The S.P.I.R. method

A particularly successful teaching method for assisting children to learn new skills is the S.P.I.R. method.

S for Show (demonstrate)
• Name the skill.
• Show the whole skill first.
• Show again while making the instructional points.
• Make no more than three coaching/instructional points.
• Ask if there are any questions.
• Demonstrate once more, asking the children to watch for the coaching points.

P for Practise
• Practise immediately.
• The learners copy what has been shown.
• Practise the whole skill first.
• Revise parts of the skill if problems.

I for Instruct (or Intervene to correct errors)
• Observe each group for 15-30 seconds.
• Keep repeating the key points about the skill.
• Provide further instruction.

R for Reward
• Praise good efforts.
• Show pleasure.
• Make every player feel his/her efforts are valued.

Using S.P.I.R. effectively

During the Show (demonstration)
• Select appropriate learning information.
• Each skill demonstration requires a formation which allows every individual to obtain a clear view of the key aspects of the skill.
• Use simple precise instructions.
• A key word or cue should be used to emphasise the important parts of the skill.

During the Practise
• Let the players freely experiment without much feedback at first.
• Get children practising as soon as possible so they don't lose their mental picture or the sense of how the skill is performed.

When Instructing
• Provide feedback as this lets children know how they are going.
• Allow them to practise for a time before offering any feedback.
• Offer specific, constructive, clear and positive feedback.

When providing Reward
• Encourage freely, particularly when an individual's progress seems slow.
• Set standards according to the capability of each individual.
• Understand and allow for the fact that each child will improve at a different rate.
• Only compare individuals with themselves – what they could do and now what they are doing.
• Avoid comparing players with each other.
Group coaching

AFL Auskick coaches will be required to teach children in groups. In order to do this smoothly and efficiently, a coach will need to position themselves so they are seen and heard by all participants. They will also need to establish boundaries within which the program will operate.

Formations for group coaching

Coaches need to establish appropriate formations for group instruction and practice.

A good formation for coaching is one that:
- Enables the coach to see and hear all the players and vice versa.
- Is quickly and easily formed.
- Minimises distractions – away from extraneous noise and other movement, out of the wind or sun if these are a distraction.
- Is used regularly so children are familiar with it and how and where to set it up.

Training zones for group coaching

Training zones can be marked on an area of playing space as a strategy for organising group coaching. A training zone could be a grid, a circle, a doughnut, a square, a set of parallel lines and so forth. These marked areas can be used for group drill activities and skill games.

The nature of the zone used generally depends upon the coaching goal and the skills that are being developed.

A circle formation with players spaced around the circle perimeter can be used to develop ball transferring (e.g. handballing and catching) skills or can be used to rotate players from the perimeter to the centre as part of an activity or game. When the coach is stationed in the centre of the circle, he/she can control the skill activity as all players are in view.

A grid formation can have players stationed on grid boundary points or within the squares of the grid.

Marked training zones should be used to enable a coach to closely monitor the group’s activities and spend more time correcting individual faults and less time maintaining control over widely scattered players. Coaches can position themselves within a circle or grid and demonstrate skills without the players having to leave their position to be able to see and hear.
Match-day coaching

- Ensure that all players know where to attend, the time to arrive and have transport.
- Ensure players are aware of their positions on the field (a blackboard is useful for this).
- Provide appropriate warm-up exercises with footballs (if possible do this on the ground).
- Encourage players to encourage each other.
- Use interchange players freely.
- Encourage all players and acknowledge their individual efforts.
- Focus on teaching children the game not on winning the game.
- Addresses to players before, during and after the game should be used as teaching and learning opportunities (be calm and positive and avoid any emotional gospelling, derogatory or sarcastic remarks).

Match-day addresses

- Addresses to players are a means to teach them about the game: both its skills and values.
- Prepare the pre-match talk beforehand and consider what to say to individuals and groups (e.g. forward-line players) and what to say to the whole group.
- Talk to players individually and in small groups about their responsibilities as they are getting ready.
- Young players who are already excited and enthusiastic do not need, and should not be given, a pep talk prior to a game.
- Do not address the whole group for longer than 60 seconds and keep it simple.
- Stress that the game is an opportunity to practice skills.
- Encourage players to do their best.
- Use words and expressions they have heard before to enhance understanding.
- Be positive and encouraging.
- Use statistics as positive reinforcement during breaks.
- Make sure all players are attentive and focused when being spoken to.
- Reinforce plans and policies that have been practised.
- Comments during game breaks could refer to the playing conditions, skill strengths and areas for improvement, position play, good efforts from groups or individuals and plans for the next stage of the game.
- Post-game comments could review what was well done, what needs improvement, what can be learned from the opposition’s play, what individuals did well, what was learnt, the extent of player satisfaction, what needs to be worked on, what the team should aim to do better next time.
Remediation coaching

Kicking

The following remediation strategies address the common problems children have with mastering the skill of kicking.

