



申伟华 主编

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*Track and Field*  
*A Course Book In English-Chinese*

# 田径运动双语教程

A Series of Sport Books in English-Chinese

英汉对照体育双语丛书

总编 申伟华

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## 田径运动双语教程

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# 前 言

在当今世界经济文化日趋“全球化”的进程中,全世界各个国家交流与联系日趋紧密,这就使掌握和运用一门通用的“国际语言”变得更加必要。早在 1928 年国际教育局在卢森堡召开世界第一次双语教育会议上,双语教学还是大多数人反对的对象,可是到了二战以后特别是 20 世纪 80 年代中后期,受经济全球化趋势的影响,双语教学开始在许多国家越来越受到重视。双语教学作为现代人文教育的重要组成部分,一直受到联合国教科文组织的重视。如在国际教育局(IBE)中成立有专门负责研究双语教学的国际双语研究中心。国际语言的形成和普及将是人类文化精神日益丰富发展的一个必然趋势。随着我国加入 WTO,各行各业与国际接轨的步伐逐步加快。教育和科技与世界接轨也愈来愈密切。为迎接“入世”的机遇与挑战,我国迫切需要掌握专业知识又懂专业外语的高素质复合新型人才。教育部于 2001 年印发《关于加强高等学校本科教学工作,提高教学质量的若干意见》的 4 号文件,2005 年又印发《关于进一步加强高等学校本科教学工作提高教学质量的若干意见》的 1 号文件,要求本科教育要创造条件,积极推动使用英语等外语进行公共课和专业课教学,力争二三年内,外语教学课程达到所开课程的 5%~10%、以培养高素质复合新型人才,实现我国高等教育的可持续发展。可以预见“双语”教学必将成为我国高等教育各学科课程教学改革的一个热点和发展趋势。

我国高等学校双语教学起步较晚,且多是在个别学科上进行双语教学的实验后,再逐步向多学科推行。双语教学的理论研究也从无到有,从个别学科经验研究向综合性理论研究发展,已形成具有中国特色的双语教学初级阶段理论。这些成果对目前我国高等学校各学科开展双语教学实践,具有积极的指导意义。

目前,国内出版的体育双语书籍还不多见,这无疑是影响我国高等学校开展体育双语教学的因素之一。为了改变这种状况,我们组织部分体育教师编写了英汉对照体育双语丛书。本丛书以运动项目的技术教学为主,这一方面是因为体育技术的教学内容相对比较简单,也便于结合技术动作理解英文;另一方面是因为体育技术教学的开放式教学环境和直观性教学特点,不会因双语教学而造成学科知识的损伤。希望本丛书的编写出版能起到抛砖引玉的作用,为我国体育教学实施双语教学提供一定的帮助。

本丛书根据大量国外最新研究成果和相关教科书编写而成,英文部分依照原文,稍有改动。根据体育教学的现有实际情况,中文部分采用直译的方式进行,因此,其中文叙述方式与同类中文体育书籍稍有不同,这也是本丛书的特色之一。本丛书的排版采用双栏形式,实现英汉对照,以便读者在学习体育知识和技术时,能够同时学习体育英语。本丛书由申伟华任总主编。

《田径运动双语教程》由申伟华任主编,饶平、刘亚云、赵杰任副主编,其他编写人员有彭光辉、邵永祥、付喜阳、唐海军、钱江、刘宇、文红梅等。全书最后由申伟华负责编纂定稿。在此要特别感谢湘潭大学出版社对本书出版的大力支持和关心。

由于我们水平有限,在编写过程中既要遵从体育专业理论和专业技术的严密性和准确性,同时又要考虑到英语学习的现实要求,虽然力求兼顾到两方面的需要,但难免存在不足之处,甚至错误之处,希望得到专家和广大读者的批评指正。

编者

2007 年 11 月 28 日

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# CHAPTER 1 INTRODUCTION

## 第 1 章 导 论

---

### 1.1 Nature and Purpose of Track and Field

There are more than 30 different track and field events in the Olympic Games involving walking, running, jumping, and throwing. Each requires different combinations of sportsfitness(e.g. endurance, strength, speed and flexibility) and motor skill to be successful. Yet this great variety of events requiring these different combinations of natural and acquired abilities gives practically every individual, no matter what body size, shape, or form, the opportunity to participate successfully. Often young boys and girls do not realize they have the natural ability to become successful in track and field until they have a try at it. Many track and field stars "discovered themselves" in a physical education class or intramural sport. In fact, participants can easily assess their natural abilities of strength, speed, endurance and power by performing specific test. These talent tests include a 30 meter timed sprint, standing long jump for distance, vertical jump for height, five alternate leg bounds for distance, 5 kg shot tossed backward overhead for distance, or an 800 meter timed run.

