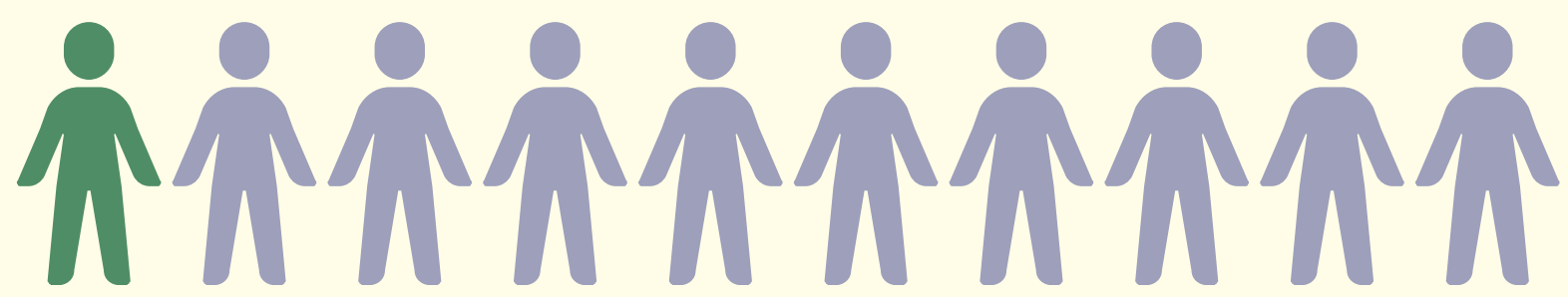


Climate change and its social impact

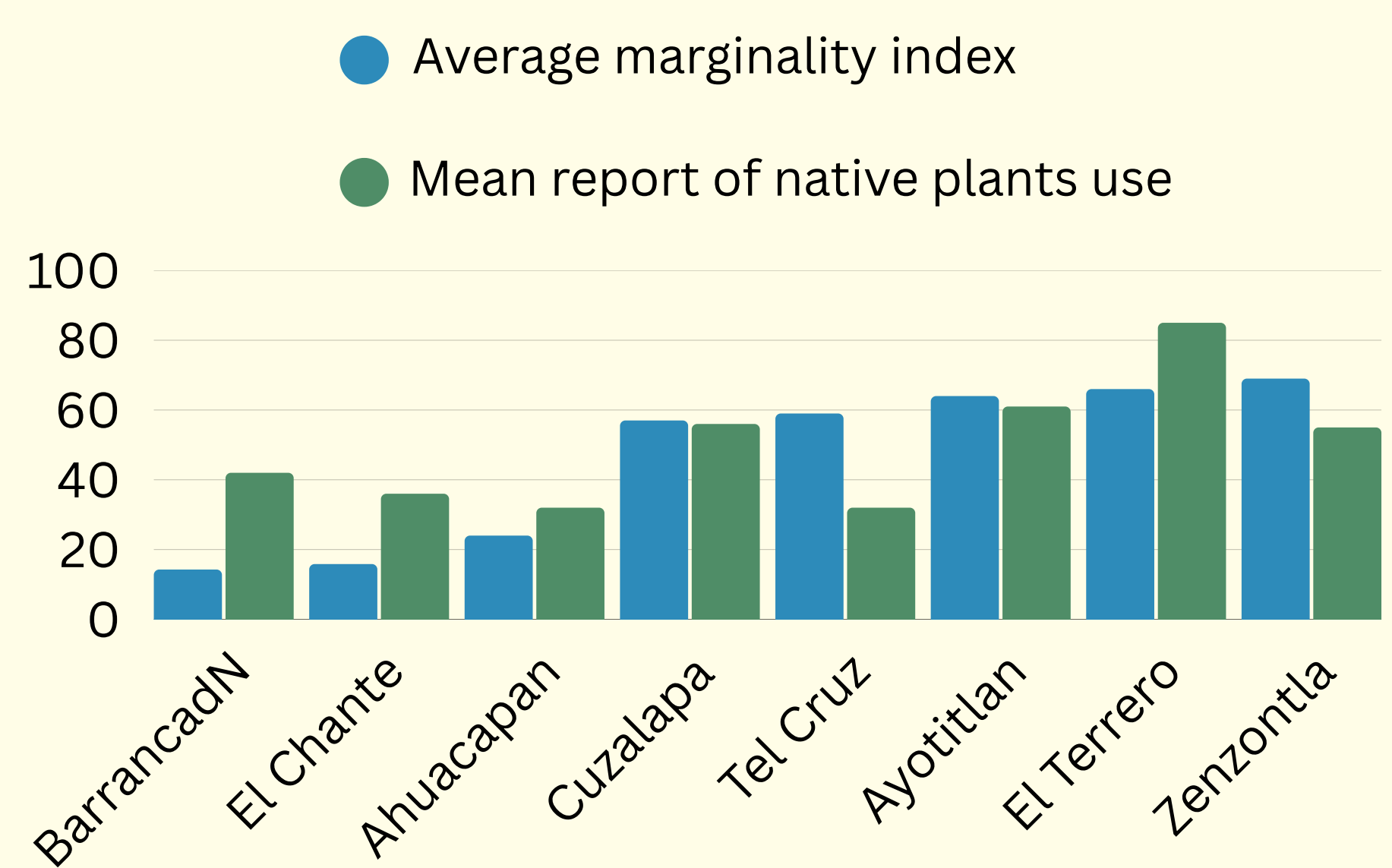


Background

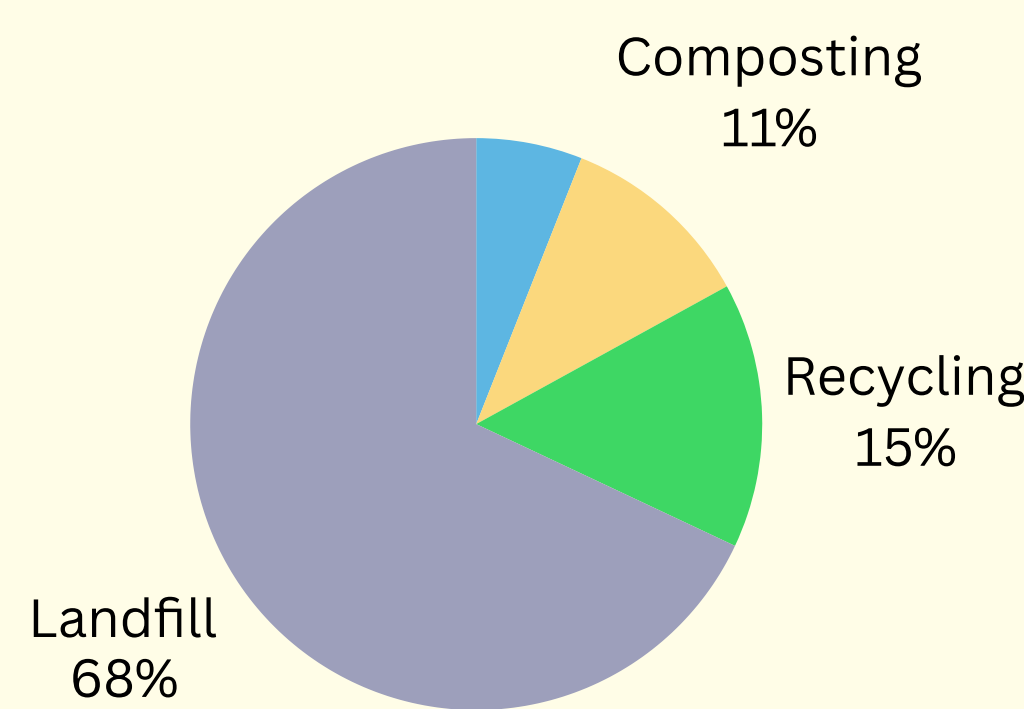
- There is a significant gap in climate change education among Mexican children; only 10% of children are familiar with environmental terminology in the national curriculum (Barraza & Walford, 2002).



- Indigenous communities are losing traditional knowledge of native plants, as modernization introduces exotic crops that alter soil composition and negatively impact local ecosystems (Benz et al., 2000; Corbin & D'ANTONIO, 2004).



- Recycling practices are insufficient, with 68% of solid waste in Mexico City being sent directly to landfills, contributing to environmental degradation (Secretaría del Medio Ambiente, 2019).



Objective

- Collaborate with Huerto Roma Verde (HRV), a biosocial laboratory dedicated to sustainable living.
- Support HRV in promoting sustainable lifestyles among visitors, especially children.



