

# Week 6





## Warm-Up (10 minutes)

Players play "Rebound-Outlet." Player  $O_1$  shoots the basketball, guarded by  $X_3$ .  $X_3$  rebounds the shot and makes a strong outlet pass to  $O_2$ . As soon as 1 takes the shot, he or she moves quickly to play defense on 2. Player 1 then rebounds 2's shot and makes an outlet pass to  $X_3$ . After 2 takes the shot, he or she plays defense on  $X_3$ . The players continue the process for the duration of the warm-up. (See figure on page 209.)

### PURPOSE

To attack the basket by setting screens.

### Equipment

-  One basketball per two players, if possible
-  Court space with three or four baskets
-  Tape or markers
-  Different colored vests or shirts to differentiate teams

## Fitness Circle (5 minutes)

### Key Idea: Muscular strength and endurance

Gather the team into a group. Choose two players to demonstrate with one ball. Have the players pass to each other 10 times without telling them how hard or fast to pass. Then have them spread out farther. Direct them to pass as hard and as fast as they can 10 times. Have them come back to the group. "Did everyone see how during the second times they passed the ball harder and faster? When you do that, what area or component of fitness do you improve?" Listen to their responses. "Muscular strength and endurance. When you pass harder you are improving your strength; when you pass faster, you are improving your endurance."

## Game 1 (10 minutes)

### Goal

The offense attempts to screen (set a pick on) the on-the-ball defender so the player with the ball can attack the basket.

### Description

Play 4 v 4 half-court games. Have different players restart plays. Give one extra point for a basket scored off a screen. Players call their own fouls. (See figure at the top of page 207.)

# Week 6

Coach: Why use a screen?

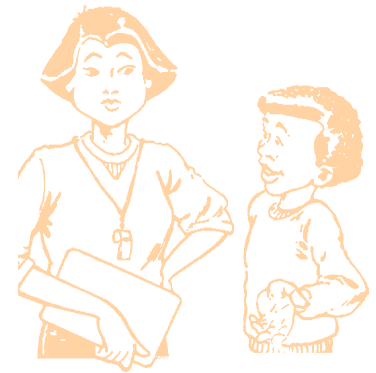
Players: To create an open shot for the player with the ball.

Coach: What is a screen?

Players: An offensive technique to take the defensive player guarding a teammate out of the play, or to delay that player long enough to open a teammate for a pass or shot.

Coach: How do you execute a screen?

Players: Wide base, bent knees, arms across body to protect self.



## Skill Practice 1 (15 minutes)

### Description

Play 3 v 2 games with two other players acting as coaches. Offensive players execute screens. The defensive player plays active defense. One coach will watch to see if the screen is set correctly; the other coach will watch to see if the ball handler uses the screen correctly. The goal is to successfully execute a screen three times in a row. (See figure at the bottom of page 207.)




"Stand firm, straddle feet."

"Hands across chest ready to take impact."

"Roll toward basket or roll to a passing lane."



 Point out common errors: setting a screen with your side and setting a moving screen.

## Game 2 (15 minutes)

### Goal

The offense attempts to screen the on-the-ball defender so the player with the ball can attack the basket.

### Description

Play 4 v 2, 4 v 3, or 4 v 4 games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Have a different player restart the play each possession. Give one extra point for a basket scored off a screen. Players call their own fouls. (See figure at the top of page 207.)

## Team Circle (5 minutes)

### **Key Idea:** Caring

Gather the team and separate them into two groups, each with a ball. "Each group should pass the ball to each other. As you pass the ball I want everybody to be saying something good about the pass and the people passing and catching. I should be hearing constant talk." Encourage excitement about the activity by clapping and providing players with your positive comments. "We will keep the passing going until everyone has had two turns passing and catching. Let me know when you're done." Wait for players to signal that they are finished. "What are some of the positive comments that you heard? Saying positive comments shows you care."

### **Wrap-Up**

Make summary comments about practice and give reminders for the next game.



# Week 7

## Warm-Up (10 minutes)

Players pair up and practice shooting off of various offensive moves. The shooter shoots 25 consecutive shots; the rebounder quickly returns the ball. After 25 shots they switch roles. The shooter follows this pattern:

- First 10 shots—no dribble
- Next 5 shots—dribble once
- Next 5 shots—dribble twice
- Last 5 shots—use a crossover dribble

The shooter keeps moving around the perimeter during all 25 shots.

