

**FIFA 11+ FOR KIDS MANUAL**

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

## **OFFICIAL PUBLICATION**

Fédération Internationale de Football Association

## **PUBLISHER**

FIFA Medical and Research Centre (F-MARC)

## **CONTENT**

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

## **PHOTOS**

von Grebel Motion

## **GRAPHIC DESIGN AND LAYOUT**

von Grebel Motion

## **PRINTING**

...

**FIFA 11+ FOR KIDS MANUAL**

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

# TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>3</b>
<b>CONTENT AND STRUCTURE</b>	<b>5</b>
<b>CORRECT EXECUTION AND CORE ELEMENTS</b>	<b>6</b>
<b>CHANGING TO THE NEXT LEVEL OF DIFFICULTY</b>	<b>8</b>
<b>ORGANISATION ON THE PITCH</b>	<b>8</b>

## **THE FIFA 11+ FOR KIDS PROGRAMME**

<b>EXERCISE 1: "ALERTNESS" RUNNING GAME</b>	<b>9</b>
<b>EXERCISE 2: SKATING JUMPS</b>	<b>17</b>
<b>EXERCISE 3: SINGLE-LEG STANCE</b>	<b>25</b>
<b>EXERCISE 4: PRESS-UPS</b>	<b>33</b>
<b>EXERCISE 5: SINGLE-LEG JUMPS</b>	<b>41</b>
<b>EXERCISE 6: SPIDERMAN</b>	<b>49</b>
<b>EXERCISE 7: SIDEWAYS ROLL</b>	<b>57</b>
<b>ANNEXE: FREQUENTLY ASKED QUESTIONS</b>	<b>65</b>
<b>SUMMARY</b>	<b>70</b>

## 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.



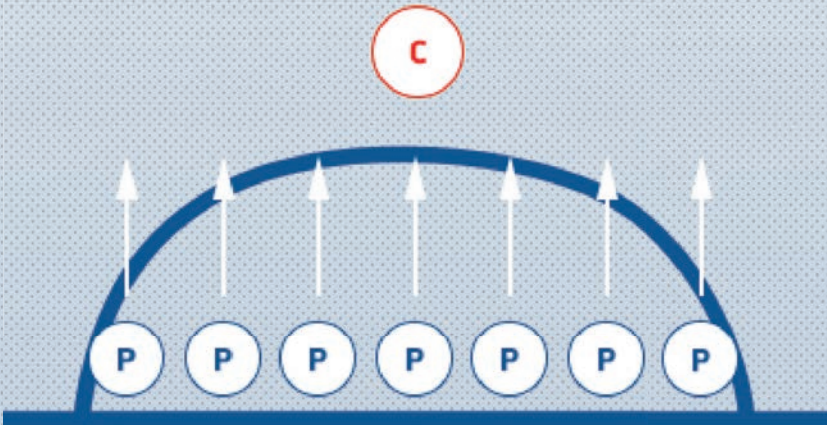
## CHANGING TO THE NEXT LEVEL OF DIFFICULTY

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

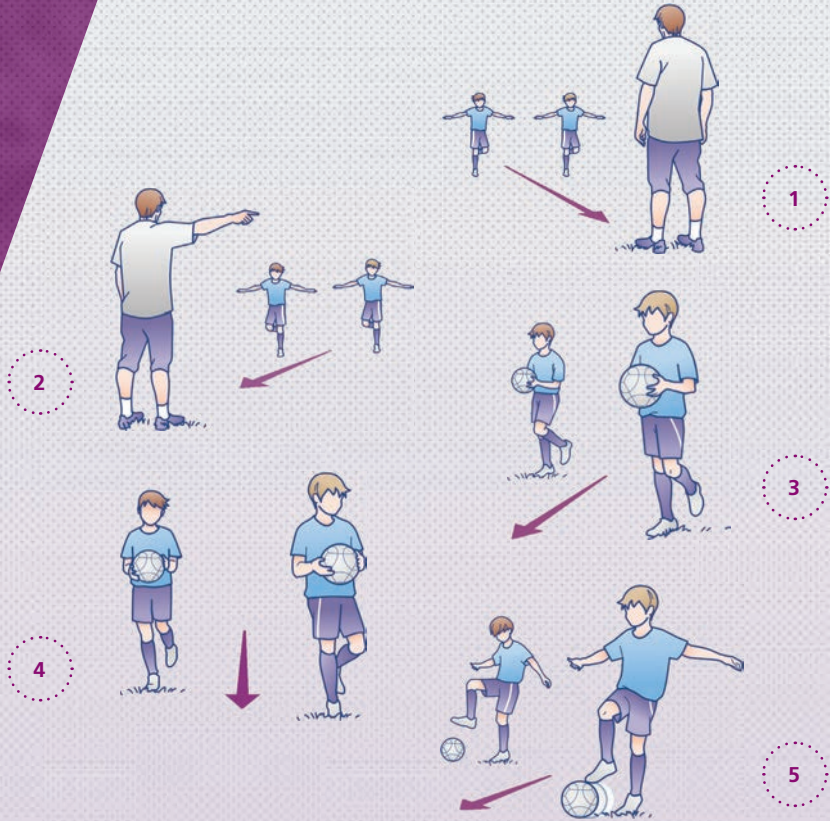
**LEVEL 1:  
LISTEN FOR THE STOP  
COMMAND**

