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Dossiê Formação de Professores de Educação Física

Experiential and experience oriented learning of long throwing

Aprendizagem experiencial e orientada para a experiência de lançamento longo

Aprendizaje experiencial y orientado a la experiencia del lanzamiento de larga distancia

Heike Beckmann[I] ,

[I] Universidade Técnica de Braunschweig, Instituto de Ciências do Esporte e pedagogia de movimento, Braunschweig, Alemanha

ABSTRACT

Experiential and experience-oriented learning of long throwing. The article describes an experiential lesson for the development of long throwing. This method contrasts with a technology-oriented way of teaching. An experiential teaching path enables students to find their best technique.

Keywords: Throwing objects; developing individual technology; throwing competitions

RESUMO

Aprendizagem experiencial e orientada para a experiência do arremesso de longa distância. O artigo descreve uma aula vivenciada para o desenvolvimento do *long throwing*. Este método contrasta com uma forma de ensino orientada para a tecnologia. Um caminho de ensino experiencial permite que os alunos encontrem sua melhor técnica.

Palavras-chave: Dispositivos de arremesso; desenvolvimento de tecnologia individual; competições de arremesso

RESUMEN

Aprendizaje experiencial y orientado a la experiencia de lanzamientos largos. El artículo describe una lección experiencial para el desarrollo de la colada larga. Este método contrasta con una forma de enseñanza orientada a la tecnología.

Palabras clave: Dispositivos de lanzamiento; desarrollar tecnología individual; competiciones de lanzamiento.

1 INTRODUCTION

"Faster, higher, further" - The exact and objective measurability and comparability in track and field explains the attraction to this field of movement - at least for children and young adults who are fast, able to jump or throw far. On the other hand, the exact measurability of differences also demotivates at least as many students. The demotivation intensifies as progress is tied to long periods of training and even then, shortcomings in constitution, fitness and coordination often prevail. The performance aspect should not be ignored in track and field but should be used pedagogically, allowing every student to gain experience and have success. The performance evaluation should focus on measuring oneself against one's own performance instead of an intra-individual comparison[1].

2 LEARNING OF LONG THROWING

The fascination of throwing is not focused on the sensation of your own body, but rather focused on the object that is thrown. Therefore, the variety in throwing objects, including some home-made objects, is the basis for an experiential learning of throwing techniques (see Figure 1).

[1] Further theoretical foundations for experiential learning in physical education classes can be found in the following essay:
Giese, M. (2009). Theoretische Grundlagen eines erfahrungsorientierten und bildenden Sportunterrichts. *In:* M. Giese (Hrsg.). Erfahrungsorientierter und bildender Sportunterricht. Ein theoriegeleitetes Praxishandbuch (S. 13 – 53). Aachen: Meyer & Meyer

Special theoretical foundations for athletics lessons at school can be found in this essay:
Beckmann, H. (2011). Erfahrungs- und problemorientiert vermitteln im Bewegungsfeld "Laufen, Springen, Werfen". Sportunterricht 60 (2), S. 34 – 37.

Figure 1 – Throwing objects

Fonte: Heike Beckmann

Possible topics:

1. Experience and comprehend the relationship between the thrown object, flight trajectory and throwing technique, and skillfully throw different objects (e.g. Frisbee or a small ball).
2. Throw objects as far as possible using individually optimized techniques.
3. Compare yourself with yourself or others while throwing.

2.1 First Example: Throwing devices, flight trajectory and throwing technique

Long throw in track and field is predominantly performed using small balls (tennis balls, rounders). The attractions of throwing these lies in the possible far distance they can be thrown. If the strength or coordination is lacking for the typical ball, using a different object offers additional motivation as it might allow for a different grip, or a special shape that enables an interesting flight characteristic.

By freely throwing a variety of different objects, the students will learn that there is no standard way to throw, but that the throwing motion needs to be adapted to the object.

2.2 Second Example: Develop your long throw individually

This exercise teaches how to use self-observation, feedback from others and reflection in order to throw the ball as far as possible. The starting point is self-assurance about one's own performance as an incentive for improvement.

