

FIFA 11+ FOR KIDS MANUAL

**A WARM-UP PROGRAMME
FOR PREVENTING INJURIES IN
CHILDREN'S FOOTBALL**

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CONTENT

Roland Rössler, Oliver Faude, Mario Bizzini, Astrid Junge, Jiří Dvořák

PHOTOS

von Grebel Motion

GRAPHIC DESIGN AND LAYOUT

von Grebel Motion

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INTRODUCTION

In football, delivering top performances is all about combining stamina, speed, movement and strength with technical and tactical nous. These skills can be honed with targeted training. Although football has many beneficial effects on health, there is always the risk of injury, hence the need for comprehensive training programmes to include exercises aimed at injury prevention. The new "FIFA 11+ for Kids" injury prevention programme, which was developed by a group of international experts for 7-13-year-olds, is a new kind of warm-up programme that aims to minimise the risk factors that can cause injury. A major study of over 4,000 children in four countries has proved that the "FIFA 11+ for Kids" can prevent injury: players who used the programme suffered 38% fewer injuries than children in the group that used a normal warm-up programme, and where serious injuries were concerned, i.e. those involving a period of over 28 days without playing, the figure even exceeded 50%. Another study showed that the "FIFA 11+ for Kids" can improve motor skills, and, in particular, agility, dynamic balance, jumping power and technical skills. With its targeted exercises and challenging training workouts, the "FIFA 11+ for Kids" can help children avoid injury while enhancing their performance. It is a focused and efficient programme that you should use regularly in training.

LITERATURE:

A new injury prevention programme for children's football - FIFA 11+ Kids - can improve motor performance: a cluster-randomised controlled trial.

Rössler R, Donath L, Bizzini M, Faude O.

J Sports Sci. 2016 Mar;34(6):549-56. doi: 10.1080/02640414.2015.1099715. Epub 2015 Oct 27.



1
LEVEL

2
LEVEL

3
LEVEL

4
LEVEL

5
LEVEL

CONTENT AND STRUCTURE

The “FIFA 11+ for Kids” focuses on three key areas of injury prevention:

- 1 IMPROVING COORDINATION AND BALANCE
- 2 STRENGTHENING THE LEG AND CORE MUSCLES
- 3 OPTIMISING FALLING TECHNIQUES

The programme consists of seven exercises that should be performed in the specified order at the beginning of every training session. Every exercise has five levels that become progressively harder (levels 1 to 5). Start with level 1. The instructions that you give to the children should be as short and clear as possible.

Make sure that the children adopt the correct posture and body control:

- Legs straight: the knee should be slightly bent and the feet should be facing forwards.
- Body tension: the stomach and back muscles should be tensed, with the back straight and the head extending the spine.

Carefully correct all mistakes! You will find instructions on how to do so in the individual exercises. At the start, the number of repetitions and distances should be reduced, and only when the exercise has been correctly performed should the duration and number of repetitions be increased up to the suggested level of intensity.

POSTURE

Correct execution and core elements.

Straight legs and stable,
upright upper body

- When viewed from the front, the foot, knee and hip of the supporting leg are in a straight line.
- The feet of the supporting leg are pointing forwards.
- The upper body is upright and in a central position.
- The left and right hips are at the same level.



Bent knee when standing on one leg
and when landing

- The feet of the supporting leg are pointing forwards.
- The knee of the supporting leg is slightly bent when standing and bent when landing, to cushion the impact.
- The upper body is upright and in a central position.
- The head is in a neutral position.



Feet pointing forwards

- The feet of the supporting leg are pointing forwards.
- The knee of the supporting leg is slightly bent when standing and bent when landing, to cushion the impact.
- The upper body is upright and in a central position.
- The head is in a neutral position.



Body tension in spider position

- Head, upper body and thigh in as straight a line as possible.
- Buttocks and back muscles are tensed.
- The tension is also maintained for forward movement.
- Hands are about hip-width apart.