**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

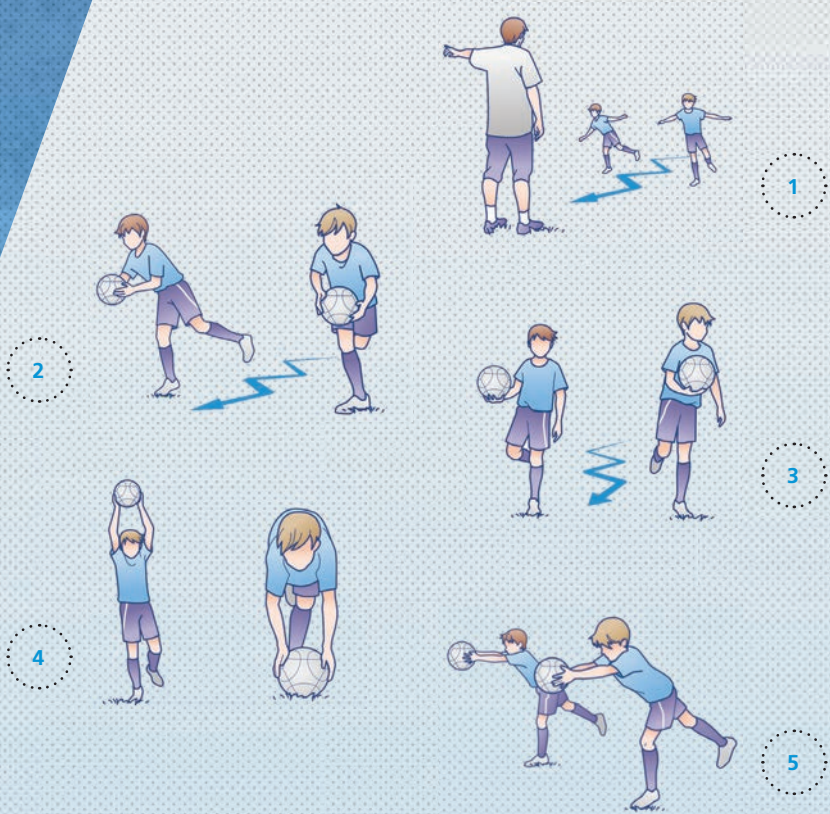
**LEVEL 1:  
LEARNING HOW  
TO LAND**

**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**



**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.

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

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

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

Players should find their balance on each landing.

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.