**Common problems**
- Incorrect ball guidance such as using two hands to drop or slam the ball onto the kicking leg.
- Incorrect follow-through of kicking leg by kicking the leg across the body.

**Remediation suggestions**
- Stress that the ball is to be guided down with the hand on the same side as the kicking leg.
- Stress that the kicking foot must follow through straight towards the target.

**General remediation suggestions**

**One-handed ball guidance remediation suggestions**
- Player holds the ball underneath in the hand on kicking leg side, walks a few steps and drops the ball onto a mark on the ground.
- Player to repeat the previous action but brings the kicking foot through to connect with the dropping ball.
- Action repeated, this time with a finger of the opposite hand on the side of the ball and the controlling hand moved from underneath to the side of the ball.
- Player holds the ball in two hands, walks through the kick guiding the ball down with one hand.

**Correct to follow through remediation suggestions**
- Practise straight follow through without a ball.
- Practise kicking follow through between two parallel benches or two lines of markers with a progressively narrower width.
Remediation coaching

Handballing

The following remediation strategies address the common problems children have with mastering the skill of handballing.

Common problems
- Handballing hurts the child’s hand.
- Throwing the ball in the air with the platform hand before hitting it.
- Dropping the platform hand away before the hit.

Remediation suggestions
- Ensure that the thumb is not inside the clenched striking fist.
- Stress that the ball is struck with the surface of the fist formed by the forefinger and thumb, not the knuckles.
- Reduce any pain by using a lighter or softer plastic or synthetic football and suggest using the platform hand to help the propulsion of the ball.
- Stabilise the platform hand by resting it on a table or a player’s back or the coach could hold the hand firm.
- Practise the ‘catch the fist’ technique where after the ball is hit, the clenched fist remains in the platform hand.
Remediation coaching

The chest mark

Children tend to display similar problems when trying to master the skills of AFL football. Group or individual instruction can target common problems and help remediate skill barriers.

The following remediation strategies address the common problems children have with mastering the skill of chest or arm marking.

**Common problems**

- Arms too far apart leaving a gap through which the ball slips.
- Letting the ball hit the chest first and bouncing off.

**Remediation suggestions**

- Stress that the ball must be first taken on the arms and guided into the chest.
- Practise shaping arms for the mark without the ball.
- Check posture is correct.
- Practise correct marking style with a ball held out by a player walking or jogging past the marking player.
- Proceed to marking a thrown ball.
- Progressively increase the difficulty (e.g. marking a soft kick and then a firm kick) until the skill is mastered.
Remediation coaching

The overhead or hand mark

The following remediation strategies address the common problems children have with mastering the skill of overhead or hand marking.

Common problems

• Ball bouncing off or going through the hands.
• Leaping too early or too late.
• Fear of being hit in the face by the ball.

Remediation suggestions

• Stress that the thumbs should be almost touching behind and almost halfway up the ball, fingers spread and pointed towards the ball and wrists straight, not cocked backwards.
• Practise shaping arms and hands for the mark without the ball.
• Practise correct marking style with a ball held high off the ground by the coach so that the player can run and jump to mark the ball.
• Proceed to the player throwing up and catching the ball using the correct style.
• Proceed to marking a ball thrown by another player.
• Progressively increase the difficulty (e.g. marking a soft kick and then a firm kick) until the skill is mastered.
• Improving judgment of the flight of the ball and when to jump to take the mark comes from practising overhead catching of all types of balls in flight.
• Using a lighter or softer plastic or synthetic football or a similar sized beach ball can reduce fear of being hit.
Notes
Section Five
Skills guide

