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Co - Curricular Project Teaching Module 2024

THEME FOOD WASTE

AVOIDING FOOD WASTE, IT'S TIME TO SHARE

BY NOVITA FATMASARI

Elementary School Teacher



Global Citizenship Education (GCED)

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Adviser : Prof. Nunuk Suryani

Person in charge : Dr. Rachmadi Widdiharto, M.A.

Author : Novita Fatmasari

Editorial Board : 1. Sofie Dewayani
2. Arif Widiyatmoko
3. Sani Aryanto
4. Meliyanti
5. Nita Isaeni
6. Ratna Nurlaila

Proofreader : Ade Windiana Argina

Layout & Design : Romy Saputra

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**AVOIDING FOOD WASTE, IT'S TIME TO SHARE
CO-CURRICULAR PROJECT TEACHING MODULE**

MODULE THEME:

FOOD WASTE

WRITTEN BY:

NOVITA FATMASARI

MODULE TARGETED SUBJECT:

FOR ELEMENTARY SCHOOL TEACHERS

COLLABORATIONS PROGRAM

**ASIA-PACIFIC CENTRE OF EDUCATION FOR INTERNATIONAL
UNDERSTANDING (APCEIU)**

AND

**DIRECTORATE GENERAL OF TEACHER AND EDUCATION PERSONNEL,
MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY**

2024

Acknowledgment

Since 2016, the Asia-Pacific Centre of Education for International Understanding (APCEIU) has been working on the **Global Citizenship Education (GCED) Curriculum Development and Integration (CDI) Project** with several countries in the Asia-Pacific region. This initiative aims to incorporate Global Citizenship Education (GCED) into national curricula and share it worldwide.

APCEIU expresses great pleasure in welcoming Indonesia as a partner country for the 3rd Round of the GCED CDI Project. Indonesia's adherence to the philosophical principles of Pancasila, which resonate strongly with the values of GCED, underscores its commitment to global diversity, collaboration, and critical thinking. We anticipated with confidence the successful implementation of the GCED CDI Project in Indonesia, and we are delighted to witness Indonesia's proactive and enthusiastic execution of the project. This effort has significantly bolstered educators' skills and fostered the development of educational resources for GCED.

We are particularly pleased with the development of four modules focused on enhancing STEM (Science, Technology, Engineering, Mathematics) literacy and numeracy competencies. This development is significant, as proficiency in these areas is increasingly vital for the future, where knowledge and skills in these fields are highly sought after.

APCEIU extends sincere appreciation to the Directorate General of Teacher and Education Personnel, Ministry of Education, Culture, Research, and Technology (MoECRT), with special recognition for Prof. Dr. Nunuk Suryani, M.Pd., and Dr. Rachmadi Widdiharto. We also wish to express gratitude to the editors of this report: Sofie Dewayani, Arif Widiyatmoko, Sani Aryanto, Meliyanti, Nita Isaeni, and Ratna Nurlaila.

We commend all contributors involved in the publication of these modules, particularly Yuni Ifayati, Agnita Handayani, Kultum Afifah, and Novita Fatmasari, the teachers who authored the four modules. As well as our colleagues at APCEIU, who supported the development of this project and final report.

We hope that these materials, tailored to the Indonesian context, will serve as an effective tool and pedagogical guideline for teachers to implement the GCED Program, thereby helping students improve their problem-solving skills, practical and creative thinking, and communication abilities as inclusive and open-minded global citizens. We look forward to Indonesia's continued leadership and pivotal role in advancing GCED globally.

LIM Hyun Mook

Director, APCEIU



Acknowledgment

Praise be to God Almighty, because by His grace, we have completed the project/lesson plan module from the series of Global Citizenship Education (GCED) activities - Integrated Teaching Modules of Literacy And Numeracy For Primary Teachers In Indonesia And The Asia-Pacific Region. This project for Indonesia has been carried out in collaboration between APCEIU and the Directorate General of Teacher and Education Personnel, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (DGTEP) by Implementing an Arrangement (IA) between the Directorate General of Teachers and Education Personnel and the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO, dated 22 March 2023, No. APCEIU/C23/035 concerning GCED-Integrated Teaching Modules of Literacy and Numeracy for Primary Teachers in Indonesia and The Asia-Pacific Region.

In the Merdeka Curriculum developed in Indonesia, developing literacy and numeracy competencies is very important for improving the quality of students, so that they have a comprehensive understanding and meaningful learning. The curriculum in Indonesia also focuses on character development by strengthening the Pancasila Student Profile in the learning process. Pancasila is the philosophy of the Indonesian nation, where the characters that are developed include faith and devotion to God Almighty, Global Diversity, Cooperation, Independence, Critical Reasoning, and Creativity.

Collaboration between the Directorate General of Teachers and Education Personnel and the APCEIU is something that strengthens the competence of teachers and strengthens the competence of students in understanding GCED especially in terms of climate change. GCED values are already present in the school curriculum in Indonesia so that the development of teaching modules and project modules is very integrated.

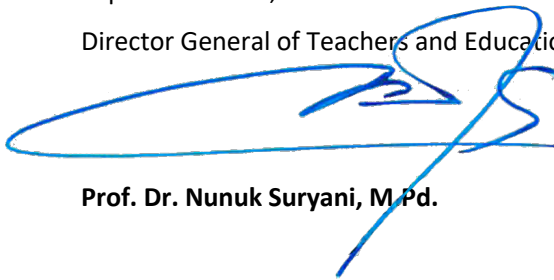
In this activity, there are four modules related to GCED that strengthen STEM (Science, Technology, Engineering, Mathematics) based literacy and numeracy competencies written by selected teachers, including Agnita Handayani, the module entitled "Zero Waste Hero In Action module: Dealing with Waste Through 4R (Refuse, Reduce, Reuse and Recycle) at SDN Cipinang Muara 14 Pagi, East Jakarta", Novita Fatmasari, the module entitled "Avoiding Food Waste, It's Time to Share" problematizes the issue of food waste in urban areas, Yuni Ifayati, implementing the project "Ecobrick: Beat the Plastic" at Fitrah Al Fikri Islamic Junior High School, and Kultum Afifah, the module entitled "Every Drop of Water Counts" which is aimed at raising students' awareness of the water crisis as a local and global problems.

In recognizing the achievement of the zero waste program at SDN Cipinang Muara 14 Pagi, we celebrate more than just a successful waste management initiative. We acknowledge a transformative movement towards sustainable living and environmental responsibility. In this way, the program's impact extends far beyond the school grounds, contributing to a broader movement towards a more sustainable and resilient future.

We would like to thank APCEIU for the collaboration that has been established. Furthermore, these modules can become a reference for teachers in Indonesia and Asia-Pacific, especially in the implementation of Global Citizenship Education which strengthens STEM-based literacy and numeracy competencies, and superior character as world citizens.

September 2024,

Director General of Teachers and Education Personnel,

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke, positioned above the name of the signatory.

Prof. Dr. Nunuk Suryani, M.Pd.

