



Coaching And Teaching Lesson Plan in Sports Pedagogy on Kabaddi Skill

Dr. Yallappa M¹

¹Assistant Professor, Kabaddi Coach, College of Agriculture Navule Shivamogga, Department of Physical Education & Sports, KSNUAHS, Shivamogga

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Abstract

Pedagogy of coaching is the study of learning, coaching and teaching Lesson, and Training instruction in sport to improve the delivery of content to player. By following the provided principles, coaches will increase their effectiveness and the likelihood of players'/athletes success. The literature suggests that, despite some challenges in their implementation, player/athlete-centred, inquiry-based approaches to teaching games and coaching team sport can improve game playing ability, increase player/athlete motivation and provide positive affective experiences of learning all type of sports and physical education. A range of these approaches, including Teaching Games for Understanding, Game Sense, Play Practice and the Tactical-Decision Learning teaching basic skills Model vary in detail but share enough in common to be referred as game-based or game-centred approaches., While these approaches are widely referred to as instructional models for teaching and coaching consideration of the common pedagogical features they share offers an alternative conception that creates possibilities for promoting the same positive learning outcomes in sports beyond team games. In this article, we examine the concept of Positive Pedagogy for teaching lesson and coaching as an extension of game sense pedagogy beyond games and team sports to explore what it has to offer coaching across a range of sports.

Keywords: specialist coaching, skill acquisition training, motor learning, constraints-led approach, movement adaptability, representative teaching and coaching on kabaddi skill.

Introduction:

In this lesson, learners will review vocabulary for sports and extend it with the clothes and equipment needed to play various sports, and then make a poster about a sport. Then they will watch a story about an extreme sport adventure camp, learn vocabulary for extreme sports, practice the 'would like to' structure and survey their classmates Traditionally, a divide has existed between perceptions of sports coaching and teaching, With coaching being viewed as 'training' and the attainment of physical skills, whereas Teaching has been seen to be about the total development of the individual this divide is highlighted by such definitions of sport and physical education (PE) as; "PE is essentially an educational process, whereas the focus in sport is on the "Activity" Pedagogy, defined as 'any conscious activity by one person Designed to enhance learning in another' has, therefore, Tended to lie outside the traditional concept of sports coaching Recent Interview data from elite coaches however, has demonstrated that Such practitioners view their roles not as 'physical trainers' but as educators. Good coaches act like good teachers, as they care about those over whom they have responsibility and constantly engage in reflection on what they do and how they do it

'Learning environment' to 'grow players' and of coaching individuals 'to understand something'. Similarly, the former coach of the England Football team suggested that 'coaching really is a form of teaching' as it primarily involves and Performance lies at the heart of coaching" and that pedagogic theory, Therefore, should play a more central role in preparing coaches. The purpose of this chapter is to identify some of the key pedagogical concepts that could be used to inform coaching practice and consequently enhance athlete learning. The first section deals with learning theories, beginning with the more traditional Behaviorist perspective and progressing to constructivist approaches to coaching. Teaching styles are then covered, with particular attention paid and into the teaching behaviors that facilitate an effective learning environment is drawn upon and related to coaching practice.

Pedagogy:

Sport pedagogy is a discipline of sport science that focuses on educational processes via exercise, movement, play, and sport. ... Thereby, sport pedagogy is closely connected with sport didactics.

Pedagogy is a term that refers to the method of how teachers teach, in theory and in practice. Pedagogy is formed by an educator's teaching beliefs and concerns the interplay between culture and different ways to learn. ... Pedagogy refers to the study of teaching approaches and how they affect learners

Pedagogy is a field in academia that is concerned with techniques and tactics associated with learning and instruction. The theory and practice of pedagogy is continually adapting to the infinitely evolving learner; it is influenced by the learner's psychological, political, social, and developmental behavior.

Sports Pedagogy:

Sport Pedagogy is the joining of education and sport. In its broadest context sport pedagogy includes physical activity, physical education, wellness and sport for all age groups. Sports Pedagogy is the academic field of study, which is located at the intersection between sport and education. As a discipline, sport pedagogy is concerned with learning, teaching and instruction in sport, physical education and related areas of physical activity.

