

2026 (令和 8) 年度

---

---

# 小 論 文

---

---

10 : 00 ~ 11 : 30

教 養 学 部

国 際 教 育 学 科

学 校 推 薦 型 選 抜 ( 一 般 )

## 注 意 事 項

1. 開始の合図があるまでこの冊子を開いてはいけません。
2. 合図があったら、最初に受験番号を小論文解答用紙の指定の欄に記入しなさい。
3. 解答は横書きで書きなさい。
4. 印刷の不鮮明な箇所があった場合は、すみやかに申し出てください。
5. 解答用紙は2部配付しますが、1部だけ提出しなさい。残りの1部は下書きに使ってかまいません。
6. 冊子と下書きに用いた解答用紙は、持ち帰ってください。

次の英文を読み、以下の設問に答えなさい

I have a few particularly vivid memories of my childhood summers and the feeling of being bored out of my mind. While I had a relatively regimented<sup>1</sup> schedule and spent long summer at camp, there were weeks when my parents, who both worked, hadn't filled my schedule with much of anything, and they didn't give a hoot<sup>2</sup> about whether I felt sufficiently engaged or amused.

That has been on my mind as my own sons make their way through the summer with camps, babysitters and grandparent time that is surprisingly expensive and yet feels insufficient in terms of actual child care or stimulation. I am hardly alone in feeling like it is my parental duty to stuff their days full of activities and learning opportunities. A study cited in a 2018 New York Times article found that regardless of education, income or race, parents believed children who are bored should be enrolled in extracurricular activities.

As Erin Westgate, an assistant professor of psychology at the University of Florida, explained it to me, there is a kind of cultural stigma<sup>3</sup> attached to boredom, particularly in the United States. Only boring people get bored, the saying goes. But the reality is that boredom is “normal, natural and healthy,” said Westgate who believes that boredom can offer a valuable learning opportunity, spurring<sup>4</sup> creativity and problem solving and motivating children to seek out activities that feel ( X ) to them.

“Guarding kids from ever feeling bored is misguided<sup>5</sup> in the same way that guarding kids from ever feeling sad, or ever feeling frustrated, or ever feeling angry is misguided,” she said. Here's what you and your children can learn from feelings of boredom. Boredom is informative: Boredom is an emotion, said Westgate, who likened it to an indicator light on a car's dashboard: “Boredom is telling you that what you're doing right now isn't working.” Usually that means the task you are doing is too easy or too difficult, she said, or that it lacks

meaning.

One way parents can help children, particularly younger ones, learn to manage boredom is to work with them on developing what Westgate called greater emotional granularity<sup>6</sup>. For instance, you can help them to distinguish between feeling sad or bored. Kids will often say “I’m bored” when they are lonely or want attention, said Katie Hurley, who holds a doctorate in social work. “So it can help to ask if they are looking for comfort or companionship<sup>7</sup>”, she said.

Also, do what you can to normalize<sup>8</sup> the feeling. “We have a tendency to treat boredom as a sign of distress, or a sort of call for help,” Hurley said. “It is uncomfortable, but it’s not necessarily negative.” Boredom can lead to fulfillment<sup>9</sup>: Boredom offers children an opportunity to experiment with the kinds of pursuits that feel fulfilling and interesting to them, Westgate said. For example, if you let your kids loose in the backyard, they may feel bored initially, she said. But they can learn to prevent that feeling, or resolve it, by finding activities that feel meaningful to them, whether that’s counting bugs, playing with a ball or drawing with sidewalk chalk. If parents don’t allow for free, imaginative play, children may never discover their innate love of nature, sports or art, or even the pleasure they can find in simply relaxing or playing. “Being able to identify and develop those sources of meaning is a really critical skill to have lifelong,” Westgate said.

Parents sometimes fear boredom, but free time carves out<sup>10</sup> room for discovery. Hurley recommends looking at your child’s weekly schedule and asking: “Is there something we can take away, and just call it ‘quiet downtime’?” But parents should not expect kids to instinctively<sup>11</sup> know what might feel meaningful to them. Instead, parents should remind their children of things they are interested in or care about, Westgate said. “It’s the difference between leaving the child in a room with absolutely nothing to do,” she said, versus

“bringing them into a room that you know has books and puzzles — things that would be meaningful to your kid — and that would be a good fit for them.”

Hurley said that kids aged 5 and under may need specific questions such as: Do you want to play with Legos? Do you want to go outside? Parents often feel pressure to get down on the floor and play with young children every time the children are feeling bored, she said, but that can keep children from learning how capable they are of stepping into their imaginations. With slightly older children, Hurley said she might say something like, “Take a walk around the house and come up with three ideas, and get back to me.” Once kids shift from a state of boredom to positive action, “it opens up creativity, problem solving and all kinds of academic learning skills.” Phones and devices require little effort, Westgate noted, so children and adults often turn to them to escape from feelings of boredom. “With kids, it makes complete sense that they ask for screens when they’re bored, but that doesn’t mean, obviously, that is what’s best for them in that situation,” she said.

Adapted from Catherine Pearson “Let your kids get bored. It’s good for them”, *The New York Times* (June 19, 2023)

<https://www.nytimes.com/2023/06/19/well/family/kids-summer-boredom.html>

語注

- 1 regimented 厳しく管理された
- 2 don't give a hoot. . . . 少しも構わない
- 3 stigma 社会的な汚名・偏見
- 4 spur ~を刺激する、促す
- 5 misguided 誤った判断に基づく
- 6 granularity 細かさ、詳細度
- 7 companionship 交際、交友、親交
- 8 normalize 正常化する、当たり前とする
- 9 fulfillment 達成感、充実
- 10 carve out 切り開く、作り上げる
- 11 instinctively 本能的に

問 1 本文の中で記述されていることと、もっとも合致するものを以下の(A)~(D)の中から選び、その記号を書きなさい。

- (A) Children should not use phones and tablets to fight boredom.
- (B) Children instinctively know what might feel important to them when they feel bored.
- (C) Children should learn to solve boredom alone.
- (D) Boredom is not always as bad as many parents think

問 2 下線(1)の文章の意味が通るよう、本文中の英単語一語を使って( X )を埋めなさい。

問 3 本文の中に記述されていないことを、以下の(A)~(D)の中から選び、その記号を書きなさい。

- (A) Boredom helps children find fun and significant activities.
- (B) Boredom is like a warning light on a car's dashboard.
- (C) Boredom means children need more communication and interaction with parents.
- (D) Boredom can teach children how to use their imagination.

問 4 文中で Erin Westgate が主張する内容ともっとも合致するものを以下の(A)~(D)の中から選び、その記号を書きなさい。

- (A) Boredom leads to increased screen time for children.
- (B) Boredom is helpful because it encourages creativity and problem solving.
- (C) Children feel bored because children need more attention and comfort from adults.
- (D) Boredom only happens when children have no time to play with their parents.

問 5 本文の内容をあなたの言葉で要約しなさい(日本語 200 から 300 字程度)。

問 6 下線(2) “With kids, it makes complete sense that they ask for screens when they're bored, but that doesn't mean, obviously, that is what's best for them in that situation.” の文章を “in that situation” が具体的にどのような状況か明らかにしながら日本語に訳しなさい。

問 7 本文に書かれたテーマについて本文の内容や自身の経験に基づき、子どもの自由時間はどうあるべきか、あなたの意見とその理由を 250 から 300 words 程度の英語で書きなさい。