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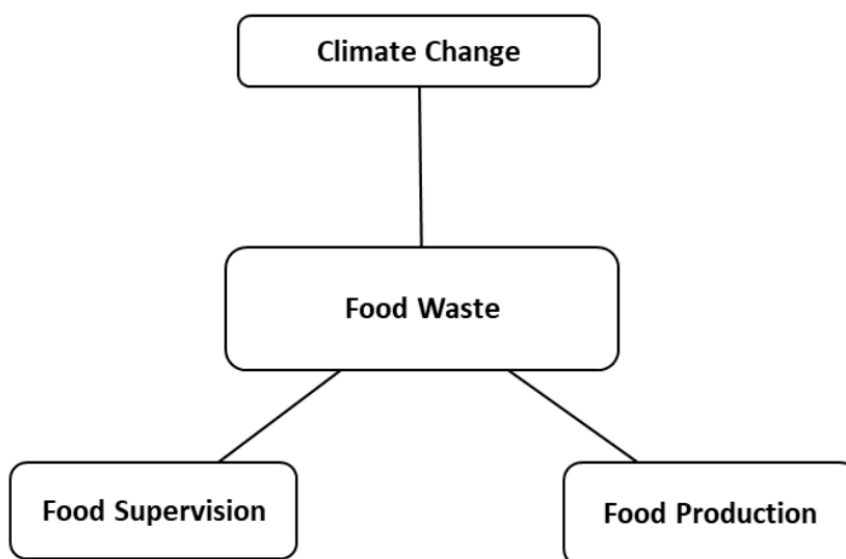
Introduction

AVOIDING FOOD WASTE, IT'S TIME TO SHARE

Global warming is often felt around us. Global warming accompanied by climate change that are often encountered can actually be controlled together, both as global citizens who can think *globally and act locally*. According to a report from the United Nations Environment Program (UNEP) entitled [Food Waste Index 2021](#) (UNEP, 2022), one of the causes of global warming is food waste. Indonesia is one of the countries with the highest food waste production in Southeast Asia. Based on research by Bappenas and several other institutions, Indonesia produces 23 - 48 million tons per year. The resulting gas emissions reach 7.29% of the average Indonesian Greenhouse Gases (Bappenas, 2021). This is a key program in the National Medium-Term Development Plan to create Indonesia that is committed to Sustainable Development Goals (SDGs). In addition, it is said that food waste can produce methane gas which can trigger global warming which has an impact on climate change.

To address the above issues, a basic understanding of the issue is required. One aspect of the Sustainable Development Goals (SDGs) is addressing climate change-SDGs 13, so Global Citizenship Education is seriously considered to develop abilities in understanding global changes such as the ability to foster critical thinking, creativity, empathy, and the ability to see things from various perspectives in taking action on the local environment (UNESCO, 2021).

The theme of food waste in this module can be developed by teachers into three topics according to the grade level or problems in the environment around students, namely:



This module focuses on climate change by briefly discussing some alternative activities, such as the following:

| CLIMATE CHANGE | FOOD SUPERVISION | FOOD PRODUCTION |
|---|--|--|
| <ol style="list-style-type: none"> 1. Read the book "Gelembung Ajaib Yuyun - Yuyun's Magic Bubble" by Maya Gf 2. View a video about the impact on climate change 3. Sort food waste with some other types of waste | <ol style="list-style-type: none"> 1. Encourage and ask family members, friends, and people around you to always finish their food 2. Invite the students to play a role in sharing activities with others around the place of residence | <ol style="list-style-type: none"> 1. Knowing how food is distributed from farmers to shops and homes 2. Organize the management of food shopping and processing at home |

In accordance with the three domains of GCED (UNESCO, 2021), namely cognitive (knowledge), socio-emotional (attitude values, behavior, and social skills) and behavioral (behavior), this module is designed to provide students with an understanding of what food waste is (cognitive), how to conduct a good interview with a farmer, play the role of a farmer who grows rice as well as the people involved in the process of managing and processing food properly (socio-emotional), and get used to spending food, buying food in moderation, and managing daily shopping.

To achieve the GCED objectives above, students can be invited to contribute as global citizens by thinking of appropriate solutions. Role-playing as a farmer is an activity that can increase students' understanding and awareness that being a farmer is not easy and should be respected as a profession. With interviews, students can improve their critical thinking, collaboration, communication and creativity skills and learn the ethics involved. In this module, students can reduce food waste starting from themselves, their families, and the local environment by campaigning through pictures/posters or videos that they make themselves.

One of the activities in this project is asking students to calculate how many tons of rice are wasted if only one grain of rice is left. Students are invited to reflect on not producing their own food waste. Starting from the nearest environment and small steps, we help the earth's ecosystem.

Objectives, Procedures, and Targets

The objectives of developing this teaching module are:

1. Students can identify and realize the impact of food waste that causes climate change in the local and global environment.
2. Based on this awareness, students can act as individuals and global citizens who are able to reduce food waste starting from their family, school, and local environment.
3. Students are able to explain where their food comes from, how it is distributed, who distributes it, and who is involved in the production process.
4. Students can express their empathy for people who are in need of food in the place where students live and in other areas.
5. Students can share suggestions and solutions to reduce food waste to the surrounding community through a campaign with pictures/ posters and videos that they make themselves.

The learning target of this module is grade 6 students. The students benefit from understanding information about climate change, food waste, and how to reduce it. Although this module guides co-curricular activities, it can also support learning in schools and can help teachers to understand intracurricular materials.

How To Use The Module

1. This module consists of 11 meetings.
2. The teacher prepares the project activities, including:
 - a. The teacher prepares facilities and infrastructure such as laptops, projectors, and audio.
 - b. The teacher seeks information about the resource person (farmer) for the interview activity
3. This module consists of several activities, from the three competence raised, namely:
 - a. Cognitive competence
 - 1) Let's Read
 - 2) Let's Watch
 - 3) Let's Discuss
 - 4) Let's Write
 - 5) Let's Practice
 - b. Socio-emotional competence
 - 1) Let's Reflect
 - 2) Let's Role Play
 - c. Behavioral competence
 - 1) Let's Interview
4. The teacher's role in this module is as a facilitator and observer. When students recognize the understanding of food waste, the teacher also acts as an observer when looking at the Let's Reflect and Let's Create activities in making pictures/posters and TikTok videos.
5. This module covers several materials namely: the meaning of food waste and its impact on climate change, the process of growing rice to become rice, the process of food processing, ethics in interviewing, and how to appreciate farmers who are involved in food management.
6. The learning activities in this module are organized based on literacy and numeracy.

