
On the British Education System and The State Schools in Cambridge (X)

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In the preceding essay (Vol.IX), I mentioned the school lessons, especially science, physical education and project. But I could not tell you about the project to the end. So I will mention the rest of the project in this essay.

When this project began, my daughter got two sheets of paper entitled "guidelines for "The 'MY BODY' PROJECT" from the teacher. I will write down the guidelines in order that you may understand fully the contents of the project and how the teacher forwarded the scheme:

THE "MY BODY" PROJECT

Guidelines

The Project is about the various parts of the body, how they work, and how and why air is of great importance to the proper functioning and healthiness of the body. The work will cover many aspects of different lessons: it will include written, art and craft work; there will be the opportunity for you to what you are asked to do in class lessons.

The programme of work

Your Project Files will need to be divided into sections or chapters for each part of the Project; and each will need a chapter title page. When finished, it must have a contents page, giving the names of each section / chapter and a brief idea of what is in each; there must be a Bibliography — a list of

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books which you find especially useful, giving the author (surname first) and the title of the book; there must also be a Glossary — a page or pages on which you write words (with a very brief meaning) which are new to you or are special to the project...this must be begun today!

Look out for and correct any newspaper or magazine articles, etc. to do with the topic and for TV and radio programmes.

Briefly, the work to be covered is:

Air — What it is and the need for it

Breathing and Resuscitation (The body system and First Aid)

Cells — What you are made of

Body Systems : Circulation

Movement

Digestion

Reproduction

Cleaning Mechanisms

Control

Staying Healthy and Getting Ill

Research into two important people in medicine, etc.

Your own additional research.

You will be given task sheets for each section and these will have a completion date to help you plan and do your work.

We know that you will enjoy this project, but remember that although we shall 'complete' it this term, we hope you will want to continue the work on into the future.

Your Project Files

Write on both sides of the paper, unless told to do otherwise. Diagrams and drawings should face the page of written explanation.

Experiments

1. Observe (look!) carefully.
2. Decide ... what you're going to do
 how you're going to do it and what you need
 what you hope to discover
3. Do the experiment. Re-do it if you can to check your findings.
4. Decide on what you found out through the experiment.

Writing up Experiments

Write about what you did, what you saw. Experiments may be written up in two ways, depending on the kind of work which you have done. Both must have a title. Write in the past tense — ie: about it having happened and been finished.

1. "Formal" writing up. This is done under headings:

AIM	What you were trying to discover or do.
APPARATUS	What you used.
METHOD	What you did and how.
RESULTS	What happened in the experiment.
CONCLUSIONS	What you have found out — whether you achieved the aims of your experiment, and any general comments you have.

2. "Story" writing up. This is more like a story. You will have to use paragraphs to divide up the writing about the events. The last paragraph should be the same as for the other form headed 'Conclusions'.

3. Diagrams. These should be very carefully drawn, using a pencil, and coloured pencils if it needs colouring. Pens and felts must not be used for this — you may find a use for felts be careful not to spoil your work by heavy, bright colour (Your written work may be done

in ink.)

There must be a diagram to go with each experiment. It should face the page of writing about the experiment, if this is possible.

The parts of the Diagram should be labelled. The wording is printed (not done in handwriting) and written horizontally. A straight line should be ruled from the word to the part it names. This line should not cross over other lines.

4. Ring reinforcements. We can't supply these to you, but they will stop your pages from being accidentally torn from the ring holes, so they are worth buying.

Parents

Finally, do talk to your parents about the work — they will be interested and you can learn from them (as well as teaching them what you find out!!)

In addition to the guidelines, the teacher gives the pupils the task sheets, in which she gives instructions to them. And according to the instructions, the pupils go on with their work, encouraged by the teacher saying "Start this work now, the end of term isn't as far away as you think!" Now I will mention their working process according to the task sheet for introduction:

- (1) Prepare folder. Colour in the front cover picture and fit it to the front of their folders with sellotape or blue-back.
- (2) Prepare Glossary page(s) — a page on which you write words used in the project which are new to you. Begin this Today and add the words with a brief meaning as you work through the project. (e.g. Lung — one of the two breathing organs in the chest.)
- (3) Begin to look out for and collect any newspaper or magazine articles to do with the topic. Watch out for useful T.V. programmes or listen out for suitable radio programmes.