The primary goal of physical education in all kinds of schools and colleges is to help students become physically educated. Track and field as a physical activity, which is the most popular in all kinds of schools, should be contributed to realize the primary goal of physical education. Therefore, the purposes of track and field are to make participant:

1. establish a good physical basics to demonstrate competency in various movement forms, and to show proficiency in a few of them;
2. apply movement concepts and principles to the learning and developing of motor skills;
3. exhibit a physically active lifestyle;
4. achieve and maintain a health-enhancing level of physical fitness;
5. demonstrate responsible personal and social behavior in physical activity settings;

### 1.1 田径运动的性质与目的

奥运会有包括竞走、跑步、跳跃和投掷在内的 30 多项田径比赛。每个项目的成功,对运动素质(耐力、力量、速度、柔韧性)的组合要求各不相同。正是田径项目这种对先天和后天能力组合要求的巨大差异,使每个人不论其身高、体型或身材如何,都可以在田径项目中取得成功。年轻的男孩和女孩,在尝试田径运动之前,常常并不知道自己有田径运动的天赋。许多田径明星是在体育课或校内运动中发现自己的田径天赋的。事实上,参加者只需简单地进行一下力量、速度、耐力和爆发力的专门测试,就可以对这些先天能力进行评价。这些天才测试包括 30 m 计时跑、立定跳远、纵跳、5 级跨跳、5 kg 铅球后抛或 800 m 计时跑。

在各级各类学校,体育教育的主要目标都是使学生成为受过身体教育的人。田径作为学校最普及的体育活动,应该为实现这个目标作出贡献。因此,田径运动的目的就是让参加者:

1. 为展示各种运动能力并精通其中几项运动提供良好的物质基础;
2. 运用运动概念和原则学习和发展运动技能;
3. 展示自然积极的生活方式;
4. 获得和保持有利于健康的身体素质水平;
5. 在体育活动环境中,展示个人责任感和社会行为;



- 6. have understanding and respect for difference among people in physical activity settings;
- 7. understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction;
- 8. find the talent of sports in physical activity.

- 6. 在体育活动环境中,了解和尊重人们相互间的差异;
- 7. 了解体育活动能够提供快乐、挑战、自我表现和相互交流的机会;
- 8. 在活动中发现体育天才。

## 1.2 Teaching the Basic Technique of Track and Field

Physical education teacher must carefully organize the block of time allocated to track and field. The overall intent (or goal) of their programs must be determined, and the teacher must decide which event will be taught first. If the teaching time is limited, the teacher may decide to lead his or her class for the entire instructional period and teach the basic techniques of only one or two events. The teacher can start out with the whole class as a single group and then move to a station approach after teaching a selection of events, which may be a more favorable setting. With this approach, the teacher can split his or her class into groups, and different events are practiced at each station. The teacher can move from station to station giving instructions, or stay at one station to provide specific assistance.

### Determining What to Teach

The number of events that the teacher teach will depend upon the following factors:

- The teaching time the teacher has is available;
  - The age, gender, ability, and skill level of the students;
  - The teacher's knowledge and experience;
  - The teacher's ability to establish a level of control and discipline so that group activities can be operated safely and successfully;
  - The class size relative to the available equipment and space;
  - The availability of assistants and the possibility of team teaching.
- The teacher will always be faced with the question:

"Which event should I introduce first, second, or third in my program?" When answering this question, he or she should ask himself or herself these questions first:

- Will the equipment that I have allow large numbers of students to be actively involved?