# EXERCISE 4: PRESS-UPS

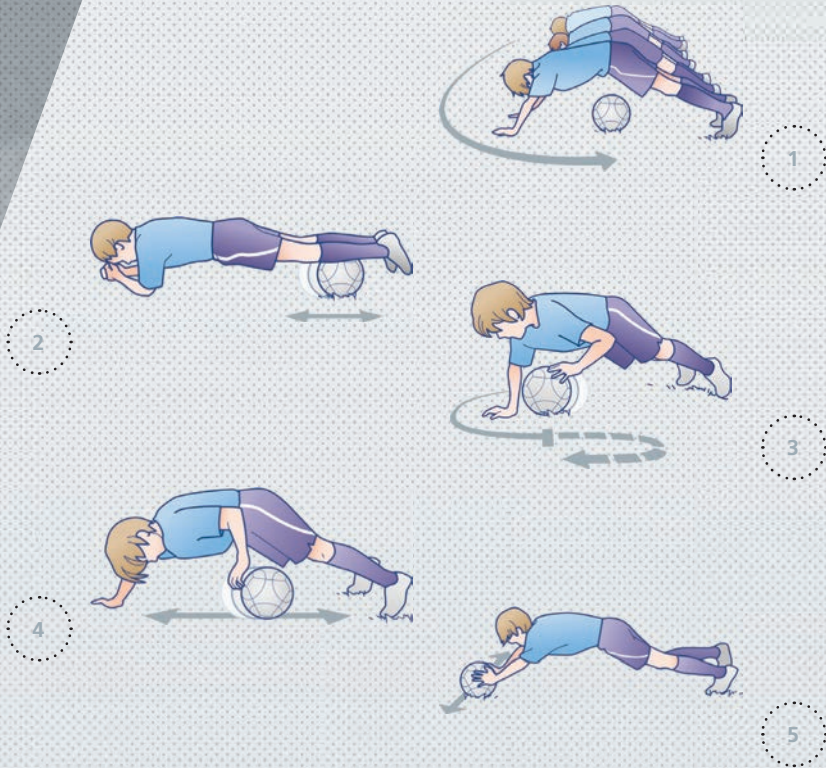
**LEVEL 1:  
TUNNEL**

**LEVEL 2:  
FOREARM SUPPORT;  
SHIN RESTING  
ON BALL**

**LEVEL 3:  
ROLLING THE BALL  
AROUND THE HANDS**

**LEVEL 4:  
ROLLING THE BALL  
BETWEEN HANDS  
AND FEET**

**LEVEL 5: HANDS ON THE BALL**



**THE FOLLOWING APPLIES TO ALL LEVELS:**

**FOCUS:** strengthening the core and arm muscles.

**OBJECTIVE** maintaining body tension during the exercises.

**INSTRUCTIONS TO THE PLAYERS:**  
 "Keep your body in as straight a line as possible from head to foot. Tense your stomach and back."

## LEVEL 1: TUNNEL

**STARTING POSITION:** one player stands while the other players are in press-up position close to each other to form a tunnel, hands and feet hip-width apart.

**ACTION:** The standing player rolls a ball down the tunnel and then goes to the start of the tunnel and assumes the press-up position. After the ball has rolled through, the last player in the tunnel takes it and runs to the start of the tunnel, rolls the ball through and goes to the start of the tunnel in the press-up position. The tunnel meanders on in this way. The exercise can be turned into a competition between two groups.



**2 SETS, WITH EACH CHILD  
ROLLING THE BALL ONCE  
(MAXIMUM 8 PLAYERS  
PER GROUP)**

## LEVEL 2: FOREARM SUPPORT; SHIN RESTING ON BALL

**STARTING POSITION:**  
The players lie with their forearms flat on the ground and the ball under the middle of their shins, head facing the ground. The body should be in a straight line from head to foot.

**ACTION:** the players move themselves forward until the ball lightly touches the feet and then back until the ball is almost under the knees. The movements should be slow and deliberate. The forearms stay in the same place and the legs should always be on the ball.



**3 SETS  
OF 15 SECONDS  
EACH**

## LEVEL 3: ROLLING THE BALL AROUND THE HANDS

**STARTING POSITION:** the players are in the press-up position, with a ball in front of each player.

**ACTION:** the players lift a hand from the ground and roll the ball around the other hand that is still on the ground. They then swap hands to repeat the exercise, thus making a figure eight with the ball.



3 SETS  
OF 15 SECONDS  
EACH



## LEVEL 4: ROLLING THE BALL BETWEEN HANDS AND FEET

**STARTING POSITION:** as level 3.

**ACTION:** the players roll the ball with the left hand under the body to the left foot and then pass the ball with the same foot to the right hand. Repeat the exercise starting with the right hand (to the right foot and then up to the left hand), thus switching sides.