Two stages of learning examination are characterizing the lessons: “free exploration” and “learn and practice”

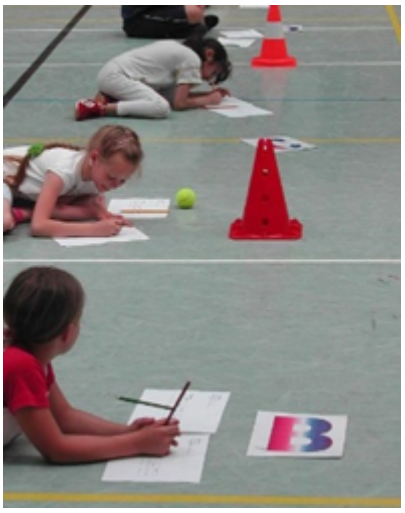
Different options of throwing and choosing the best way to throw far are tested during the “free exploration” stage.

In the next stage “learn and practice”, the throwing is honed using suitable tasks, observations and appropriate practices.

The exploration can be performed as follows.

- Throw the ball from a standing position. Throw with your right and left hand. Throw overhand and underhand. Observe which marked zone you reach with your throws (see Figure 2).

Figure 2 – Marked zones



Fonte: Heike Beckmann

- Throw the ball from a standing position, and from a walk- or run-up. Which throwing option(s) can be combined with this? Which marked zone do you reach with your throws?

- In a second round, the two or three longest individual throws are chosen. The selected and possibly dissimilar throw techniques are tried again to establish the best option among them.

The optimal throwing technique is then further improved during the “learn and practice” stage. For this, the main question is: What do I have to do to throw the farthest? And the answer is: I have to gain momentum.

- This could be approached by having some students show their individual best throw while the others observe. The throws should demonstrate to the others different ways of gaining momentum, like:
    - Reaching back with the throwing arm (see Figure 3).
    - Taking a run-up.

Figure 3 – Observing others

Fonte: Heike Beckmann

- Another question can be related to the ball's trajectory: should the trajectory be almost straight, slightly curved, or strongly curved? For this question of movement, throwing tail balls is a good choice, as it makes it easier to see the trajectory.
- The individually established throwing techniques are practiced for a period of time and finally the throw distance is determined and recorded based on the throwing zones. An individual learning discussion can help in case no progress was made. The conversation should direct the student’s attention to potential changes of their throwing technique, possibly by comparison with others.

2.3 Third Example: Comparing yourself during long throw

I can compare myself with others. It is possible to compare individually against a partner or to compare different groups against each other. Some examples are briefly described below.

- Compare with yourself:

  As mentioned before, the performance in long throws can easily be established. In the second example, it is done by recording the throw distance during the exploring of different techniques. Here, the recorded distances are used as the basis for a problem-oriented approach instead of measuring against others. The students can easily follow their own progress with the help of the working sheets by seeing their quantitative progress in form of the recorded throw distances from their first trials up to the final throw after practicing their individual throwing techniques.

- Ranking list comparison:

  The results can also be used for measuring against others. It is possible to evaluate each farthest throw, but also to evaluate progress of different students. This is done by comparing the difference between the throws in the first lesson with throws from the final lesson. Experience has shown that the improvement of initially weak throwers exceeds that of initially strong throwers. However, not all weak throwers will show the same degree of improvement. The evaluation can result in two different ranking lists so that each student will have two different ranks. The two ranks can be added and divided by two to establish a third ranking list. This final list normalizes the absolute comparison and allows weaker throwers to reach a higher rank.

- Risk toss:

  Groups of four to six students are put together and three to five throw zones are marked. The first zone needs to be close enough for weaker throwers to reach, and the farthest away zone should be reachable by more than the top two to three throwers. Each zone gets points between 1 and 5 assigned. Each

thrower has to announce the zone she/he will reach before his throw. If the announced zone is reached, the points are noted down for the team. However, if the zone is not reached, no points are gained, independent if a higher or lower zone is touched. This task requires each student to self-reflect and decide whether to take the higher risk for an extra point or to “play it safe”. This allows a group of students to win even if they are not necessarily the stronger throwers.

3 CONCLUSION

An experience oriented way of teaching is fundamentally different from a purely technique-oriented one, although the same movement result can be achieved at the end of a learning process. Techniques are specific solution strategies for a specific movement problem. But the techniques that highly specialized athletes use are not necessarily the ideal technique for all students. An experiential teaching path enables students to find their best technique.

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Contribuição de autoria

1 – Heike Beckmann
Licenciada em Educação Física e Especialista em Educação Física Infantil.
https://orcid.org/0000-0002-6479-620X • h.beckmann@tu-braunschweig.de
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