## 1.2 田径运动基本技术教学

体育教师必须认真安排田径项目的教学时间,必须确定全部计划的意图(或目标),必须决定先教哪一个项目。如果教学时间有限,教师也许会决定在整个教学片断带领班级只学习一到两个基本项目。教师可以先集体一起学习有关项目的教学内容,然后分组进行练习,这可能是更实际的安排。在这种方式下,班级被分成几个练习小组,不同的项目可以在各个小组进行练习。教师可以在各组之间轮流指导,也可在一个小组进行重点辅导。

### 决定教学内容

教师所教的项目内容将会取决于下列因素:

- 教师有多少教学时间;
- 学生年龄、性别、能力和技术水平;
- 教师的知识和经验;
- 教师保证群体教学活动能够安全而顺利进行的控制和管理能力;
- 相对于班级人数所能提供的教学器材和场地;
- 可能获得的帮助以及群体教学的可行性。

教师经常会面对这样的问题:“我应先介绍哪个项目,然后第二个,第三个?”回答这个问题时,先要问自己下面的问题:

- 场地器材能否使大量练习者进行充分的活动?



● Does the event that I want to teach provide a foundation for another event, and thus provide a teaching sequence that I can follow?

● Does the event require unusually high safety measures and do these safety measures necessitate that I closely supervise the group practicing this particular event?

● What do students need?

It is important to follow a simple-to-complex progression leading up to the completion of an event. So it should be taught early in the track and field program that track and field events are fundamental, low-risk, require the minimum of equipment, and allow a large mixed group to be actively involved (e.g. sprints, distance running, and relays). The following sections will provide teachers with some of the major characteristics of track and field events. Knowing these characteristics will help teachers plan and organize their track and field program.

### Running and Walking Events

Some running events (e.g. hurdles) require considerable organizations and equipments (particularly if there are setting out flights of hurdles in each lane). Other events (e.g. sprinting, relays, distance running, and race walking) do not need so much organization or equipment. Begin with events that require little or no equipment and move later to those that require a higher level of preparation.

#### Sprinting and Sprint Starts

Sprinting is fundamental to track and field, and it requires little more than a good running surface. Maximum activity can easily be achieved without the use of equipment. This characteristic means that you can use sprinting as an introduction to your track and field program, but remember that repetitive sprinting by itself can quickly destroy a young participant's enthusiasm. Don't forget that you can teach the technique of sprinting as part of other activities. Sprinting occurs in chase and tag games, relays, hurdles, long jump, and triple jump.

#### Relays

Relay racing is one of the most enjoyable activities in track and field. It demands little equipment and adds the excitement of team competition to sprinting. There is a huge variety of relays that teachers can use, and the thrill of relay racing means that young participants seldom get bored. Use relays as a means

● 我要教的项目能否对后续教学项目提供一定的基础,能否提供一个可行的教学顺序?

● 所教的项目是否需要较高的安全措施,这些安全措施是否需要严密地监督班级进行这个特殊项目的练习?

● 学生需要什么?

重要的是应该遵循由简单到复杂的原则,逐渐过渡到完成项目技术。因此,首先应该介绍学习那些基础性的、危险性较小的、不需要太多装备的,且允许一个大的混合群体参与的田径项目(例如短跑、中长跑和接力跑)。以下部分将介绍田径项目的一些主要特征。了解这些特征将有助于教师规划和组织田径教学计划。

### 跑和竞走项目

一些跑的项目(例如跨栏)需要特别的组织和器材(特别是在每条跑道放置栏杆进行外侧过栏练习时)。其他项目(例如短跑、接力跑、中长跑和竞走)不需要这么多组织或器材。由需要较少或不需要器材的项目开始逐渐过渡到那些需要更多准备工作的项目。

#### 短跑和短跑起跑

短跑是田径的基础,只需要一块平整的场地,不使用器材也可以获得最大的活动量。这种特点意味着可以把短跑作为田径教学计划的开始。但要记住:仅反复的短跑练习很快就会破坏年轻学生的练习热情。不要忘记可以在其他项目中进行短跑教学。追逐和触摸游戏、接力跑、跨栏、跳远及三级跳等项目均有短跑存在。

#### 接力跑

接力跑是田径中趣味性最强的项目之一。它不需要什么器材且可把激烈的团队竞争加入到短跑中。教师可用各种形式的接力跑,其趣味性使年轻人很少会厌烦。把接力跑当作整个教学活动



of adding spice to a warm-up and to your workout's culminating activities.