**3 SETS  
OF 15 SECONDS  
EACH**

## LEVEL 5: HANDS ON THE BALL

**STARTING POSITION:** as level 3, except that the players support themselves by placing both hands on the ball.

**ACTION:** the players move slowly backwards with the feet in small stages and then back to the starting position. The movements must be made calmly and in a controlled manner. Note: if the grass is damp, switch to level 4.



3 SETS  
OF 10 SECONDS  
EACH

**THE FOLLOWING ERRORS MUST BE CORRECTED:**



**1** Pelvis too low



**2** Pelvis too high



**3** Feet turned inwards



**4** Feet turned outwards

Head, shoulders, back and pelvis are in a straight line

Pull in the stomach and buttocks

Look down towards the ground

Movements should be slow and deliberate

**IMPORTANT**

# EXERCISE 5: SINGLE-LEG JUMPS

**LEVEL 1:  
FORWARDS**

**LEVEL 2:  
BACK AND FORTH**

**LEVEL 3:  
SIDEWAYS**

**LEVEL 4:  
THE COACH  
INDICATES THE  
DIRECTION**

**LEVEL 5: THE COACH INDICATES THE DIRECTION;  
BALL IN BOTH HANDS**



**THE FOLLOWING APPLIES TO ALL LEVELS:**

**OBJECTIVE:** safe, controlled landing and big jumps.

**FOCUS:** strengthening the leg muscles, improving balance and coordination.

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

## LEVEL 1: FORWARDS

**STARTING POSITION:** the players stand on one leg on the goal line with clear space between them, i.e. about 2 metres apart.

**ACTION:** at the coach's command, the players jump forward on one leg, landing on the same leg. The jumps should be as long as possible. Players should stand still for around 3 seconds after landing. After a complete set (10 jumps in total), the players walk slowly back to the goal line.



**LISTEN TO THE COACH**

**2 SETS OF  
5 JUMPS ON ONE LEG  
AND 5 ON THE OTHER**

## LEVEL 2: BACK AND FORTH

**STARTING POSITION:** the players stand on one leg about 2 metres in front of the goal line with clear space between them, i.e. about 2 metres apart.

**ACTION:** as level 1, except that the coach indicates whether to jump forwards or backwards.



**WATCH THE COACH**

**2 SETS OF  
5 JUMPS ON ONE LEG  
AND 5 ON THE OTHER**

## LEVEL 3: SIDEWAYS

**STARTING POSITION AND ACTION:** as level 2, except that the players jump sideways. The coach indicates the direction, and constantly watches to ensure that no collisions occur due to players being too close to each other.



**LISTEN TO THE COACH**

**2 SETS OF  
5 JUMPS ON ONE LEG  
AND 5 ON THE OTHER**



## LEVEL 4: THE COACH INDICATES THE DIRECTION

**STARTING POSITION AND ACTION:** as level 2, except that the players jump in the direction indicated by the coach (forwards, backwards, left and right). The coach gives the command ("Jump!") while indicating the direction, to avoid collisions. Ensure that there is sufficient space between the players!



**LISTEN TO THE COACH**

**2 SETS OF  
5 JUMPS ON ONE LEG  
AND 5 ON THE OTHER**

## LEVEL 5: THE COACH INDICATES THE DIRECTION; BALL IN BOTH HANDS

**STARTING POSITION AND ACTION:** as level 4, except that the players hold a ball in both hands.



**LISTEN TO THE COACH**

**2 SETS OF  
5 JUMPS ON ONE LEG  
AND 5 ON THE OTHER**

## THE FOLLOWING ERRORS MUST BE CORRECTED:

1

Knee inwards and lopsided pelvis



2

Hips bent, leaning too far forward



3

Looking down at the ground



4

Foot pointing inwards



5

Foot pointing outwards



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.

Ensure that there is sufficient space between the players at the sides!

