

Professional paper

**APPLICATION OF ELEMENTARY MOTORIC
GAMES IN THE INTRODUCTORY PHASE
OF A CLASS AS A FORM OF EMOTIONAL
RELEASE OF STUDENTS, AND THEIR USE IN
CONTEMPORARY LIFE**

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Abstract: The topic of the paper is the basics of elementary games, as specific forms of the movements of students which are normally recommended in textbooks teaching physical education methods, as one of the aspects of the means of performing tasks in the opening phase of a class, and their reflecting importance in contemporary life. The decision on writing this paper was influenced, inter alia, by the importance of physical movement, in spite of a lack of appropriate literature in this field, as well as the obsolescence of existing texts. A possible approach to teaching is presented, intended mainly for primary school students who wish to have a well-shaped body, improve individual physical abilities, develop positive personality traits and maintain health. A comprehensive analysis of the intensity and shape of such movements, among other things, analyzes the justification of game application, mostly of a moderate and medium level of physiological loading suitable in the introductory phase of the class (with the comment that there is no strict regularity in loading by physical effort, but rather, it is variable and depends on the development of the game). The aim of the paper is primarily to refer young people to the realization of a more efficient motoric communication and create a habit for daily physical exercising in the purpose of exerting positive transformational effects of functional systems and morphological characteristics. The means used to achieve the goals in the opening phase of the P.E. class, and the natural forms of movement which are applied in a dynamic and synthetic form, are presented as

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crawling, walking, running, jumping, throwing, climbing, etc. In other words, movements arising in elementary games with the tasks of catching, overtaking, hiding, climbing or descending, with an adjusted competitive motive.

Key words: *elementary education, physical education, introductory phase of class, the intensity of elementary games, neuro-muscular system, cardiovascular system, respiratory system, modern era, evaluation.*

INTRODUCTION

Considering the effects of the application of elementary games, primarily in primary education institutions and in physical education (hereinafter: P.E.) classes, there must be “a development of various human capabilities - intellectual, sensory, practical, expressive and natural”.

The main goal and tasks of the introductory phase of a P.E. class, which represents a single unit and has its flow and phases which are of equal importance, are adequate answers to the questions: why (goal, outcomes), what (content), how (methods, procedures), and by which means (resources, media). In order to have adequate answers, one must become familiar with the content of the profession, for the subject precisely is derived from the already noted goals and the goals are derived from the working methods and evaluation methods.

A class is usually divided into four parts: the introductory, preparative, main and final parts, with separate units and characteristic contents, tasks and duration. In the introductory part of the class, the general objective is to set up, warm up and prepare the body, especially the cardio-vascular and respiratory system, for heavier loads in the imminent parts, and therefore, the overall effect of warming up is accelerated blood circulation. This section is 5 minutes long, with the most common application being frontal.

By the variability of dynamic movements, i.e. the elementary games, all parts of the body are put in motion and the organism is prepared for increased efforts during the class, primarily cardiovascular, respiratory, nervous system activity and the mobility of the muscles and joints, presented as the basis of physiological targets.

Educational goals are expressed by creating a pleasant and positive mood in class, stimulating interest in exercise and developing discipline, attention and the ability to react quickly. Using a variety of means, there is an improvement of motor skills, with the introduction and mastering of different games and with an overall increase of motor awareness.

There are only a few books, papers, or articles on the mentioned subject matter, mostly older, representing a commitment of the author

to a detailed discussion of the problem. D. Tomic (1991) in his edition of "Education through playing", has written about some elementary games for P.E. teachers. In a book by Lj. Sikimić (2003), shown is the ability to integrate knowledge from different scientific fields and their operationalization in the games that are applied without risk in different places and different situations, something which is presented in this paper by various elementary games.

THEORETICAL FRAMEWORK

A review of elementary games through a positive prism, and their shortcomings in the introductory phase of a P.E. class.

With the presented items in the paper and with broad explanations, the students are given a basis for developing interest for mastering elementary motoric games which have very significant positive biological effects on their body, especially in the contemporary living conditions.

With their simplicity and developed contents, the games are customized to both students of outstanding physical abilities and those with less developed skills, i.e. those who show less interest in sports and the need for manipulating the body and an increased dynamics of movement.