Importance of Sports Pedagogy:

Sport pedagogy as a discipline and as a field of study. In this, it is the purpose of sport pedagogy 'to support the needs of learners in sport, and other forms of physical activity, wherever and whenever they seek to learn through the life-course' an aim is a general statement of intent. It describes the direction in which the learner will go in terms of what they might learn or what the teacher/training will deliver. An objective is a more specific statement about what the learner should or will be able to do after the training experience. Sport Pedagogy is the academic field of study, which is located at the intersection between sport and education. As a discipline, sport pedagogy is concerned with learning, teaching and instruction in sport, physical education and related areas of physical activity.

POSITIVE TEACHING PEDAGOGY:

Traditional sport skills approaches are based upon a narrow conception of player/ athlete development that is underpinned by the belief that learning to play team games requires reaching a level of competence in performing techniques seen to be fundamental to the game before playing it. Assuming that there is one ideal form of technical execution that learners must strive to master, teaching in this approach focuses upon reducing errors and moving the player/athlete closer to the „correct“ performance of the technique. While the extent to which this de-contextualized practice can be applied in the dynamic context of games is questionable.

Teaching methods: “Teaching is the process of introducing subject matter to the pupil by imparting knowledge of the concerned subject in the field of sports and games teaching are the process of instruction stressed on the knowledge of fundamental and correctness of their application” Methods lies as the of handling operational sequence a planned systematic procedure to achieve the aim. The teaching method means a mental procedure of instruction or methodical act by a teacher, it is depend as the technique or procedure adopted by the teacher to bring about a desirable change in the pupil.

The selection of teaching method depends upon

- Aim
- Content
- Knowledge of the students
- Age and experiences
- Phase of skill acquisition

There are three basic methods of teaching

1. Presentation Method: In this method the “teacher is active and students are physically passive but mentally active”. Two forms of presentation method is

- a) **Demonstration Method**
- b) **Explanation Method**

| a. Demonstration Method | b. Explanation Method |
|---|---|
| Demonstration is to present the information through visual media. Gives clear mental picture, Demonstrate more the one or two and must be slow. The coach must be done perfectly in front of the students. Actual game situation. | Explanation must be short. Precise and simple. Should give proper information about task with part by part and movement of biomechanics. Knowledge must be simple. Voice should be clear. |

2. Co-Operative Method:

This cooperative method use of partners or small group for skill development. It may be incorporated by giving the partner the responsibility of analyzing the partners skill. Small group may work together to develop game strategies.

In this method teacher is the guider, helper, and mentor and encourages the students. Students have greater responsibility as well as the teacher, both teacher and students are active in this method.

While Practicing giving hints, correction and encouraging and discussion are the forms of this method.

3. Task practicing Method: In Teaching Lesson the correct technique can be learnt only by practicing under favorable condition. Proper acquisition and further improvement are possible if the following hints are kept in mind. The movement should be practiced in the first phase of skill acquisition under easy conditions. Practice the movement whole or part by part depending upon the complexity of the movement. Practice the movement with at most attention and consciousness. Proper guidance and supervision is necessary. Use teaching aids properly. Help by the teachers enables the students and safety during practice is very essential. To execute the movement and guarantees better learning and helps psychologically this enhances the quality of movement. Safety and accurate while practicing different dangerous and risky movement should be taken which removes the fear and anxiety of the learners. The ground condition, equipment teaching aids and other things which are being used should be checked well in advance and safety measures are to be taken by the teacher.

Hints and Impulse: dominates the verbal information it draws the attention of the students and leads them to perform the movement in right direction. Impulses are normally given loudly to stress a part in to a particular movement for example: come on, fast, good, slow, hup. Hints and impulse should always coincide with the movement aspect of the movement. Demonstration and explanation brings back the memory of a particular movement.

Correction and encouragement: during the process of learning movement, mistakes are common.

It is important to analyze the movement and to find out why a player is doing wrong and how to correct it. A teacher coach must have a clear conception of the movement. Experienced teacher can easily locate the mistake and correct it.

Observe the movement several times. Compare the technique with the technique model and find out the deviations. Novice coaches tend to correct the mistake after watching the movements, avoid too much correction.

The steps are follows towards correction:

- Find out where the error is?
- Find out what is the reason for mistake?
- Choose correct means
- Actual correction

It is very important for the coach to know what the real cause of error is.

This enables him to offer suitable solution to a problem.

