reasearch the skill and the related abilities. They think about how the skill can be useful for the youngsters' personal and professional growth. Educators design learning activities based on the skill.</p> <p>The theme of "incremental and sustainable change" requires a multidisciplinary approach and a broad base of knowledge that ranges from psychology, pedagogy an behavioural science to economics, environmental science, Sustainable Engineering and data analysis. Some of the skills and concepts the educator needs to master involved analytical thinking, communication skills, risk and resource management and Problem Structuring (= breaking down a complex issue into manageable parts). In our grid, we include knowledge and skills we believe can be acquired independently of any specific formal academic or technical path.</p> <p>Many fundamental skills and pieces of knowledge related to incremental and sustainable change can be acquired through informal and non-formal learning, supporting long-term development and critical thinking, and having a direct impact on youngsters' everyday lives.</p>		<p>The educator focuses his attention on bringing out the pieces of knowledge and the abilities that youngsters intuitively already possess and put into practice when making choices and solving everyday problems. The educator analyses the choice process put into practice by the youngsters through practical exercises and targeted questions. During this initial phase, the educator focuses their attention on the set of skills that youngsters already possess.</p>	Reflect on the activity. Do you now have a better understanding of what is meant by 'use small and slow solutions' (basic concept)? How do you apply this skill in practice? Are you able to use this type of knowledge and skill in simple, familiar situations with guidance and specific instructions?	<p>The educator knows which behavior needs to be aquired by the youngsters to gain each ability of the skill. They can discuss with the youngster what they need to do to achieve the skill. The educator uses the abilities as described in the Skills grid. The educator uses the following steps in the evaluation of the youngsters: a) the youngster understands the different skills b) the learner has applied the skill in different situations. c) The youngster is able to reflect on their own actions.</p>	<p>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 the abilities required. Collect evidence of your acquired abilities. This can be done in different ways.</p>	<p>Using the pre-established criteria per objective, identify the evidence you need to determine whether a young person has mastered the skill.</p> <p>This involves:</p> <ul style="list-style-type: none">- Does the young person understand what the skill is about?- Have they applied the skill in different situations?- Can the learner reflect on their learning process and how they apply this skill?	<p>Provide evidence of your proficiency. You may choose how to demonstrate what you are able to do:</p> <p>Show your understanding of what 'use small and slow solutions' means and the abilities required to master this skill.</p> <p>Apply the knowledge and abilities related to this skill in different situations.</p> <p>Reflect on your learning process and explain how you applied the skill.</p>	The abilities associated with 'use small and slow solutions' are outlined in BadgeCraft. Both the educator and the youngsters have received instruction on how to use BadgeCraft. When a youngster believes they have mastered the skill, they go to BadgeCraft and provide evidence of their acquired ability. The educator then evaluates whether this evidence is sufficient to award the badge or if further instruction is needed.
Patience & Perseverance	<p>Collect information on:</p> <p>1)Stress Management Techniques 2)Time Management Techniques 3) Methods to manage unexpected situations in advance and developing contingency plans 4) Breathing excercises</p>	<p>How do I react to stressful situations? How do I handle problematic and complex situations? How do I bounce from disappointments and mistakes?</p>	<p>Do you find the learner has emotional bases to manage complex situations? Do you think that when completing a task, the youngster is able to maintain focus and patience until its completion? Do you think youngsters are able to resist the urge for immediate gratification?</p>	<p>Since starting this activity, do you reckon you allow yourself more room to make mistakes when dealing with complex tasks or problems?</p> <p>Are you now able to notice when you're making small improvements, even if they feel slow? Do you stay motivated when progress feels slow? Do you stay calmer when things don't go your way right away? Do you take breaks when you're frustrated, instead of quitting? Do you stay more focused on your goals, when distractions come up?</p> <p>REQUIREMENTS: self-awareness, self-reflection, basic emotional regulation, the ability to track progress, Knowing when to pause or take a break rather than quitting,</p>	<p>Yongsters have now tested their ability to apply the skill in different situations and to different tasks and problems.</p> <p>How can others see that the learner is able to use these abilities and apply this type of knowledge</p>	<p>Analyse and determine in what capacity you are able to apply this skill and what still needs to be learn and perfected. Detail what you could do to perfect the skill and collect evidence of the acquired knowledge and abilities. Self-assess at what level you think you can master this ability. Discuss it with your eduator.</p> <p>REQUIREMENTS: advanced self-reflection, intentionally pausing at strategic moments to recharge, gain new perspectives, and reassess goals, being able to record not just the outcomes, but the quality of your actions and mindset shifts along the way, Being flexible enough to adjust strategies, the ability to foresee and prevent stressors.</p>	<p>Did the youngster prove to be able to takle different tasks and more complex situations with patience and perseverance? Did they use the ability in a complete way? Are they comfortable in applying different strategies to deal with risks, frustrations and mistakes? Are they self aware of the progress made during the learning</p>	<p>provide evidence to prove you have acquired the ability and that you undestand what it entails. Provide evidence you have applied the ability to different situations and problems.</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>