## Fitness Circle (5 minutes)

### **Key Idea:** Cardiorespiratory fitness

Gather the team into a circle. “I want everyone to run to the opposite basket and back. Before you go, describe how your lungs feel and how fast your breathing rate is. How tired is your body?” Listen to their responses. “When you’re done running, I’ll ask you the same question and see if the answers are faster or slower or more tired than before. Ready? Go!” Repeat the question. Discuss their responses. “To strengthen your heart and lungs, you need to run and make your heart beat faster and breathe faster. You need to feel a little tired while running to improve your cardiorespiratory fitness. Checking how you feel tells you that you are running fast enough to improve the strength of your lungs and heart.”

## Game 1 (10 minutes)

### **Goal**

The offense attempts to screen off-the-ball defenders so their offensive teammates can move to support the ball handler.

### **Description**

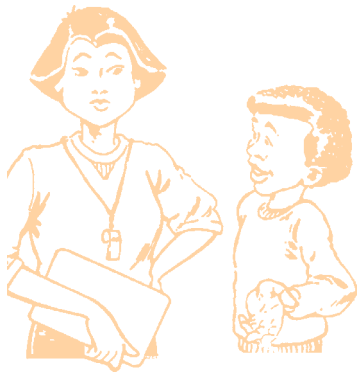
Play 4 v 4 half-court games. Have different team members restart the play on each possession. Give an extra point for each basket scored off a screen. Players call their own fouls. (See figure at the top of page 175.)

### **PURPOSE**

To create space in the attack by using off-the-ball screens.

### **Equipment**

- One basketball per two players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams



Coach: How did you use the off-the-ball screen to free up your teammate?

Players: Setting a pick or screen on the defender, same as on the ball.

Coach: How did you know where to set the screen?

Players: Setting screen so teammate can get open to receive a pass, depending on where a passing lane can be opened; facing away from direction teammate needs to run.

Coach: How should you move to best use the screen?

Players: Cut toward the screen, brushing or nearly brushing shoulders as you pass the pick or screen.

## Skill Practice 1 (15 minutes)

### Description

Play 3 v 3 half-court games; two players act as coaches, one watching the offense, the other the defense. The offense screens off the ball. (See figure at the bottom of page 175.)



"Anticipate ball movement!"

"Screen so the player can move to the ball or to the basket."

"Brush shoulders so the defender can't get through the screen."

## Game 2 (15 minutes)

### Goal

The offense attempts to screen off-the-ball defenders so their offensive teammates can move to support the ball handler.

### Description

Play 4 v 2, 4 v 3, or 4 v 4 games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Have different team members restart the play on each possession. Give an extra point for each basket scored off a screen. Players call their own fouls. (See figure at the top of page 175.)

# Week 7

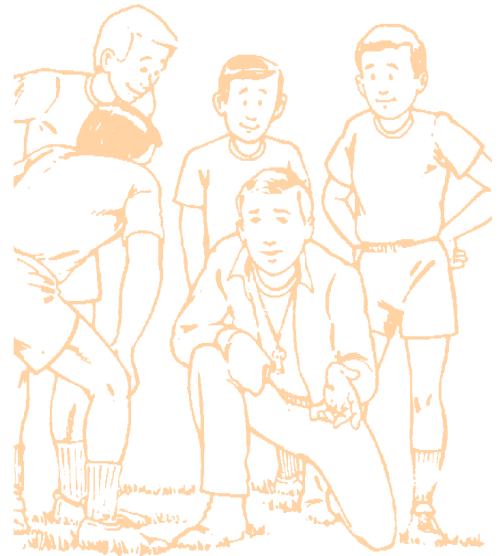
## Team Circle (5 minutes)

### **Key Idea:** Respect

Gather the team into groups of three. Play a one-on-one game with the other player being the official. Play for one minute and rotate players so everyone gets a chance to referee. "How did it feel to be the official?" Discuss responses and importance of showing respect. "It can be difficult to be an official. It involves quite a few skills. Remember that it's a tough job, and always show respect for officials."

### **Wrap-Up**

Make summary comments about practice and give reminders for the next game.



# Week 8

## PURPOSE

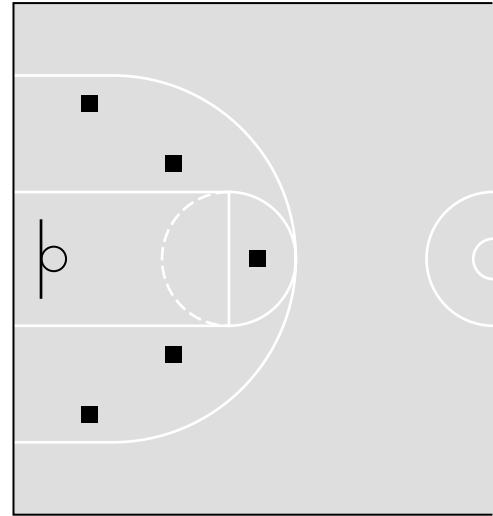
To use space in the attack by rolling off a screen toward the basket.