The Procedures of The Project

| INTRODUCTION | | | |
|---|---|---|--|
| MEETING 1 (70 MINUTES) FOOD WASTE AND ITS IMPACT | | MEETING 2 (70 MINUTES) SEEDS AND THEIR PROCESS | |
| <p>a. Get to know <i>Food wastage (food waste and food loss)</i> and its impact on climate change.</p> <p>YouTube video link:</p> <ul style="list-style-type: none"> • https://youtu.be/29jyaPIWzFI • https://www.youtube.com/watch?v=eOerQ0ZM0rU <p>Reading Workshop with the book title Gelembung Ajaib Yuyun - Yuyun's Magic Bubble (Let's Read Asia) by Maya Lestari Gf.</p> | | <p>b. Know the process of making the food they eat every day.</p> <p>Read aloud a book with the title <i>Aku Si Penjaga Sawah (Literacy Cloud)</i> by Lia Herliana on the link: https://literacycloud.org/stories/460-i-m-the-scarecrow/</p> <p>and the title <i>Benih Istimewa - Special Seeds</i> (Lets Read Asia) by Maya Lestari Gf on the link: https://www.letsreadasia.org/read/7ec0980b-7aad-43e3-ab1d-4e061a6201e7?bookLang=6260074016145408</p> | |
| CONTEXTUALIZATION | | | |
| MEETING 3 (70 MINUTES) THIS IS MY JOURNEY TO MEET GREAT PEOPLE | MEETING 4 (70 MINUTES) LET'S BE GRATEFUL BY LOOKING AROUND | MEETING 5 (70 MINUTES) WHAT'S THE FARMER'S JOB? | MEETING 6 (70 MINUTES) LEARN TO ASK THE FARMER |
| <p>c. Role-play with a group of friends about "Where does my food come from and how it is made, and who is involved in the process, and read an article about many areas of famine and discuss staple foods.</p> | <p>d. Seeing people in the neighborhood and some regions and countries that are starving.</p> | <p>e. Know and understand farmer's tasks by <i>role-playing</i>.</p> | <p>f. Know the interview etiquette and develop questions for interviews.</p> |

| ACTION | | |
|--|--|--|
| MEETING 7 (70 MINUTES) ASK MR. FARMER! | MEETING 8 (70 MINUTES) HOW IS IT? WASN'T MY JOURNEY LONG? | MEETING 9 (70 MINUTES) THIS IS MY PLAN, WHERE'S YOURS? |
| g. Conduct interviews with farmers and record them. | h. Collect all the data on the number of people involved and the length of the process that goes into getting a plate of rice on the dinner table. | i. Ask parents at home to organize vegetable shopping and food spending. |
| ASSESSMENT/REFLECTION/FOLLOW-UP | | |
| MEETING 10 (70 MINUTES) ME, THEN AND NOW | | |
| j. Students are able to reflect and apply the results of the interview with the farmer and the results of the discussion with parents at home using some terms. Make a to-do list and invite parents at home to reduce <i>food waste</i> consistently. | | |
| PRESENTATION | | |
| MEETING 11 (70 MINUTES) FINISH OUR FOOD, MAKE MR. FARMER SMILE | | |
| k. Campaign to finish food and appreciate the role of farmers and people involved in food processing. | | |

A. Introduction

Climate change is often felt in our daily lives. The prolonged dry season and the unpredictable rainy season for a certain period of time are the causes of global change. At this introduction stage, in the first meeting, students can understand fundamentally about the meaning of food waste which is one of the causes of global warming which results in climate change. So that students know what actions must be taken to prevent global warming from food waste itself.

Get to know Food Waste

| MEETING TITLE: FOOD WASTE AND ITS IMPACT | | MEETING: 1 |
|--|---|--|
| OBJECTIVE: Understand the meaning of food waste and its impact on climate change. | TIME: 2 meetings (2 x 35 minutes) | PREPARATION: 1. Prepare a Digital or Print Out book with the title Yuyun's Magic Bubble by Maya Lestari, GF. 2. Students are asked to bring food in the form of heavy meals, not snacks or anything else. 3. The teacher prepares a laptop, projector, and active speakers for the video viewing activity. |
| | MEDIA: Projector, Laptop | |
| | TEACHER'S ROLE: Facilitator | |
| LEARNING RESOURCES: | | |
| <ol style="list-style-type: none"> Digital/Print Book of Yuyun's Magic Bubble https://literacycloud.org/stories/5668-yuyun-s-magical-bubble/ YouTube Link: <ul style="list-style-type: none"> https://youtu.be/29jyaPIWzFI https://www.youtube.com/watch?v=eOerQ0ZM0rU | | |
| IMPLEMENTATION | | |
| <ol style="list-style-type: none"> Ask some eliciting questions such as: <ol style="list-style-type: none"> Have you finished the lunch you brought? If so, you've helped save the environment. If not, where does the leftover food go? What is the impact on the environment? The teacher explains the learning objectives. The teacher asks the students to watch the video given and write down the important things on the working sheet that has been given. The teacher shows how to use the KWL Chart by asking questions such as: <ol style="list-style-type: none"> What do you know about food waste? Where do you usually find food waste? Do you know where food waste ends up? What are the impacts of such food waste? Students answer in column K (What I Already Know). The teacher conducts a reading workshop with the aim of drawing conclusions by means of: | | |

- a. Writing down the questions that come to mind while reading each story sheet and writing them in the W column (What I Want to Know).
 - b. Finding the answer on the next page (if possible, but if not, students can discuss it in a group discussion) and write it in the W column (What I want to Know)
7. Students are asked to read independently with:
- a. Look at the book cover and write down what they want to know from the book cover and then write it in the W column (What I want to Know).
 - b. Look at and observe each/some pages and write down what they do not understand and want to know, then write it in the W column (What I want to Know).
 - c. In the middle of reading, the teacher goes around to see what the learner is writing and interrupts for a moment, asking how the learner is doing and answering if there is anything they do not understand.
 - d. At the end of the reading, students are asked to discuss with friends in pairs/small groups and try to answer the questions they wrote down.
 - e. If students have the answer, they can write it in the L column (What I have Learned).
 - f. At the end of the workshop, one learner/pair/small group can present what they wrote in column L.
 - g. Other students are invited to respond.
 - h. The teacher clarifies the students' answers and gives feedback.

TIPS

Write the answer to each question given in the KWL Chart column.

TASK

Sorting food waste at home and collecting it for one week.

ENRICHMENT

Students are asked to bring lunch in the form of rice with side dishes.

1. Student Worksheet - Meeting 1

| TOPIC: FOOD WASTE |
|--|
| LEARNING OBJECTIVES: |
| <p><i>Through this activity, you are able to:</i></p> <ol style="list-style-type: none"> 1. Understand the definition of food waste. 2. Summarize understanding of food waste and its impact on climate change. |

a. ***Check It Out!***

By observing the following videos, write down the key takeaways from both videos!



<https://youtu.be/29jyaPIWzFI>

And



<https://www.youtube.com/watch?v=eOerQ0ZM0rU>

b. ***Let's Read***

By reading, we open our worldview, reflect on ourselves, and reflect on those around us.

Happy reading!



<https://literacycloud.org/stories/5668-yuyun-s-magical-bubbl/>

Before reading, look at the cover of the book (front cover) and write down what you want to find out about the cover of the book. Then, answer the following questions. Don't forget to write in column K (What I Already Know)

c. KWL Chart

| WHAT I ALREADY KNOW | WHAT I WANT TO KNOW | WHAT I'VE LEARNED |
|---------------------|---------------------|-------------------|
| | | |

While reading, write down any questions that come up that you don't understand, and that you want to find out more about in the W column (What I want to know) and find the answers on the next page.