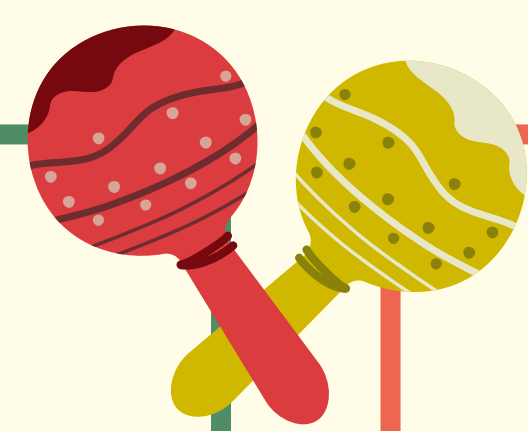
Method

- Conducted meetings with HRV to understand their needs.
- Applied Design Thinking principles: Empathize, Define, Ideate, Prototype, and Evaluate.
- Mobilized a team of 7 volunteers to refine project designs and assist with content translation.



Result 1

- Developed a 16-page booklet on the 10Rs of sustainability for children attending HRV's summer school; printed 60 copies.



Result 2

- Designed 13 informational plant signs featuring native species, including QR codes linking to English translations and detailed information.

Lamiaceae

LAVANDA
Lavandula angustifolia Mill. (1768)

La lavanda es una planta arbustiva y leñosa de propiedades aromáticas, de 50 - 80 cm de altura.

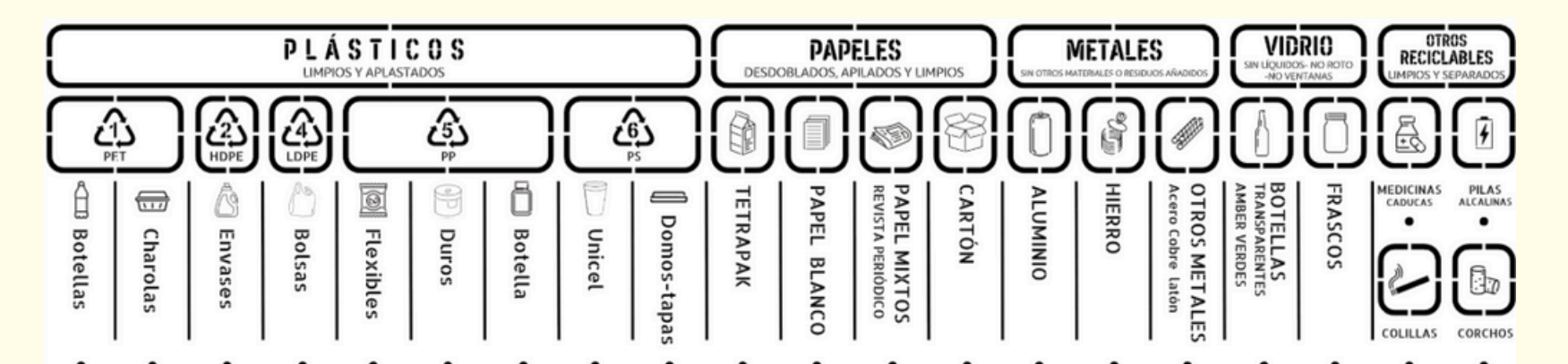
Origen	Europa
Distribución	Europa mediterránea
Forma de vida	Arbustiva
Usos	Ornamental, medicinal y cosmética
Polinización	Abejas melíferas, abejorros y mariposas

Para más información: 

Tóxica para mascotas  Código: Arbu-013

Result 3

- Created a stencil for a household waste separation tool to promote proper recycling.



Result 4

- Organized a 3-hour sustainability workshop for 40 children (ages 3-13), featuring a carousel with 10 activities based on the 10Rs. Distributed booklets post-workshop to encourage long-term retention of sustainable practices.



Reflection

- Gained valuable insights into the operations of HRV as a biosocial lab.
- Recognized that adopting a sustainable lifestyle requires ongoing commitment and education.
- Emphasized the leadership role in rethinking daily habits and exploring continuous improvements toward sustainability.

References

Laura Barraza & Rex A. Walford (2002) Environmental Education: A comparison between English and Mexican school children, *Environmental Education Research*, 8(2), 171-186, DOI: 10.1080/13504620220128239
 Benz, B. F., Cevallos E. J., Santana M. F., Rosales A. J., & Graf M. S. (2000). Losing knowledge about plant use in the Sierra de Manantlan Biosphere Reserve, Mexico. *Economic Botany*, 54(2), 183-191.
 Corbin, J. D., & D'ANTONIO, C. M. (2004). Effects of exotic species on soil nitrogen cycling: Implications for restoration. *Weed technology*, 18(sp1), 1464-1467.
 Secretaría del Medio Ambiente - Gobierno de la Ciudad de México, "Manejo De Residuos Sólidos En La Ciudad De México,"