### **Hurdles**

You can introduce hurdles early in your track and field program by using substitutes for competitive equipment. Bamboo canes laid across traffic cones give added organizational flexibility in that novices in your class can hurdle in both directions. Foam-rubber practice hurdles are excellent for reducing the fear of hitting the hurdle, and scissorstyle practice hurdles are designed to be lowered to accommodate your smallest class member. Sprint starts and shuttle relays (which require your athletes to sprint back and forth) combine well with hurdling, particularly if your hurdles are designed to be approached from either direction.

The rhythm and pacing taught in hurdling is an important lead-up skill for long jump and triple jump. For this reason, it is worthwhile to teach hurdling prior to these two events. Hurdling also serves as preparation for steeplechase. The 400 m hurdles is an exhausting event and is best introduced after participants who have learned the sprint hurdling (100/110 m hurdles) and got sprint endurance training.

### **Distance Running, Steeplechase, and Race Walking**

Distance running is an all-year activity, and like sprinting and relays, it requires only a good surface to run on. Variations in pace, distance, and terrain can make this activity very enjoyable. Because of the cardiovascular benefits of distance running, it should be introduced early to young participants and made a regular part of their physical education program.

You can teach many of the elements of steeplechase in cross-country running by having your participants leapditches, water jumps, and other obstacles. On the track, you can simulate the steeplechase water jump by having your participants jump up onto a barrier and then down into the sand of the long-jump pit. Couple this simulated water jump with a sequence of practice hurdles, and you'll find it easy to introduce steeplechase to your young participants.

Race walking can be introduced as leisurely walking over specified distances. When you make walking vigorous, it becomes "power walking" and it's an excellent nonconcussive exercise. With changes in technique, power walking can become race walking. You can use walking as an active pause when your

的“调味剂”,使教学达到最佳效果。

### **跨栏**

使用替代物可使跨栏教学放在教学计划的前面。在锥形物上架设竹竿代替正规栏架可让新手从前后两个方向跨栏,使班级教学组织更具灵活性;使用泡沫橡胶练习栏架是克服练习者害怕碰栏的最好方法;折叠式练习栏架设计用于降低栏架,可让最矮小的同学练习跨栏。短跑起跑和往返接力跑(需要练习者往返奔跑)可以与跨栏教学很好地结合起来,尤其是栏架被设计成可从栏架前后跨越时。

在跨栏中获得的速度、节奏,是跳远和三级跳远的重要引导技能。因此,将跨栏教学放在这两个项目之前是可行的。跨栏还可为障碍跑教学做准备。400 m栏是很耗体力的项目,最好在练习者学完短跨(100/110 m栏)和经过速度耐力训练之后再行教学。

### **长跑、障碍跑和竞走**

长跑是一种全年性的活动,与短跑和接力跑一样,它只需要一片平整的场地。地点、距离和地形的变化能使其更具趣味性。因为长跑对心血管有好处,应先将该项目介绍给年轻练习者,并使之成为其体育课程的常规部分。

在越野跑中让练习者跳跃沟渠、水池和其他的障碍物,本身就包含许多障碍跑的教学内容。在田径场上,可让练习者跳上障碍物,然后跳入跳远沙坑来模拟障碍跑的跳越水池。将这种模拟跳越水池的练习与一系列的栏架练习结合起来,你会发现,对于年轻练习者,障碍跑也变得很容易学习。

可将竞走介绍成有如悠闲步行一段特定的距离。当步行速度加快时,它就变成“快走”,是一项不产生任何震荡的极佳练习。随着技术的改变,快走可变成竞走。长跑时,你可用快走作为积极性



participants run distances, or you can teach competitive walking as an event in its own right. Introduce vigorous walking early in your program to all your participants and be prepared to offer walking as an alternative to those who are unable to perform some of your more demanding track and field events.

### Throwing Events

One of the best ways for you to teach the throwing events and still maintain the highest level of safety is to use easy-to-handle substitutes in place of the competitive implements. Besides dramatically increasing the level of safety, substitutes simplify the learning process and make difficult throwing techniques easier to learn. If you feel that using discuses, javelins, shot, and hammers is too risky in your teaching situation, then consider using the safe substitutes that this text recommends.

