

Form B-2  
(FY2022)  
Must be typed

Date (日付)  
19/12/2022 (Date/Month/Year: 日/月/年)

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

- Fellow's name (講師氏名): Irene Petraroli (ID No. P22007 )

- Name and title of the lecture assistant (講義補助者の職・氏名)  
Shintani Akira, English Teacher at Nagoya Koyo HS

- Participating school (学校名): Nagoya Koyo High School ()

- Date (実施日時): 14/12/2022 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目): Small changes create big changes in disaster preparedness.

- 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) 50 min (分), Q&A time (質疑応答時間) 10 min (分)

◆ Lecture style (ex.: 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))

Projected slides and two in-class exercises

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

After a short self-introduction, the lecture focused on my research on risk perception and the importance of individual disaster preparedness. To make the lecture more intelligible, I created two exercises. In the first exercise, the students had to create a list of their own personal challenges in case of disaster and which small actions could prevent them. The second exercise was an exercise to measure the level of risk awareness of each student through coloring.

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

The students were divided into three groups of 5-5-6 students. Group dynamics work very well in a Japanese setting. More time would have been helpful to actually allow the students to come up with more creative ideas on how to minimise their disaster risks.

- Impressions and comments from the lecture assistant (講義補助者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

I received very helpful feedback from Shintani-sensei. Before class, he recommended I avoid speaking Japanese to make sure the students will make an effort to speak English. He was enthusiastic of the interactive format of the lecture, especially the second exercise which involved coloring. After the lecture, he sent me an email to thank me for my time and suggesting the students should remain involved in the study as participants to motivate them in their daily study.