



Scenario-based Learning for Green Transversal Skills in Tourism (TRANS4GREEN)

2023-2-BG01-KA210-VET-000185392

ASSESSMENT LEVEL 1: REACTION SMILE SHEET

THEME CODE

THEME TITLE

ESCO SKILL

6

Dear learner, please rate the following aspects of your learning experience:

HOW CONFIDENT ARE YOU THAT YOU COULD USE WHAT YOU'VE LEARNED IN A WORK SETTINGS? *(Choose one)*

Not ready yet – I'm not able to use these skills in a real work situation



Basic awareness – I understand the concepts but would need a lot of guidance to use them



Developing skills – I can use these skills with some help or supervision in practice tasks



Confident – I can use these skills well on my own in a real setting.



Expert level – I can use these skills very well and could guide or support others in using them.



THINKING ABOUT THE CONCEPTS TAUGHT IN THIS TOPIC, HOW MOTIVATED ARE YOU TO USE THESE SKILLS IN A REAL WORK SETTING? *(Choose one)*

Not a priority – I don't plan to focus on using these skills.



Low priority – I might use these skills, but they won't be a main focus.



Moderate priority – I will try to use these skills when possible.



High priority – I will actively look for ways to use these skills.



Top priority – I will make using these skills one of my main goals.





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Which parts of the training were MOST HELPFUL for your learning? What should we make sure to keep in future training?

Which parts of the training COULD BE BETTER OR MORE HELPFUL for your learning? Remember, your feedback is critical, especially in providing us with constructive ideas for improvement.

Is there anything we didn't ask that you think is important? Anything else you'd like to share with us?



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ASSESSMENT LEVEL 2: LEARNING ASSESSMENT QUIZ

THEME CODE	THEME TITLE	ESCO SKILL
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1. (True or false): Sustainability is a sole responsibility of the governments.
A) True
B) False
2. (True or false): Individuals can influence groups, and groups can influence individuals.
A) True
B) False
3. (True or false): The actions, beliefs, and attitudes of a single person can not change the rules, values, and direction of the group.
A) True
B) False
4. (True or false): Deviants always face social sanctions.
A) True
B) False
5. (Choose the right answer): Which of the following is not a characteristic of a group?
A) Regular interaction and communication
B) Common goals, norms and expectations
C) Written Memorandum of understanding
D) A sense of identity and belonging
6. (Choose the right answer): Which of the following is NOT associated to conformity?
A) A group dynamic



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- B) Pressures people to align their attitudes and behaviours to fit in
- C) Requires individuals to assess their identity in relation to others
- D) Can foster social order, harmony, and cooperation within a group.

7. (Choose the right answer): Which of the following is not an effective action for life transition?

- A) Reduce wasted food at home and in the community.
- B) Rethink buying decisions
- C) Joining a new community or social group
- D) Shift to more sustainable furnishings and appliances

8. (Briefly answer the question) What activities would you suggest to promote lifestyle changes among teammates? Keep your answer short and actionable. Give 1–2 practical examples.

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Excellent work! Thank you!



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Correct answers

1. B, 2. A, 3. B, 4. B, 5. C, 6. C, 7. C



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ASSESSMENT LEVEL 3: BEHAVIOR CHECKLIST

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Instructions: Use this checklist to assess whether participants demonstrate the ability to reflect on, evaluate, and reduce their own environmental impact in both personal and workplace contexts after completing the training. Complete the checklist at least 1 month after the training.

1 – 2 – 3 – 4 – 5 –
Never Rarely Sometimes Often Always

1. Awareness and Evaluation

Recognizes the link between personal lifestyle choices and environmental impact

Identifies factors (e.g., habits, values, group influence) that shape their consumption patterns

Assesses the potential consequences of their own workplace and personal behaviors

2. Sustainable Decision-Making

Applies a choice-editing framework when deciding between



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sustainable and unsustainable options

Selects eco-friendly alternatives in everyday activities (e.g., food, transport, materials)

Considers group and workplace values when making sustainable decisions.

3. Consistency and Results

Demonstrates consistent efforts to reduce the negative impact of personal and workplace behaviors

Adjusts habits when recognizing unsustainable outcomes of previous choices

Shares practical solutions or ideas that help improve sustainability in the workplace.

Acts as a role model by practicing what they promote

After completing the assessment, summarize the findings:

- High-level performance (average score 4–5):

The participant consistently demonstrates ethical awareness and effectively evaluates, adapts, and sustains low-impact behaviors in personal and workplace contexts. They serve as a role model and actively encourage sustainable change.

- Medium-level performance (average score 3):

The participant demonstrates ethical awareness and attempts to evaluate and adapt their behavior but does so inconsistently. Additional reinforcement, reminders, coaching, or workplace support may be needed to strengthen sustainable habits.



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- Low-level performance (average score 1–2):

The participant shows little awareness of the environmental impact of their choices and rarely adapts behaviors. Underlying barriers (lack of motivation, awareness, knowledge, or group dynamics, also support) should be identified and addressed.



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ASSESSMENT LEVEL 4: RESULTS CHECKLIST

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Instructions: The checklist is to be used by a supervisor in the workplace to evaluate organizational results after the training. Compare data, gather feedback, and observe changes. Rate each area as follows:
0 = No change | 1 = Some change | 2 = Clear positive change

1. Before & After Comparison - *Review organizational and personal behavior data one month before training and one month after.*

Observable reduction in waste (food, plastic, general) due to staff adopting sustainable practices. ☐ 0 ☐ 1 ☐ 2

Energy consumption decreases through conscious decisions by staff (lighting, equipment use, heating/cooling). ☐ 0 ☐ 1 ☐ 2

Water consumption decreases through responsible behaviors in workplace routines. ☐ 0 ☐ 1 ☐ 2

Staff implement measurable lifestyle adjustments at work that reduce environmental impact (e.g., responsible printing, eco-friendly materials). ☐ 0 ☐ 1 ☐ 2

Score (0–6): ____



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2. Short Surveys / Feedback- *Collect insights from staff and tourists (2–3 short questions).*

Staff report increased awareness of environmental impact of their personal and workplace behaviors ☐ 0 ☐ 1 ☐ 2

Staff apply choice-editing principles to make sustainable decisions in their roles. ☐ 0 ☐ 1 ☐ 2

Clients/tourists notice visible improvements in sustainability practices. ☐ 0 ☐ 1 ☐ 2

Staff feel empowered to evaluate and select sustainable alternatives to traditional practices. ☐ 0 ☐ 1 ☐ 2

Score (0–6): ____

3. Observation Check - *Supervisors/trainers observe staff routines.*

Staff consistently evaluate the environmental impact of their actions before making decisions (personal and work-related). ☐ 0 ☐ 1 ☐ 2

Staff actively implement sustainable practices aligned with group and organizational values. ☐ 0 ☐ 1 ☐ 2

Staff encourage colleagues to adopt sustainable behaviors and participate in decision-making for greener workplace routines. ☐ 0 ☐ 1 ☐ 2

Staff demonstrate creative and practical solutions to reduce negative environmental impact in daily work processes ☐ 0 ☐ 1 ☐ 2

Score (0–6): ____

Final Results

Total Score (0–18): ____

Interpretation:



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- 13–18 points: Strong results – staff consistently evaluate and reduce the environmental impact of their personal and workplace behaviors; sustainable practices are embedded in the organizational culture.
- 7–12 points: Moderate results – staff demonstrate awareness and some implementation of sustainable behaviors; additional support and reinforcement recommended.
- 0–6 points: Weak results – limited evidence of change; barriers such as lack of awareness, motivation, or organizational support should be addressed.