

The Effect of "Crying Rice" Story-Based Food Pedagogy on Ecological Awareness among Fifth-Grade Elementary School Students

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Research question

- **How did understanding and concern about food waste change in six selected pupils?**



Initial teacher interview

On 4 November, a teacher identified food leftovers as a concern in Grade V. Six pupils were selected.

Study focus
Changes within the six pupils after an illustrated story.









Field sequence

01 **9 November: baseline**

Pretest, followed by a shared meal and visual plate observation.

02 **10 November, morning: story**

Nasi Menangis was told with relevant illustrations. This was the intervention.

03 **10 November, midday: follow-up**

Posttest, followed by a second shared meal and visual plate observation.

Participants and measures

6

pupils in one Grade 5 class

selected pupils from Grade V

Class of 28: 13 boys, 15 girls

One-group pretest–posttest

Paired scores for the same six pupils.



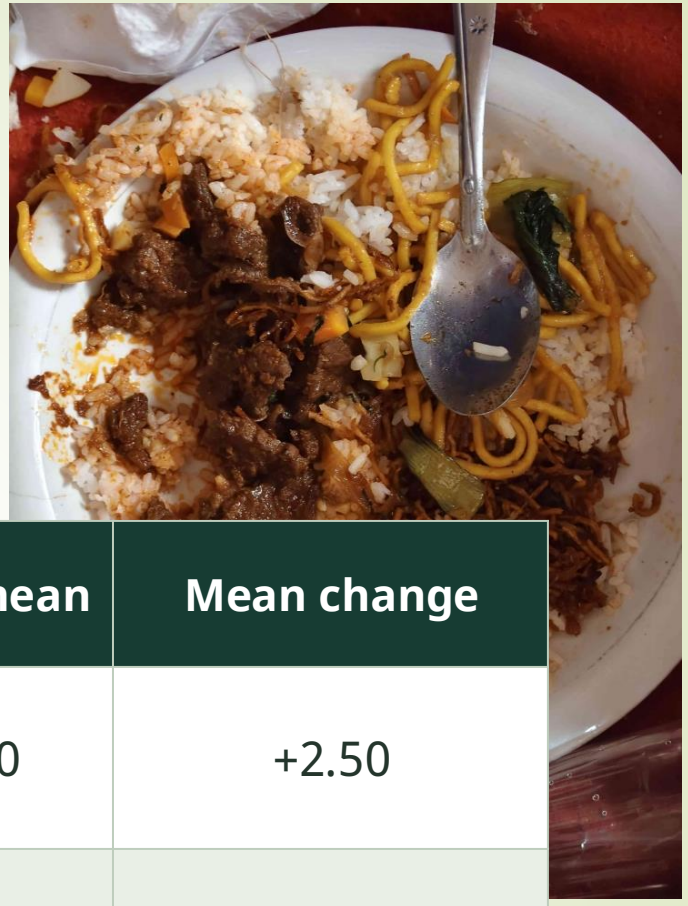
Ecological understanding

Six multiple-choice items.
Score range: 0–6.

Ecological concern

Six importance ratings.
Score range: 6–24.

Pretest and posttest scores



Results pending analysis

Outcome	n	Pre mean	Post mean	Mean change
Understanding	6	2.50	5.00	+2.50
Concern	6	12.67	19.67	+7.00

Mean change = posttest minus pretest. Ranges: understanding 0–6; concern 6–24.



Results and interpretation



Exact Wilcoxon tests (exploratory)

Each outcome: W = 0, p = .03125.
After Holm correction: p = .0625 (> .05).

Plate observations and limits

Less food appeared to remain at the second meal.
No weighing, control group or later follow-up.



Conclusion

Both scores rose in all six pupils after the illustrated story.

The results describe six selected pupils. Causal effects and lasting behavior change remain untested.





Thank you