

I joined the SGH programme of my school and went to the U.K. from July 16th to July 28th. Why did I decide to join to this program? I like to interact with people, so I have wanted to go abroad to experience their cultures and hear their many unique opinions much more when I was a member of junior high school. I found this programme. And, I was wondering which way was the right one? I am in the third grade in Asahigaoka High School now, and it means this is the last year for my swimming life in the school club. Also, needless to say, I am an examinee this year. I was worried, but my favorite words of my favorite actress cheered me up. "Your regrets aren't what you did, but what you didn't do. So I take every opportunity." Finally, I decided to try to them all. That's why I joined. Actually, in the program, I had a very nice experience in the U.K. I took some special lectures with my teammates and did my research and got to interview professors at Cambridge University. I will introduce my research activities below.

Procedure

①First, I chose my subject of special interest. I am interested in Psychology. So I tried to research about some psychological areas such as Developmental Psychology (The human mind and her patterns of behavior are always changing one time. This includes studies such as natural changes accompanied by aging.), Social Psychology (a science that psychologically studies the interactions within group members, between groups, or between an individual and society), and so on. One day, I watched a TV program on NHK and found a new area, "Behavioral Economics". I was interested in this area, so I tried to research this theme.

②Next, I read books related to my theme. I read 4 books and 2 journals written about psychology including Behavioral Economics (studying the effects of psychological, social, cognitive, and emotional factors on the consequences for market prices, returns, and resource allocation). I decided to research about behavioral economics and sports psychology.

③Then I prepared some Research Questions. Using the knowledge from stage②, I tried to think deeply about my theme to carry out in-depth discussions with experts.

④Next, I looked for professionals and experts. I had sent many emails to many researchers (professors, doctors and PhD students) about Psychology and my theme. Finally, I received a good response from Dr Dalley, who researches "Cognitive Neuroscience" in Cambridge. I made a notebook for memorizing words about the technical knowledge for the meeting.

⑤Lastly, I tried to polish my questions many times. I prepared hard for the meeting with my research. However I changed my research point because I lost my appointment with Dr Dalley, explained below.

Theme1: "Why are we always compared with others?"
(Reason)

I am interested in human relations, behavioral economics and sports psychology. I often wish I could read the true intentions of others. I happened to hear about "Behavioral Economics" on TV recently. First, I wondered what "Behavioral Economics" meant as I thought economics was a word connected to many mathematical formulas and rationality. Contrary to this, human behavior is built up with irrational emotions.

①, ②Research about "Behavioral Economics"

Generally, behavioral economists are interested in the same questions as traditional economists, but they have different assumptions when it comes to finding the answers. Simply put, behavioral economists accept human economic decision-making to be not as meticulous, calculating or orderly as traditional

After that, I had some time to ask her my research questions. She is a doctor of Education, so I asked her something about "Motivations".

Q1: Why do we always compare ourselves with others?
<Her reply>

Now borders have been opened up and going abroad have been easier than before. This is why people often compare with others by themselves.

And this is good because we can go and talk to people in their country and traveling can broke their mind. If people try to meet with other people, and talk to them, people can be seen that we have a "common humanity (such as mother's love, almost all mother all over the world have similar loves for their children)". Understanding this thing will connect to your growth and being global capable person.

Q2: What happens in our minds when we recognize other racers?
"Sports Competitions"

<Her reply>

economics would propose. Human choices are not made in an untidy fashion, affected by a myriad of external influences. Behavior can be influenced by multiple rationalities, and decisions can be distorted or constrained by choice surroundings, cultural, psychological, or social sensitivities. It shows that humans make economic decisions irrationally.

(Example: Sense of Value)

- i. People don't steal cash, but they do not hesitate to carry away an umbrella.
- ii. You are going to do a volunteer work with full of enthusiasm. But you find that you will have very low pay. How do you feel?
Many people would lose their motivations.
- iii. There are two medicines, one is higher priced than the other. Which do you think has the greater effect?

Most people answer "the more expensive one" without regard to their real effects.

This means human choices are not always based on clear thoughts or reasons. There is a lot of information and people are influenced by complex factors. What are the criteria to make economics decisions?

About Dr Dalley

I had made an appointment with Dr Jeff Dalley. He works in the Department of Psychiatry and the Department of Psychology in Cambridge. He belongs to the Behavioral and Clinical Neuroscience Institute, and his main research theme was cognitive and behavioral neuroscience. I had read his home page about his research, and I am especially interested in the word "cognition". So I decided my sub theme: "What happens in our brains when we recognize other people?"

③, ⑤ Questions

On ③, I found my sub theme. So I developed some questions about it.

For example,

A) Sports Competitions

I have been a swimmer since I was three years old. I have been hoping to know the following as a swimmer who has experienced more than hundreds races.

1. When we recognize other racers, what happens in our bodies (brains or minds)?
2. How does this influence race performance?

B) About decision makings, how is it influenced

1. while shopping
2. when making decisions about future actions
3. by negative effects in our social environment such as parents, friends, and so on.

I prepared hard for the meeting. It was an exciting time and I did some farther researche in London. Suddenly, I lost this valuable appointment with Dr Dalley because of a family bereavement. I sent him a letter of sympathy quickly, and this experience also let me learn. It happened only one week before we went out. I hadn't had enough time to prepare another theme, so I changed some of my questions, and went to the UK. Then, I tried to talk with other people about my research theme during this program.