Body tension in press-up position

- Head, upper body and thigh in as straight a line as possible.
- The stomach muscles are tensed.
- The head is in a neutral position.
- Hands and feet about hip-width apart.



Rolling over the back

- The arms are slightly bent when they come into contact with the ground.
- Roll over the front arm.
- The head never touches the ground.
- Roll diagonally over the back.



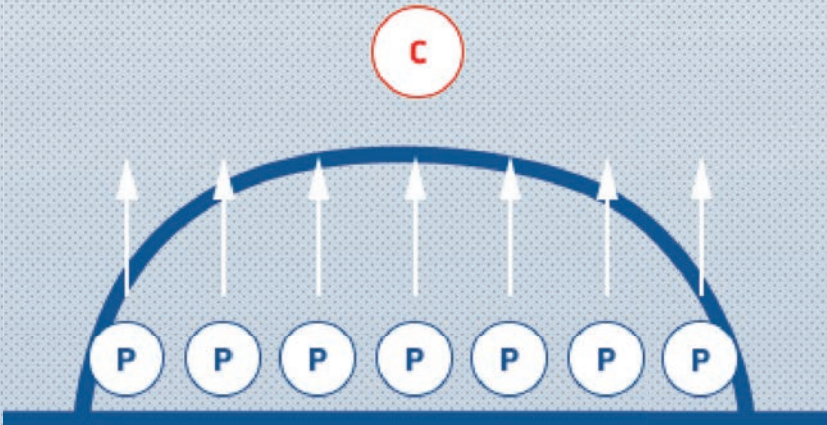
CHANGING TO THE NEXT LEVEL OF DIFFICULTY

Players can start the next level when they have correctly performed the exercise in several successive training units for the specified period or for the specified number of repetitions, which is the case when the coach only needs to make a few or no corrections and the exercise execution has been mastered. The time before the next level is reached can vary greatly from player to player and from exercise to exercise. The levels should be completed in their correct order and should not be “skipped”. It is highly possible (and desirable) for a player to be at level 1 in one exercise and at level 3 in another. The “FIFA 11+ for Kids” can be tailored to the individual.

ORGANISATION ON THE PITCH

It should take around 15 minutes to complete the programme. One ball per player is needed. Depending on the ability, age and size of team, the amount of space required can range from the size of the penalty area to half of the pitch. The coach should be standing in a position so as to be able to see all of the players and be seen by all of them.

In the illustration, the coach is indicated by (C) and the players by (P). The white arrows show the movement of the players towards the line opposite. There must be sufficient space between the players, particularly for the jumping and rolling exercises.



EXERCISE 1: "ALERTNESS" RUNNING GAME

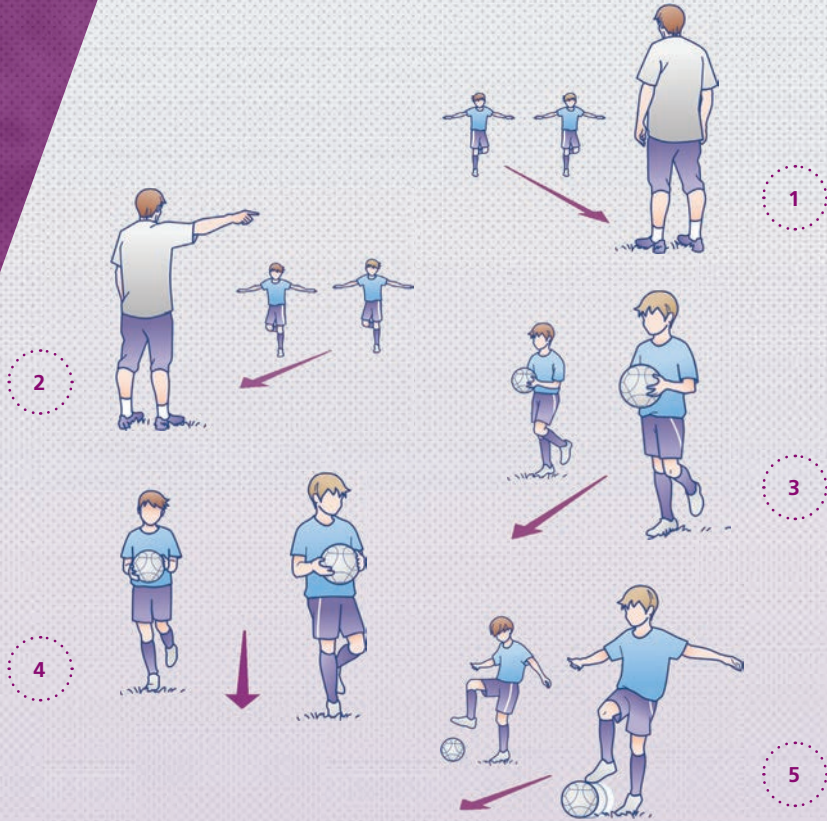
**LEVEL 1:
LISTEN FOR THE STOP
COMMAND**

