

## #5 MITIGATION AND ADAPTATION PROJECT

# HOME GARDEN

### MAIN SUBJECTS

Agriculture

### AGE GROUP

12 - 18 years

### STAKEHOLDERS

Teachers, communities, local authorities



During the COVID-19 pandemic, many schools were closed, and students remained at home with their families. Throughout the world, innovative pedagogical tools were introduced, thanks to teachers' creativity and goodwill.

In the **Huerto Challenge project**, during lockdown teachers asked students to establish **gardens based on their family's dietary pattern and what they traditionally consumed**, especially vegetables, such as lettuce, squash and coriander, and some grains and beans. Initially, the project was undertaken by seventy families in Tetlanohcan, Tlaxcala, Mexico, equivalent to the number of students aged between 13 and 14-years old. After a few months this number increased to **ninety families** and the municipality decided to scale up and to offer more families the opportunity to grow community gardens.

The seeds were obtained mainly from the food. Later the teacher provided students with seedlings that were purchased with the money generated from the sale of the school garden produce. **The students learned to prepare their own compost and design irrigation systems** allowing an efficient use of resources.



The plants grow from local seeds harvested by the students.

This project is a good way of involving families and to build a strong link between topics covered during class activities and their practical application, such as reducing the negative impact of diet on the climate. It is also a very efficient way to develop student autonomy and initiative. By working with a family's food habits and their local context, the project is **a wonderful way to involve the whole community and have students and their families do certain activities together.**

This project has the direct result of **reducing the impact of diet on greenhouse gas emissions through a reduction in transportation and the use of fertilisers in plant production.** It is also a good way to improve traditional and local knowledge about food production and food consumption, favouring the transmission of sustainable food habits.

### TESTIMONY

ISIS FLORES, TEACHER

*I have always said that garden activity is an excellent pedagogical tool because it is non-judgmental, besides being an excellent occupational therapy. Working in their family gardens allows students to make responsible decisions, carry out research and develop creativity because they all have different needs and spaces, and they face different problems that each student has to solve with their family. In addition, this project facilitates science activities, the rigorous application of mathematics, research, and reporting everything that takes place in a garden.*



**TESTIMONY**  
**PAOLA PLUMA, STUDENT**

*The project took advantage of the pandemic lockdown, giving us time at home to plant different vegetables. I planted cabbage, radish, chard, broccoli, tomato, lettuce and purple lettuce. This project also allowed us to de-stress, not to be anxious, and to exercise a little bit since we were spending so much time at home.*



Example of diverse home gardens built by students and their family.