Rubber rings and hula hoops can be used as substitutes for discuses and balls for shot and javelin when fundamental skills are being taught. Even the fundamentals of hammer throwing can be taught by using basketballs and medicine balls held in nets (see chapter 15). Correct techniques can be taught and even competitions can be held with these substitutes. Using substitutes is much better than failing to give your participants the experience and enjoyment of the throwing events.

When the throwing events are introduced, you can begin by using lightweight, safe substitutes for competitive implements. If you have enough of this kind of equipment, introduce the throwing event of your choice as a whole-class activity. If you don't have enough equipment to get everyone involved at once, introduce your throwing event as a station activity and supervise that station.

If you are lucky enough to have sufficient competitive implements for the whole class, then use this equipment after you've taught your throwing event with substitute equipment. Remember that using balls, hoops, and other substitutes not only makes the teaching environment safer, it also makes the learning process easier for your young participants.

### Javelin

Of all throwing events, the javelin event most closely resembles the action of throwing a ball. If you start using balls instead of javelins, you can easily teach javelin technique as a whole-class activity. Because the basic throwing action is less comp-

休息,或者直接将竞技竞走单独作为一个教学内容。在教学计划中先教所有练习者快走,到学习要求较高的田径项目时,则可将竞走作为那些能力较差的学生的替代项目。

### 投掷项目

在投掷项目教学中,保持高安全性最好的方法之一,是使用易于握持的替代物来取代正规比赛器材。除了有意增加安全性之外,替代物还简化了教学程序,使困难的投掷技术变得比较容易学习。如果觉得使用铁饼、标枪、铅球和链球在你的教学环境中太危险的话,可考虑使用本书推荐的安全替代品。

在传授基本技术时,可用橡皮环和呼啦圈来代替铁饼;用各种球来代替铅球和标枪。甚至投掷链球的基本技术教学,也可用网兜篮球和实心球来代替(见第十五章)。你可以用这些替代物讲授正确的技术,甚至让练习者进行教学比赛,使他们体验和享受投掷的乐趣,这比没有这种体验和享受要好得多。

介绍投掷项目时,可以用重量较轻、安全性较高的替代物来代替正规比赛器材。如果有充足的此类器材,可以整班集体教学。如果没有充足的此类器材,可以分组教学和分组指导。

在使用替代器材进行投掷项目教学之后,如果拥有进行整班集体教学的正规比赛器材,则可以使用这些器材进行教学。记住:使用球、圈和其他的替代物既可使教学环境比较安全,又可使教学过程变得更容易。

### 标枪

所有投掷项目中,标枪最接近掷球的动作。如果一开始就使用球替代标枪,则便于全班集体进行标枪技术教学。因为标枪的基本投掷动作比其他投



lex than other throwing events, javelin throwing (using balls) should be one of the first throwing events you introduce.

### **Shot Put**

The modern shot put event features the glide and rotational technique. The glide technique is more popular and is considered as the easier technique to perform. For this reason, introduce the glide technique first. The rotational technique is based on the movement pattern used in the discus throw. Teach this technique only after the glide technique has been mastered, after you've taught the rotate technique for mature participants practicing under your supervision.

The fundamentals of shot put using a glide technique are very easy to learn, and young participants can quickly achieve a moderate level of success. The fundamentals of this event can be taught as a whole-class activity using small medicine balls, softballs, or even baseballs. If these substitutes are not available and you have only a small selection of competitive shot, wait until you split your class into groups, and then teach shot put as a station activity.

### **Discus**

The discus throw is a rotational event, and the footwork and handhold make it more complex than shot put or javelin. Teach this event after introducing your nonrotational throwing events (javelin and shot put). Rubber rings (quoits) and small hula hoops are excellent substitutes for the discus because they eliminate the problems of holding the discus when the footwork is being taught. Using this very safe equipment, you can teach discus fundamentals to your whole class.

### **Hammer**

The hammer is seldom taught in schools, and at the club level, it generally has fewer devotees than other throwing events. This is unfortunate because many athletes consider the hammer to be one of the most satisfying and pleasurable of all throwing events. However, it can be dangerous, and a high level of safety is of paramount importance. A large area of waste land and a throwing cage will be necessary when your athletes practice with the competitive implement. This waste land can be used for discus and shot put, but damage to the turf makes it unfit for other activities.