**LEVEL 2:
WATCH FOR THE
STOP COMMAND**

**LEVEL 3:
BALL IN THE HANDS
AND LISTEN FOR THE
STOP COMMAND**

**LEVEL 4:
BALL IN THE HANDS
AND WATCH FOR THE
STOP COMMAND**

**LEVEL 5: DRIBBLE WITH THE BALL AND LISTEN
FOR THE STOP COMMAND**



THE FOLLOWING APPLIES TO ALL LEVELS:

FOCUS: improving balance and coordination.

OBJECTIVE: after every command to stop, stand still on one leg for 3 seconds.

INSTRUCTIONS TO THE PLAYERS: "Run fast, stop, and stand still on one leg until the next command."

LEVEL 1: LISTEN FOR THE STOP COMMAND

STARTING POSITION: the players stand on the goal line, about 2 metres apart. The coach stands just outside the penalty area (distance depends on the players' age).

ACTION: at the coach's command, the players run straight ahead towards the coach. If the coach calls "right" or "left", the players must stand on the right or left leg and maintain their balance for around 3 seconds. They can hop until they find their balance. The knee of the supporting leg should not be fully extended, and the arms can be used for balance. If the player does not stand on one leg at the stop command or the other foot touches the ground within 3 seconds, he/she must jog back to the goal line. The coach then gives the command to run and stop (five times in total per set). All players then jog back to the goal line.

LISTEN TO THE COACH

**3 SETS WITH
5 STOP COMMANDS
PER SET**



LEVEL 2: WATCH FOR THE STOP COMMAND

STARTING POSITION AND ACTION:
as level 1, except that the players
watch the coach for the stop
command. The coach indicates the
leg on which they should stop.



WATCH THE COACH

**3 SETS WITH
5 STOP COMMANDS
PER SET**

LEVEL 3: BALL IN THE HANDS AND LISTEN FOR THE STOP COMMAND

STARTING POSITION AND ACTION: as level 1, except that the players hold a ball with both hands.



LISTEN TO THE COACH

**3 SETS WITH
5 STOP COMMANDS
PER SET**

LEVEL 4: BALL IN THE HANDS AND WATCH FOR THE STOP COMMAND

STARTING POSITION AND ACTION: as level 2, except that the players hold a ball with both hands.



WATCH THE COACH

**3 SETS WITH
5 STOP COMMANDS
PER SET**

LEVEL 5: DRIBBLE WITH THE BALL AND LISTEN FOR THE STOP COMMAND

STARTING POSITION AND ACTION: as level 1, except that the players dribble with the ball. At the stop command, the players stop the ball with the foot and stand on one leg without touching the ball with the free foot.



LISTEN TO THE COACH

**3 SETS WITH
5 STOP COMMANDS
PER SET**

THE FOLLOWING ERRORS MUST BE CORRECTED:



Knee inwards and lopsided pelvis

1



Foot pointing inwards

2



Foot pointing outwards

3

When viewed from the front, the hip, knee and foot should form a straight line.

