

論文の欧文要旨

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(Title)

**Flag Football Strategy Planning Ability in Elementary School PE Class
- Focusing on Divergent and Convergent Thinking -**

(Abstract)

This study aims to create an evaluation method focusing on divergent and convergent thinking in strategy planning abilities in flag football. We clarified the differences between the actual situation and developmental stage of strategy planning abilities of elementary school students using the evaluation method. We examined the following four research topics: (1) Creating a test using divergent and convergent thinking perspectives, (2) Using the test to clarify strategy planning abilities of fourth graders, (3) Using the test to clarify strategy planning abilities of sixth graders elementary school students, and (4) Clarifying the differences in strategy planning abilities of fourth and sixth graders.

For the first research topic, strategy planning abilities were organized from the perspective of divergent and convergent thinking and created a paper-based test.

For the second research topic, 64 fourth graders were tested before and after the flag football class unit to clarify the actual situation of divergent and convergent thinking in their strategy planning abilities.

For the third research topic, 93 sixth graders were tested before and after the flag football class unit to clarify the actual situation of divergent and convergent thinking in their strategy planning abilities.

In the fourth research topic, the strategy planning abilities of fourth and sixth graders were compared using statistical tests, and the differences in their strategy planning abilities were clarified according to different developmental stages.

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The results revealed the following:

1. Divergent and convergent thinking in strategy planning abilities of fourth graders were nurtured through the class unit.
2. Divergent thinking in strategy planning abilities of the sixth graders was nurtured through the class unit. Contrarily, no significant improvement was observed in their convergent thinking.
3. In terms of divergent thinking in strategy planning abilities, a difference was observed between fourth and sixth graders. Although fourth graders formulated more strategies, sixth graders drafted more specific strategies.
4. In terms of convergent thinking in strategy planning abilities, sixth graders formulated more appropriate strategies for match situations; however, the difference became insignificant after the class unit.

Therefore, the findings suggest that it is possible to understand strategy planning abilities of elementary school students from the perspective of divergent and convergent thinking, and use it to understand learning outcomes before and after class. Additionally, it is also possible to prepare the learning content according to their developmental stages through the use of divergent and convergent thinking in strategy planning abilities.