

Skill	Entry educator	Entry youngster	Basic educator	Basic youngster	Advanced educator	Advanced youngster	Assessment educator	Assessment Youngster	Validation
<b>Name of the skill</b>	What does the educator do before starting	What does the youngster do before starting	What does the educator do to coach towards (self) awareness and self esteem	What does the youngster do to grow towards (self) awareness and self esteem. A youngster at a basic level should have practiced but still need coaching to perform independently.	What does the educator do to coach towards master the skill	What does the youngster do to master the skill. I A youngster at this level can perform the skill independently in different situations. A youngster at this level can perform independently and reflect on their abilities.	What does the educator do to assess the skill?	What does the youngster do to get the skill assessed	
<b>Communication</b>	The educator delves into the skill communication and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill communication in a learning activity.	1. Think about what do I know about communication. 2. How am I with communication? 3. What do i want to know/learn?	The educator looks, after the activity at which communication 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 communication skills he has already seen.	Reflect after the activity. Do you have a better idea of what communication is and how you deal with communication? What can you do and what are you good at?	The educator knows which behavior goes with each ability of communication. 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 communication. The educator uses the following basics: the youngster understands the different skills of the skill communication. 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 communication 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.
<b>1. Verbal &amp; Nonverbal Expression</b>	Collect information on: The ability to speak clearly and pronounce words correctly. The ability to adjust tone, volume, and pitch for effective delivery. The ability to use appropriate facial expressions, gestures, and posture to enhance communication. 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 verbal and nonverbal expression. 2. How am I doing with verbal and non verbal expression? 3. What do i want to know/learn about verbal and non verbal expression?	Have you seen that a youngster is able to speak clearly and pronounce words correctly? Was there a situation in which he was able to adjust tone, volume, and pitch for effective delivery. or to use appropriate facial expressions, gestures, and posture to enhance communication? If so, reflect on this with the youngster and be as concrete as possible.	Do you know more about verbal and non verbal expression? During the activity ( or in other situations) have you been able to speak clearly and pronounce words correctly? Was there a situation in which you were able to adjust tone, volume, and pitch for effective delivery. Did you use appropriate facial expressions, gestures, and posture to enhance communication? What can you already do? <b>Requirements:</b>  Clear Speech & Pronunciation – Basic vocabulary, phonemic awareness, breath control, and listening skills to recognize and produce sounds correctly.  Effective Voice Modulation – Awareness of tone, volume, and pitch, with basic control over loudness and breathing techniques.  Non-Verbal Communication – Understanding body language, using basic gestures, maintaining eye contact, and practicing appropriate posture and movement.	Discuss with the youngster how he can practice with the ability to speak clearly and pronounce words correctly. The ability to adjust tone, volume, and pitch for effective delivery. The ability to use appropriate facial expressions, gestures, and posture to enhance communication. 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 speak clearly and pronounce words correctly. Your ability to adjust tone, volume, and pitch for effective delivery. Your ability to use appropriate facial expressions, gestures, and posture to enhance communication. 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> Clear & Articulate Speech – Fluent pronunciation, controlled breath and pace, and the ability to self-correct.  Effective Voice Modulation – Mastery of tone, pitch, and volume, with expressive and adaptable speaking styles.  Confident Non-Verbal Communication – Natural use of gestures, facial expressions, eye contact, and purposeful movement.	Did the youngster show the ability to speak clearly and pronounce words correctly? Show the ability to adjust tone, volume, and pitch for effective delivery? Show the ability to use appropriate facial expressions, gestures, and posture to enhance communication? 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 verbal and non-verbal expression. Show that you understand what it entails. That you have applied these skills in different situations: the ability to speak clearly and pronounce words correctly. The ability to adjust tone, volume, and pitch for effective delivery. The ability to use appropriate facial expressions, gestures, and posture to enhance communication. 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.