Straight foot with front of foot pointed forwards.

The knee of the supporting leg should be slightly bent.

Adjust the running distance to the players' age.

IMPORTANT

EXERCISE 2: SKATING JUMPS

**LEVEL 1:
LEARNING HOW
TO LAND**

**LEVEL 2:
BALL IN BOTH
HANDS**

**LEVEL 3:
BALANCING WITH
THE BALL IN ONE
HAND**

**LEVEL 4:
DROPPING THE
BALL ONTO THE
GROUND**

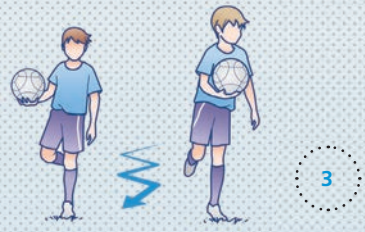
LEVEL 5: DYNAMIC BALANCING WITH BALL



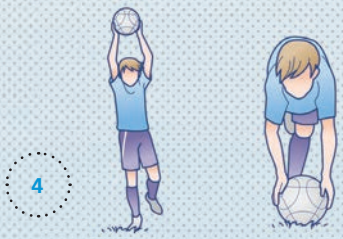
2



1



3



4



5

THE FOLLOWING APPLIES TO ALL LEVELS:

FOCUS: stability of foot and knee joints.

OBJECTIVE: balance after each landing and stand on one leg for 3 seconds

INSTRUCTIONS TO THE PLAYERS:
"Jump as far as you can, land safely, and keep your balance until the next jump."

LEVEL 1: LEARNING HOW TO LAND

STARTING POSITION: the players stand on the goal line, about 2 metres apart. The coach tells the players which leg to stand on and makes sure that every player is standing on the correct leg.

ACTION: at the coach's command ("jump!"), the players jump forward on one leg and land on the other leg. The coach indicates the direction in order to avoid collisions. Example: when jumping from the left foot, the player should jump forwards to the right, finding their balance on landing and standing on one leg for 3 seconds. While balancing, the knee of the supporting leg is slightly bent. Balancing with the arms is permitted. The coach then gives the command for the next jump in the other direction. The player should make a clear sideways movement with each jump in order to move forwards in a zigzag. After 5 jumps on each leg, the player returns slowly to the goal line.



LISTEN TO THE COACH

**2 SETS OF
10 JUMPS
(5 PER LEG)**

LEVEL 2: BALL IN BOTH HANDS

STARTING POSITION AND ACTION: as level 1, except that the players hold a ball with both hands.



LISTEN TO THE COACH

**2 SETS OF
10 JUMPS
(5 PER LEG)**

LEVEL 3: BALANCING WITH THE BALL IN ONE HAND

STARTING POSITION AND ACTION: as level 1, except that the players balance with the ball on an outstretched hand (one set with the right hand and one with the left).



LISTEN TO THE COACH

**2 SETS OF
10 JUMPS
(5 PER LEG)**

LEVEL 4: DROPPING THE BALL ONTO THE GROUND

STARTING POSITION AND ACTION: as level 2, except that on landing, the players stretch while standing on one leg and, with the ball above their heads, bend over forwards, drop the ball gently onto the ground and then assume the upright position again. This should be done slowly and in a controlled manner.



LISTEN TO THE COACH

**2 SETS OF
10 JUMPS
(5 PER LEG)**

LEVEL 5: DYNAMIC BALANCING WITH BALL

STARTING POSITION AND ACTION: as level 4, except that the players stretch their free leg behind them upwards and both arms forwards and then return to the usual one-leg position. This is followed by the next jump. The players make as long a stretch as possible, the idea being for the ball, head, torso and raised leg to be in one straight line (parallel to the ground).



LISTEN TO THE COACH

2 SETS OF
10 JUMPS
(5 PER LEG)

THE FOLLOWING ERRORS MUST BE CORRECTED:



Knee inwards and lopsided pelvis



Over-bending of the hip, leaning too far forward



Opening of the pelvis, torso leaning to one side



When viewed from the front, the hip, knee and foot of the launching leg are in a straight line.