The cause of error in a movement may be lack of motor abilities.
Anatomical and conditional factor and improper understanding of the movement.
Fear and anxiety, lack of motivation, and lack of movement coupling.

Lesson Plan: Kabaddi Skills

Part: Basic offensive Skill in kabaddi game

Time Duration: 60 minutes

Task:

- To understand the basic skills of Kabaddi
- To develop the ability to perform basic Kabaddi skills

Contents:

1. Introduction to Kabaddi (10 minutes)
 - Brief overview of the game
 - Importance of basic skills
2. **Raiding Skills (35 minutes)**
 - Footwork and movement
 - Toe touch
 - Returning to the starting point
3. **Game Play (15 minutes)**
 - Applying basic skills in a game situation
 - Emphasis on teamwork and strategy

Method:

1. Demonstration: Demonstrate each skill, explaining key points and techniques.
2. Practice: Provide opportunities for students to practice each skill, offering feedback and guidance.
3. Game Play: Organize a game situation, allowing students to apply their skills in a practical setting.




Organization:

1. **Warm-up:** Begin with a dynamic warm-up, including stretching and light cardio.
2. **Skill Drills:** Organize skill drills for raiding and defending, ensuring students practice each skill in a controlled environment.
3. **Game Play:** Divide students into teams, ensuring each team has an equal number of players.

Evaluation:

1. **Skill Assessment:** Evaluate students' ability to perform basic Kabaddi skills, providing feedback and suggestions for improvement.
2. **Game Play Observation:** Observe students during game play, assessing their ability to apply basic skills in a practical setting.
3. Participation and Engagement: Evaluate student participation and engagement throughout the lesson.

By following this lesson plan, students will develop a solid foundation in basic Kabaddi skills, preparing them for more advanced training and game play.

| | | | | | | |
|-------------------------------|--|---|---|---|--|--|
| | Teaching the skill practice rectifications Recreational game | <p>Medium to high</p> <p>High to medium</p> <p>Medium to low</p> | <p>Observation and anticipation: the raider should be give proper abservection towards to all the zones in difense positions at the same time give anticipate to difenders movements. So that he will be able to creat a situation where his toe touch will be efective.</p> <p>Count no 1: stance and body position : Raider enter to the opponnet court with proper cant after crossing the baulk raider can use diagonal or parallel stance and settle the path of the raider, raider leading leg toe face towards to end line and rear leg toe face towards to mid line, both knee should be flex all the body weight on both legs upper body should little lean forward both hand should be free chin up for better observation, raider leading leg toe face towards to end line and rear leg toe face towards to mid line, both knee should be flex all the body weight on both legs upper body should little lean forward both hand should be free chin up for better observation.</p> <p>Count - 2: approach : the raider should fix the target and to confuse the anties, raider leading leg bring forward like natural movement then the same leading leg should bring towards to nearest rear leg body should be crouch position body should be relax and maintain the balance from the oblique,</p> <p>Count - 3: execution: execute the anti-leading leg all the joints are to be extended knee joint, ankle joint, hip joint to cover more distance, this situation raider body should be crouch position all so body weight on the rear leg, hands must be kept free with flexed elbows aside to the chest to maintain the balance, simantenselly use leading leg inner part of the toe to touch the nearest anti, Thirsting the leg must be taking back through pushing the ground by pivoting on the toe ,</p> <p>Count - 4: follow through action: as well as follow through action to take force from the rear leg toe, Take optimum step to come out from that particular place. Leading leg toe thirsting must be take back towards the mid line wider step must be avoided it checks the speed. Upper body bring crouch position to watch the other anties move speedy towards to mid line, with counter action like fall forward or fall backward use which is nearest hand to touch the mid line with proper cant.</p> <p>Count nu.1.2.3: the touch skill execution methods has follows to had according to reducing the count Count -1 &.2: execute like count 1-Abservection and anticipation, stance and body position, count -2 approach and execution and fellow through action Count nu-1. Complete toe touch skill execute on one count</p> <p>Lead - up activities: progressive teaching drills are to be designed by the coach according to standard of the task. Coach should arrange according task to sustain the interest of players and to motivate them a good lead up game can be interspersed in the main task.</p> |   | | |
| <p>Concluding Part</p> | <p>Pedagogical Evaluation</p> <p>Warm Down</p> <p>Evaluation & Discussion</p> | <p>Low</p> | <p>Cool down exercise: warm down exercises are to be given to bring the players temperature to normal condition through simple relaxing exercises – walking, jogging, simple stretching with Partner and bending exercises and yogasanas are the best means</p> <p>Assembly and Discussion: their trainees will be assembled and their doubt, if any, will be cleared. -some times, if required, the coach may demonstrate the skill once again to clear their doubts.</p> <p>Dispersal: the session will be concluded either by the leader of the group or coach using commend method – “DISPERSE”</p> | <p>Co-operative Method.</p> <p>Verbal Method.</p> <p>Commend Method.</p> |  <p>Students</p> <p>Coach</p> | |