<p><b>2. Active Listening &amp; Understanding</b></p>	<p>Collect information on: The ability to fully engage in conversations without distractions. The ability to understand spoken words, emotions, and underlying messages. The ability to acknowledge and validate others' perspectives. 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 Active listening &amp; Understanding 2. How am I doing with Active listening &amp; Understanding ? 3. What do i want to know/learn about Active listening &amp; Understanding?</p>	<p>Have you seen that a youngster is able to fully engage in conversations without distractions, is able to understand spoken words, emotions, and underlying messages, is able to acknowledge and validate others' perspectives. If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about Active listening and understanding? During the activity (or in different situations) have you been able to fully engage in conversations without distractions, been able to understand spoken words, emotions, and underlying messages, or been able to acknowledge and validate others' perspectives? What can you already do? <b>requirements:</b> Engaging in Conversations – Can focus briefly but may get distracted and need reminders to maintain eye contact and avoid interruptions.  Understanding Spoken Words &amp; Emotions – Grasps main ideas but may miss subtle meanings, struggles with tone recognition, and needs encouragement to ask clarifying questions.  Acknowledging Others' Perspectives – Shows basic empathy and verbal acknowledgment but may need support in responding appropriately.</p>	<p>Discuss with the youngster how he can practice with the ability to fully engage in conversations without distractions. The ability to understand spoken words, emotions, and underlying messages. The ability to acknowledge and validate others' perspectives. 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 fully engage in conversations without distractions. Your ability to understand spoken words, emotions, and underlying messages. Your ability to acknowledge and validate others' perspectives. 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> Full Engagement – Maintains focus, avoids distractions, and uses natural non-verbal cues.  Deep Understanding – Accurately interprets words, emotions, and underlying messages while asking insightful questions.  Empathetic Acknowledgment – Validates others' perspectives, paraphrases key points, and adapts responses appropriately.</p>	<p>Did the youngster show the ability to fully engage in conversations without distractions. Show the ability to understand spoken words, emotions, and underlying messages. Show the ability to acknowledge and validate others' perspectives. 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 active listening and understanding. Show that you understand what it entails. That you have applied these skills in different situations: the ability to fully engage in conversations without distractions. The ability to understand spoken words, emotions, and underlying messages. The ability to acknowledge and validate others' perspectives. 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>
<p><b>3. Written Communication</b></p>	<p>Collect information on: The ability to construct well-formed sentences and use appropriate words. The ability to structure thoughts logically in written form. The ability to write appropriately for emails, texts, and social media. 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 Written communication 2. How am I doing with written communication? 3. What do i want to know/learn about written communication?</p>	<p>Have you seen that a youngster is able to construct well-formed sentences and use appropriate words. is able to structure thoughts logically in written form, is able to write appropriately for emails, texts, and social media? If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about written communication? During the activity (or in different situations) have you been able to structure thoughts logically in written form, is able to write appropriately for emails, texts, and social media? What can you already do? <b>Requirements:</b> Sentence Formation &amp; Word Choice – Can write simple sentences but needs support with grammar, vocabulary, and clarity.  Logical Structure – Can express ideas in writing but struggles with organization, transitions, and staying on topic.  Writing for Different Formats – Understands that emails, texts, and social media require different styles but needs guidance on tone and formality.</p>	<p>Discuss with the youngster how he can practice with the ability to construct well-formed sentences and use appropriate words. The ability to structure thoughts logically in written form. The ability to write appropriately for emails, texts, and social media. 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 construct well-formed sentences and use appropriate words, Your ability to structure thoughts logically in written form, your ability to write appropriately for emails, texts, and social media. 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> Sentence Formation &amp; Word Choice – Uses complex sentences, a rich vocabulary, and writes with clarity and precision.  Logical Structure – Organizes writing effectively with clear transitions, staying on topic and concise.  Writing for Different Formats – Tailors tone and style to suit emails, texts, and social media, adjusting for the audience and purpose.</p>	<p>Did the youngster show the ability to construct well-formed sentences and use appropriate words. Show the ability to structure thoughts logically in written form. Show the ability to write appropriately for emails, texts, and social media. 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 written communication. Show that you understand what it entails. That you have applied these skills in different situations: the ability to construct well-formed sentences and use appropriate words, the ability to structure thoughts logically in written form, the ability to write appropriately for emails, texts, and social media. 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>