Elementary games positively affect the development of a creative, open-minded and culturally emancipated personality, eliminating national, racial and linguistic discrimination. Viewed more broadly, the essence of the paper is that motor movements should, along with their usefulness, encourage and develop a permanent need and habit of the students and in different forms and work modes, develop an instinct for physical movements and exercise, thus enabling them to resolve the necessary physical tasks in modern living conditions, applicable in future professional careers.

Elementary games can fully meet the organizational tasks of the introductory phase of the class, and in this case, the beginning of the class is simple and quick, regardless of whether the students are waiting in line or not. The class can start in any part of the playground with a simple and short speech of the teacher explaining the game and initiating the class.

The author of this paper has come up with all the above mentioned variants of elementary games that are organized: individually (birdie in a nest, catch the ball, Speedy Gonzales, etc.), in pairs (finally free, hunters and a deer, a sumo duel, cat and mouse, 4 x 2, etc.), in threes (passing beneath the rope in three, holding by the shoulder), quads (frogs croaking and catching storks, caterpillar leap, the sponge rush), quintuplets (soldier on a mission), sextets (musical chairs), eights (on your marker, the famous gooks), and a

frontal game form (the leader of the tribe strikes, follow the sound, paper on the back, between four fires, etc.).

The following elementary games are organized in lines (relocation, hot gloves, fast carts, 'comedians'), in columns (pass the ball fast, somersault forward convulsed, somersault backwards convulsed, 'spatial weights'), in a circle (pass the ball around, take the ball away, guess who?, goalkeeper), and the like.

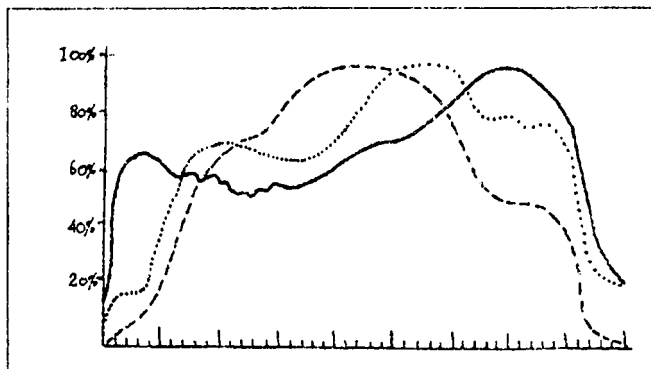
THE SUBJECT OF THE PAPER

Such mentioned divisions facilitate the organizational and methodical forms of work in the later phases of the class. Empirical results show that children imitate familiar phenomena in their environment and everyday life, especially in the lower grades, while more complex forms of games are increasingly used in higher grades.

A variety of games as well as an organized and methodical system can lead to an unobtrusive socialization of children, mitigating self-absorption. Elementary games do not meet only the preliminary tasks of the class, but also a large part of the overall objectives of physical education.

According to Fetz (1978), a physiological load is viewed from the aspect of the burden on the cardiorespiratory system and muscle strain, but also from the point of view of complexity of movement-strain in the development of coordinative abilities. The solid line indicates the stress of internal organs, the dotted line representing the muscles straining and the dashed lines the coordination of abilities and strain.

Table 1. *Physiological curve by Fetz*



With a proper theoretical and methodological application in physical education, there is practically no lack of basic games. The negative side of

games appears mainly in those P.E. teachers who are not sufficiently trained for their jobs.

The main issue in a P.E. class, in addition to objective indicators of loads, must be a subjective measure of the load, meaning the student's awareness, during exercise, of fatigue and task difficulty. The best way of applying elementary games in the introductory phase of the class is based on a gradual, slow and systematic introducing in order to adapt all systems of the body to a progressive increase of physiological load in the following phases. If the opposite occurs, it may lead to errors.

Errors are reflected in various forms of muscular, ligament, joint, and bone structure injuries, especially at a lower temperature. Although the introduction indicated that elementary games often have a competitive motive, this aim should be kept to a minimum during warm-ups, with expressed aspects of satisfaction, happiness, and enjoyment of the game, rather than competition.

Only the best methodologists and P.E. teachers can use games with an appropriate sense for applying focused principles of an educational and health orientation within a P.E. curriculum and the introductory phase of the class, being also aware of the age features of the pupils.

Skilled teachers will sense when the intensity of the given elementary game should be slightly increased and when it should be reduced, either by changing the given game or by giving new instructions during the same. For example, for some pupils even a load at the level of 145-150 beats per minute is the maximum value they can handle, while on the other hand we have pupils for whom a load at the level of 190-200 beats per minute presents no problem.