After reading, you can discuss it with your partner/group to get the answer and write it in column L (What I have Learned). Don't worry, you can always ask your teacher.

| MEETING TITLE: SEEDS AND THEIR PROCESS | | MEETING: 2 |
|--|---|--|
| OBJECTIVE: Students can learn the process of planting rice until it becomes the rice they eat every day. | TIME: 2 meetings (2 X 35 minutes) | PREPARATION <ol style="list-style-type: none"> The teacher asks eliciting questions in the form of: <ol style="list-style-type: none"> What did you think of the book you read yesterday? Does it have anything to do with the current climate change? What did you eat for breakfast today? Where do you think the food comes from? Do you know the process? Who was involved in the food that was served on your dining table for breakfast? The teacher prepares the media to be used. The teacher divides students into groups. |
| | MEDIA: Laptop, projector, and audio | |
| | TEACHER'S ROLE: Facilitator | |

LEARNING RESOURCES:

1. Read aloud with the title *Aku Si Penjaga Sawah* (Literacy Cloud) by Lia Herliana on the link: <https://literacycloud.org/stories/460-i-m-the-scarecrow/> and the title *Benih Istimewa* (Let's Read Asia) by Maya Lestari Gf on the link: <https://www.letsreadasia.org/book/benih-istimewa?bookLang=6260074016145408>

IMPLEMENTATION

1. Students are given a digital book link about the process of planting rice to become rice, how farmers grow it with a long process.
2. Students are formed into groups.
3. Each group works on the student worksheet given by the teacher.
4. Students present the results of their discussion in front of the class.
5. The teacher gives reinforcement to the students.

TIPS -**TASK**

-

ENRICHMENT

Students are instructed to bring a variety of hats and props worn by a farmer, an employee, a courier, a trader, a housewife and a child. (They can also make the property).

2. Student Worksheet - Meeting 2**TOPIC: RICE PLANTING PROCESS****LEARNING OBJECTIVES:*****Through this activity, you can:***

1. Reflect that the food served in a plate of rice that we eat goes through a long process and involves many people.
2. Know the source and manufacturing process of the food served on every plate we eat.
3. Calculate the amount of rice left over each day and convert it into how many kilograms of rice were discarded to avoid food waste.

a. Let's Reflect

When you have finished reading aloud with the teacher the books *Special Seeds* and *I am the Scarecrow*, discuss them with your group mates and reflect on yourselves:

| QUESTION | ANSWER |
|--|--------|
| 1. How would you feel if you were Junaidah? | |
| 2. Do you think it is easy to grow rice? Why? | |
| 3. How long does it take to harvest rice? | |
| 4. How many steps does a farmer go through to get a grain of rice? | |
| 5. Is being a farmer easy? Why? | |
| 6. If you find that difficult, then what would you do with the rice you eat every day? | |
| 7. Do you think farm work is important? Why? | |
| 8. Can you imagine what it would be like if there were no farmers? | |
| 9. Have you thanked the farmer? | |

b. Let's Count**HOW MANY GRAINS OF RICE DO WE WASTE EVERY DAY?**

We eat three times a day, if each time we eat, we throw away a grain of rice, that means every day there are 3 grains of rice that we throw away. If the population of Indonesia is 250 million people, each person throws away 1 grain of rice every time they eat, it means that there are 750 million grains of rice wasted every day. It turns out that after calculation, in 1 kg of rice there are 50,000 grains, so : $750,000,000/50,000 = 15,000$ kg or equal to 15 tons of rice thrown away every day.

If 1 kg of rice is enough for 10 people to eat, then : $15,000 \text{ kg} \times 10 \text{ people} =$ enough to feed 150,000 people. This means that the rice wasted every day in Indonesia can actually feed 150,000 people.

The question is "IS IT CORRECT THAT WE WASTE ONLY A GRAIN OF RICE PER MEAL?"

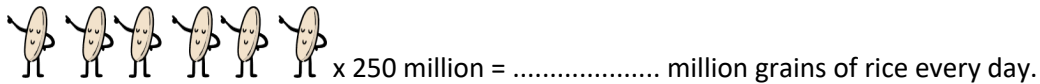
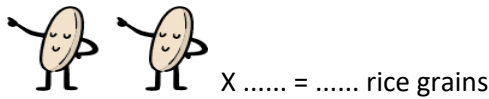
Source : fossei jateng blogs

<https://www.tumblr.com/fosseijateng-blog-blog/80569134773/berapa-butir-nasi-yang-kita-buang-tiap-hari>

Questions:

1. Answer the question from a statement written in bold and capitalized in the last sentence.
2. If every person in Indonesia leaves 2 grains of rice, then calculate how many kg of rice is wasted?

Calculate in the table below!



..... million grains of rice every day =kg of rice wasted
50.000

3. Is there any rice left from your meal? If so, approximately how many grains of rice are left?

B. Contextualization

The problem of a lot of food waste that occurs in the environment around students can cause toxic gas emissions, where methane gas (CH4) which triggers greenhouse gasses becomes a problem in this module. Thus, this module was developed to invite students to think critically through literacy and numeracy skills. The author determines that four meetings can be conducted at this stage.

| MEETING TITLE: THIS IS MY JOURNEY TO MEET GREAT PEOPLE | | MEETING: 3 |
|---|--|--|
| OBJECTIVE: Students can learn the process of making food and the people/sectors involved in making the food they eat. | TIME: 1 meeting (2x 35 minutes) | PREPARATION 1. The teacher reminds students about the process of making rice (previous material). 2. Students prepare their properties. |
| | MEDIA: Photo | |
| | TEACHER'S ROLE: Facilitator and Observer | |

| | |
|---|---|
| LEARNING RESOURCES: | |
| Documentary photo | |
| IMPLEMENTATION | |
| <ol style="list-style-type: none"> 1. Students sit in predetermined groups. 2. The teacher explains the process of making food from farmers using pictures in the food distribution chain. 3. Students pay attention to the explanation given by the teacher. 4. Teachers and students come to the front of the class and perform the 6 Actions (Put on hats and other properties, take a selfie, switch roles, interact, do not interact, and then interact again). 5. When the students wear hats and props, they wear them in any way they wish. 6. Students take a photo/image and imagine how exciting it would be to be in that profession. 7. Students swap roles by wearing hats and other props. 8. Students take another picture/photo and re-imagine how exciting it would be to be in that profession. 9. Students interact with each other in small groups to continue selling/buying, for example farmers interacting with traders, traders interacting with buyers and so on. 10. Students return to the starting line, and form a circle. 11. Students return to interacting in small groups with the aim of continuing the many interactions that go into realizing the plate of food that is eaten every day. 12. Students work on the student worksheet. | |
| TIPS | |
| Completing the student worksheet | |
| TASK - | ENRICHMENT Students are asked to bring food from home. |

1. Student Worksheet - Meeting 3



| |
|--|
| TOPIC : RICE MAKING PROCESS |
| LEARNING OBJECTIVE: |
| In this activity, you are expected to be able to know the process of making food through role play so that you realize that food is important to finish your meal and not to produce food waste. |

a. Let's Role Play

1. After you have determined the roles in a group of 6 professions, perform the roles with the flow of the process of planting rice until it becomes a meal that is served and finished by a child.
2. If you are a farmer, then act out how the farmer hoes in the field, plants the seeds, waters, applies fertilizer, and so on until the harvest day arrives. So, you call a driver to bring your crops.
3. As a driver, you pick up the farmer's harvest and take it to the rice mill.
4. As an employee, you receive paddy that is ready to be milled into rice.
5. As a trader, you sell staples to buyers.
6. As a housewife, you buy staples from vendors and process them at home.
7. As a child, you eat from the food cooked by your mother at home.
8. Give your advice to your classmates on the importance of finishing your meal.