## Equipment

- One basketball per two players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams

## Warm-Up (10 minutes)

Players play "Spot Shooting," shooting five shots from each of the five areas. Player should run to get each rebound and then dribble back to the appropriate spot. Players should try to make at least 15 out of the 25 attempted shots.



## Fitness Circle (5 minutes)

### **Key Idea:** Cardiorespiratory fitness

Gather the team into a group. Have players run for two minutes with a partner without stopping. "During our run I want you to be able to run for the whole two minutes. Who remembers what a talk test is?" Listen to their responses. "You can use a talk test to pace yourself so you don't run too fast and get too tired before the two minutes are up. Say the words 'two points' to your partner. If you can say it without being out of breath, keep the same pace; if you're out of breath, slow down a little. Start running." Time for two minutes and gather team as a group. "Using a talk test helps you pace yourself. Pacing yourself when you run helps to improve your cardiorespiratory fitness."

# Week 8

## Game 1 (10 minutes)

### Goal

The offensive player who sets a screen, either on or off the ball, cuts toward the basket.

### Description

Play 4 v 4 half-court games. Have a different team member restart the play on each possession. Give an extra point for each basket scored off a screen. Players call their own fouls. The defense attempts to get around the screen and stay with the player cutting to the basket. (See figure below.)

Coach: After you set the screen, what do you do?

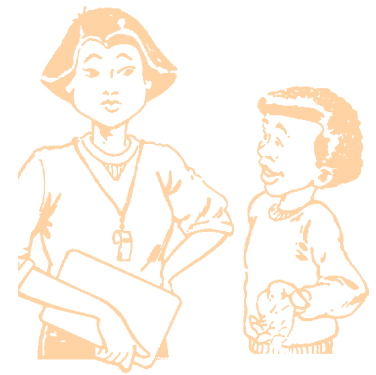
Players: Move toward the basket.

Coach: How did this movement create space in your attack?

Players: Created a passing lane, set up a potential high percentage shot (e.g., lay-up).

Coach: Which picks—high or low—provided more opportunities to shoot?

Players: High, because they allowed player to roll away from defense and kept defensive player from getting between offense and the basket.

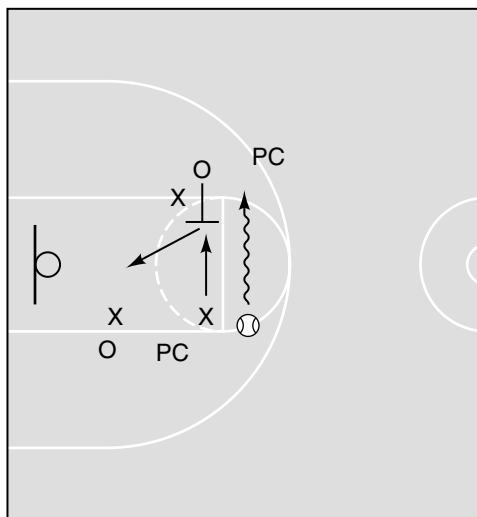


## Skill Practice 1 (15 minutes)

1. Introduce, demonstrate, and explain how to execute a *pick-and-roll* (see page 242).
2. Practice pick-and-rolls.


### Description

Play 3 v 3 half-court games with two player-coaches evaluating the effectiveness of the offensive players. The offense tries to score twice off a pick-and-roll and then switches to defense.







 Focus on the offensive performance.



"Open up to the ball when rolling to the basket!"  
 "Watch for the ball!"  
 "Show target hands!"  
 "Attack the basket quickly!"

## Game 2 (15 minutes)

Same as Game 1, except play 4 v 2, 4 v 3, or 4 v 4 games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense.