(4) You will need chapter headings for each new aspect. Don't forget! The first chapter heading is Air. You may illustrate if you wish.

(5) By the End of the topic you will have been expected to have found out about TWO famous people in medicine / medical history, medical research, nursing, medical science or para-medical areas. e.g. Florence Nightingale, Joseph Lister, Pasteur, The Red Cross, etc. You will have to write about them, write supportive diagrams, drawings, pictures, etc.

In this way, the pupils go on with their work. Here I will show you the front cover picture of the folder which my daughter painted, and two copies of the task sheets for Chapter One: AIR AND BREATHING, in which the teacher gives, as usual, minute instructions to the pupils and writes down the completion date. On the part of the pupils, they carry forward their work according to the directions and the completion date, and hand in their work, and the teacher, in return, makes some comments and returns their work. Thus, as their work goes ahead, their folders contain much more Glossary pages, newspaper or magazine articles and diagrams.

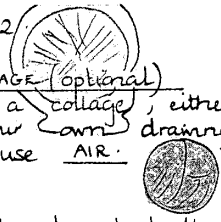
As I have said, my daughter, like other pupils, carries forward her work according to the task sheets. First of all, she makes the chapter title page, then contents page, giving the name of each section / chapter, and writes down a bibliography and a glossary. She divides the project into nine chapters : 1) Air and Breathing 2) Cells 3) Circulation 4) Digestion 5) Cleaning Mechanisms 6) Movement 7) Control 8) Reproduction 9) Smoking.



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4) COLLAGE (optional)

Make a collage, either from magazines or your own drawings, for things that use AIR.



5) Find out about the breathing system. Cards/information/diagrams are available to help you - ask Mrs Russon.

6) THE NEED FOR OXYGEN:

First Aid - what stops you breathing? RESUSCI-ANNIE - have you had a go? If not make sure you have one attempt before the end of the topic.

7) If you have time play "BREATHE IN" or any similar game.



8) OWN RESEARCH (optional)

Investigate how different animals breathe. Refer to the blue cards. Draw diagrams to go with your research.

COMPLETION DATE: 27TH JANUARY.

Chapter One

Task Sheet 3

TICK WHEN DONE

AIR AND BREATHING.

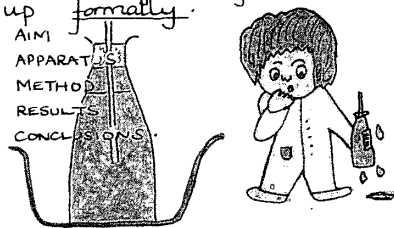
MAIN POINTS:

- the organs we use for breathing are called LUNGS.
- OXYGEN is the part of the air that is taken by the blood to all the cells of the body.
- the CELLS use the oxygen along with food, to release energy.

1) EXPERIMENTS WITH AIR AND WATER.

Choose two out of the five experiments to write up formally.

- e.g.
- AIM
 - APPARATUS
 - METHOD
 - RESULT
 - CONCLUSIONS

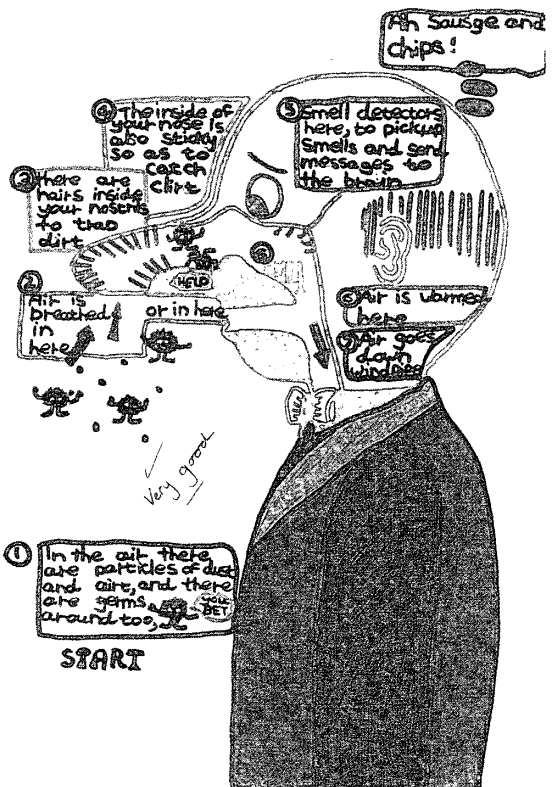


2) LUNG DISSECTION

Write up your experience.

