

様式 A-1

2026年 8月 4日

サイエンス・ダイアログ 実施報告書

1. 学校名: 香川県立高松高等学校
2. 講師氏名: Dr. Samson Baranzan Wayah
3. 講義補助者氏名: なし
4. 実施日時: 2026年 7月 31日 (金) 11:00 ~ 12:20
5. 参加生徒: 1年生 1人、 2年生 0人、 3年生 21人 (合計22人)
備考: 3年理系生物選択者 (+ 自主的参加の1年生 1名)
6. 講義題目: From Curiosity to Discovery
7. 講義概要: ご出身のナイジェリアについて、科学者を目指したきっかけ、科学者として持っていたいマインド、研究されているバクテリオシンについて
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 40分 質疑応答時間 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
 - 3) 事前学習
☒ 有 ・ ☐ 無 (どちらか選択ください。)
使用教材: 講師に送っていただいた CV、最近 publish された論文をもとに担当教員が作成した事前学習プリント
9. その他特筆すべき事項:
対象生徒の既習单元などを事前にお伝えしていたので、それを踏まえて講義内で問いかけやペアワークを取り入れてくださった。生徒が授業とのつながりも感じられたことと思う。また専門用語も平易な英語で言い換えてゆっくりお話しくださるなど、生徒に寄り添ってくださり、和やかな雰囲気であった。
生徒は、なぜ科学を(生物を)学んでいるのか? 将来専門知識を活かしてどういう課題を解決したいのか? という講師の問いかけに、改めて大学以降、将来究めていきたいことに関して思いを強くできた機会となった。

Form B-2

Date (日付) 31/07/2026

(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) : Wayah Samson Baranzan
(ID No.): P25424

2. Name and title of the lecture assistant (講義補助者の職・氏名): Ms. Haruna Kassai

3. Participating school (学校名): Kagawa Prefectural Takamatsu High School

4. Date (実施日時) :31/07/2026
(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) 60 min (分), Q&A time (質疑応答時間) 30 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))

Used Projector

6. Lecture title (講義題目): From Curiosity to Discovery

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

The presentation, "From Curiosity to Discovery," is an interactive talk prepared for advanced biology students at Takamatsu High School. It introduces Dr. Samson Baranzan Wayah and connects his personal story, scientific motivation, and research interests to the students' own future paths in biology-related fields.

The talk begins with Dr. Wayah's background and purpose. He explains that his science journey started in childhood, shaped by both curiosity and hardship. In particular, the loss of loved ones to disease and poor healthcare deeply influenced him and inspired a strong desire to address healthcare and food challenges through science. This personal narrative gives the presentation an emotional foundation and helps students see science not only as academic knowledge, but also as a human response to real problems.

The presentation then introduces Nigeria as a place where scientific questions are closely tied to everyday life, especially in health, agriculture, and food systems. Students are encouraged to see how local challenges can become global scientific opportunities. To keep the session engaging,

the slides include interactive elements such as a warm-up quiz on bread rising and fermentation, peer discussions about motivation for studying biology, and a mini discussion in which students choose a real-world problem and connect it to biological concepts.

A major theme of the presentation is how scientific curiosity becomes discovery. Dr. Wayah outlines a simple journey of a scientist: remembering personal experiences, noticing problems, asking testable questions, designing experiments, and sharing knowledge to help others. He then highlights two broad research areas: microbes as tiny factories, showing how metabolism and fermentation can produce useful products, and gene expression, showing how genes influence cell behavior and applications in agriculture, pharmacy, and medicine.

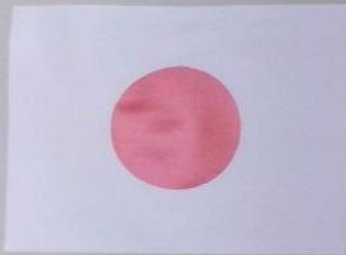
The presentation ends by emphasizing that biology opens many future career paths, including agriculture, food science, pharmacy, and medicine. Its overall message is inspiring and practical: students' current biology knowledge can become a tool for solving real-world challenges, and meaningful scientific work often begins with a personal question, a difficult experience, or a desire to improve people's lives.

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

The students were excited and eager to learn. They fully participated in the lecture and asked a lot of questions. They requested for my email and would love to learn more from me.

9. Impressions and comments from the lecture assistant (講義補助者の方から、本プログラムに対する意見・感想等がありましたら、お願いいたします。):

The lecture assistant was very supportive, friendly and kind.



Welcome to
Takamatsu
High School!