b. Let's Observe

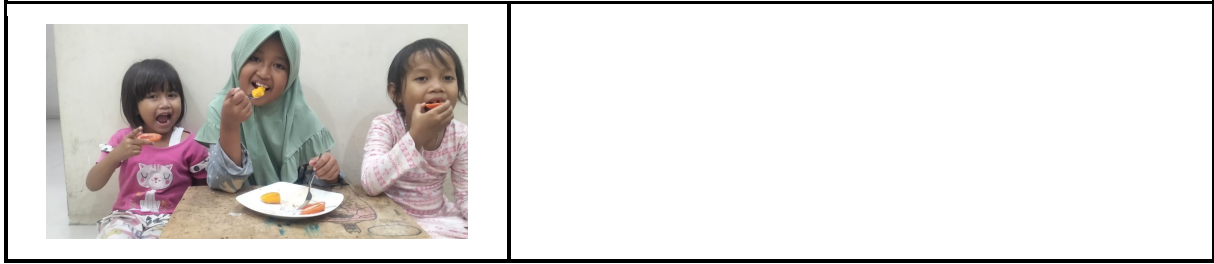
After the role play, observe the following pictures! Write down the meaning of each picture below!

| | |
|---|--|
|  | |
|  | |

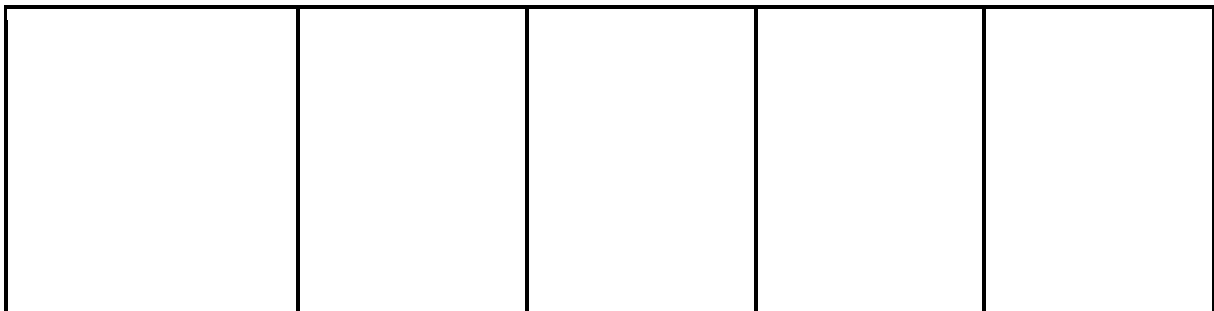
| | |
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Then, who is involved in each of these images in the processing of the food on your table?

| | |
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Cut out the following pictures, then sort them by pasting them into a sequential and interrelated series!



Can you explain the connection?



If one of the strings is missing, can we get the food served on our plate?

Below are the foods you eat at breakfast, lunch and dinner.



From the picture above, identify what your food is, where it comes from, and who plays a role in your food process!

| FOOD NAME | FOOD ORIGIN/SOURCE | PEOPLE INVOLVED |
|-----------|--------------------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |

| MEETING TITLE: LET'S BE GRATEFUL BY LOOKING AROUND | | MEETING: 4 |
|--|--|---|
| OBJECTIVE: Students can foster a sense of empathy by seeing people in the neighborhood and some other regions and countries experiencing hunger. | TIME: 1 meeting (2x 35 minutes) | PREPARATION 1) Students are asked to sit with their groups as in the previous meeting. 2) Participants are allowed to open their lunches. 3) Prepare student worksheet. |
| | MEDIA: Whiteboard, Markers | |
| | TEACHER'S ROLE: Facilitator and Observer | |
| LEARNING RESOURCES: Slides about areas experiencing famine | | |
| IMPLEMENTATION 1. The teacher gives slides about famine areas in Indonesia and other parts of the world. The teacher asks students about: a. What do you see? b. How do you feel after seeing the pictures? c. Can you imagine being them? d. Take a look at yourself, are you grateful? e. Think back, what did you get at home before going to school? Compared with the people in the picture? f. Then, look at the food you brought, will you finish every meal? g. What about your other friends? Did they bring lunch? 2. Students are asked to write conclusions from the questions given. 3. Students answer the questions on the student worksheet. | | |
| TIPS - | | |
| TASK Completing the student worksheet | ENRICHMENT With their group, students go to a farming area and observe how farmers work. Students record all the activities of farmers in the fields. Bring a farmer hat from home (can make their own according to their creativity). | |

2. Student Worksheet - Meeting 4

TOPIC: SEE AROUND

LEARNING OBJECTIVES:

In this lesson, you were able to:

7. Cultivate a sense of empathy for hungry people around by sharing and taking enough food.
8. Realize that it is important to finish food so as not to produce food waste that causes climate change.

a. Let's Reflect

Before eating the lunch you brought, let's observe the picture below! In this picture, there is a girl. She is the girl who has a lot of food on her table, while a boy is feeling hungry. He wants to be the girl who has a complete and abundant meal like the one on her table. Now, let's observe the picture below and answer the questions given!



Source : www.mamahnesia.com

- a. What did you think when you first saw the picture above?
- b. How would you feel if you were the girl from the picture?
- c. How would you feel if you were the boy above?
- d. What would you do if you were the girl?
- e. Are there any hungry people around you? If so, what are you doing for them?
- f. Check the lunch you bring, will you finish it?
- g. Look around, are there any of your friends who didn't bring lunch?
- h. If so, what would you do to him/her? How would you behave towards him/her?
- i. Will you share your meals with him/her?

b. Did You Know?

Five agencies under the United Nations issued the SOFI (*The State of Food Security and Nutrition in the World*) 2022 Report, in New York, United States (06/07). The report noted that the number of hungry people in the world reached 828 million people in 2021. This figure increased by 46 million people compared to 2020 (782 million people) and increased by 150 million people compared to before the Covid-19 pandemic. With this latest data, the UN predicts that the number of hungry people in 2030 will be more than 670 million people and this figure is far above the target of the *zero hunger* program.