**IMPORTANT**

# EXERCISE 6: SPIDERMAN

**LEVEL 1:  
STROKING THE BALL**

**LEVEL 2:  
A PROPER STRETCH**

**LEVEL 3:  
THE CRAB**

**LEVEL 4:  
DRIBBLING**

**LEVEL 5: BALL BEARING**



1



2



3



4



5

**THE FOLLOWING APPLIES TO ALL LEVELS:**

**FOCUS:** strengthening the core muscles and the hamstrings.

**OBJECTIVE:** maintaining the body tension throughout the exercise.

**INSTRUCTIONS TO THE PLAYERS:** "Keep your backside up and tense your stomach and back."

## LEVEL 1: STROKING THE BALL

**STARTING POSITION:** the players support themselves on their hands and feet, hip-width apart, the back pointing towards the ground. The body should be in as straight a line as possible from the head to the knees. The ball is directly in front of the feet.

**ACTION:** the players lift one leg, touch the ball with one foot and roll it gently forwards and then backwards. They repeat the exercise with the other leg and then alternate the movement with each leg. The movement should be slow and deliberate.



3 SETS  
OF 15 SECONDS  
EACH

## LEVEL 2: A PROPER STRETCH

**STARTING POSITION:** as level 1.

**ACTION:** the players move backwards with their hands extended and then return to the starting position (top picture) and then move with their feet forwards until the body is fully stretched and back again (bottom picture). The players perform the exercise slowly and in a controlled manner, alternating the movements.



**3 SETS  
OF 15 SECONDS  
EACH**

## LEVEL 3: THE CRAB

**STARTING POSITION:** as level 1.

**ACTION:** the players move forward on all fours (feet at the front) towards the coach.



**3 SETS  
(5-10 METRES,  
DEPENDING ON  
ABILITY)**



## LEVEL 4: DRIBBLING

**STARTING POSITION AND ACTION:** as level 3, except that the players “dribble” with a ball, which is guided in a controlled manner.



**3 SETS  
(5-10 METRES,  
DEPENDING ON  
ABILITY)**

## LEVEL 5: BALL BEARING

**STARTING POSITION:** as level 1, except that the players support themselves by placing their feet on the ball.

**ACTION:** the players roll the ball under their feet and move forwards slowly and in a controlled manner.



**3 SETS  
(3-7 METRES,  
DEPENDING ON  
ABILITY)**

**THE FOLLOWING ERRORS MUST BE CORRECTED:**



**1** Wrong position of head



**2** Sagging body



**3** Feet turned inwards



**4** Feet turned outwards

Keep the buttocks up.

The head should be in a neutral position.

The body should be in as straight a line as possible from the shoulders to the knees.

The feet are always under or in front of the knees (knee angle always more than 90°)

