

様式 A-1
(FY2024)

2024年 12 月 20 日

サイエンス・ダイアログ 実施報告書

1. 学校名・実施責任者氏名: 東京都立多摩科学技術高等学校・村井園美
2. 講師氏名: Dr. Lucas Hearn (Mr.) 東京都立大学 大学院理学研究科
3. 講義補助者氏名: 竹中 海斗 東京都立大学・研究科 動物生態学研究室 研究助手
4. 実施日時: 2024年 12月 20日 (金) 10:00 ~ 12:00
5. 参加生徒: __年生 __人、 2年生 189人、 __年生 __人 (合計 189人)
備考: (例:理数科の生徒)
6. 講義題目: Importance of international bee research and conservation in the face of global climate change
7. 講義概要: 地球規模の気候変動に対する日本在来種ハチの適応的制約条件
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 80 分 質疑応答時間 20 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 (どちらかに○をしてください。)
使用教材 学校作成学習資料
9. その他特筆すべき事項:

司会者、質問対応、すべて1学年生徒4名により、英語で行われる。

Form B-2
(FY2024)
Must be typed

Date (日付)
28/12/2024 (Date/Month/Year: 日/月/
年)

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

- Fellow's name (講師氏名): Lucas Robert Hearn (ID No. P23711)
- Name and title of the lecture assistant (講義補助者の職・氏名)
Kaito Takenaka
- Participating school (学校名): Tokyo Metropolitan Tama High School of Science and Technology
- Date (実施日時): 20/12/2024 (Date/Month/Year: 日/月/年)
- Lecture title (講義題目):
Conservation of Japanese native bees under threat from climate change
- 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) 80 min (分), Q&A time (質疑応答時間) 20 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))
Used projector, handed out insect specimens for students to observe
- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

I gave a lecture to Tokyo Metropolitan Tama High School of Science and Technology students on Friday 20th of December. The group of students in attendance consisted of 200 year 10 students with an interest in science and improving their english skills.

My lecture was given in four sections and ran for 80 minutes with a 20 minute break in the middle. The organizer from the school provided me with an outline of things I could talk about that would interest the students, including facts about where I am from, why I am interested in science and why I am interested in my research.

I started the lecture with an introduction about myself – where I am from and my academic journey to become a JSPS Postdoctoral Fellow. In this section, I also talked about the main points that made me want to become a scientist from a young age. I then gave the students an introduction to bee biology and evolution. I also provided some interactive quizzes in this section to test the students' knowledge of bees. We had a 20 minute intermission at this point for the students to have a break. At this time I allowed students to come up to the stage to look at some preserved

bee specimens I had collected from around Japan so that the students could see first hand the diversity of bees that exist in Japan.

In the third section, I talked about the importance of bees with an emphasis on conserving native bees and the difference between invasive honey bees and native bees. Finally, I discussed my research here in Japan as part of the JSPS postdoctoral program. In this section, I talked about the aims of my research and the results I have achieved so far. I ended the lecture with a final message about the importance of conserving native biodiversity.

At the end of the lecture, we had a Q & A that lasted for approximately 30 minutes. A lot of the students asked very interesting questions and many of the students commented about initially not knowing much about bees in Japan and learning a lot during the lecture.

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

- 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 teacher in charge at the host high school was fluent in English and natural sciences, so we were able to communicate and interact well with the teacher. In addition, during the lecture, the teacher, who was well aware of the knowledge level of the participating students, added additional explanations in Japanese as appropriate. I mainly assisted the communication between the teacher and Dr. Hearn. The students did not seem to know that there were small "bees" other than honeybees, and it was impressive to see them gazing fascinated at the specimen collection prepared by the doctor. I was happy that I was able to contribute to the students' understanding of biodiversity.