In this section

Introduction to skills guide ........................................ 58
Kicking ................................................................. 59
Drop punt............................................................. 59
Torpedo punt ....................................................... 60
Banana kick .......................................................... 60
Handball............................................................... 61
Marking .................................................................... 61
Arm or chest mark .................................................... 62
Hand mark ............................................................. 62
Overhead mark ........................................................ 63
General coaching hints ............................................ 63
Ruckwork ............................................................... 64
Palming: front ........................................................ 64
Palming: back ........................................................ 65
Pick up: moving ball ............................................... 65
Pick up: stationary ball .......................................... 66
Hand dribbling ...................................................... 66
Ball handling .......................................................... 67
Running ............................................................... 67
Bouncing the ball .................................................... 68
Sidestep ............................................................... 68
Blind turn .............................................................. 69
The dummy ........................................................... 69
Smothering ............................................................ 70
Tackling ............................................................... 70
Bumping ............................................................... 71
Spoiling ............................................................... 71
Shepherding .......................................................... 72
Introduction to skills guide

Fundamental to coaching children in any sport is the need to know about the skills of the game. The following guide provides coaches with the key points for each of the skills of AFL football.

When referring to the various skills, coaches should:

• Identify the skill or combination of skills to be taught.
• Note the sequence of teaching points.
• Select only two or three points to start with (refer to Teaching the Skills Section Five).

Use the S.P.I.R. method to teach the skill. An essential starting point for this is to provide the children with a good visual demonstration of the skill being taught. This may require selecting a child or other adult to perform the demonstration.

Also, when teaching the skills, be aware of how to increase intensity or difficulty. Start with static activity (player handballs to partner – both stationary). The skill is made more difficult by increasing the pace.

When teaching skills, remember to:

• Start with slow movement (players step toward each other).
• Then move slowly in a confined area (walking and handballing to each other).
• Increase to a jog (still in pairs).
• Introduce lines of players – lane work (two at each end).
• Increase the pace.
• Have a race: relays in lines.

Then introduce opposition:

• Have players play keepings off, but not three versus three (this is maximum opposition).
• Start with five keeping the ball off one.
• Then four versus two.
• Only when they are capable, move to three versus three.

Coaches should also be conscious of varying skill levels in the group. In some instances, it might be best to keep the more skilled players together and provide them with activities and teaching points to extend them. However, at other times, it might be best to pair a better player with a less-skilled child and work at the skill level of the latter. Such peer coaching is a valid activity for any age group, but particularly children of primary school age. Remember, children develop at different rates so this must be monitored throughout the coaching period.
Kicking
Kicking is the most important skill in Australian Football. The basic skill of kicking should be taught at a young age and any faults rectified as quickly as possible. It is important that players learn the right technique while they are young.

Later in their career, they will demonstrate the ability to (a) kick under pressure, (b) pass the ball accurately to a teammate and (c) use the ball to the best advantage of their side when kicking from a set position. Try to study the kicking style of some of the AFL’s best kicks, such as Matthew Lloyd (shooting for goal), Stuart Dew (length), Jason Akermanis (each foot) James Hird (accuracy) and Nick Davis (technique).

Main teaching points
1. Line up your body with your target. Have your head slightly bent over the ball. Hold the ball over the thigh of the kicking leg.
2. Guide the ball down with one hand.
3. Point your toes at your target – see the ball hit the foot.
4. Follow through straight towards the target.

These four fundamentals apply to every kick. More information about each type of kick is given in the following pages.

Drop punt
1. The grip
The fingers are spread evenly along each side of the ball, with thumbs extending to the lacing. The grip is the same for both left and right-foot kicks.

2. The release
The ball is guided down and kicked on the bottom point, along the lower laces of the boot. It should spin in a backwards end-over-end fashion.

Spin provides distance and accuracy.

Adam Goodes – Sydney Swans

Luke Hodge – Hawthorn
**Torpedo punt**

1. **The grip**
The ball is held on an angle across the body. For a right-foot kick, the left hand is slightly forward and the right hand slightly behind the lacing. For a left-foot kick, the hand positions are reversed.

2. **The release**
The ball is guided down with one hand at a slight angle to the ground – and it is angled across the kicking leg. When the foot makes contact with the ball, the ball should spin in a spiral motion.

**Rotation causes the ball to ‘cut’ through the air, like a torpedo.**

---

**Banana kick**

1. **The grip**
The ball is held like a reverse torpedo punt, with the right hand forward for a right-foot kick and the opposite for a left-foot kick.

