

SUSTAINABILITY COMPETENCE VIGNETTE QUESTIONNAIRE

EUROPEAN FRAMEWORK GREENCOMP

USER GUIDE	
AIM	This instrument is designed to assess the level of sustainability competencies of primary school students.
STRUCTURE OF THE INSTRUMENT	3 questions on sociodemographic variables (gender, educational level and age). - Four vignettes - contextualized situations about climate change and the daily life of students where there are a series of questions and different response options about their behavior in each of these situations. - Each vignette addresses one of the four GreenComp competence areas. Vignette 1: Embodying sustainability values; Vignette 2: Embracing the complexity of sustainability; Vignette 3: Envisioning sustainable futures; Vignette 4: Acting for sustainability. https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-es - Each vignette contains different questions with 3 answer options, where only one of the answers is the most adequate and complete (in green).
PREPARATION	- Before distributing the questionnaire, it will be necessary to remove the colors in the answers. - Explain to students the purpose and how they should respond. Make sure everyone has a printed copy or digital access to the questionnaire. - There are no right or wrong answers, students must respond freely according to their views, perceptions and knowledge.
APPLICATION	- Tell students to mark the corresponding option with an "X." - Provide adequate time for response and reflection. - Clarify any doubts that students may have about the questions.
ANALYSIS OF THE RESPONSES	- Collect the questionnaires and review them for completeness. Descriptive analysis: calculate the percentage of responses for each question and option, and for each competence area. Calculate the frequencies and percentages of responses for each option. Preference analysis: Identify which answers are most frequently chosen for each question. Determine whether there is any tendency towards more complex answers or more sustainable, environmental or economic reasons.
USE OF INFORMATION	- Present the results to the students to generate a debate and group reflection in class on sustainability competencies. Relate the answers to the current educational curriculum and the corresponding subjects. - Based on the students' responses, a learning situation can be proposed to investigate the environmental problems present in the town or city, and then make proposals for improvement or actions that can be shared with the educational community, citizens, social and environmental entities, and political representatives of the territory.

Below are a series of real-life situations. Mark with an X the answer that you think is the most adequate or correct for each question.

SITUATION 1. Joana has gone to spend the weekend in the village, at her grandparents' house. Joana likes going there a lot, because in the village she can go out to play, climb trees and ride her bike wherever she wants, although sometimes she doesn't like it when her grandmother calls her attention, like if she leaves the tap on when she brushes her teeth, or if she takes too long to shower...

What would you say to Joana about her behaviour?

- a) Joana should take care of water because it is a resource that costs money.
- b) Joana should take care of water because it is a resource that is running out and must be shared with all people and living beings that inhabit the planet.
- c) Joana should take care of the water because in the village it is more difficult for houses to have those services.

Why do you think Grandma says that?

- a) Grandma thinks that it is necessary to make good use of water and help prevent it from running out.
- b) Grandma thinks that we must make good use of water because it is a resource that costs a lot of money.
- c) Grandma thinks that water will run out one day, but she is wrong because it is a resource that does not run out.

What would you do in Joana's place and why?

- a) If I leave the tap running from time to time, it's not a problem. The water won't run out.
- b) So that my grandmother doesn't call me out on it, I don't leave the tap running.
- c) I would make good use of water because that way I take care of all living beings and nature.

SITUATION 2. In your class, the teacher has asked you to make a presentation on climate change for the children in the 1st and 2nd grades of the school. You meet with your work group to discuss the topic and look for information. The teacher has asked you to answer the most frequently asked questions about this topic: what it is, how it affects the planet, what can be done to prevent it.

What would you explain to them as the causes of climate change?

- a) Currently, climate change has accelerated and is mainly caused by greenhouse gas emissions produced by human activities.
- b) Climate change is solely due to human activities.
- c) Climate change is natural and has changed throughout history; human activities have no influence.

What are the consequences of climate change?