Don't forget that you can safely teach the technique of hammer throwing by using substitutes for the competitive implement, such as a medicine ball in a net. In this way, you can teach the swings, turns, and release and hold competitions without worrying about turf damage. Usually, the hammer is last of all throwing events

掷项目简单,该项目(使用球)应是首先介绍的投掷项目之一。

### **铅球**

现代铅球技术的特征是滑步和旋转。目前,滑步技术更为流行,被认为更易于掌握和实施。因此,应首先介绍滑步技术。旋转技术应以铁饼旋转的技术模式为基础,只有在熟练掌握滑步技术以及进行铁饼技术教学之后,才能在教练员的监督之下对成年人进行旋转推铅球的实验性教学练习。

滑步技术推铅球的基本技术很容易学习,年轻的练习者很快就能达到一定的水平。该项目的技术可以使用小实心球、垒球甚至棒球进行整班集体教学。如果没有这些替代器材,而且可供选择的正规铅球范围也很小,则应先分组教学,然后分组指导。

### **铁饼**

铁饼是旋转性项目,其脚部动作和持饼技术比铅球或标枪更复杂。该项目应在介绍非旋转性投掷项目(标枪和铅球)后进行教学。学习脚部动作时,解决握持铁饼问题的最好办法是用橡皮环(圈环)和小的呼啦圈替代铁饼。使用这种非常安全的器材,可以全班集体进行铁饼基本技术教学。

### **链球**

在学校和俱乐部很少教链球。虽然许多运动员认为链球是投掷项目中最令人满意和最快乐的项目之一,但不幸的是,与其他投掷项目相比,它拥有的爱好者很少。无论如何,链球是很危险的,需要极高的安全保障。使用正规链球练习时,大面积的空地和投掷护笼是必要的。空地虽可作为铁饼和铅球的场地,但对草地的伤害使它不能用于其它练习。

不要忘记可使用正规链球的替代物来安全地教学链球技术,例如网兜实心球。这样就可以持器械预摆、旋转和出手而不必担忧损伤草地。在所有投掷项目中,通常将链球教学安排在最后进



to be taught (if it is taught at all). Many instructors avoid this event without realizing that they can use something safe as substitutes for hammar in their teaching.

### Jumping Events

The high jump, long jump, and triple jump are closely related in that their introductory and lead-up activities are very similar. However, these events differ in their organizational demands, and you'll find it is far easier to keep a large group activity in the long jump and triple jump than in the high jump. The pole vault is unique as a jumping event in that a pole is used and the athlete travels higher in the air than in other jumping events. Pole vault demands gymnastic ability and a certain degree of fearlessness. Because of its specific physical demands, the pole vault is normally taught as a station activity to a select group.

### High Jump

Lead-up activities for high jump without using a cross-bar or using 8 mm rubber tubing as a crossbar can occur as whole-class activities. This works best if you have more than one set of high-jump standards. A single high jump station used by a large class generally means minimal activity for each individual, and you should avoid this situation. If you are limited in equipment, you may be forced to introduce high jump as a station activity after the class has been split into groups. You'll work with the high jumpers while other groups practice events that you have previously taught.

Once you have some idea of each individual's high-jumping ability, you can group athletes of similar abilities together. When each group rotates to the high-jump station, the amount of time lost in altering heights is reduced.

Using rubber tubing in place of a regular crossbar not only eliminates the time taken in replacing the crossbar after a failed attempt, but it also removes the discomfort of falling on top of the crossbar. Be sure that the rubber tubing stretches easily and add extra weight to the bases of the high-jump standards or attach them to the ground to prevent them from being pulled down by an athlete who jumps into the rubber tubing.