2. **The release**
The ball is guided down so that it drops at an angle across the boot. The boot makes contact under the right side of the ball, producing a curved spin on the ball.

**The banana kick is generally used when shooting for goal from close to the boundary line and near the behind post.**
Marking

One of the most spectacular features of Australian Football is marking, particularly the high mark. However, it is just as important to be able to pull in a safe chest mark on a consistent basis without fumbling the ball. As with all skills, marking needs to be practised. No matter what your size, there will always be a situation in a game where you are in a position to mark the ball.

Main teaching points

1. Eyes must be focused on the ball all the way from the player’s boot to your hands.
2. Position your body in line with the flight of the ball.
3. Move forward to meet the ball; never wait for it to come to you.
4. Skilful players should take the ball in both hands with fingers spread and thumbs close together. Beginners should use the chest mark.

Handball

In the late 1960s and early 1970s, the use of the handball became more important in Australian Football. Before then, players were generally told not to handball in the backline and only to handball to get themselves out of trouble. In today’s modern game, handball is a major attacking weapon as players run the ball from defence into attack. It is a skill that needs to be practised regularly and by watching great handball exponents such as Michael Voss, Peter Bell and Robert Harvey, you can improve your game.

Main teaching points

1. The ball must rest on the platform hand and be hit with a clenched fist. Players should have their eyes on the ball.
2. The punching fist is formed by placing the thumb outside, not inside the fingers.
3. The stance is nearly side on to allow the punching arm to swing through freely. Keep knees slightly bent to maintain balance.
   - For a right-handed handball, the left foot is forward, and vice versa for a left-handed handball.
   - Punching arm is also slightly bent.
   - After contact is made with the ball, the fist remains on the platform hand – “catch the fist”.

Joel Bowden – Richmond

Michael O’Loughlin – Sydney
Hand mark

Skilled players should practise taking the ball in the hands at all times, in preference to letting it hit the chest. This will help quick disposal and prevent opponents from punching the ball from behind.

Main teaching points

1. Eyes must be on the flight of the ball.
2. The fingers should be outstretched, pointing towards the ball. The thumbs are positioned behind the ball.
3. The arms must be extended – ‘long arms’.
4. The ball is firmly gripped in the fingers.
5. Ensure your body is behind the flight of the ball.

The grip

- Ensure the fingers are outstretched and the thumbs are almost together. Hands in “W” position.
- Keep your eyes on the ball with the arms outstretched.

Arm or chest mark

Main teaching points

1. Keep your eyes on the ball and line up the body with the flight of the ball.
2. The fingers and hands are extended – palms up. Tuck the elbows in to the side.
3. The ball is taken on the hands and arms and guided to the chest.
4. The ball is hugged tightly to the chest. This is an important marking style if the ball is wet or muddy.
Overhead mark
This is the mark that fans and commentators love to see. It takes great skill and athleticism to launch yourself in the air, but a player who takes a consistent high mark can inspire teammates and bring other players into the game.

Main teaching points
1. Keep your eyes on the ball. Line up your body with the flight of the ball.
2. Jump off one foot and swing the other knee up to gain maximum height.
3. Keep eyes on the ball, fingers outstretched and thumbs almost together.
4. The ball is met slightly in front of the head with arms extended – ‘long arms’. It should be firmly gripped in the fingers.

General coaching hints
The ball should be pulled down quickly onto the chest when marking in front of an opponent.

When the ball is wet, the hands are brought closer together, the fingers tap the ball down where it is gathered onto the chest.

Beginners
• Have the beginner throw the ball in the air for himself.
• Progress to the ball being thrown overhead from a short distance.
• Practise overhead marking in a stationary position, gradually progressing to a run-up.

Advanced
• Meet the ball with a running approach and jump to mark the ball.
• Practise against an opponent to develop the skills required to use the body to get front position.
Ruckwork

The role of the ruckman is a crucial one in Australian Football. A good ruckman sets up play from a variety of contests such as the centre bounce or boundary throw-in. To create opportunities for his smaller, running players, it is important that a ruckman has the skill to direct the ball to his teammates’ best advantage. It is worth watching top-class ruckmen such as Matthew Primus, Peter Everitt, Corey McKernan and Jeff White to see how they use their various skills. The techniques involved in ruckwork are needed to move the ball toward goal or to get the ball to teammates from a ball-up or boundary throw-in.