Incrementalism	<p>Collect information on:</p> <p>1)Behavior change theories 2)basic understanding of the "Nudge Theory" to encourage behavior change 3) basic knowledge on habits formation 4) research the 1% improvement principle 5) gradual learning, and adaptation applied to complex environmental issues</p>		<p>Does the learner already, at some level, subconsciously break down complex tasks? Does the learner recognize that achieving long-term goals often requires making small, gradual steps rather than expecting immediate results? Are youngsters inclined to resist the urge for quick, large changes and instead embrace a more gradual, step-by-step approach to problem-solving?</p>	<p>Since starting this activity, have you implemented small incremental changes in your daily life (eg. eating meat once a week)? Do you stay motivated when impementing small incremental changes?Are you comfortable with taking small, consistent steps toward your goals, even if the you can't see the overall progress yet? Are you finding it challenging to break complex tasks into smaller steps.</p> <p>REQUIREMENTS: self-discipline, consistency, long-term vision.</p>	<p>Youngsters have now adopted small, incremental changes in various situations and contexts, at different levels and scales.</p> <p>How can others see that the learner is able to use these abilities and apply this type of knowledge.</p>	<p>Analyse and determine in what capacity you are able to apply this skill and what still needs to be learn and perfected. Evaluate the progress you've made toward your end-goal by looking at the small, incremental changes you've implemented so far. Evaluate your ability and level of confidence in breaking down complex tasks into manageable steps.</p> <p>REQUIREMENTS: advanced self-reflection, adaptability, adjust strategies, data collection and data analysis techniques.</p>	<p>Did the youngster prove to be able to implement small, consistent and incremental changes in different contexts and situations? Did they use the ability in a complete way? Are they comfortable breaking down complex tasks and goals into small steps, adopting small habits, and consistently making progress toward long-term goals?</p>	<p>provide evidence to prove you have acquired the ability and that you undestand what it entails. Provide evidence you have applied the ability to different situations and problems.</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>

Adaptability & Interaction	Collect information on: Emotional intelligence 2) Tools and methods for effective interaction in diverse contexts 3) Reflection and assessment methods for adaptability.			Do you look for different perspectives when solving a problem? Can you change your way of thinking when presented with new information? Can you stay calm and focused when unexpected changes happen? Are you able to adjust your approach if something isn't working? Can you confront your ideas with others in a constructive and non-confrontational way? Can you make connections between different pieces of information when trying to solve a problem or tackle a task?	Youngsters have now practiced adaptability and interaction to solve different tasks, designed by the educator, at various levels and on different scales. How can others observe that the learner is able to use these abilities and apply this type of knowledge?	t specific actions or thought processes demonstrate your adaptability? What were your initial tendencies or reactions, and how have they changed? Evaluation of personal growth: What improvements have you observed in your ability to adjust, interact with others, and respond to uncertainty? What evidence supports this? Comfort with uncertainty and complexity: How did you handle moments of confusion, incomplete information, or unexpected results? How did you adapt? Comparison of baseline and post-intervention performance: What were your abilities or mindset at the beginning of this learning experience, and how do they compare now? Use specific examples from tasks or interactions to support your reflection.	Did the youngster demonstrate the ability to adapt and interact effectively? Did they use these abilities to their full potential? Can they fully understand how different parts of the same task or problem interact with each other? Are learners able to track their personal growth over time when it comes to adaptability?Are learners capable of identifying how their skills and understanding have evolved?	provide evidence to prove you have acquired the ability and that you understand what it entails. Provide evidence you have applied the ability to different situations and problems.	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.
Observation & Analysis	Collect information on: 1) Deductive and inductive logic 2) Cycle Analysis 3) Systems thinking 3) Empirical Thinking		Do the learners notice important details when working on a task? Do the learners try to understand a problem before solving it? Do the learners know which information is important when looking at a task?Do the learners check their work to make sure they didn't miss anything? Do the learners break down big tasks into smaller parts to make them easier? Do the learners know when they have enough information to make a decision? Do the learners think about different ways to solve a problem before acting? Do the learners look at a problem from different angles?	Can you clearly describe what you are observing? Do you focus on what you can see, hear, or measure instead of what you assume? Can you notice small but important details in what you're observing? Do you use tools (like rulers, timers, thermometers) to make your observations more accurate? Can you record your observations in a clear and honest way?Do you avoid adding personal opinions or guesses to your observan/analysis? Do you try to find a reason or explanation for what you saw?Do you think about more than one possible explanation before deciding? REQUIREMENTS: Attention to details, curiosity, self-reflection, basic reasoning ability, willingness to adjust thinking if new evidence appears	Youngsters have now practiced observation and applied empirical analysis to different phenomena and tasks, designed by the educator, at various levels, and on different scales. How can others see that the learner is able to use these abilities and apply this type of knowledge	Can you accurately describe what you are observing, using precise language and avoiding assumptions or interpretations? Do you deliberately separate what you directly observe (see, hear, measure) from what you infer or assume? Are you attentive to subtle or unexpected details that could influence your understanding of the situation or environment? Do you use appropriate tools or methods to improve the accuracy of your observations? Do you recognize when your personal beliefs or expectations might influence how you interpret what you observe? REQUIREMENTS: Critical thinking, scientific Reasoning, adaptive problem-solving,bias awareness	Did the youngster demonstrate the ability to correctly analyze and observe different phenomena and situations? Did they use this ability fully? Are they comfortable applying empirical thinking and scientific analytical tools?	Provide evidence to demonstrate that you have acquired the ability and understand what it entails. Provide evidence that you have applied this ability to different situations and phenomena.	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.