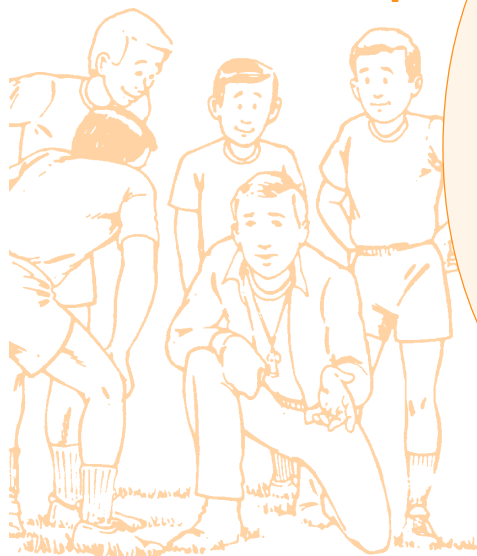
## Team Circle (5 minutes)

### Key Idea: Caring

Choose two players to demonstrate. Tell them they will role play a situation in which one player is dribbling the ball and passes to the other. The pass goes out of bounds and the player receiving the pass gets upset and yells at his teammate. Have them act out the situation with your assistance. "How would you feel if someone yelled at you for a bad pass?" Listen to their responses. "How about if you made a bad pass, but heard some encouraging words like 'It's okay. Maybe next time?'" Listen to responses, discuss comparisons. "You show you respect your teammates by not yelling at them for a mistake and encouraging them to make a better play the next time they have a chance."

### Wrap-Up

Make summary comments about practice and give reminders for the next game.



# Week 9

## Warm-Up (10 minutes)

Players play “Spot Shooting,” shooting five shots from each of the five areas labeled in the figure on page 218. Player should run to get each rebound and then dribble back to the appropriate spot. Players should try to make at least 15 out of the 25 attempted shots.

### Fitness Circle (5 minutes)

#### **Key Idea:** Healthy habits

Gather players into two equal groups. “I want the first group to take a ball, then dribble and pass to each other, making sure everyone gets one chance with the ball, then attempt a basket.” After players finish, ask them to come over to the sidelines. Have the second group go out and repeat the activity. “Following a play like that, and every time you come out of the game or during practice, what is one of the most important things you should do?” Listen to their responses. “Drink water during every break and especially when you need it. Drinking regularly prevents dehydration or when your body loses water. It’s important to drink water *before* you feel thirsty. Drinking plenty of water is a healthy habit to do every day.”

## Game 1 (10 minutes)

### **Goal**

The defense will play effective player-to-player, competitive defense to keep the offense from scoring.

### **Description**

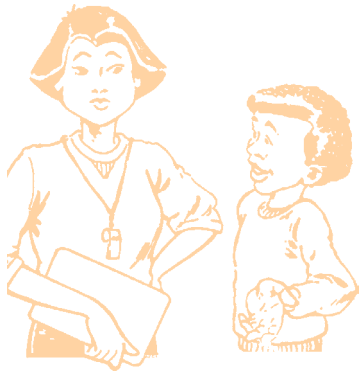
Play 4 v 4 half-court games. Players call their own fouls. Players can dribble only to drive to the basket. The offense uses screens to score and create passing lanes in the attack. Use a jump ball to restart play after every basket. (See figure on page 200.)

### **PURPOSE**

To defend space by communicating and to play good defense.

### **Equipment**

- One basketball per two players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams
- Three cones



**Coach:** How did you defend the offensive team?

**Players:** With player-to-player defense.

**Coach:** What are the advantages of player-to-player defense?

**Players:** All players are closely guarded, which increases the chance to win the ball; all defensive members know their responsibility.

**Coach:** What are the disadvantages of player-to-player defense?

**Players:** Defense can get spread out too far away from the basket; difficult to match players of equal ability.

**Coach:** How can you help your teammates while in player-to-player defense?

**Players:** Let them know when a screen is being set; pick up the player when there's a scoring threat.

## Skill Practice 1 (10 minutes)

### Description

Play 3 v 3 games, using two player-coaches. Begin by playing in slower motion, using a cooperative to active defense. Offensive players execute on-the-ball screens. Defensive players must fight through the screen and stay with their opponents; they transition into playing competitive defense. They attempt to keep the offense from getting a good shot. The player-coaches evaluate defenders' abilities in getting around screens.

## Skill Practice 2 (10 minutes)

### Description

The same as Skill Practice 1, except the emphasis here is on off-the-ball screens. (See figure on page 178.)



"Call 'screen left' or 'screen right.'"

"Quick movements, jab steps and fakes."

"Stay between your player and the basket."

# Week 9

## Game 2 (10 minutes)


### Goal

The defense, playing a player-to-player competitive defense, will keep the offense from scoring.

### Description

Play 2 v 4, 3 v 4, or 4 v 4 games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Players call their own fouls. Player can dribble only to drive to the basket. The offense uses screens to create passing lanes in the attack and score. (See figure on page 200.)



 Solid player-to-player defense is the foundation for all other facets of defense.