<p><b>4. Social &amp; Interpersonal Abilities</b></p>	<p>Collect information on: The ability to engage in meaningful discussions and respond appropriately. The ability to adjust communication style based on the audience and context. The ability to handle disagreements constructively through communication. 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 social and interpersonal abilities? 2. How am I doing with social and interpersonal abilities? 3. What do i want to know/learn about social and interpersonal abilities?</p>	<p>Have you seen that a youngster is able to engage in meaningful discussions and respond appropriately is able to adjust communication style based on the audience and context, is able to handle disagreements constructively through communication? If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about social and interpersonal abilities? During the activity (or in different situations) have you been able to engage in meaningful discussions and respond appropriately, been able to adjust communication style based on the audience and context, been able to handle disagreements constructively through communication? What can you already do? <b>Requirements:</b> Engaging in Discussions – Participates in conversations but may struggle with staying on topic or responding appropriately.  Adjusting Communication Style – Recognizes different communication styles but needs help adjusting tone and approach based on the audience or context.  Handling Disagreements – Identifies conflicts but requires guidance to resolve them constructively and communicate calmly.</p>	<p>Discuss with the youngster how he can practice with the ability to engage in meaningful discussions and respond appropriately. The ability to adjust communication style based on the audience and context. The ability to handle disagreements constructively through communication. 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 engage in meaningful discussions and respond appropriately. Your ability to adjust communication style based on the audience and context. Your ability to handle disagreements constructively through communication. 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> Meaningful Discussions – Engages confidently, responds thoughtfully, listens actively, and asks insightful questions.  Adjusting Communication Style – Adapts tone, language, and behavior based on audience and context, demonstrating awareness of social cues.  Handling Disagreements – Resolves conflicts calmly, listens to differing viewpoints, and focuses on finding solutions through respectful communication.</p>	<p>Did the youngster show the ability to engage in meaningful discussions and respond appropriately. Show the ability to adjust communication style based on the audience and context. Show the ability to handle disagreements constructively through communication? Does he know 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 social &amp; interpersonal abilities. Show that you understand what it entails. That you have applied these skills in different situations: the ability to engage in meaningful discussions and respond appropriately, the ability to adjust communication style based on the audience and context. the ability to handle disagreements constructively through communication 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>
<p><b>5. Persuasion &amp; Public Speaking</b></p>	<p>Collect information on: The ability to speak in front of groups without anxiety. The ability to express opinions logically and persuasively. The ability to capture and maintain an audience's attention. 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 persuasion &amp; public speaking? 2. How am I doing with persuasion &amp; public speaking? 3. What do i want to know/learn about persuasion &amp; public speaking?</p>	<p>Have you seen that a youngster is able to speak in front of groups without anxiety, is able to express opinions logically and persuasively, is able to capture and maintain an audience's attention. If so, reflect on this with the youngster and be as concrete as possible.</p>	<p>Do you know more about persuasion &amp; public speaking? During the activity (or in different situations) have you been able to speak in front of groups without anxiety, been able to express opinions logically and persuasively, been able to capture and maintain an audience's attention? What can you already do? <b>Requirements:</b> Speaking Without Anxiety – Can speak in front of a small group but may need help managing nerves in larger settings.  Expressing Opinions Logically and Persuasively – Can express opinions but needs guidance in organizing thoughts and using persuasive techniques effectively.  Capturing and Maintaining Attention – Can initially engage an audience but needs support with keeping their attention throughout and using techniques like pacing, tone, and visuals.</p>	<p>Discuss with the youngster how he can practice with the ability to speak in front of groups without anxiety. The ability to express opinions logically and persuasively. The ability to capture and maintain an audience's attention. 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 speak in front of groups without anxiety. Your ability to express opinions logically and persuasively. Your ability to capture and maintain an audience's attention. 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> Speaking Without Anxiety – Confidently speaks in front of large audiences, managing nerves independently with composure and poise.  Expressing Opinions Logically and Persuasively – Organizes arguments clearly, uses persuasive techniques effectively, and tailors the message to the audience.  Capturing and Maintaining Attention – Engages the audience throughout with varied delivery, storytelling, and effective use of visuals and interaction.</p>	<p>Did the youngster show the ability to speak in front of groups without anxiety, the ability to express opinions logically and persuasively, the ability to capture and maintain an audience's attention. Does he know 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 persuasion &amp; public speaking. Show that you understand what it entails. That you have applied these skills in different situations: the ability to speak in front of groups without anxiety, the ability to express opinions logically and persuasively, the ability to capture and maintain an audience's attention. 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>