Long-Term Thinking	Clect informaion on: 1) Definitions and principles of long-term thinking, systems thinking, and resilience 2) Research studies or evidence on the benefits and challenges of long-term planning 3) Local environmental conditions and challenges 4) Examples of communities or projects that successfully applied long-term thinking to solve environmental or social challenges.		Find out what learners already know or believe about the future consequences of their decisions and actions. Present them with real-life stories or scenarios where long-term thinking made a difference or where short-term thinking caused problems. Prompt learners to think about how their current choices affect their own future and that of others.	Reflect on your past decisions and consider how previous choices affected your present situation. Try to imagine possible future scenarios and ask yourselves: What impact will my choices have in the future? How will this decision affect others around me, now and later? What problems might arise? Have I considered different possible outcomes before acting? What have I learned from past experiences that I can use now? What small steps can I take now that will add up over time?	Youngsters have now developed, applied and tested their Long-Term thinking skills, in various situations and contexts. How can others see that the learner is able to use these abilities and apply this type of knowledge	Analyze and determine the extent to which you are able to apply this skill, and identify what still needs to be learned and refined. Develop a plan by choosing a long-term goal and detailing the small steps needed to achieve it. Define a timeline with intermediate deadlines. Show that you have considered the possible outcomes of every small step and decision made along the way. Plan strategies to manage errors and unexpected events, and ask for feedback on your plan. REQUIREMENTS: advanced goal-getting skills, critical thinking and foresight, time management skills, monitoring skills.	the ability to effectively apply long-term thinking in different contexts and situations? Are they able to set long-term goals and apply effective long-term thinking strategies? Did the youngsters demonstrate an understanding of the importance of long-term thinking over quick fixes, instant gratification, and short-term solutions?	provide evidence to prove you have acquired the ability and that you understand what it entails. Provide evidence you have applied the ability to different situations and problems.	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.

Resilience	<p>Collect information on:</p> <p>1)Behavior change theories 2)basic understanding of the "Nudge Theory" to encourage behavior change 3) basic knowledge on habits formation 4) reasearch the 1% improvement principle 5) gradual learning, and adaptation applied to complex environmental issues.</p>		<p>Can learners describe times when they faced challenges and how they responded? Do they try multiple solutions, ask for help, or give up easily? Do they use coping strategies? How do learners approach problems or setbacks during activities or discussions?</p>	<p>Write down what setbacks are you facing during the learning activity and how are you responding, noting what is helping you stay positive.</p> <p>When dealing with such seatbaks: what can they teach you about improving your approach? How can seatbaks and mistakes help you build a stronger solution? Hold brief, consistent check-ins to evaluate what's working and what needs adjustment.</p> <p>REQUIREMENTS: Growth mindset, basic pblem solving skills, commitment, ongoing effort, ability to on progress and setbacks, willingness to prototype and iterate on solutions.</p>	<p>Youngsters have applied and tested their resilience and response to setbacks in various situations and contexts.</p> <p>Discuss the learning curve with them and give feedback on how they are developing their resilience skills.</p> <p>How can others see that the learner is able to use these abilities and apply this type of knowledge.</p>	<p>Analyze and determine the extent to which you are able to apply this skill, and identify what still needs to be learned and refined. Evaluate the progress you have made in developing alternative and regenerative solutions when faced with disastrous scenarios and resource scarcity</p> <p>REQUIREMENTS: advanced self-reflection,ability to evaluate personal growth, comfort with uncertainty and complexity, baseline and post-intervention data comparison.</p>	<p>Did the youngster prove to be resilient in different contexts and situations? Are they able to face setbacks and failure and bounce back in a constructive way that transforms such setbacks into improvements? Did the youngsters prove to understand the importance of being resilient especially when dealing with environmental issues?</p>	<p>provide evidence to prove you have acquired the ability and that you undestand what it entails. Provide evidence you have applied the ability to different situations and problems.</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>
Communication & Collaboration	<p>Interpersonal Skills and Kindness: 2. Communication Skills (Communication 1. Verbal & Non-Verbal Expression, 2. Active Listening & Understang, 4.).</p> <p>Interpersonal Skills and Kindness: Teamwork & collaboration. Teamwork & Collaboration (Collaboration: 1. Teamwork & Group Participation) .</p>								