## Team Circle (5 minutes)

### Key Idea: Respect

Gather the team into a group near three cones about 10 feet apart. "What are three things you can do or not do that show you respect your body?" Listen to their responses. Main ideas might be not taking drugs, keeping emotional outbursts under control (swearing, pushing an opponent), and not doing dangerous plays in practices and games. As players give responses, have them and others with the same idea stand next to a cone. "Those are all great ideas. When you practice those ideas, you show yourself and others that you respect your body."

### Wrap-Up

Make summary comments about practice and give reminders for the next game.



# Week 10





## Warm-Up (10 minutes)

Players play “Rebound-Outlet.” Player  $O_1$  shoots the basketball, guarded by  $X_3$ .  $X_3$  rebounds the shot and makes a strong outlet pass to  $O_2$ . As soon as 1 takes the shot, he or she moves quickly to play defense on 2. Player 1 then rebounds 2’s shot and makes an outlet pass to  $X_3$ . After 2 takes the shot, he or she plays defense on  $X_3$ . The players continue the process for the duration of the warm-up. (See figure on page 209.)

### PURPOSE

To win the ball and use space in the attack by making a quick transition from defense to offense.

### Equipment

-  One basketball per two players, if possible
-  Court space with three or four baskets
-  Tape or markers
-  Different colored vests or shirts to differentiate teams

## Fitness Circle (5 minutes)

### Key Idea: Healthy habits

Gather the team into a group. “It’s important to eat foods that give the most energy for basketball. What are the four main nutrients or parts of food that help you grow and stay healthy?” Listen to responses. Discuss how carbohydrates (breads, cereals, and fruits) give energy. Discuss how proteins (meats, nuts, and tofu) build muscle and bone. Mention that fats (fat and oils in meat, milk, and nuts) provide stored energy. Remind them that water (from the tap or in juice or milk) makes up 60% of their bodies. “One healthy habit you should be practicing every day is eating foods that keep your body healthy—that includes snacks. What are examples of each nutrient? Carbohydrates? Proteins? Fats? Water?”  
Discuss food choices.

## Game 1 (10 minutes)

### Goal

The defense will rebound and make an outlet pass.

### Description

Play 4 v 4 half-court games. Defenders box out to rebound and use an outlet pass. Players call their own fouls. The defensive team gets one point for successfully rebounding and making an outlet pass. The offense scores as many points as possible. (See figure on page 200.)

# Week 10

Coach: Why should you make an outlet pass after rebounding the ball?

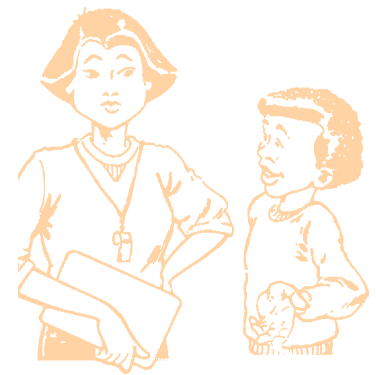
Players: To get ball out of lane and away from opponents; to get ball down the floor faster.

Coach: Which player should get the outlet pass?

Players: Player not involved in rebounding.

Coach: Where should the outlet player go to receive the outlet pass?

Players: To the sideline nearest the player rebounding the ball; move quickly to create a passing lane.

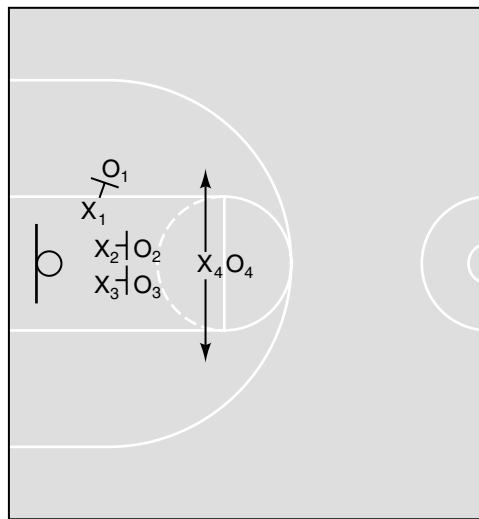


## Skill Practice 1 (10 minutes)

### Description

Play 4 v 4 games half court, with one shooter and one outlet;  $O_4$  shoots ball. On the release,  $X_1$ ,  $X_2$ , and  $X_3$  turn and box out the players they're guarding.  $X_4$  (the outlet) moves right or left, depending on which side of the basket the ball is rebounded.