Main teaching points

1. At first, practise in a standing position extending to a run-in and jump.
2. Practise without opposition and then extend the practice to include an opponent.
3. Hit with the palm and then use the fist.
4. Attempt two-handed hitting and then progress to one-handed palming.
5. Follow the ball to where you hit it, so you can then help your teammates.

Palming: front

Palming to the front – one hand

Watch the ball through the air and leap off one foot using the arms and other leg to gain lift. The arm is swung forward. The ball is hit with the open palm and fingers and directed with a straight follow-through.

Palming to the front – two hands

The hands are positioned behind the ball and the ball is hit simultaneously with both open hands.

The ball is directed with a follow-through towards the target.

Palming to the forehand

The player leaps for the ball and makes contact with the open palm.

In the hitting action, the arm should be straight with a follow-through in the desired direction across the body.
Palming: back

Palming to the backhand
The player leaps (off one leg or two) and the arm is bent immediately before impact. The arm is straightened at the elbow and the ball directed to the backhand side with the open hand.

Palming over the back
The player leaps and with a straight arm reaches forward and overhead. The ball is hit with an open hand over the shoulder towards the target.

Centre bounce
- Jump off one leg.
- Turn body sideways to protect yourself.
- Hit with outstretched arm at highest point of jump.

Pick-up: moving ball
There are situations during a game when the ball must be picked up off the ground. Young players need to become competent at meeting and handling a moving ball.

The body is in line behind the path of the ball in a semi-crouched position. The arms and hands are extended with the fingers almost touching the ground, palms towards the ball.

The ball is picked up cleanly in two hands. The elbows are kept close together.

The ball is then brought into the hands for disposal. Keep eyes on the ball at all times.
Pick-up: stationary ball

One-handed pick-up
The ball is approached to one side. The player runs slightly past the ball then swings one arm down to scoop under the ball by getting the hand under it. The free arm can be used to steady the ball, once it is picked up.

Two-handed pick-up
The ball is approached from the side. As the player draws level with the ball, he bends down and picks up the ball cleanly with two hands.

Hand dribbling
The skill of hand dribbling — or tapping the ball along in front — is a necessary component of picking up and is a useful tactic. Often a player cannot pick up the ball cleanly or is in danger of being tackled from behind by an opponent. The ball is tapped out 3m to 5m in front and the player can accelerate to get clear of an opponent before picking it up. This is also useful when a number of players are contesting the ball.

General coaching hints

Begin with:
- Hand dribbling without an opponent and then introduce opposition.
- A slow speed and then build up to a fast speed.
- The ball rolling slowly away from the player and then progress to faster rolling balls with less predictable bounce.
- Use both hands and keep your body behind the ball.
Ball handling

When learning skills, it is important to handle the ball as much as possible. A football is an odd shape and the more familiar you become with the ball, the easier it will be to master the skills. You won’t always have someone to practise with, so these drills can be done before or after training or in your spare time.

Main teaching points

1. Lie on your back and using both hands, tap or throw the ball from hand to hand. Vary the height and speed of the throws as you become more competent. This is great for hand-eye coordination and learning how to mark effectively.

2. Pass the ball in a figure eight movement in and out of the legs. This will develop your grip strength, making it easier to mark, handball and guide the ball on to your foot when kicking.

Running

Running has become a major skill in modern day football with the emphasis now on running with the ball to maintain possession.

Similarly, defensive and offensive players are required to run and chase. There is great value in teaching children how to run correctly in order to improve their running speed. Running speed and acceleration are the product of stride length and frequency. The distance covered with each stride taken and how quickly the legs move are key factors in sprinting.

Good running technique involves:

- Moving arms and legs in a straight line and not across the body.
- Slight forward body lean.
- Keeping head and trunk steady, eyes looking ahead.
- High knee lifts.
Bouncing the ball
Players are required to bounce the ball every 15m when running.

Main teaching points
1. The ball is held slightly on top by the bouncing hand.
2. The ball is pushed down with one hand.
3. The ball strikes the ground at an angle of about 45 degrees.
4. The ball is bounced far enough in front so that it will bounce into the player’s hand as he runs forward.

The distance at which the ball is thrown out in front is directly related to the player’s speed — the faster he is running, the further out in front it must be thrown.

