

様式 A-1

2026年 7月 27日

サイエンス・ダイアログ 実施報告書

1. 学校名: 愛知県立西尾高等学校
2. 講師氏名: Dr DALIMUNTHE Syarifah Aini
3. 講義補助者氏名: 高橋誠教授
4. 実施日時: 2026年 7月23日 (木) 14:00 ~ 16:00
5. 参加生徒: 3年生 7人、2年生 9人、1年生 10人 (合計26人)
備考: 3年生希望生徒、1, 2年生オーストラリア研修参加予定生徒、留学生
6. 講義題目: Can we learn to live with fire and water? -Disasters, coasts, and resilience across Indonesia-
7. 講義概要: 災害時にどのように地域社会が生き抜き、気候変動に適応し、そして共に復興していくか。
8. 講義形式:
☒対面 ・ ☐オンライン (どちらか選択ください。)
 - 1) 講義時間 60分 質疑応答時間 10分 ワークショップ 40分
 - 2) 講義方法 (例: プロジェクター使用による講義、実験・実習の有無など)
プロジェクター使用による講義、および意見交換、発表、
ポストカードを利用した未来の想像の絵および言語的描写、発表
 - 3) 事前学習
☒有 ・ ☐無 (どちらか選択ください。)
使用教材: 講師作成資料
9. その他特筆すべき事項:

Form B-2

Date (日付)

23/07/2026 (Date/Month/Year 日/月/年)

Must be typed

Activity Report -Science Dialogue Program-
(サイエンス・ダイアログ 実施報告書)

1. Fellow's name (講師氏名): Syarifah Aini DALIMUNTHE (ID No.P26009)

2. Name and title of the lecture assistant (講義補助者の職・氏名)-

3. Participating school (学校名): Aichi Prefectural Nishio Senior High School.

4. Date (実施日時): 23/07/2026

(Date/Month/Year: 日/月/年)

5. Lecture format (講義形式):

◆ ☒ Onsite ・ ☐ Online (Please choose one.)(対面 ・ オンライン)(どちらか選択ください。)

◆ Lecture time (講義時間) 90 min (分), Q&A time (質疑応答時間) 15 min (分)

◆ Lecture style (e.g., used projector, conducted experiments)

(講義方法 (例: プロジェクター使用による講義、実験・実習の有無など))

Slide-based lecture using a projector, delivered entirely in plain English with visual and numerical anchors on each slide. A four-page student handout was prepared and sent to the school several weeks in advance so that students could read it before the lecture. The handout included a bilingual English–Japanese glossary of key terms from disaster and coastal research, a map of my research sites, and two discussion questions for students to consider beforehand.

The lecture itself was interactive rather than one-directional, with questions put to the students at several points. After the lecture portion, students took a short five-minute break and then returned to the classroom for a writing activity, "A Postcard from 2100," an idea drawn from my own fieldwork with coastal communities. Students then had time to discuss their postcards in the class and share their thoughts aloud, followed by a question-and-answer session. No experiments or demonstrations were conducted.

6. Lecture title (講義題目):

Can We Learn to Live With Fire and Water? Disasters, Coasts, and Resilience Across Indonesia

7. Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

Japan and Indonesia sit on the same Pacific Ring of Fire and face the same family of hazards: earthquakes, tsunamis, volcanic eruptions, and now rising seas. This lecture introduced students to disaster research from the perspective of human geography; the study of how people and the places they live shape one another. My central argument was that we cannot stop the earth from shaking or the sea from rising, but we can change how we live with them, and that resilience is built not from concrete and sensors alone but from communities, local knowledge, and everyday

choices.

Ahead of my lecture, I sought advice from Professor Makoto Takahashi, the host of my JSPS Postdoctoral Fellowship, on selecting material that would be appropriate and engaging for Japanese high school students. I also communicated extensively with the school teacher to ensure that the content matched the students' background and learning needs. To prepare the students, a handout was sent to the school several weeks in advance. It included a bilingual English–Japanese glossary of key terms such as vulnerability, liquefaction, land subsidence, ocean literacy, and sea level rise, allowing students to recognise the vocabulary when they heard it rather than having to memorise it. The handout also included two discussion questions for students to consider before the lecture, helping them engage more actively with the topic during the session.

After a short account of my own path from a university in Indonesia to a JSPS fellowship in Japan, I organised the talk around three field sites. First, Palu in Central Sulawesi, where the 2018 earthquake, tsunami and liquefaction killed about 4,340 people and the first wave arrived within roughly 7 to 12 minutes, disaster arriving in minutes. Second, the sinking coast near Jakarta, where the land itself is subsiding and the threat is slow, quiet, and cumulative. Third, Bali, where my current work is more hopeful: mangrove restoration along the coast, and a Virtual Reality tsunami drill tested with residents of an area where nine in ten households had never practised an evacuation. Two further cases, the 2025 floods and landslides in Sumatra's forest villages and the 2022 Cianjur earthquake, showed that disasters often destroy livelihoods and fall hardest on children and on those who do not appear in official records.

Following a short break, students wrote "A Postcard from 2100": imagining their own coastal town seventy-five years from now, choosing between three possible futures, and writing a postcard from the future they hoped would be real. This idea came from my fieldwork, where I ask communities to describe the coast they want to leave behind. Students engaged in peer discussions regarding their postcards and subsequently presented them orally. The session concluded with a question-and-answer segment explaining the actual responsibilities of a researcher, specifically encompassing fieldwork, international collaboration, and science diplomacy.

8. Other noteworthy information (その他特筆すべき事項):

The students were notably active and willing to participate, and the atmosphere throughout was friendly and open. Because the handout and glossary had been provided in advance, students were already familiar with the key vocabulary, which made the interactive parts of the lecture easier for them in English. The writing activity, in particular, allowed every student to take part without needing advanced spoken English, and several volunteered to read their postcards to the class.