The rebounder turns and passes to  $X_4$ . The defense tries to complete three successful outlet passes in a row; then the offense goes on defense, and vice-versa.



"Rebound!"

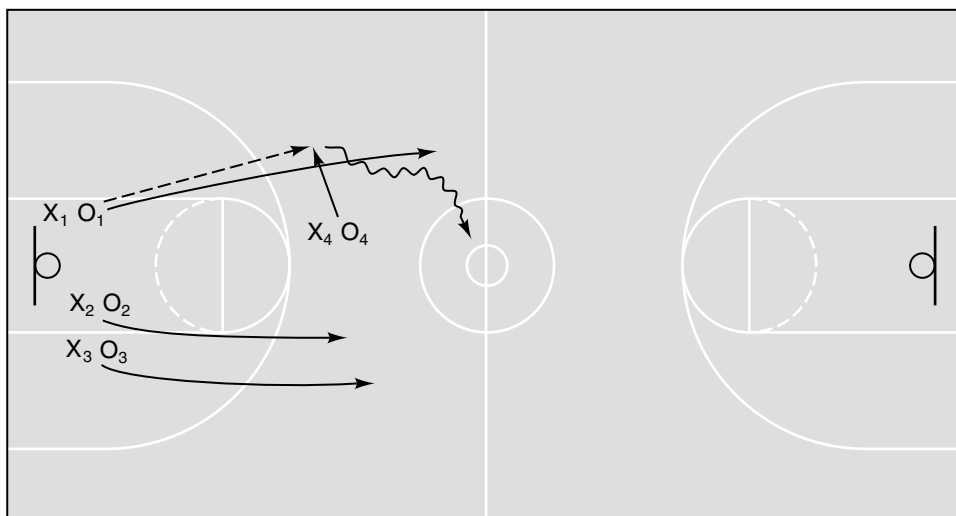
"Protect the ball!"

"Pivot away from the basket!"

## Skill Practice 2 (10 minutes)

### Description

Extend Skill Practice 1. Go to full court. After the outlet pass is made, the point guard or off guard moves up toward center court to create a passing lane. The next available player fills the outside lane opposite the rebound. Trailing players move quickly down court and assume offensive positions. After rebounding the ball, the team outletting the ball tries to use no more than five passes to score.



### COACH'S cues



"Get and go!"

"Quick movement down court!"

"Stay wide and spread out to maintain passing lanes."

# Week 10

## Game 2 (10 minutes)

### Goal

The defense uses outlet passes after rebounding ball.

### Description

Same as Game 1, except play 2 v 4, 3 v 4, or 4 v 4 games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense.

### Team Circle (5 minutes)

#### Key Idea: Responsibility

Gather the team into a circle. "I want everyone to count how many players we have in the circle." Wait while they count. "How many do you get, total?" Listen to their responses. "Well, that's good counting, but you know, the real total is *one*. That's right. We're one team with many contributions from each player. Remember there is no 'I' in team. If we don't play together as one, we will not play our best. To play together we all have individual responsibilities to the team like working hard on defense and offense, following rules, and getting good at ballhandling skills. Making sure each one of you takes that responsibility seriously is an important attitude to practice."

#### Wrap-Up

Make summary comments about practice and give reminders for the next game.





# Week 11

## Warm-Up (10 minutes)

### PURPOSE

To win the ball by rebounding free throws.

### Equipment

- One basketball per three players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams

Groups of three players—a shooter, passer, and rebounder—play “Rapid Fire.” The shooter has one basketball; the passer has another. The shooter keeps moving, shooting without dribbling (later you might add shooting off the crossover dribble). The shooter shoots, working on balance, position, and technique; the passer uses bounce and chest passes to pass to the shooter; and the rebounder outlets to the passer. After one minute, players rotate positions: the shooter becomes the rebounder; the rebounder, the passer; and the passer, the shooter. (See figure on page 203.)

## Fitness Circle (5 minutes)

### Key Idea: Healthy habits

Gather the team into a group. “Tell me some healthy habits you practice every day?” Responses may be brushing teeth, eating foods that help you grow, and getting enough sleep. If taking drugs or using alcohol is not a response, discuss this. If it was a response, lead discussion from the response. “You have been hearing ‘say no to drugs’ probably since you were very young. Let’s talk about what it really means and if/where you might have to use that phrase. Tell me some situations where you think you might have to ‘say no to drugs.’”

Discuss responses—in school, from other kids you don’t know very well, parties, etc. “It is an important healthy habit to stay away from drugs, alcohol, and tobacco.”