Wet weather bounce
On wet days, the ball will skid away or fail to bounce back. In this case, it should be touched on the ground, using both hands.

Sidestep

Main teaching points
1. Watch your opponent closely.
2. Hold the ball out to the side as the opponent approaches.
3. Push hard off the foot planted on the same side as the ball.
4. Pull the ball back quickly as you move around the opponent.
5. Ensure that you change direction and don’t run in a straight line.
Blind turn

The blind turn is used to evade an opponent when the player is being chased from behind and you are heading away from the direction of your goal.

To turn on the right side:

As the opponent gets closer, hold the ball out to the left hand side. Dig the left foot into the ground and push hard to step to the right hand side as in the sidestep. Pull the ball back 'inside' towards your team’s goal and accelerate quickly away.

The dummy

Players such as Joel Corey have an amazing ability to change direction without greatly reducing their speed.

The dummy is a movement used to evade an opponent approaching head-on.

Main teaching points

1. As the opponent approaches, shape to handball or kick in a forward direction. The player must look in that direction so as to give his opponent the impression of handballing or kicking in that direction.
2. As the opponent moves to smother the football, the player draws in the ball and moves around him by pushing off hard as in the sidestep.
3. The player is then in the clear and can accelerate away past the opponent. Again, changing direction is important.

Use this tactic when you are stationary and an opponent is running towards you quickly.
Smothering

A good smother can deflate the spirit of a player who thinks he is about to get an easy kick. It also lifts the side that has made the smother because it requires great courage to put your body on the line.

Main teaching points

1. The hands are brought from hip level, close together. ‘Shoot from the hips’ with the fingers pointing straight ahead.

2. The arms and hands are extended at about 45 degrees over the kicking boot. Smother the ball when it is on or has just left the kicker’s boot.

3. The smotherer must keep his eyes on the ball at all times.

Tackling

From behind

Approach the player who has the ball from one side, so he is not pushed in the back. The head should be placed on one side. The player is grabbed on the arms just above the elbows and then swung or spun off balance.

From the front

The tackler approaches the player with his arms at waist level. The tackler places his head to one side of the player, with his chin tucked into the chest. He then spins or turns him off balance.

Your shoulder and arm make first contact with an opponent’s chest. Ensure your head is behind the opponent’s back and out of any danger. Use your body weight to slow down your opponent.

General coaching hints

Begin with:

- The opponent stationary and the tackler walking in.
- Extend to the tackler jogging in.
- Tackling can take place below the shoulders and above the knees.
Bumping

A player can legally bump an opponent when the ball is within 5m. Lean towards the opponent, pushing hard from the foot furthest from the opponent. The arm is bent, with the elbow tucked into the side. Make contact with the shoulder and upper arm — preferably when an opponent is settled on one foot, so he is easier to unbalance. The bumping player should keep his feet on the ground at all times. Only bump when an opponent does not have the ball. If he does have the ball, apply a tackle.

Spoiling

Spoiling is an effective method of preventing an opponent from marking or gaining possession of the ball. Once again when spoiling, especially from behind, the spoiling player must not infringe by making contact with an opponent’s back, head or shoulders.

If performed correctly, spoiling can be an attacking skill, whereby the ball can be placed to the advantage of teammates.

Chest mark

Approach the opponent from one side. Keep your eyes on the ball. Punch the ball with a clenched fist before it reaches the opponent’s arm.

Overhead mark

The spoil should be used when a player is not confident of marking. The fist should be clenched and arms outstretched (‘long arms’) at point of contact with the ball.

As with marking, the spoiling player’s run must be timed to gain maximum height with the arm following straight through the flight of the ball.

Be careful not to put the other hand on the back of an opponent’s neck as this is an infringement.
Shepherdning

The aim of a shepherd is for a player to block the approach of an opponent and stop him making contact with a teammate. A shepherd is achieved by using the arms and body to form a barrier to protect a teammate.

The fingers are outstretched with the arms spread below shoulder level.

An opponent can be legally shepherded by placing the body between the player and the ball, as long as the ball is not more than 5m away. Bend your knees and be strong, but do not hold or grab your opponent.

A shepherd can also be used when contesting an overhead mark. The player shepherding must communicate clearly with his teammate, telling him he is all clear to mark.
Notes