

# SCHOOLS PLANT GARDENS, SOW SEEDS AND GROW RESILIENCE

A RESEARCH PROJECT EXPLORING HOW HIGH SCHOOL GARDENS SUPPORT YOUNG PEOPLE IN ACHIEVING SUSTAINABLE, RESILIENT LIVELIHOODS AND FOOD SECURITY

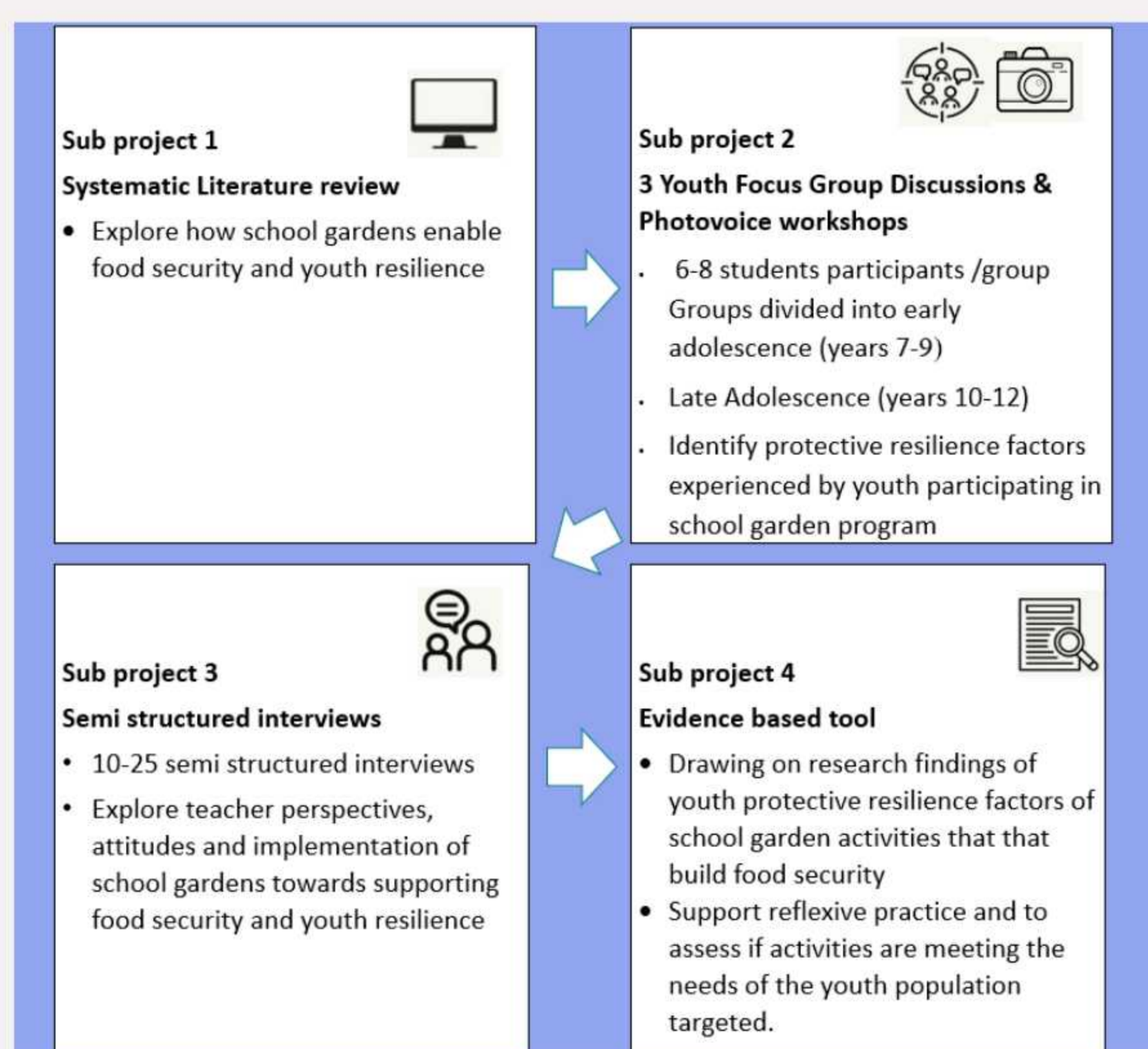
## BACKGROUND

- Food insecurity is increasing due to climate change, war and other disruptions ( International Panel on Climate Change [IPCC], 2022).
- Adolescent youth are particularly sensitive to food security Adolescent food insecurity is associated with increased likelihood to drop out of school, poor academic performance, display forms of misconduct and experiences of physical and mental impairments.
- Call to action to empower youth with relevant skills, values and opportunities to strengthen their capacity and capability in creating a sustainable future and resilient Livelihoods (National Strategy for disaster resilience[NSDIR];Council of Australian Governments [COAG], 2011;Australian National Curriculum Assessment and Reporting Authority[ACARA], 2012).
- School gardens have historically been used to connect youth with the food system ( Desmond et al 2002 )
- Limited research of the mechanisms for how high school garden programs support youth food security and resilience

Resilience is the capacity, individually and in groups to **navigate** towards the psychological, social, cultural and physical resources that sustain well being and **negotiate** for these resources to be provided in meaningful ways- Ungar 2019



## RESEARCH AIMS & METHODS



## SUSTAINABLE DEVELOPMENT GOALS ALIGNMENT



## DISCUSSION & IMPLICATIONS

The focus of school garden activities on behavioural change such as fruit and vegetable intake ,knowledge, preference motivation and self efficacy to eat and prepare fruit and vegetables minimise broader competing structural constraints and agendas that inform youth food choices and food security. This individualizes responsibility and frames youth as responsible for their own success or failure (Haynes-Conroy 2014; Allen & Gutham,2006).