## Game 1 (10 minutes)

### Goal

Players will learn correct positioning for free throws.

### Description

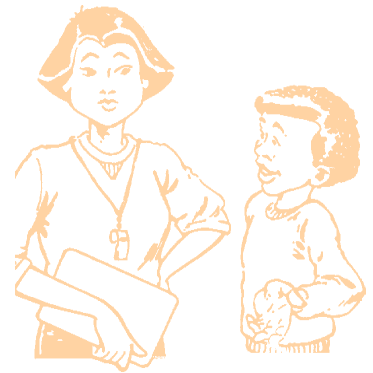
Play 4 v 4. Begin each play with a free throw. A made free throw is worth one point; a rebound (for either team) is worth one point. Rotate so each player on both teams shoots a free throw. Team A shoots five free throws in a row; then team B shoots.

**Coach:** How should the offensive team line up for a free throw?

**Players:** Between defensive players on sidelines of the lane, one player at half court to defend against a potential fast break attempt.

**Coach:** How should the defensive team line up for a free throw?

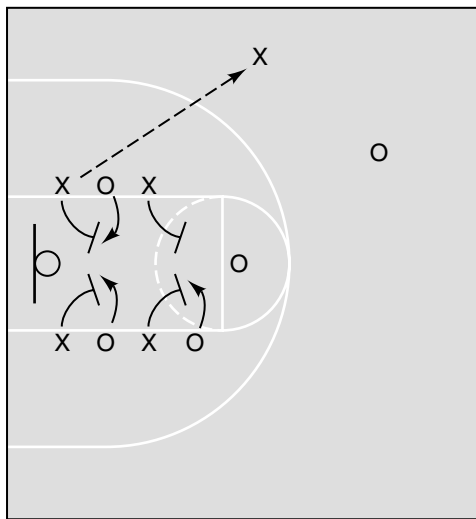
**Players:** On the block next to the basket, with one player on other side of offensive player and one player close to shooter ready to box out.



## Skill Practice 1 (15 minutes)

### Description

Offensive and defensive teams alternate free throws. Practice defensive positioning after release of ball and practice making outlet passes, as in a fast break. If the offensive team gets the rebound, continue play until they score or the defense wins the ball.



"Step in at the release!"

"Step in quickly and firmly hold position."

"Keep your body against your opponent."

## Game 2 (15 minutes)

Same as Game 1.



- ☞ Teach free-throw rules (e.g., when players can enter the lane; see page 280).
- ☞ Emphasize the need to box out the shooter.
- ☞ Encourage free-throw shooting routines. For example: "see" the ball go in; bounce the ball; bend the knees; focus on the "BEEF" technique—Base firm, Elbow under ball, Extend arm, Follow through.

## Team Circle (5 minutes)

### Key Idea: Caring

Gather the team into a group and choose three players to demonstrate. Have the three stand in a line. The two outside players should carefully lift the middle player. Have them problem-solve to find a way to hold the player up. Continue for about 30 seconds and then have them set the player down. "Did you see how Jared was supported by his teammates? Ben and Tyrone showed you how to give physical support, but it's also important to support your teammates emotionally. What are some examples?" Listen to responses (positive comments, identifying good plays, encouraging comments during losses) and discuss them. "When you support your teammates throughout the season, you show you care about them. You'll play better as a team when you show you care about each other."

### Wrap-Up

Make summary comments about practice and give reminders for the next game.



# Week 12

## Warm-Up (10 minutes)

Play 1 v 1 games, starting at the foul line. Defense checks the ball and offense begins in a triple threat position. (See figure on page 108.)

### Fitness Circle (5 minutes)

#### Key Idea: Reversibility principle

Gather the team into a group. "What happens to your body if you do not stay active and keep training and conditioning your body?" Listen to their responses. Discuss losing conditioning when you stop being active. "What is that called? Right—the 'reversibility principle.' What should you do to prevent losing your conditioning? Participating in physical activity or another sport after the season will prevent you from reversing your conditioning. How will you stay active after the basketball season is over?" Listen to their responses. "Remember the 'reversibility principle'—you use it or lose it! You worked hard all season to improve your Fitness, so keep it up for next year!"

#### PURPOSE

To restart play by running set plays on inbounds passes.