3) PROBLEMS:

Do 1) only. You may work with a partner. Write up your results.



START

At each chapter / section, she makes some diagrams and drawings. So I will show you some of them from the chapters. Especially I took much interest in Chapter 8 : Reproduction. The teacher gives the pupils three main points of reproduction :

- (1) Every person begins with the joining of two cells — an egg from the mother, and a sperm from the father.
- (2) The egg is produced in the ovary, the sperm is produced in the testicles, these have to come together.
- (3) The sperm and egg together contain all the information necessary to create a new person. The foetus develops inside the mother for about nine months. Then it is ready to be born.

As above-mentioned, reproduction is, in my opinion, is the most important chapter of the project, and I am sure that the teacher treated the chapter with the greatest possible care, because I received a school letter of 9th March, '87, telling us the about screening a number of films concerning to the Reproductive System. The letter written by Mr. Phipps and Mrs. Russon says after the usual greeting: "During the next two weeks we are turning our attention to the Reproductive System and as part of this will be showing a number of films. Some of these were shown at the special Parents' Evening on the Project. If you would like to be present when these are screened you are very welcome to join us, but don't feel that this is essential — we do hope, however, that you will help in any follow-up discussions which may arise at home.... Thank you for the interest which you are showing in the whole project." I hope that in Japan they will include such a project in the curriculum.

As I have said, after the school children carry forward their work

according to each task sheet and the completion date, and hand in their work every week, the teacher makes some comments on the Marking Sheet and returns their work. After ten weeks, the teacher writes down the Final Report of each child on the Marking Sheet and encourages them by saying that "we hope you will want to continue the work on into the future." Here I will show you some copis of my daughter's work and the Marking Sheet, which will be helpful to you in understanding the "My Body Project."

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⑤ Dissection of the heart - write up.

SKIN SURFACE

LOOK! A LOT OF GERMS

ONCE YOU GET IN THERE SEND OUT YOUR ANTIBODIES

HELP

WELL DON'T DIGEST AS MANY AS YOU CAN AND LEAVE THE REST TO THE ANTI-BODY GANG

WHITE CELLS DIGESTING GERMS

MORE WHITE BLOOD CELLS COMING TO THE WOUND

This is what is happening below the surface of the skin:
Some white blood cells will engulf and digest germs, others will produce chemical called antibodies which make the germs harmless.

⑥ Perhaps you would like to draw your own cartoon, similar to the one above.

COMPLETION DATE: JULY 27TH 1966

Blood going to local sites of injury

Blood from lungs (oxygenated)

Blood from body (deoxygenated)

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HOW LIFE BEGINS

The life of every child starts from the joining of two cells, an egg from the mother and a sperm from the father.