Always use approved, regulation-size landing pads for the high jump because the flop technique causes athletes to travel a long way in flight and to land on their shoulders and roll back onto their necks. Regulation-size high-jump landing pads are wide, tall, and well cushioned. The perpendicular height of these pads from the ground prevents your athletes from over-rotating during

行(如果真的进行链球教学的话)。许多教师不教链球,是因其不了解可采用链球替代物之类的安全措施进行教学。

### 跳跃项目

在介绍跳高、跳远和三级跳远时,它们的引导练习非常相似。然而,这些项目在组织要求方面是不一样的,你会发现跳远和三级跳远比跳高更适合整班集体教学。与其他跳跃项目相比,撑竿跳高是一项独特的跳跃项目,它需要使用撑竿,练习者腾越的高度更高。撑竿跳高要求练习者有体操基础和勇敢精神。因对素质的特殊要求,撑竿跳高经常在被挑选出来的人中进行小组教学。

### 跳高

跳高的引导练习不使用横杆,或使用 8 mm 的橡皮绳替代横杆,这样便于进行整班集体教学。整班集体教学最好有多副跳高架。整班用一副跳高架将使每个人的活动量减少,应该避免这种情形发生。如果跳高器材有限,只能采用分组教学。在指导一组练习跳高时,可以让其他几组练习已学项目。

一旦了解了每个练习者的跳高能力,可以将能力相似的练习者集中在一个组内,使每个组轮换到跳高练习站练习时,不会在升降横杆高度上浪费时间。

用橡皮绳代替正常横杆,不但可以节省试跳失败后架设横杆的时间,而且还可以减少身体碰撞横杆的不适。应确保橡皮绳很容易被拉长,在跳高架底座上附加额外重量或把它们固定在地面上,以避免练习者跳在橡皮绳上拉倒跳高架。

要使用经核准的标准海绵垫,因背越式跳高的腾空距离较远,练习者以肩部落垫并后滚至颈部。标准海绵垫应是宽大、有一定厚度和较好的缓冲作用。这些高出地面很多的海绵垫,可以防止练习者在空中和落垫时过度旋转



flight and landing on the back of their necks.

Don't use gymnastic crash pads in place of the approved landing pads! They provide neither the area nor the depth to safely accommodate the flop technique. It's dangerous even if a group of gymnastic crash pads are put together. An athlete may fall into the join where the pads are tied together.

### Long Jump

The construction of oversize jumping pits is one of the simplest and cheapest improvements that you can make to your track and field program. Run-ups can approach from both ends, and a huge square pit will also allow several athletes to jump simultaneously from the side rather than waiting in line at the end of a run-up.

Make the long jump one of the first jumping events you introduce in your program. This event can be combined with the triple jump, or follow the triple jump in the teaching sequence. Consider teaching these two jumping events immediately after sprinting, sprint starts, and relays.

### Triple Jump

The triple jump is no longer an event for males only, and it is becoming very popular in women's track and field. Many instructors prefer to teach the triple jump before the long jump for the following reasons:

- The rate of improvement in the triple jump is more dramatic than in the long jump, and this improvement boosts enthusiasm.
- Most youngsters consider the triple jump a lot more fun than the long jump.
- The third jump in the triple jump is an elementary long jump.
- Methods of teaching the run-up are similar for both events.

Remember that the repetitive bounding required in the triple jump is stressful for young athletes, and bruised heels and fatigue can occur very quickly. These effects can be counteracted to some degree by using matting where the athletes land after the hop and the step. Even with this cushioning, you will find that fatigue comes quickly in this event, so be ready to provide a visibly tired group with alternative activities that are less demanding.

### Pole Vault

The pole vault is seldom taught to the whole class at once. It is usually taught as a station activity with an instructor supervising and assisting. To teach this event adequately, you should have several short, light, flexible training poles. In addition, it is use-

使颈部后面落在垫子上受伤。

不要用体操垫代替标准跳高海绵垫! 它们的面积和厚度都不符合背越式跳高技术对安全的要求。即使把大量的体操垫放在一起也是很危险的。练习者可能会掉进系在一起的海绵垫间隙中。

### 跳远

建造一个宽大的跳远沙坑是最简单和最廉宜的事,这可以方便田径教学计划的实施。助跑道可设置在沙坑两端。宽大的正方形沙坑还可使练习者从任何一端助跑,而不必在助跑道一端排队等待。

在教学计划中,跳远应是先被介绍的跳跃项目之一。跳远教学既可以与三级跳远结合进行,也可安排在三级跳远之后。在短跑、短跑起跑和接力跑之后应紧接着进行这两个跳跃项目的教学。

### 三级跳远

三级跳远不再只是男子项目,它正成为受女性欢迎的田径项目。许多教师比较喜欢在跳远之前进行三级跳远教学,因为:

