

## **Abstract of Doctoral Thesis**

### **Title : A study on the content of teaching the skills of ball game (invasion game) in the Upper Elementary School Grades: Through a survey of teachers and a survey of children**

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The Courses of Study for elementary, junior high, and senior high schools revised since 2008 have clarified and systematized the content of instruction. The ball games is divided into three types. Furthermore, the content of skill instruction was organized mainly in terms of "ball skill" and "off the ball movements". However, the content of the skill instruction at each grade level was hypothetical, with no clear rationale.

The purpose of this study was to clarify the content of teaching skills in the ball movement domain (invasion games) that can be learned by upper elementary school students.

In Chapter 1, it was clarified that "off the ball movements", which is exemplified in the Physical Education section of the Courses of Study for Elementary Schools after the 2008 revision, can be learned by positioning the elements of tactical learning in lesson plans, regardless of the attributes of the students and the teachers.

In Chapter 2, from the teacher's point of view, we clarified the contents of teaching the skills corresponding to the students' grade levels. As a result, it was clarified that the skills related to off the ball movements when attacking, dribbling, off the ball movements when attacking, and shooting exemplified in the middle grades were appropriate for the older students.

In Chapter 3, we clarified the content of teaching skills appropriate for upper graders from the viewpoint of the children. As a result, it was found that the skills related to dribbling, off the ball movements when attacking, and defense, exemplified in the middle school, were appropriate for upper secondary school children. The group tactics that can be learned in the goal-oriented formation are "cross pass" and "cut-pass". Furthermore, in order to clarify the content of appropriate skill instruction for upper graders, it was suggested that it is necessary to investigate from the perspectives of teacher survey, child survey, and time of unit distribution.

The significance of this study is, first, that it clarified the contents of teaching skills appropriate for upper graders from the viewpoints of both teachers and students. The second is the methodology used to identify the content of instruction of appropriate skills for upper graders. By using a methodology that examines the content from two perspectives, one from the teacher survey and the other from the child survey, it is possible to identify the content of skill instruction that is appropriate to the developmental stage of the children, even if the content of instruction of the target skills differs. In other words, this study is considered to be a basic study in examining the curriculum.