Coach:

In the context of sports and physical education, a coach is the director of sports and physical activity in educational settings. A coach can also be a more formalized position within a sports team and they are often the ones responsible for the performance and operation of the team. Coaching pedagogy is most closely associated with the ways of learning and teaching that are done by a coach in an educational setting. This approach...To effectively involve a coach or trainer in teaching a Kabaddi lesson class, consider the following steps:

Pre-Lesson Planning

- **Define Objectives:** Clearly outline the skills and knowledge students should gain from the lesson, such as basic Kabaddi rules, raiding techniques and teamwork.
- **Coach's Role:** Ensure the coach understands their role in demonstrating techniques, providing feedback and guiding students.

Lesson Structure

- **Warm-up:** Begin with dynamic stretching and light cardio exercises to prepare students physically and mentally.
- **Skill Demonstration:** Have the coach demonstrate specific Kabaddi skills, such as raiding, defending and teamwork **strategies**.
- **Guided Practice:** Divide students into teams and have them practice the demonstrated skills under the coach's supervision.
- **Game Play:** Organize a game situation where students can apply the skills they've learned, with the coach providing feedback and guidance.

Coach's Responsibilities

- **Demonstrate Techniques:** Clearly demonstrate Kabaddi skills, breaking them down into manageable parts for students.
- **Provide Feedback:** Offer constructive feedback to students on their technique, teamwork and strategy.
- **Guide Students:** Assist students in understanding the rules and objectives of the game.
- **Encourage Teamwork:** Foster a collaborative environment, emphasizing the importance of teamwork in Kabaddi.

Assessment and Evaluation

- **Observe Student Progress:** Monitor students' understanding and application of Kabaddi skills.
- **Provide Feedback:** Offer feedback to students on their performance, highlighting areas for improvement.
- **Evaluate Lesson Effectiveness:** Assess the overall effectiveness of the lesson and identify areas for future improvement.

By following this structure and leveraging the coach's expertise, students can gain a comprehensive understanding of Kabaddi skills and strategies

Discussion:

In this article, we are not proposing a specific model for coaching practice but, instead, making broader suggestions about a pedagogical approach that coaches could draw on to make their coaching more positive. In doing so, we recognize the challenges that coaches working across a range of sports in a range of settings face.

Conclusions:

Positive Pedagogy maintains a focus on the core aim of most coaching, which is the improvement of performance. It can also foster an enjoyment of learning and learning how to learn that can include (but not always) the secondary learning of many of the same positive personal traits that Positive Psychology aims to develop such as compassion, resilience, self-confidence, creativity, or the competence, coping ability, health, resilience, and the well-being that Positive Youth Development through Sport aims at promoting. It can also facilitate the positive social learning and social skills that participation in sport and physical activity is commonly assumed to deliver but which merely playing games will not necessarily teach although not specifically aimed at developing positive personal and social learning and social skills, the nature of Positive Pedagogy can encourage this development. For children's and youth sport coaches who value this secondary learning, it can be enhanced by an explicit focus on it Learning to learn and the positive inclinations towards learning it can generate, and some of the social learning that can accompany it, is more likely to transfer into life off the court or sports field than improved sport technique and fitness are. The way in which it can develop a positive inclination towards learning, and the contribution it can make towards well-being would clearly be beneficial for children and young people participating in sport. It would be of benefit for improving performance at any level and could make a contribution towards helping elite-level, professional athletes meet the challenges of developing post-playing careers and enhance their well-being.

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Corresponding Author:**Dr. Yallappa M**

Assistant Professor, Kabaddi Coach,
College of Agriculture Navule Shivamogga,
Department of Physical Education & Sports,
KSNUAHS, Shivamogga