

# Windowsill Garden

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# Context setting

- Tajikistan, Sughd region, School #4, Buston
- Hot weather, strong rainfalls, dusty weather occurring due to recent climate change negatively influence the health and wellbeing of the people in Tajikistan, especially in my community.





# The Challenge

- **Assessment:** Through assessment I identified that most of the students struggle to resolve small problems related to different subjects as well as think out of the textbook.
- **Interviews/consultation:** Talking to students and other teachers from our school I realized that most of the students did not have access to the practical resources and exploring environment in the classroom.





# The Solution

- To resolve small problems related to different subjects as well as think out of the textbook I selected one of the actual theme related to climate change from science textbook. The idea of tackling this challenge was creating windowsill garden in the classroom together with students.
- The windowsill garden became an integrative pedagogical approach providing exploring environment for students to improve problem solving, math, reading, collaboration, team building, awareness on the importance of environment protection.
- This design will transform students' mindset towards the importance of protecting nature, healthy eco-environment and being able to respond to climate change-related challenges. Students will also become aware of the issues related to climate change in their community and tackle them with small and easy interventions at their age. It will also encourage them to become champions of healthy food.





# Response from students

## What students did:

- Researched and wrote about the plant they grow on the windowsill
- Provided their observation on the progress of each plant
- Developed detailed table for each plant
- Experienced an engaging environment that produces psychological and physical health benefits

## How students changed:

- Increased their motivation and interest to learn, and became more curious about climate and nature
- Showed creativity in ways they had not expressed before
- The class became more collaborative, close and friendly with each other
- Students are now expressing more about the environment they live in





# Evidence of Impact

- Improved problem-solving skills through applied activities in creating the windowsill garden
- Enhanced math and literacy (different measurements and calculations as well as read/researched about the plants the grow
- Developed interest in experimental and research activities
- Progressed team-work and collaboration competencies
- Awareness on climate issues and ways of tackling them within their community
- Gained knowledge on climate challenges

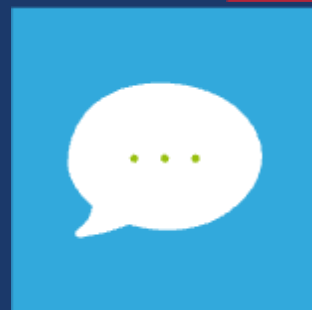
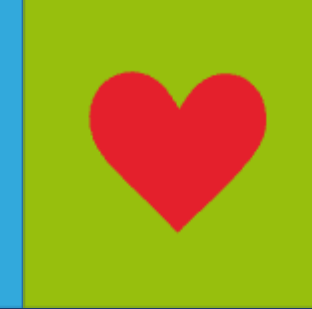
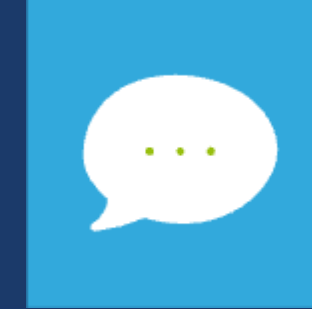






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