- a) Climate change only has consequences for people living in the countryside because it encourages droughts, which affect agriculture and livestock farming more.
- b) Climate change only has consequences for forests, as it can lead to fires.
- c) Climate change has consequences for all living beings that inhabit the planet: it can cause droughts, floods or heat waves, lack of water, food and other resources.

To make the presentation you look for information and news on the Internet. How are you going to select the information to put in the presentation? What would you do with the information you find?

- a) I would search for information on the internet and base it on a single web page that I think is most appropriate to present at work.
- b) We read the information carefully, we compare what is said about the topic in different news stories and websites, we look for information about who wrote the news.
- c) All the information available on the Internet is true and can be used to make the presentation.

When searching for information, you read that 'climate change has happened before in the history of the Earth, so human action has no influence', how do you interpret this?

- a) It must be true, changes in nature always occur and do not have to be caused by people.
- b) It is true that there have been climate changes, but human action has a direct impact on accelerating it.
- c) It is not true, there have been no changes in the Earth's climate in the past.

What is the most appropriate reflection that you would include in the presentation for 1st and 2nd year students?

- a) Climate change does not affect us too much, only affects people from other countries.
- b) Little can be done to address climate change.
- c) Climate change affects different places differently and appropriate solutions must be found for each site.

How would you explain to them that climate change affects us?

- a) It's like a chain, if the earth's temperature rises, the climate changes in many ways, there can be drought, floods or heat waves.
- b) Climate change only makes it hotter in the summer and cooler in the winter, but it doesn't affect us in any other way.
- c) Climate change is like the change of the summer and winter seasons, it always changes throughout the year, but nothing happens.

SITUATION 3. The mayor wants to transform your town or city into a place with better air quality, more green areas, less waste, cleaner and more pleasant to live in.

What would you ask him/her to do so that your town or city can be a more sustainable place?

- a) You could build a shopping centre on the outskirts of the town or city so you have a bigger place to go shopping.
- b) The transportation system could be improved so that people would travel less by car, which would mean less noise and less polluting gases in the air.
- c) You could build a bigger car park in the city centre so that there are more parking spaces for cars.

Would you change the way you move around your town or city to be more sustainable?

- a) No, I don't like walking because it takes a long time and I get tired.
- b) Yes, I would like to change the way I move around the city, but I don't know what other sustainable mobility options there are.

- c) Yes, I would like to go to many places on foot or by bicycle, although sometimes it is necessary to use the car.

Which option would you choose to improve your town or city to make it a more sustainable and pleasant place to live?

- a) I don't really know what I could do, the improvement of the city does not depend on me, and I don't think I can do anything to change it.
- b) You could reuse waste before throwing it away, for example, to make crafts, compost for plants or create games with recycled material.
- c) I would try not to throw rubbish on the street or in parks and whenever I could I would take it home to throw it away there.

SITUATION 4. One day at school, you are working on how to take care of the planet and you tell your classmates that when you walk through a park in your city you always find it dirty, full of rubbish (papers, cans, containers, food scraps). There is also a small lake there and you have noticed that the water is dirty and has a bad smell because people have thrown rubbish in it.

What could you and your colleagues do to improve the state of the park?

- a) Although we agree that the park should be cleaner, we don't know what else we could do.
- b) We should submit a letter to the city council explaining the situation and asking for solutions.
- c) No, we couldn't do anything else, because it is not up to us to improve the state of the park.

After a few days, they explain to you that some neighbours have created a group to go and clean this park, what would you do?

- a) The news leaves me indifferent.
- b) I won't be participating, although I think it's a good initiative and I'm glad there are people who will.
- c) I am interested in the initiative; I look for more information and I ask my parents if we can participate on the day of the collective clean-up.

What could you do to improve the place?

- a) I can only try not to make the park even dirtier, and that's why I would be very careful not to throw any more waste.
- b) I could go and pick up papers, soda cans and leftover food and encourage my friends to join me.
- c) I can't do anything, it's just that people don't take care of the park and that's why it's so dirty.