Source : www.spi.or.id

| MEETING TITLE: WHAT'S THE FARMER'S JOB? | | MEETING: 5 |
|---|---|---|
| OBJECTIVE: Students can learn and feel the duties of a farmer by playing the role of an interviewer and a source. | TIME: 1 meeting (2x 35 minutes) | PREPARATION: 1. The teacher provides 6 question words that students can use to ask farmers as interviewees and interviewers. 2. Students have recorded all the activities that farmers do in the fields. |
| | MEDIA: 1. Whiteboard and markers 2. 6 question words (print out) | |
| | TEACHER'S ROLE: Facilitator and Observer | |
| LEARNING RESOURCES: 1. Grade 6 Theme Book. 2. Student Worksheet. 3. Images of farmer tasks. | | |
| IMPLEMENTATION 1. The teacher asks if the students have observed the farmer's activities in the field? 2. Students and teachers ask questions about things observed in the rice fields. 3. Students write it on the student worksheet. 4. The teacher reminds us about the tasks of farmers through pictures. 5. For each picture shown by the teacher, students are asked to think about what they want to know more about the picture shown, then write it on the student worksheet. 6. The teacher explains the use of six interrogative words and their functions 7. Students pay attention to the teacher's explanation. 8. The teacher asks students to sit in pairs. 9. Students sit in pairs and decide who plays the role of the farmer (interviewee) and the interviewer. | | |

10. Students who play the role of farmers are asked to wear a farmer hat that they have brought/made from home.
11. The teacher recalls the tasks of farmers through pictures.
12. For each picture given, students write down the topic of the problem they want to know more about and write it on the student worksheet
13. Students try to combine these with the question words that have been explained.
14. All students write down questions they want to ask the farmer.
15. Students who play the role of farmers are not allowed to see the questions written by the interviewer.
16. The teacher guides students in writing questions on the student worksheet.
17. Students are allowed to initiate questions and answers.
18. During questioning, the interviewer is asked to take notes and remember what answers the farmers give and record them.
19. When finished, students with their partner switch roles and do the same as before.
20. After taking turns, each of them tells the shortcomings of the questions and answers and discusses them.
21. Participants write down the results of discussions with their partners on the student worksheet on how to formulate good questions.
22. The teacher looks at the list of questions made by students with their partners.
23. The teacher appreciates, guides, and clarifies the students' discussion results related to the question sentences they make.
24. The teacher emphasizes that these questions will later be asked to real farmers
25. Students are asked to rewrite the questions they have discussed with their partner.

TIPS

Completing the student worksheet.

| TASK | ENRICHMENT |
|------|---|
| - | Students are asked to bring food from home. |

3. Student Worksheet - Meeting 5

| TOPIC: FARMER DUTIES |
|---|
| LEARNING OBJECTIVE: |
| Observe rice fields to find out the tasks of farmers through practicing formulating questions to farmers so that a sense of awareness arises that the process of making rice is not easy. |

a. *Let's Try*

Observe the farmer's activities in the rice field! See how the soil is tilled, rice is planted, fertilized, harvested, dried in the sun, taken to the rice mill until it becomes rice! **Record your observations in the column below!**

| THINGS YOU OBSERVED | THINGS YOU WANT TO ASK |
|---------------------|------------------------|
| | |
| | |
| | |
| | |
| | |

Sit down with your friend. Your friend is a farmer, then ask them questions based on what you observed yesterday! Take it in turns!

| THE WAY YOU ASK | FARMER'S ANSWER |
|-----------------|-----------------|
| | |
| | |
| | |
| | |

Here are 6 question words and their functions that you can ask the interviewee.

| TYPES OF QUESTION WORDS | FUNCTION |
|-------------------------|---|
| What | Ask about things, objects |
| Who | Asking people involved |
| When | Inquire about the time of the incident |
| Where | Inquire about the location of the scene |
| Why | Ask why things happen |
| How | Ask the steps/process |
| Explain | Ask for meaning, understanding, and comprehension |

Pay attention to the teacher's explanation of the use of interrogative words! From the table **How You Ask**, try to combine them with the interrogative words in the table below! **Discuss with your partner!**

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| MEETING TITLE: LEARN TO ASK THE FARMER | | MEETING: 6 |
|--|--|--|
| OBJECTIVE: Students can conduct an interview using some question words. | TIME: 2 meetings (4 x 35 minutes) | PREPARATION Bring some questions that had been made at the previous meeting. |
| | MEDIA: Questionnaire, recording device | |
| | TEACHER'S ROLE: Facilitator and Observer. | |
| LEARNING RESOURCES: Thematic Book for Grade 5 Students Theme | | |
| IMPLEMENTATION <ol style="list-style-type: none"> 1. The teacher explains the interview procedures contained in the student worksheet related to ethics and how to formulate questions in the interview. 2. Students express the idea they have determined in the previous meeting by combining it with the question word. 3. The teacher guides the questions that students have made on the student worksheet. 4. Students organize the list of questions into coherent and directed questions. 5. The teacher provides direction, feedback, and motivation. 6. Teachers and students prepare questionnaires and recording equipment. 7. The teacher determines the nearest farming area and the farmers/rice millers who can be interviewed. | | |
| TIPS Thematic Book for Grade 5 Students Theme. | | |
| TASK Completing the student worksheet. | ENRICHMENT – Students bring recording equipment, survey the interview sites, and make appointments with farmers. | |

4. Student Worksheet - Meeting 6

| |
|--|
| TOPIC: SEE AROUND |
| LEARNING OBJECTIVE: |
| <p><i>In this activity you are expected to be able to:</i></p> <p>Identify the ethics in interviewing and constructing question sentences using question words to find out the long process of making rice so that you can appreciate the services of farmers so that you will always finish your food at home.</p> |

a. Let's Interview

Special Guidelines for Compiling Interview Reports

1. Read the material carefully.
2. Conduct an interview on the topic "Where does my food come from".
3. Make a list of questions according to the topic.
4. Decide on the source of your information.
5. Conduct interview activities with the sources you have determined.
6. Write the results of the interview with the interviewee on the sheet that has been prepared.

Apparently, there are ethics in interviewing, let's learn them!

1. Understand the material.
2. Make an appointment with the resource person and arrive on time.
3. Familiarize yourself with the interviewee before and after the interview.
4. Use the shortest, clearest, and most direct sentences possible.
5. Be polite, humble, friendly, and respectful towards the interviewees.
6. Be a good listener.
7. Not interrupting the conversation.
8. Say thank you and shake hands.

Once you have consulted with your teacher, try to organize the questions into a good sequence of questions that you would ask a real farmer!

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C. Action

To reduce food waste, at this stage students are invited to carry out meaningful learning through interviews with questions that have been made with groups at the next meeting. The purpose of this action is that students can discover in real terms what are the stages of processing from rice to rice. Students also realize the great services of farmers and make themselves aware that they must finish the meal.

| MEETING TITLE: ASK MR. FARMER! | | MEETING: 7 |
|---|--|--|
| OBJECTIVE: Students conduct interviews well and correctly | TIME: 1 meeting (2x35 minutes) | PREPARATION 1. Set up recording, signs and other stationery. 2. Students have determined and made an appointment with the farmer to be interviewed. 3. Ensure students know the etiquette in conducting interviews with farmers. |
| | MEDIA: Blackboard | |
| | TEACHER'S ROLE: Facilitator and Observer | |
| LEARNING RESOURCES: Thematic Book for Grade 5 Students List of interview questions | | |

| | |
|---|--|
| IMPLEMENTATION | |
| <ol style="list-style-type: none"> 1. Students and teachers conduct an outing class by visiting rice fields. 2. Students start conducting interviews with farmers according to the groups that have been formed. 3. Students are asked to record and take notes on important points in the answers given by the farmer. 4. Students write down the results of the interview on the student worksheet given. | |
| TIPS - | |
| TASK | ENRICHMENT |
| Completing the student worksheet | Bring a lunch of complete staple food with side dishes and vegetables from home. |

1. Student Worksheet - Meeting 7

| TOPIC: FARMER INTERVIEWS |
|--|
| LEARNING OBJECTIVES: |
| <p><i>Through this activity, you can:</i></p> <ol style="list-style-type: none"> 1. Conduct interviews properly in accordance with the etiquette that has been explained to foster a sense of empathy for farmers. 2. Write an interview report correctly to conclude that the process of making rice is very long. |

a. Let's Interview

Your teacher has chosen a farmer to interview, so conduct the interview using the list of questions you have created with your group mates!