Garden- based activities linked to the curricula combined with student driven problem-based projects enable student“ action competence”, advancing critical consciousness about the food system.

Youth informed projects that blend experiential learning and cross sector collaboration practices fosters systems thinking which is fundamental for the achievement of the Sustainable Development Goals (SDGs) (Allievi 2018).

School garden programs with collaborative networks and diverse partnerships are key to strengthening the gardens contributions towards food security

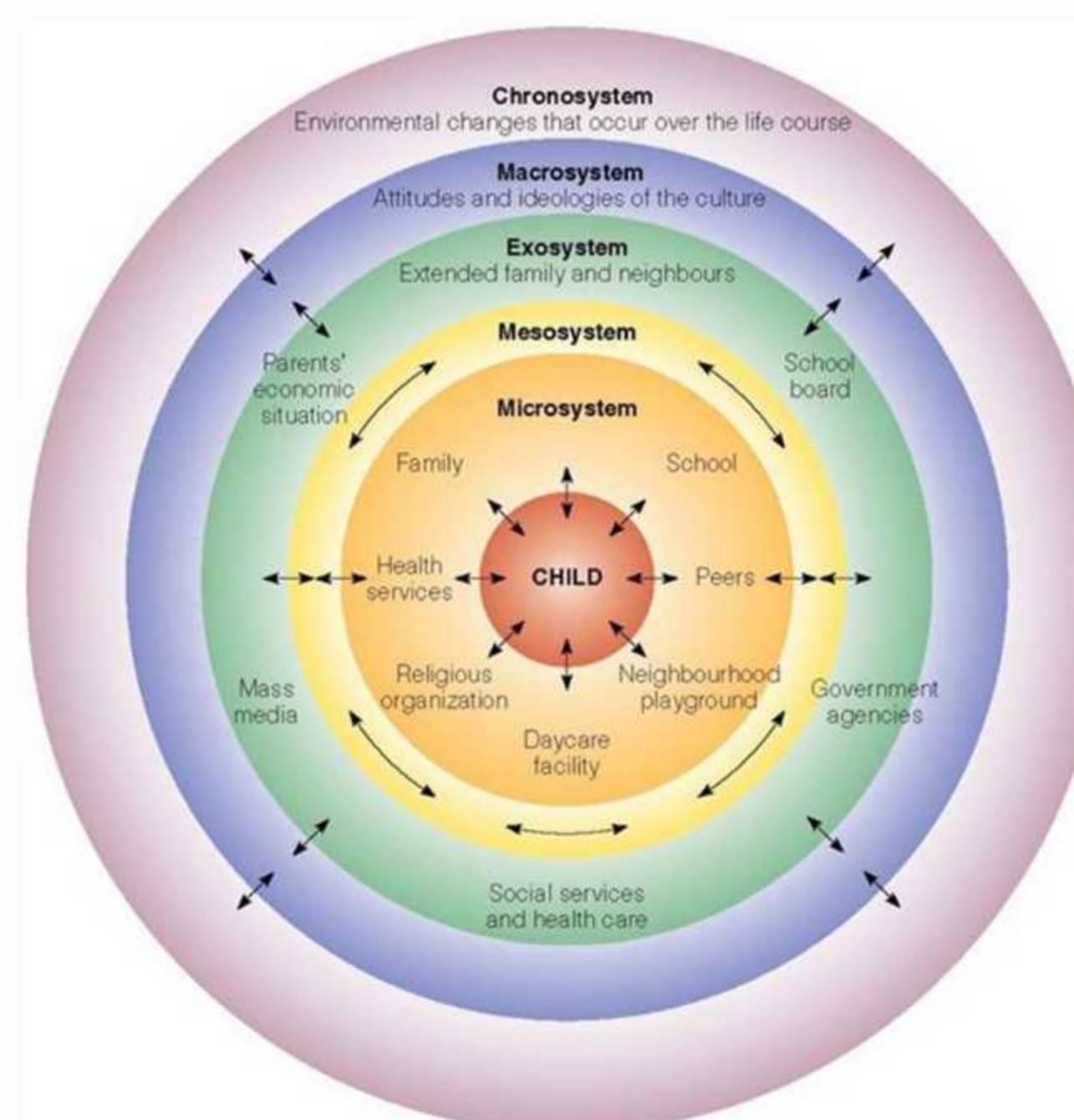
Policy and legislation development are central to transformative change, providing improved access to resources and benefits for school garden programs. It is critical to track local state and national policies to understand if, how and to what extent policy is being used to support garden program activities.



## PRELIMINARY FINDINGS

School garden program implemented in contexts where local and broader school policy are present can drive the goals of food security. School garden programs whose goals are aligned with the community, further the capacity of the garden to contribute to food security and youth resilience. Participating in school garden activities youth gain food system related knowledge, skills, and values that build long term food security. Findings underscore the importance of a supportive environment.

### Bronfenbrenners Socioecological Theory



bronfenbrenner, 1979  
IMAGE Source-<https://www.simplypsychology.org/Bronfenbrenner.html>



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