A sperm cell

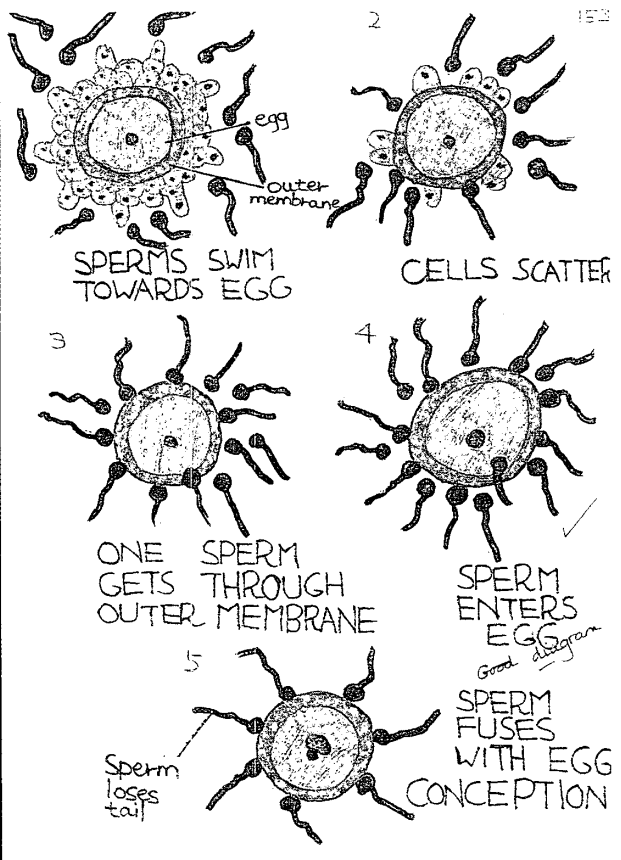
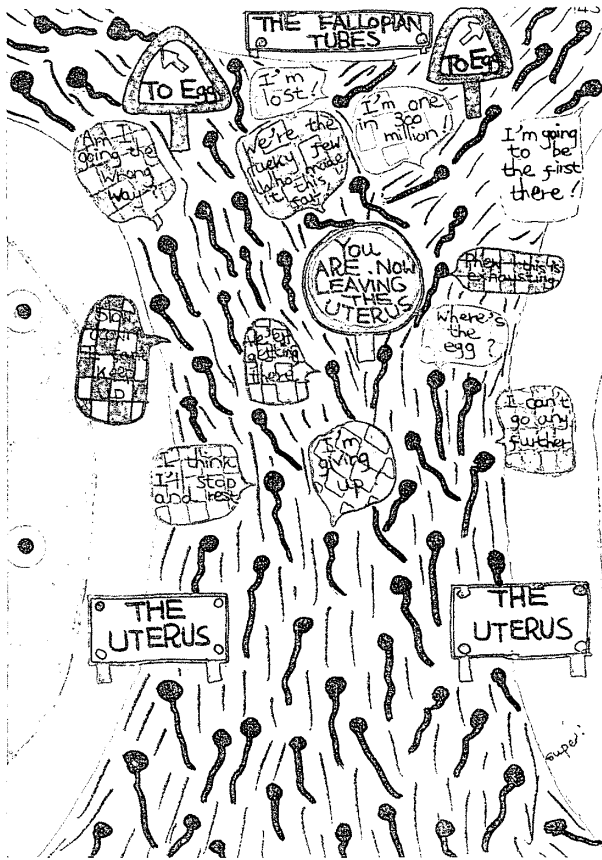
An egg cell

One sperm cell penetrates the egg. The egg is fertilis

The cell starts to divide ----

---- at the end of the first week the developing embryo is made up of a few thousand cells and has attached itself to the inside of the w

womb



MARKING SHEET	
<p>DATE 22.1.87</p> <p>COMMENT: Some splendid drawings - well done. Keep trying hard. 4 Gold Stars.</p>	<p>DATE 19.2.87</p> <p>COMMENT: Neat work, Ritsuko. You are trying hard! 4 Gold Stars.</p>
<p>DATE 29.1.87</p> <p>COMMENT: Good work, Ritsuko. Well done! 4 Gold Stars.</p>	<p>DATE 5.3.87</p> <p>COMMENT: Careful diagrams. Well done, Ritsuko. Well! I'm very pleased with you! 4 Gold Stars.</p>
<p>DATE 4.2.87</p> <p>COMMENT: Good diagrams. Well done! 4 Gold Stars.</p>	<p>DATE 12.3.87</p> <p>COMMENT: The good work continues! Well done, Ritsuko. 4 Gold Stars.</p>
<p>DATE 10.2.87</p> <p>COMMENT: You have worked hard. Beautiful drawings. Well done! 4 Gold Stars.</p>	<p>DATE 19.3.87</p> <p>COMMENT: Ritsuko - you have worked very hard. Well done! 4 Gold Stars. Most pleasing.</p>

<p>DATE 26.3.87</p> <p>COMMENT: Splendid work on the "Reproduction" chapter. 4 Gold Stars.</p>	<p>DATE 2.4.87</p> <p>COMMENT: Thoughtful work, Ritsuko. Well done! 4 Gold Stars.</p>
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FINAL REPORT:

Ritsuko - you have worked very hard. Your folder is packed with thoughtful illustrations and sensible research. I hope this topic has helped you a little to understand a little of our curious language!

Well done!

I'm very pleased with you.

A - for effort.
B - for content.