- 三级跳远比跳远提高成绩更大,更吸引人,从而激发更大的练习热情。
- 大多数的年轻人认为三级跳远比跳远更具有趣味性。
- 三级跳远中的第三跳就是一个初步(蹲踞式)的跳远。
- 两个项目的助跑技术非常相似。

记住:三级跳远重复跳跃对年轻练习者要求很高,容易出现疲劳和挫伤脚后跟。虽然在练习者单足跳和跨步跳着地时放置垫子可抵消部分冲撞,但即使这样,疲劳依然会很快出现,因此对出现明显疲劳的三级跳远练习组,应安排一些活动强度不大的交替练习。

### 撑竿跳高

撑竿跳高很少进行整班集体教学。它通常在教师的监督和协助下进行小组教学。为了保证该项目的教学,应备用一些短轻的柔性训练撑竿。此外,一个





ful to have an elevated ramp from which your athletes can step forward and ride a pole down into sand or onto a pole-vault landing pad. Large, regulation-size landing pads are essential for this event, irrespective of your athletes' levels of performance.

You can waste an immense amount of time in the pole vault adjusting the height of the crossbar and replacing the crossbar after it has been knocked off. Use the 8 mm rubber tubing as a crossbar in the same way that it is recommended for use in the high jump. The use of this rubber crossbar will not only save you time, but increase the number of attempts that your athletes make in any one training session.

For even moderate success, young athletes should be able to hang on a pole and have sufficient abdominal strength to elevate their legs at least to the horizontal position. In any instructional group, you will find someone who cannot perform these actions. Consider giving these athletes the option of practicing other events when their group rotates to the pole-vault station.

### Combined Events

After you have taught several events to your athletes, you can give them the opportunity to compete against each other in multiple events. Using a point score for performances, you can have your athletes compete in track and field biathlons (2 events), triathlons (3 events), quadathlons (4 events), and pentathlons (5 events). These combined event competitions can serve as preparation for the more demanding women's heptathlon (7 events) and men's decathlon (10 events).

Biathlons made up of a run and a jump, or a run and a throw, and triathlons, consisting of various combinations of runs, jumps, and throws, reward all-around ability and also teach young athletes how scores are kept in combined events. You can periodically offer multi-event competitions, and you can also include a multi-event competition in a track meet at the end of your program.

### Planning Instructional Periods

Planning instructional periods requires you to make a series of decisions similar to those that you make when you plan your track and field program. Once you have got the background information (such as the age, gender, ability and the number in the class, and the equipment used in a individual instructional

用于练习者助跑的高台斜坡,将有助于撑竿后骑竿落入沙坑或撑竿跳高落地垫。无论练习者水平如何,标准尺寸的宽大落地垫,对这个项目是必要的。

调整横杆高度和试跳碰落横杆后重新放置横杆,将浪费大量的时间。可采用我们在跳高中推荐的方法,用同样的橡皮绳(8 mm)代替横杆。使用橡皮绳,不但节省时间,而且还可以增加练习者课堂教学的试跳次数。

对于一般要求而言,年轻练习者能够在撑竿上悬挂并有充分的腹部力量将腿至少举至水平位置。在任何练习小组中,都会有不能完成这些动作者。当他们小组轮换到撑竿跳高时,可以考虑让这些人选择练习其他的项目。

### 全能项目

学习一些项目后,可给练习者在多个项目上相互比赛的机会。使用成绩评分表,可让练习者比赛两项全能(2个项目)、三项全能(3个项目)、四项全能(4个项目)和五项全能(5个项目)。这些全能比赛可为要求更高的女子七项全能(7个项目)和男子十项运动(10个项目)作准备。

由跑和跳或跑和投组成的两项全能以及由各种跑、跳、投组成的三项全能,将全面提高学生能力,教会学生在全能中如何获得高分。你可定期进行多项比赛,还可在完成教学后,让学生参加田径运动会的全能比赛。

### 制定教学课时计划

制定教学课时计划与规划整个田径教学计划一样,需要你做出系列的决定。一旦获得单元教学所需的背景资料(例如学生的年龄、性别、能力、人数以及所需器材等),就应该写出单元教学