**IMPORTANT**

# EXERCISE 7: SIDEWAYS ROLL

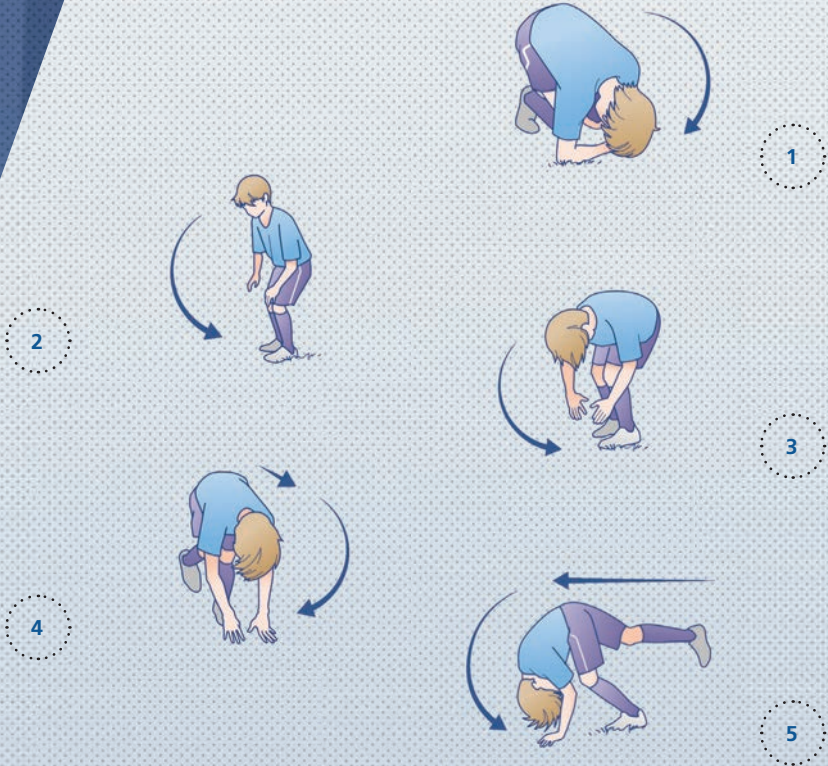
**LEVEL 1:  
SQUATTING  
POSITION**

**LEVEL 2:  
SLOWLY FROM A  
STANDING POSITION**

**LEVEL 3:  
DYNAMICALLY  
FROM A STANDING  
POSITION**

**LEVEL 4:  
FROM A SLOW WALK**

**LEVEL 5: FROM A FASTER  
FORWARD MOVEMENT**



**THE FOLLOWING APPLIES TO ALL LEVELS:**

**FOCUS:** learning how to fall and roll.

**OBJECTIVE:** mastering roll exercises in both directions..

**INSTRUCTIONS TO THE PLAYERS:** "Make yourself small and round like a ball."

## LEVEL 1: SQUATTING POSITION

**STARTING POSITION:** the players squat, about 2 metres apart.

**ACTION:** the players put both hands on the ground in front of their knees. They then lower their heads so that the chin is nearly touching the chest and roll over diagonally on their arm, shoulder and back. Example: if rolling to the right, the right arm should be bent and in front of the body. The players then roll over on the outside of their right arm and right shoulder and then diagonally over their back onto their feet. After every roll, the coach must wait for at least 5 seconds before giving the next command. The players concentrate on every roll, and the coach tells the players in which direction they should roll every time.



5 ROLLS PER SIDE

## LEVEL 2: SLOWLY FROM A STANDING POSITION

**STARTING POSITION:** the players are standing straight, about 2 metres apart.

**ACTION:** the rolls learned in level 1 are now performed from a standing position. The players squat by bending their knees, looking downwards and moving the chin towards the chest. The hand movement should be slow and deliberate, so that the players can master the process. The roll movement is the same as for level 1.



5 ROLLS PER SIDE

## LEVEL 3: DYNAMICALLY FROM A STANDING POSITION

**STARTING POSITION:** as level 2.

**ACTION:** the squatting posture adopted in level 2 is now performed more quickly and dynamically and the roll learned in level 1 is introduced dynamically.



5 ROLLS PER SIDE



## LEVEL 4: FROM A SLOW WALK

**STARTING POSITION:** It is important that the players are able to safely execute the fast rolls that they learned in level 3 from a standing position.

**ACTION:** the squatting and rolling actions learned in level 3 are now introduced from a slow walk.



5 ROLLS PER SIDE

## LEVEL 5: FROM A FASTER FORWARD MOVEMENT

**STARTING POSITION:** It is important that the players are able to safely execute the movement that they learned in level 4 in both directions. Only then can level 5 be attempted.

**ACTION:** as level 4, except from a faster forward movement (quick walking/jogging).



5 ROLLS PER SIDE

**THE FOLLOWING ERRORS MUST BE CORRECTED:**



Arms stretched



Head touching the ground,  
straight roll over the back



**IMPORTANT**

Roll over on the outside of the arm, the shoulder and then diagonally over the back.

Adequate pause after every roll (at least 5 seconds).

The chin should be lowered to the chest.

Ensure that there is enough distance between the players before every roll.

The coach tells the players when to start and the direction for every roll.

# FREQUENTLY ASKED QUESTIONS

## WHAT IS THE “FIFA 11+ FOR KIDS”?

The “FIFA 11+ for Kids” is a complete warm-up programme to prevent the most common injuries in children’s football (for over-14-year-olds, there is the “FIFA 11+”).

## WHO DEVELOPED THE “FIFA 11+ FOR KIDS”?

The “FIFA 11+ for Kids” was developed by a team of international experts from the FIFA Medical Assessment and Research Centre (F-MARC), the Department of Sport, Exercise and Health (DSBG) in Basel (Switzerland), the University of Amsterdam (Netherlands), the University of Cincinnati (USA), the Charles University and Na Bulovce Hospital (Czech Republic), the University of Applied Science in Sion (Switzerland) and the Institute of Sport and Preventive Medicine of Saarland University (Germany).

