



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
T03	ENCOURAGING SUSTAINABLE CONSUMPTION AND RESOURCE EFFICIENCY TO MINIMIZE ENVIRONMENTAL IMPACT	ADOPT WAYS TO REDUCE NEGATIVE IMPACT OF CONSUMPTION

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

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Choose the right answer:

1. (True of False) Tourism contributes significantly to the global environmental footprint because in its value chain it touches many activities and sectors which form the indirect environmental impacts.
A) True
B) False
2. Which of the following is an example of overconsumption in tourism?
A) Hotels installing energy-efficient lighting systems
B) Tourists refilling their own bottles at water stations
C) Restaurants sourcing food locally
D) Guests taking excessive amounts of food at buffets and leaving it uneaten
3. Why is resource efficiency important in tourism businesses?
A) It reduces environmental impact and operational costs
B) It increases the use of single-use plastics
C) It encourages tourists to consume more
D) It eliminates the need for guest awareness
4. According to global studies, what percentage of food is wasted worldwide?
A) Around 26%
B) Around 5%
C) Around 10%
D) Around 60%



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5. Which of the following best represents “responsible consumption” by tourists?
- A) Taking long showers to relax after travel
 - B) Leaving lights and AC on when not in the room
 - C) Choosing public transport instead of private cars
 - D) Demanding daily towel and sheet changes
6. What is one major environmental consequence of plastic overuse in tourism?
- A) Increased tourist satisfaction
 - B) Growth of marine pollution and microplastics
 - C) Decreased carbon emissions
 - D) Improved resource efficiency
7. Which hospitality practice supports reducing negative impacts of consumption?
- A) Providing refill stations for water bottles
 - B) Offering unlimited disposable straws
 - C) Running lights all night for “ambience”
 - D) Importing food from far distances
8. What is the main focus of the concept “resource efficiency”?
- A) Expanding energy use regardless of sustainability
 - B) Consuming as many products as possible to support local markets
 - C) Using resources in a way that minimizes waste and maximizes value
 - D) Ignoring guest participation in sustainability

Excellent work! Thank you!

Correct answers

1. A, 2. D, 3. A, 4. A, 5. C, 6. B, 7. A, 8. C



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ASSESSMENT LEVEL 2: LEARNING ASSIGNMENT

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For individual work

Task: _____

To assess how implementing a policy for eliminating single-use plastics can affect the sustainability and competitiveness of a tourism enterprise through the development of a SWOT analysis.

Instructions:

- Select a type of tourism enterprise – for example, a hotel, restaurant, campsite, tour operator, or eco resort.
- Briefly describe which single-use plastic items are currently used (e.g., bottles, straws, cups, cutlery, packaging).
- Research possible sustainable alternatives – recyclable, biodegradable, or reusable products.
- Prepare a SWOT analysis focused on this measure:

Strengths	Weaknesses
Opportunities	Threats



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ASSESSMENT LEVEL 3: BEHAVIOR CHECKLIST

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Instructions: This checklist is designed to evaluate how participants apply sustainable consumption and resource efficiency practices in their everyday life and/or workplace after completing the training (minimum 1 month later). Please assess each item according to the following scale:

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

1. Application of Sustainable Consumption Practices

Reduces unnecessary use of food, water, or energy in daily tasks and interactions.

Avoids or replaces single-use items with reusable alternatives.

Applies correct waste separation (recyclables, compost, general).

Promotes resource-saving habits among guests/ colleagues or teammates.



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2. Resource Efficiency

Identifies ways to reduce overconsumption in daily operations on the workplace or everyday activities in the educational institution.

Uses available tools to monitor consumption (e.g., meters, records, checklists).

Suggests small, practical actions to improve efficiency (e.g., portion control, refill stations).

3. Environmental Responsibility

Consistently supports initiatives for reducing negative consumption impacts.

Shares ideas with colleagues or teammates to prevent waste or inefficiency.

Encourages guests or teammates to behave responsibly regarding consumption.

4. Consistency and Results

Demonstrates sustainable consumption practices regularly, not occasionally.



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Shows measurable improvements
(e.g., less waste, lower resource bills).

Receives positive feedback from
supervisors/ colleagues/ trainers or
teammates for resource efficiency
efforts.

After completing the assessment, summarize the findings:

- High-level performance (average score 4–5):
The participant consistently applies practices, acts as a role model.
- Medium-level performance (average score 3):
The participant applies some practices but inconsistently, needs support.
- Low-level performance (average score 1–2):
The participant rarely applies practices, barriers (motivation, resources, management) should be identified.



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ASSESSMENT LEVEL 4: RESULTS CHECKLIST

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Instructions: This checklist is designed for workplace supervisors or managers to evaluate measurable results of sustainable consumption and resource efficiency practices after the training (minimum 1 month later). Please use the scale provided for each item:

0 = No change | 1 = Some change | 2 = Clear positive change

1. Before & After Comparison - *Check data one month before training and one month after.*

Waste bins show reduced food waste and single-use plastics.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Electricity and water bills/meters show decreased resource use.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Records show fewer disposable items (packaging, cutlery, bottles) being ordered or consumed.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Score (0–6): ____



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

Staff report increased awareness and use of resource efficiency practices. ☐ 0 ☐ 1 ☐ 2

Tourists notice less visible waste and improved sustainability efforts. ☐ 0 ☐ 1 ☐ 2

Overall satisfaction with the company's responsible consumption measures has improved. ☐ 0 ☐ 1 ☐ 2

Score (0–6): ____

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

Staff reduce unnecessary consumption (water, energy, materials). ☐ 0 ☐ 1 ☐ 2

Waste separation and recycling practices are visibly applied. ☐ 0 ☐ 1 ☐ 2

Guests are encouraged to avoid overconsumption and waste. ☐ 0 ☐ 1 ☐ 2

Resource efficiency initiatives (e.g., refill stations, portion control, awareness signs) are in place. ☐ 0 ☐ 1 ☐ 2

Score (0–8): ____

Final Results

Total Score (0–20): ____

Interpretation:



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- 13–20 points: Strong results – Clear improvement in reducing negative impacts of consumption.
- 7–12 points: Medium results – Some improvement, but further support needed.,
- 0–6 points: Low results – No significant change, barriers should be analysed (lack of resources, motivation, or management support).