

# Helping Street Children with Graphic-Recording

Seishokaichi High School

W201906-3



# Introduction

## Get to know SDGs

I first came across SDGs when I was a ninth grader.  
I learned about the concepts of SDGs in an "inquiry" class at school. I had always been interested in foreign countries and languages.



There might be something  
I could do to help address  
global issues...!

I applied to be "Global Youth UN Ambassador"







# Introduction



## Experience as a Global Youth UN Ambassador

Research SDG4 " Quality Education," which I was particularly interested in.

### -Notice-

About 2 million street children in the Philippines aren't receiving satisfactory education.



Why there is such an educational gap in Southeast Asia, a region so close to Japan?



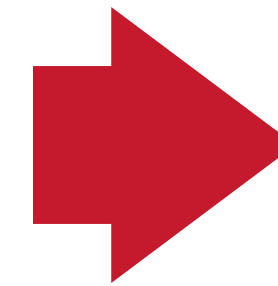
# Actual information in the Philippines

There are about 2 million street children living on the streets in the Philippines.

## Absolute Poverty

don't have enough money  
to pay for schooling

Lack of textbook  
and classroom



**low literacy skills**

**making it difficult to  
speak English  
(the official language)**

**Not being able to speak the universal language could become a huge burden.**








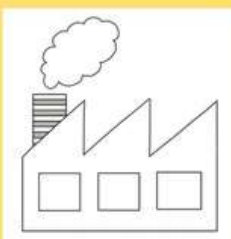



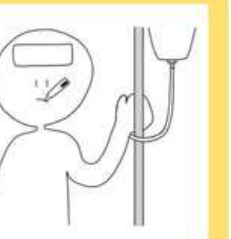

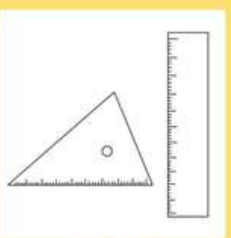
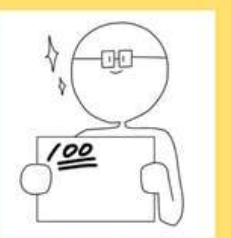

# Solution

## Focus on the Graphic-Recording

What is the Graphic-Recording?

# Few words + Illustrations

To teach could help street children  
learn the language more effectively

 <b>attack</b> ~を攻撃する	 <b>balance</b> てんびん、平均	 <b>below</b> …より下に	 <b>disappear</b> 消えてなくなる	 <b>grass</b> 草、牧草
 <b>industrial</b> 工業の	 <b>limit</b> 制限する、限界	 <b>narrow</b> 狭い	 <b>noisy</b> うるさい、騒がしい	 <b>patient</b> 患者、忍耐強い
 <b>pottery</b> 陶器、焼き物	 <b>ruler</b> 定規	 <b>wise</b> 賢い		