Extensive experience from the “FIFA 11+” and other exercise programmes designed to prevent sports injuries went into the development of the programme.

## WHAT ARE THE BENEFITS OF THE “FIFA 11+ FOR KIDS”?

The preventative effect of the programme has been scientifically demonstrated by a major, randomised controlled study. It is easy to implement and no equipment (i.e. no extra costs) or specialist knowledge is required. It is a complete warm-up programme with various levels of difficulty and as most of the exercises train different aspects at the same time, it is also efficient.

## ARE THE EXERCISES NEW?

Although most of the exercises are not new, until now they have not been part of the training routine. What is new is the way they have been combined to create a simple and practical programme that can be used to warm up before every training session.

## **HOW WERE THE EXERCISES SELECTED?**

The preventative effect of the exercises has been scientifically demonstrated and, when used together, they prevent the most common football injuries from occurring.

## **HOW DO THE EXERCISES WORK?**

The exercises strengthen the leg and core muscles and improve dynamic and reactive neuromuscular control, agility, coordination and balance as well as jumping technique and power.

## **WHY IS THERE NO STRETCHING IN THE “FIFA 11+ FOR KIDS”?**

Research has shown that static stretching has a negative effect on muscular performance, and the preventative effect of dynamic stretching has yet to be proven. Stretching exercises are therefore not recommended for warming up, although they can be performed after training.

## **WHO IS THE “FIFA 11+ FOR KIDS” FOR?**

The “FIFA 11+ for Kids” has been specially developed for children’s football, and the programme is aimed at 7 to 13 year-olds.

## **WHEN SHOULD THE “FIFA 11+ FOR KIDS” BE PERFORMED?**

The “FIFA 11+ for Kids” should be performed as a warm-up programme at the beginning of every training session.

## **HOW OFTEN SHOULD THE “FIFA 11+ FOR KIDS” BE PERFORMED?**

At the beginning of every training session (at least twice a week).

## **WHAT SHOULD COACHES LOOK OUT FOR IN PARTICULAR WHEN CONDUCTING THE EXERCISES?**

To be effective, every exercise must be performed correctly and accurately, as described in this manual. Coaches should monitor the exercises and correct players when required.

### **HOW LONG DOES THE “FIFA 11+ FOR KIDS” TAKE?**

Between 15 and 20 minutes, once the players have learned the exercises.

### **HOW LONG DOES IT TAKE UNTIL THE “FIFA 11+ FOR KIDS” HAS AN EFFECT?**

Depending on the frequency of the training sessions, about 10 to 12 weeks.

### **WHEN CAN PLAYERS STOP WORKING WITH THE “FIFA 11+ FOR KIDS”?**

Children should continue using the “FIFA 11+ for Kids” for as long as they play football, as the effects of the programme wear off when they stop performing the exercises.

### **CAN YOU RECOMMEND ANY OTHER PREVENTATIVE MEASURES?**

Other preventative measures are naturally possible and desirable, especially fair play and wearing shin pads.

### **HOW OLD DO PLAYERS HAVE TO BE FOR THE “FIFA 11+ FOR KIDS”?**

At least seven years old.

### **DO PLAYERS HAVE TO WARM UP BEFORE THE “FIFA 11+ FOR KIDS”?**

No, the “FIFA 11+ for Kids” is a complete warm-up programme that replaces other such programmes.

### **WHAT TYPE OF FOOTWEAR IS RECOMMENDED FOR THE “FIFA 11+ FOR KIDS”?**

Ideally, the exercises should be performed on grass with football boots.

### **CAN THE ORDER IN WHICH THE EXERCISES ARE PERFORMED BE CHANGED?**

No, the order should not be changed.

## **WHEN SHOULD PLAYERS MOVE UP TO THE NEXT LEVEL OF THE “FIFA 11+ FOR KIDS”?**

Players should start at level 1 and only move up to the next level when they can perform the exercise in the allotted time and with the specified number of repetitions.



## SUMMARY

The “FIFA 11+ for Kids” is an effective injury prevention programme for children’s football that also improves performance. It should be performed regularly as a warm-up programme at the beginning of every training and thus replaces normal warm-up exercises.



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