Write down the list of questions and the farmer's answers in the table below!

| QUESTION | FARMER'S ANSWER |
|----------|-----------------|
| | |
| | |
| | |
| | |
| | |
| | |

b. Let's Write

Write down the results of your interview in the following format!

1. Theme/Topic of Interview :
2. Source :
3. Interviewer :
4. Interview time and place :
5. Interview results and conclusions :

| MEETING TITLE: HOW IS IT? WASN'T MY JOURNEY LONG? | | MEETING: 8 |
|---|---|---|
| OBJECTIVE: Students can collect all the data about the number of people involved and the long process it takes to get a plate of rice on the table. | TIME: 1 meeting (2 x 35 minutes) | PREPARATION Students bring staple food from home. |
| | MEDIA: - | |
| | TEACHER'S ROLE: Facilitator and Observer | |
| LEARNING RESOURCES:- | | |
| IMPLEMENTATION <ol style="list-style-type: none"> The teacher asks eliciting questions: <ol style="list-style-type: none"> From the supplies you brought, can you explain where and how the processes work to become a plate of rice? Who plays a role in this process? Do you remember how many people out there and in other parts of the world don't necessarily get the food that you get today? Do you intend to finish it? If you have a lot of food, will you share? Who is the first person you gave to? How do you feel after sharing? How do you feel after finishing your meal? Teacher gives student worksheet. All eliciting questions are answered on the student worksheet. | | |
| TIPS - | | |
| TASK - | ENRICHMENT Students ask parents at home about how to manage family finances in daily food purchases. How much money is spent every day? | |

2. Student Worksheet - Meeting 8

| TOPIC: FINISH YOUR FOOD |
|--|
| LEARNING OBJECTIVES: |
| <p><i>In this activity, you are able to:</i></p> <ol style="list-style-type: none"> 1. Realize that the food served on one plate involves many people and goes through a long process. 2. Realize that each individual has a responsibility for the food taken/carried by finishing it. |

a. Let's Reflect

1. From the food you brought, can you explain where and how these processes came from to become a plate of rice?
2. Who plays a role in this process?
3. Do you remember how many people out there and in other parts of the world don't necessarily get food like the one in your restaurant today?
4. Do you intend to finish it?
5. If you have a lot of food, will you share?
6. Who is the first person you would give it to?
7. How do you feel after sharing?
8. How do you feel after finishing your meal?

| MEETING TITLE: THIS IS MY PLAN, WHERE'S YOURS? | | MEETING: 9 |
|--|--|--|
| <p>OBJECTIVE:</p> <p>Students are able to manage family budgeting so as not to cause food waste making the food they eat.</p> | <p>TIME: 1 meeting (2 x 35 minutes)</p> | <p>PREPARATION:</p> <ol style="list-style-type: none"> 1. Ensure that students have asked their parents at home about the food expenditure management plan. 2. Students create a "Being a Parent" action plan related to reducing food waste. |
| | <p>MEDIA: Student worksheet</p> | |
| | <p>TEACHER'S ROLE: Observer</p> | |
| <p>LEARNING RESOURCES: -</p> | | |
| <p>IMPLEMENTATION:</p> <ol style="list-style-type: none"> 1. The teacher invites students to play the role of parents at home who can organize the management of purchasing food. 2. Students fill in the student worksheet given by the teacher. | | |
| <p>TIPS -</p> | | |
| <p>TASK -</p> | | <p>ENRICHMENT -</p> |

3. Student Worksheet - Meeting 9

| TOPIC: MANAGING BASIC FOOD PURCHASES AT HOME |
|--|
| LEARNING OBJECTIVE: |
| <p><i>In this activity, you are able to:</i></p> <p>Serve as a parent or as a manager in the family to manage food expenditures so that they do not accumulate so as not to cause food waste.</p> |

a. Let's Research

1. Ask your parents how much money they spent on food yesterday? Can you ask for a detailed list?
.....
2. Do you still have leftover food/staple food in the kitchen?
3. Make a food shopping plan at home that lasts for one day! Then write your spending in one day for each shopping item you need using the table below!

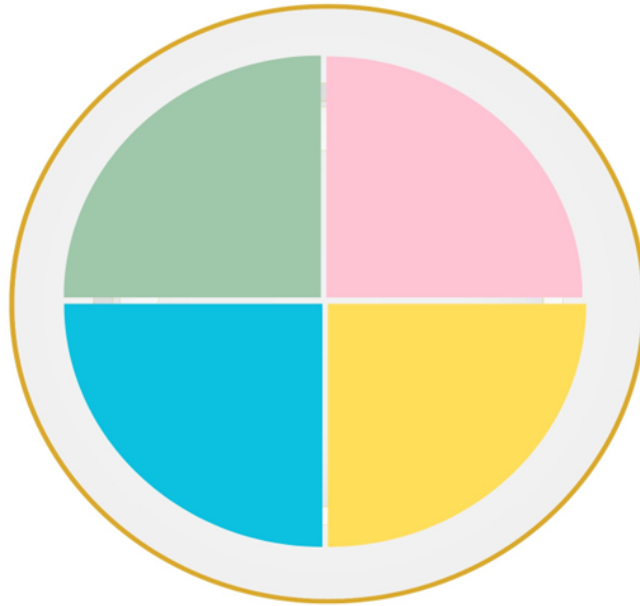
| GROCERY ITEM NAME | PRICE PER UNIT (RP) |
|-------------------|---------------------|
| 1 kg rice | |
| Vegetable | |
| Side Dishes | |
| Fruit | |
| Other | |
| Total | |

4. Compare the amount you spend with the list of what your parents used to do at home! Then, which one leaves no food? Which do you think is better?
5. Watch and help your mom or dad in the kitchen and notice how the staples are cooked, count how long it takes from cutting vegetables and side dishes to cooking!
6. When you're done cooking, try to sort out the trash in the kitchen! Encourage your parents to always sort out the garbage in the kitchen!

Together with your parents, choose from the pictures below by determining which are needs and wants that can be consumed or finished in one day! Check (v) for needs and cross (x) for wants!

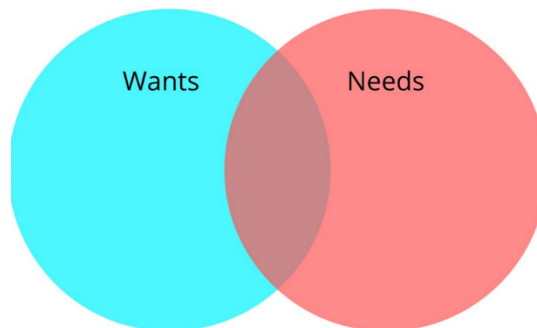


From the picture above, determine your staple food that you eat every day! Draw it on the following plate!



