

Physical Education Program
"L" and "V" cuts
Lesson #10

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. Students will gain knowledge in using strategies to get open from defenders.
2. Students will demonstrate correct techniques in using both the "V" cut and the "L" cut.
3. Students will demonstrate knowledge of the correct techniques by using the correct cues.
 - a. Change in speed- decreasing speed into the defender and making a quick, sharp cut out.
 - b. Sharp cuts- make a sharp cut away from the defender to fool them.

B. Teacher:

1. Teacher will establish management protocols of boundaries, signals, and the use of equipment.

2. Instant Activity:

Passing Tag

In this activity, designate 2 people "it" and 2 people to "un freeze." This is a regular tag game. For the students to get unfrozen, the "un freezer" must chest pass the basketball back and forth 2 times and then the person is free. Make sure to rotate the people who are "it" and the "un freezers" every 2 minutes.

3. Set Induction:

Class, have you wondered how the professional basketball players get open to receive the basketball so easily? Well, its because they use basic strategies to get open. Two common strategies to get open is the "V" cut and the "L" cut. These are the two strategies we are going to work on today.

*** Demonstrate** the correct way to make a "V" cut and a "L" cut.

Questions to ask:

1. Does anybody have any questions on something they did not understand from the previous lesson?
2. Does anybody not understand the difference between a "V" cut and a "L" cut?

4. Content Development -- see next attached page

5. Closure/Assessment:

- Students will demonstrate the knowledge by raising their hand to answer questions about the two different cuts, "V" cut and "L" cut.
- Students will demonstrate how to change in speed and how to make sharp cuts by doing the actions when asked by the teacher.

6. Equipment: (for a class of 30 students)

1. 30 basketballs
2. 30-40 cones

7. Protocols:

- Go on the word Go.
- Stop on the whistle with the ball at your feet.
- Bring it in means bring it in to the teacher.

8. Class Rules:

- Be respectful
- Follow directions
- Respect equipment
- No Gum
- Have fun
 - 1st offence- teacher will remind student of rules.
 - 2nd offence-Pull student from activity and give student time out.
 - 3rd offence-student will be sent to the principal's office, have student write down his/her actions and have parents sign.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Cones are set in a zigzag pattern across the gym floor. 			
Informing Task: When I say go, begin at one of the cones and jog slowly to another cone practicing the "V" cut. Continue doing this down the gym floor to the other cones.			
	1. Increase your speed between cones.	Class, do not forget to change in speed . This will help fake out the defender so it will be easier for you to get open.	Concentrate on using change in speed. See how many times you used change in speed going across the gym.
	2. While going from cone to cone, have hands out ready to receive a pass.	While having your hands ready to receive the pass, remember to practicing making the sharp cut before hand so you can get away from the defender.	Count the number of times you have used sharp cuts with your hands our ready to receive the pass afterwards.
Informing Task: Now begin using the cones to help you with the "L" cut. Continue to do this across the gym floor.			
	3. Increase your speed between the cones.	Remember to make a change in speed towards the defender and than make a sharp cut out. This is an important part of faking out the defender so you can get open.	See how many times you use change in speed correctly in one minute.
	4. While going from cone to cone, have hands out ready to receive a pass.	Do not forget to come out quick with a sharp cut before you have your hands out ready to receive a pass.	See how many times the offender has there hands ready after making the sharp cut.
<ul style="list-style-type: none"> Students are in groups of three spread across the gym. 			
Informing Task: Now get into a group of three. One person will have the basketball and be the passer. Another person will be the defender, and the final person will play the offensive person. The passer will try to get the ball to the offensive player while the offensive player is trying to get open using the "V" cut. Rotate positions after doing the drill 5 times and continue until I blow the whistle to stop. Here is a demonstration of what needs to be practiced. (* Have students from your class help demonstrate the drill)			
	5. Have the defender try to take away the basketball from the offender.	Do not forget to make the change in speed . This will help you distract the defender and fake him out.	Count how many times the offender can get open without getting the ball taken away.
	6. Increase the distance between the offensive player and the passer.	Boys and girls, while we are doing this drill, what are two cues we must remember? We must remember to change in speed and make sharp cuts .	See how many times the passer can get the ball to the offender.
	7. Decrease the distance between the offensive players and the passer.	Remember to us the sharp cuts to get open. We want to leave the defender behind.	See how many times the offender correctly uses the "V" cut.

Informing Task: In your same groups, continue to do the same drill that we are doing but now practice using the "L" cut.			
	8. Have the defender try to take away the basketball from the offender.	Remember to use the sharp cuts so it will be harder for the defender to get the ball from you and you can get open easier.	Count the number of times the offender uses the sharp cuts to get open.
	9. Increase the distance between the offensive player and the passer.	Do not forget to pop out with a sharp cut to get open.	Keep track of how many times the offender receives the basketball without getting it taken away by the defender in one minute.
	10. Decrease the distance between the offensive players and the passer.	Use change in speed to get open, this is to fake out the defender.	Count the number of times the passer gets the ball to the offender after the sharp cut to get open.
Closure/Assessment			
<ol style="list-style-type: none"> Boys and girls, by raising your hand what is one cue that we have been practicing today during our class. (Answers should be either change in speed or sharp cuts.) How about the other cue we have been practicing? Good job class for listening well and knowing the cues that we have been practicing. Now what I want you to do is to spread out and show me by action how to change in speed. Good job in changing the speed, now lets see you make sharp cuts doing the "V" cut. Now show me the "L" cut. By raising your hand, can someone tell me the difference between the "V" cut and the "L" cut? Now someone else, by raising your hand tell me what is the purpose of doing these cuts and changing speeds? (Answer should be to get open and get away from the defender.) 			