Learning worksheets created by me



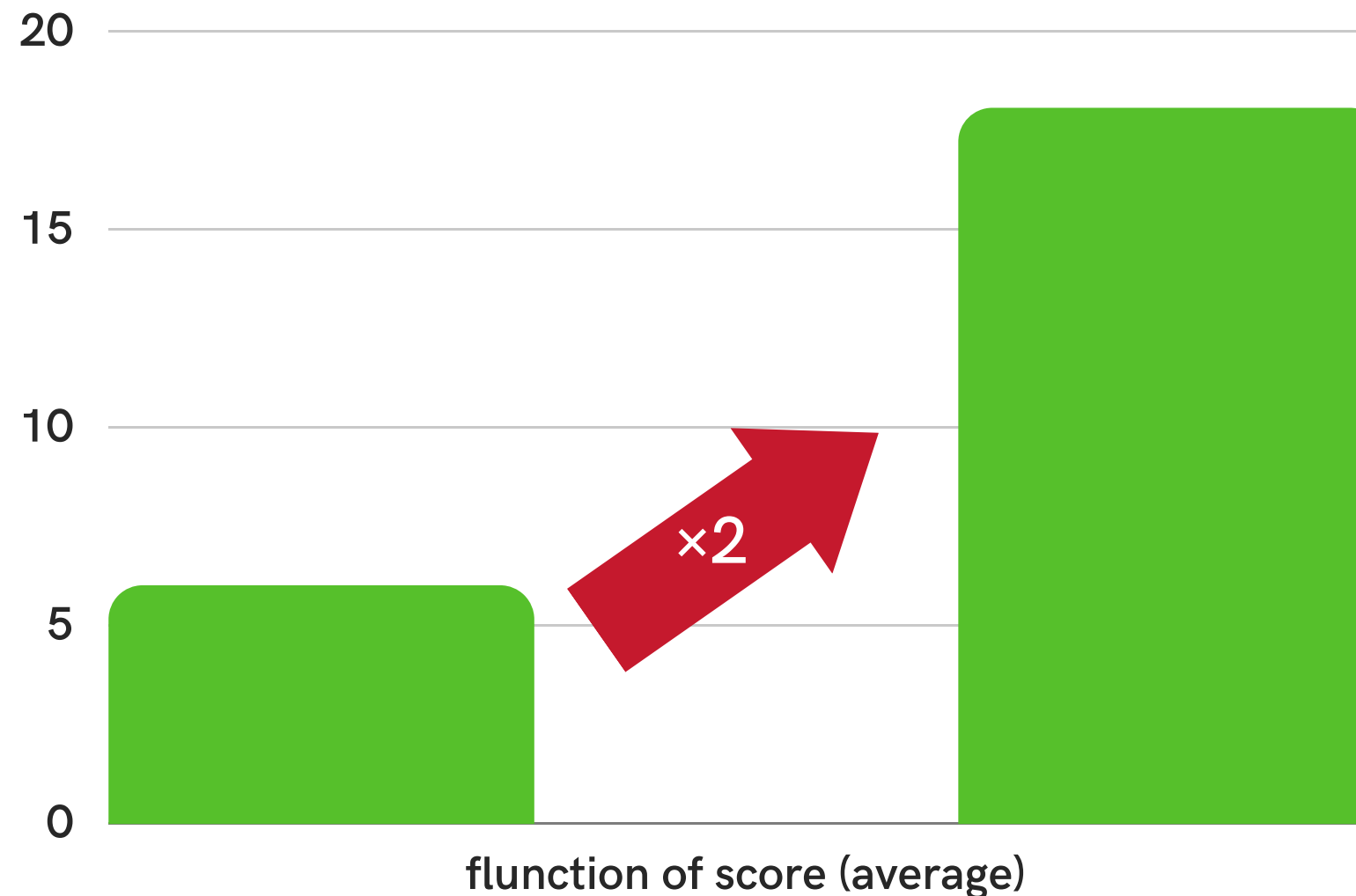
# Experiment

I conducted an experiment whether or not it has a good effect.

Target: Junior high school students grade 1&2

## Ways

- Day-1
  - carried out a vocabulary test and class
  - distributed worksheets with questions for the Day-2 test
- Day-2: conducted the test again, and researched the fluctuation of score



## -Result-

- ⊙ nouns and short-words
- △ adjectives and long-words

some illustrations couldn't be understood

▶ it was difficult to match the images



# Next steps

I will have to improve the quality of worksheets and textbook.



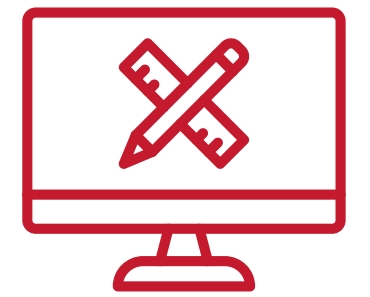
bring us closer  
to achieving  
the SDGs



Graphic-Recording  
can be used as  
universal language



help children as  
a new language  
learning tool



I will tackle my investigation and make every effort to support street children taking good education and enjoy learning the language !!

THANK YOU FOR WATCHING