Then, discuss with your parents about food management by answering the following questions!

1. Based on the picture above, write down which foods are included in the needs and wants on the following Venn diagram!



2. What would you and your parents do if there were more wants than needs?
3. If you need more, then where will you store it? Will the food be consumed in one day?
4. If both are balanced, then what action can you take to avoid food waste?

b. Let's Roleplay

Imagine you are a parent, you are given the freedom to organize the dishes that must be cooked in a day for 3x meals.

1. What kind of vegetables are you going to cook?
2. So, how do you finish those vegetables so they don't pile up in the freezer/in the kitchen?
3. What efforts can you make to avoid wasting ingredients?

Match the sentences in the left column with the sentences in the right column below!

| SITUATION | DRAW A LINE ACCORDING TO THE STATEMENT | ALTERNATIVE SOLUTION |
|--|--|---|
| I buy so many vegetables that it takes effort to keep them fresh. | | This activity needs to be done by other family members. |
| If there are leftovers from multiple plates in the kitchen, I always throw them in the trash without sorting them out. | | This activity needs to be done by other family members. |
| I bought a lot of food. | | Keep it refrigerated. |
| I always try to get my family members to finish their meals even if it's just a grain of rice. | | Buy food in moderation. |
| I wrote in my kitchen "Take your food in moderation" with the aim of not producing food waste. | | Digging up the soil around the house to stockpile leftover food or feed it to farm animals around the house, such as chickens, ducks, cats and so on. |

b. Let's Summarize

| Ways to reduce food purchase | Ways to reduce food waste |
|------------------------------|---------------------------|
| | |
| | |
| | |
| | |

c. Let's Do It

Let's make this a habit at home! I believe you can do it!



Take small portions



Finish your meal



Check the food in the refrigerator



Buy what you really need



Sharing food

Source: www.vectorstock.com

D. Assessment/Reflection

Assessment is an important component in efforts to determine the success of the actions that have been carried out, each author must be able to provide a form of assessment description that is presented in an interesting way. The form of assessment can be presented in two forms, namely: tests and non-tests or with other alternative forms of assessment that are presented reflectively.

To find out the extent to which the success of the above actions was implemented, at this meeting a reflection was carried out as a form of non-test as a reinforcement and supervision of oneself and others.

| MEETING TITLE: ME, THEN AND NOW | | MEETING: 10 |
|--|--|--|
| OBJECTIVE: Students are able to reflect and apply the results of the interview with the farmer and the results of the discussion with parents at home by using some terms. | TIME: 1 meeting (2 x 35 minutes) | PREPARATION 1. The teacher reminds students about the process of making rice (previous material). 3. Students prepare their properties. |
| | MEDIA: Photo | |
| | TEACHER'S ROLE: Observer | |
| LEARNING RESOURCES: Exercises Interview result sheet. | | |
| IMPLEMENTATION The teacher asks the students: <ol style="list-style-type: none"> Are you a person who always finishes food? If yes, where do you usually throw them away? So, do you want to change that? When will you start? How did you do it? | | |
| TIPS - | | |
| TASK - | | ENRICHMENT - |

1. Student Worksheet - Meeting 10

| TOPIC: ME THEN AND NOW |
|--|
| LEARNING OBJECTIVE: |
| <p><i>In this activity, you can:</i></p> <p>Realize previous mistakes and correcting them by taking positive actions so that you no longer become a person who produces food waste.</p> |

a. Let's Reflect

About food waste, in the past, I was the one who.....

I feel that my actions in the past....

I think that.....

From now on, I will do

| POSITIVE ACTION ON FOOD WASTE | IMPLEMENTATION TIME ALLOCATION (IN DAYS, WEEKS, MONTHS) | EVALUATION | PROOF OF ACTION (PHOTO/PARENT SIGNATURE/ CONFIRMATION) |
|-------------------------------------|---|------------|--|
| | | | |
| | | | |
| | | | |
| | | | |

b. Let's Practice

Answer the following questions correctly and clearly!

1. I understand that food waste is
2. I know that food waste comes from the food I eat, when it is put in plastic and exposed to sunlight, will produce gas that causes
3. If there is still food waste produced at home, then I have to
4. The process of making rice is very long, so I have tothe works of farmers.
5. One of the impacts of climate change is

E. Presentation

In the final stage, as a form of success, students can demonstrate a change in attitude by campaigning to not waste food and appreciate the services of farmers and people involved in food management. Students are also asked to reflect and commit to continue to do and encourage others to avoid food waste in their daily lives.

| MEETING TITLE: FINISH OUR FOOD MAKE MR. FARMER SMILE | | MEETING: 11 |
|---|---|----------------------|
| OBJECTIVE: Students can campaign to finish food and appreciate the role of farmers and people involved in food processing. | TIME: 1 meeting (2x35 minutes) | PREPARATION - |
| | MEDIA: Reflection board | |
| | TEACHER'S ROLE: Facilitator and Observer | |
| LEARNING RESOURCES: - | | |
| IMPLEMENTATION <ol style="list-style-type: none"> 1. Students are asked to make posters, sentences about kindness, and videos through TikTok with the aim of campaigning "Reduce Food Waste and Appreciate Farmers' Services." 2. The posters they make can be displayed on the school wall magazine or some nearby food stalls and be campaigned with friends in other classes. 3. Declare the class agreement through a short video by stating: <i>"I'm ..., a person who will always finish my food and appreciate the works of farmers."</i> 4. They report the results of their application at home in collaboration with parents periodically by sending evidence in the form of photos / pictures. They also invite other family members to do what they apply at home. | | |
| TIPS - | | |
| TASK - | ENRICHMENT - | |

F. Challenges To Be Encountered and Alternative Solutions

From some of the activities above, there are some things that might be a challenge. However, every challenge must have its own alternative solution. Here is an overview of the challenges and alternative solutions.

| CHALLENGE | ALTERNATIVE SOLUTIONS |
|--|--|
| This material will be difficult to discuss with students who come from different social statuses. | By showing discourse/pictures/video in regions in Indonesia and African countries or other countries. |
| This material is full of challenges because students have to interview farmers (The questions come from the students' own minds, not the teacher's.) | Provide positive activities before starting the interview, for example: practicing being an interviewer and interviewee in a pair, role-playing as a farmer. |
| This activity is difficult for students to invite and influence people around them to avoid food waste in a sustainable manner. | Participate in campaigning through posters, pictures, short videos, and inviting the members of the family at home, and so on. |
| This material is full of challenges when providing an understanding of ethical values for each learning activity. | Try to ask deep questions and encourage students to think critically and feel empathy and sympathy. |
| This material will be challenging while supporting in avoiding food waste. | Make agreements with friends, teachers and family members at home. |

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Co - Curricular Project Teaching Module 2024

Global Citizenship Education (GCED)



Ministry of Education,
Culture, Research, and Technology
Republic of Indonesia



APCEIU

Asia-Pacific Centre of
Education for
International Understanding
유네스코 아시아태평양 국제이해교육원