#### Equipment

- One basketball per three players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams
- Two cones

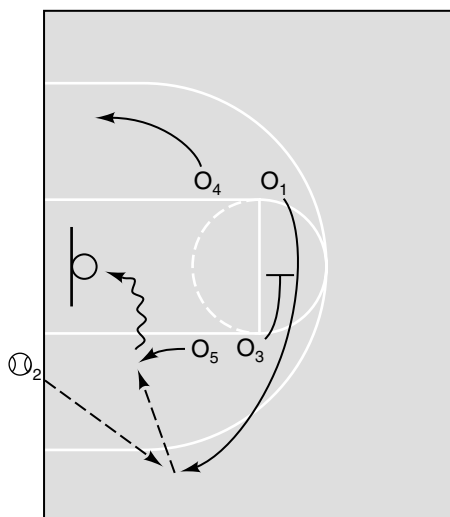
## Game 1 (10 minutes)

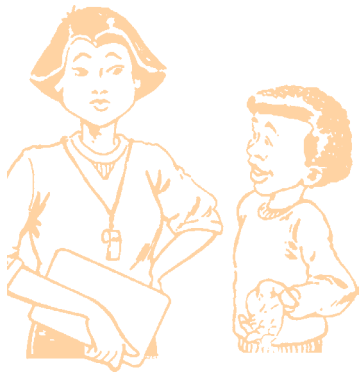
### Goal

The offense will score within 10 seconds of inbounding the ball from the end line.

### Description

Play 5 v 5, half court. Players can't dribble except to drive to the basket. Use a 2-1-2 defense to defend space around the basket. Restart play from the end lines.





☞ Teach the difference between a zone and player-to-player defense (players guard an area, not a person).

☞ A zone defense protects the lane better than player-to-player.

☞ Players need to communicate in the zone—they need to call cutters, shots, and so on.

☞ The player inbounding the ball has five seconds to release the ball.

**Coach:** What did your team do to score within 10 seconds of the inbound pass?  
**Players:** Passed quickly, moved quickly, set up screens and picks to create open passing lanes.

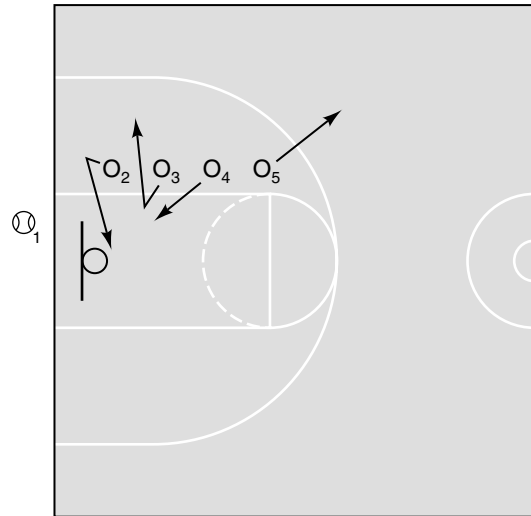
## Skill Practice 1 (10 minutes)

1. Introduce, demonstrate, and explain an end-line inbounds play (see page 243) against a 2-1-2 zone defense.
2. Practice the inbounds play.

### Description

In a 5 v 5 half-court situation with an active 2-1-2 defense, the offense tries to score three times in a row on this inbounds play.

$O_2$  fakes outside, then cuts in the lane and sets a screen for  $O_4$ , who cuts toward the basket, hands held high, expecting the pass.  $O_4$  is the first option.  $O_3$  is the second option.  $O_3$  fakes inside, then cuts toward the baseline.



## Skill Practice 2 (10 minutes)

### Description

Teams create and practice their own end-line inbounds plays against a 2-1-2 zone defense. Each team of five creates an inbounds play, then practices it against its opponent, which plays an active defense. The goal is to score three times in a row.

# Week 12



"Know your role!"  
"Execute your role!"  
"Timing is everything!"

## Game 2 (10 minutes)

Same as Game 1, except play 5 v 4 or 5 v 3. The offense earns an extra point when they score on the inbounds play. Rotate players accordingly so that all players have a chance to play offense and defense.

## Team Circle (5 minutes)

### Key Idea: Respect

Gather the team into a group near two cones about 10 feet apart. Choose two players to demonstrate. "Let's say you just scored a basket. Jack, show everyone a way to celebrate or congratulate your teammates that won't make the other team upset. Now, Kyle, show the team how you would celebrate if you wanted everyone to know how happy you were and that you thought you played much better than your opponents. If you think the best way to celebrate is like Jack, stand at this cone. If you think Kyle's is the better way, stand at this cone. . . . It's important to respect your opponents during games. You can do that by saying 'good play' or slapping hands calmly with your team. Now think about respected athletes—what do they do before, during, and after games?" Discuss.

### Wrap-Up

Make summary comments about practice and give reminders about the final game.