Body

I could meet with two people who are our lectures in this program. Both were lecturers for us during the SGH programme.

I. Dr Elaine Wilson (Department of Education, Homerton College, University of Cambridge)

We met her on July 20th. She gave us a lecture about science.

She emphasized the importance of motivation, why you have to train harder and the importance of having a dream like a gold medal in the Olympic game. She taught me a man's story who was a British swimmer. His name is "Adrian Moorhouse", a gold medalist at the Atlanta Olympics in 1996. (When I heard the word, "swimmer", I felt excited.) He wasn't very good at "team sports" such as football, one of the popular sports in the UK. His school teacher said to him, "why don't you go to swimming school like your sister?" His sister was a junior swimming athlete. And he decided to challenge swimming. One day, his club coach asked him "what do you want to do?" He answered "I want to get a gold medal". It was only his joking. But his coach said, "OK. If you are going to do that, you going to have to train." He thought "if I make it possible, it is really interesting". His coach then gave him some "believing himself that he could do". (It is the first stage: Believing you can do things& having a dream, a goal.) He said "OK! Let's go!" And he

worked hard, did hard training. Working hard is also important. You have to just train.

(Third stage: Working hard)

He had never gave up any times and trained. And then, he got through the final competition in Atlanta Olympics as the British racer. In the dressing room, he looked around and felt really nervous. "Ah, it's Mark Spitz (an famous American swimmer at that time), oh, he is... I can't win against them." In his head, he had passwords by himself "he couldn't bit them". His coach said to him, "Fight. You are the top swimmer in Europe. You can do that." He thought "OK. All I have to believe, or I can do is only "win". "I can do it. I can believe my training." He believed that all.

And he won and was the gold medalist. She said, "Having a strong mind and dream will be able to change your dream to reality. Believe in yourself. Have a dream. And work hard. If you do it, you can do anything."

Findings

This is so simple, but it is a really important factor I thought.

This meeting had the most greatest impact for me during this programme. After I heard the story, my heart was lifted. Maybe it was the words I had been hoping hear. I want to go back to England and talk with her again someday, so I will try to learn and practice English. I appreciated her kindness and generosity.

II. Ms. Zuzanna Fuchs (a graduate student, Department of Linguistics, Harvard University)

She was a lecturer in the Morning Class at Reach Cambridge (we joined to this summer programme only for the first mission with teenagers from all over the world). During her lecture, she had talked about her research activities related to the brain. I decided to talk to her after finishing the lecture. She gladly gave me about 20 minutes. She wasn't an expert in the area I researched, but fortunately, she knew about what I wanted to know. She taught me about what she heard from her friend in Harvard University. I reported the points below.

Q1: What happens in our brains when we recognize other people?

- A When you are in danger, you have an adrenaline burst.
- A This is because it gives you more and more energy, speed and strength than when you have normal feelings.
- A And this notice makes you escape from the danger, fast.
- A So your mindset during practice and doing the races is different. You think differently about it because your body doesn't have adrenalin when you practice but does have adrenalin when you are actually in a race. And then, you come to feel nervous.

Q2: I think... we have many bad (or good) influences from social environments such as parents, friends, neighbors, and so on.

How should we deal with those influences? What do you think?

- A I think family and friends are the most important things to make decisions.
- A There is an opinion that you should only do actions that they will support and help you, but this is hard for you.

I will never forget this treasure!

A Also, it's very hard to completely to ignore the pressures from family or friends because you have to maintain relationships with them.

A I think one thing that helps you is to know the objection (like family). Beyond the objection if you can explain your decisions you will be able to calculate if they are more likely to accept.

Findings

I was surprised because she had so much more information than I had expected. Of course, it was one of the reasons that she was a researcher. I remembered what our lecturers (like Dr. Kimata) had said. They had said that "the biggest difference between Cambridge and Japanese Universities is whether people share their research theme and opinions. I think foreigners do it easily. Actually, Ms. Fuchs seemed to share with them around her in Harvard. I thought I should have a more wide view in my daily life. The surroundings where I can share my opinion with people from all over the world would be very wonderful, like a dream! She is really cool because of her fearless and active aura. Her aura maybe comes from her intellect. So I will learn to be a lady like her. (Find Out)

I should consider that these environmental factors around me have a good influence and use them for decisions in my future course.

I learned that "common humanity" is one of the important keys to understand other cultures (for example, mothers of every cultures love their own child).

I could understand these points only a little because of my poor English, so, if possible, I want to talk with them again... I will go back there to meet with them again.

Conclusion

I had two nice meetings and had a wonderful time talking with both of them. To tell the truth, I couldn't believe that I talked with a doctor of the University of Cambridge and a student of Harvard. Through this experience, I found that "it is very important to **actually do many things**." There are many things around the world we can understand only by contributing. This research activity widened my view. In fact, I often felt bitter disappointment on the program. However, I had much more important learning during this programme than those bitter feelings. So I thought that getting more experience and knowledge, and improving English more and more will make me change constantly. Lastly, thank you so much for everyone who supported and cheered me up. I appreciate this chance to go to Cambridge and get many hints for my future. I also thank for my teachers who produced this program. I'll try to work hard for my dream with this experience.