The hips and the knee of the supporting leg are always slightly bent.

Knee to be bent when landing softly to cushion the impact.

Players should find their balance on each landing.

Body tension: the stomach and back muscles should be tensed, with the back straight and the head extending the spine.

Demonstrate the direction of the jump so that everyone jumps in the same direction.

IMPORTANT

EXERCISE 3: SINGLE-LEG STANCE

**LEVEL 1:
THROWING
THE BALL**

**LEVEL 2:
THROWING THE BALL AND
MOVING IT AROUND THE
FREE LEG**

**LEVEL 3:
PASSING GAME**

**LEVEL 4:
THROWING THE BALL AND
PASSING BACK WITHOUT
TOUCHING THE GROUND**

LEVEL 5: TESTING THE PARTNER'S BALANCE



THE FOLLOWING APPLIES TO ALL LEVELS:

FOCUS: maintaining balance when given additional tasks.

OBJECTIVE: being able to stay standing on one leg in difficult situations without moving.

INSTRUCTIONS TO THE PLAYERS:
 "Keep your balance in difficult situations."

LEVEL 1: THROWING THE BALL

STARTING POSITION: 2 players stand on one leg at 3-5 metres opposite each other.

ACTION: the players take it in turns to throw a ball to each other. The distance between them should be reduced to begin with and a simple throwing technique used. Alternative types of throwing (both hands, one hand, hard throw, etc.) can be incorporated later.



**1 SET ON EACH LEG
5 THROWS
PER PLAYER**

LEVEL 2: THROWING THE BALL AND MOVING IT AROUND THE FREE LEG

STARTING POSITION AND ACTION: as level 1, except that after it the ball is thrown, the player moves it around the raised free leg.



**1 SET ON EACH LEG
5 THROWS
PER PLAYER**

LEVEL 3: PASSING GAME

STARTING POSITION: 2 players stand on one leg at 2-5 metres opposite each other.

ACTION: the players pass the ball to each other along the ground with the instep, stopping the ball before returning the pass. Passes should be as accurate as possible so that the players can stay in position. Pass variations can be added later.



**1 SET ON EACH LEG
5 PASSES
PER PLAYER**

LEVEL 4: THROWING THE BALL AND PASSING BACK WITHOUT TOUCHING THE GROUND

STARTING POSITION: as level 3. **ACTION:** the player throws the ball to their partner so that the latter can pass back with the foot. The pass should be volleyed (i.e. without the ball touching the ground first) and be played as accurately as possible so that the player who threw the ball can catch it. The partner must also throw the ball accurately for the volleyed pass to be accurate. Hopping is permitted to find balance.



1 SET ON EACH LEG
5 THROWS
PER PLAYER

LEVEL 5: TESTING THE PARTNER'S BALANCE

STARTING POSITION: two players stand on one leg opposite each other, within arm's reach. Both hold a ball in both hands in front of each other.

ACTION: they push the balls against each other at chest height and try to push each other off balance. When one player touches the ground with the raised foot, the game begins again. The players can hop to regain balance. No hitting movements should be made: the balls must always be touching each other. The coach chooses the exercise partners according to size and dexterity. The exercise can be turned into a competition by awarding a point to the player who sends their partner off balance.



**1 SET ON EACH LEG
FOR 20 SECONDS
EACH**

THE FOLLOWING ERRORS MUST BE CORRECTED:



Knee inwards and lopsided pelvis



Overstretched knee



The front of the foot of the standing leg is not pointing in the direction of the pass



IMPORTANT

The pelvic line is horizontal.

When viewed from the front, the hip, knee and foot of the launching leg are in a straight line.

The foot of the supporting leg points forwards.

The hips and the knee of the supporting leg are always slightly bent.

Body tension: the stomach and back muscles should be tensed, with the back straight and the head extending the spine.