Table S2. English summary of the didactic guide "Mi huerto escolar".

Section	Description
General Overview	The didactic guide "Mi huerto escolar" is an educational resource designed to support the integration of school gardens as pedagogical tools in basic education. It promotes experiential learning by linking theoretical knowledge with practical activities conducted in a school garden environment. Its primary objective is not food production, but the development of competencies related to environmental education, sustainability, social responsibility, and interdisciplinary learning.
Pedagogical Approach	The guide is based on experiential and inquiry-based learning, constructivist approaches, and Education for Sustainable Development (ESD) principles. It also integrates socio-emotional learning. The school garden is conceptualized as a "living laboratory" where students actively engage in observation, experimentation, and reflection.
Structure of the Guide	The guide is organized into three levels: (1) Preschool (Aula viva): exploration and sensory experiences; (2) Primary (Investigating my environment): development of observation and scientific thinking; (3) Secondary (My school garden): deeper understanding of ecological processes, sustainability, and interdisciplinary learning.
Content and Activities	Includes approximately 10 structured activities per level. Activities involve seed germination, composting, environmental observation, and interaction with living organisms. Each activity contains learning objectives, materials, estimated time, step-by-step procedures, and reflection components. Activities are aligned with subjects such as science, mathematics, language, and socio-emotional education.
Evaluation Approach	Incorporates formative assessment strategies, including observation of participation, self-assessment indicators, evaluation of conceptual understanding, and assessment of socio-emotional skills such as teamwork and responsibility.
Educational Contribution	This contributes to strengthening environmental awareness, promoting sustainable practices, enhancing student engagement, and supporting teachers with structured and adaptable pedagogical resources. It facilitates the integration of school gardens into formal curricula.
Relevance for the Study	Represents the main outcome of the intervention model. It was developed based on teachers' diagnostic needs and evaluated through a Likert-scale instrument. Its high level of acceptance reflects its clarity, relevance, and feasibility for classroom implementation.