The heart rate is proportional to the intensity of work or the consumption of O₂ during exertion. In the range of intensity from light to moderately heavy (submaximal), the frequency increases linearly with load increasing. Thus, the higher the turnover of energy, the more O₂ should be delivered to active muscles. CO increases linearly in the metabolism, and a greater amount of blood can deliver more O₂ to the muscles, which is how we linearly increase linearly HR by effort. CO (cardiac output) depends on the HR (heart rate) and SV (stroke volume).

Students should reach the maximum heart rate in the main part of the class, and not in the introductory, which would be a great error. Based on the monitoring, work intensity and HR_{max} ($HR_{max} = 220 - \text{age} (+ - 10)$), a judgment is made on the workload of students in different class phases, as well as in its entirety. Occasionally, during work the teacher uses a pulsometer for checking the parameters, and the topic which deals with a comprehensive research of modern means (i.e. a pulsometer) for assessing the load of students in the introductory part of the class will be discussed in the next paper. (All the above standards should be followed by P.E. teachers in order to have a beneficial effect on a child's body).

Table 2. *The correlation between the load, metabolism and HR*

Consumption of O ₂ (L/min)	HR	Load (W)	Energy turnover (kJ/min)
0.9	85	50	21.0
1.5	110	100	33.6
2.1	125	150	46.2
2.8	160	200	58.5
3.5	180	250	71.4
4.2	190	300	84.0

The definition of the stated issue is that inadequate elementary games in the opening phase of a class can give unwanted consequences in the form of unrealized tasks, gradual physiological workloads of students, excessive involvement of the locomotor apparatus, as well as a disruption of the concept of teaching intensity.

THE METHOD OF SELECTING ELEMENTARY GAMES IN THE ORDER OF THE MATURING PROCESS, AND THE AGE FEATURES OF STUDENTS

Table 3. *The order of the maturing process and the age characteristics of students from early school age to middle and senior school age, features which we included in order for the table to be complete. (Review made with extra instructions from the book by Dr. Milutin Stojanovic, 1979.)*

AGE	GIRLS	BOYS
8	Expansion of the pelvis, hips rounding; annual growth in height is even, with no decrease compared to the previous period; muscle weight is about 27.2% of the entire body weight; muscle fiber diameter 38 microns; low tolerance to CO ₂ and H+La; by maturing higher segments of the central nervous system, especially the cerebral cortex new and more complex motor reflexes are established, the finest coordination with the development of the true sense and expediency is established; brain weight about 1381 grams (according to Mateev);	Annual growth in height is even, with no decrease compared to the previous period; relatively low tolerance to CO ₂ and H+La; by maturing higher segments of the central nervous system, especially the cerebral cortex, new complex motor reflexes are established, the finest coordination is established, with a meaningful development of the true sense and expediency; brain weight about 1210 grams (according to Mateev);

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9	Increased secretion of the sebaceous glands; the establishment of normal physiological distortion of the spinal column, with the characteristics of its plasticity and susceptibility to deformities; rich developing of movements, especially of precise motion of handling or manipulation;	Establishment of normal physiological distortion of the spinal column, with the characteristics of plasticity and susceptibility to deformities; muscle fibers diameter 39 microns; rich developing of movements, especially of precise motion of handling or manipulation;
10-11	Beginning of developing of breasts; in the development of the chest, ribs are becoming more aslope, and the angle rib arches sharper, so that the front and rear diameter represents approximately 75% of the cross; little ability to work under anaerobic conditions and lower working capacity; a relatively short period of recovery of the appropriate intensity;	Start of growth of the penis and testicles; muscle weight approximately 30.8% of the entire weight of the body; decreased ability to work under anaerobic conditions and lower working capacity;
12	Outbreak of pubic hair, genitals increase; increased growth of body height, about 8 cm, and body weight over two years for around 20 kg (between 7 and 30 kg); muscle fiber diameter 44 microns; brain weight about 1370 grams (according to Mateev);	The growth of the larynx; in the development of the chest, ribs become more aslope, angle of rib arches sharper, and front and rear diameter represents about 75% of the cross; fast recovery period, after increased intensity; brain weight around 1405 grams (Mateev);
13	Change of vaginal secretion from alkaline into a strongly acidic reaction;	Growth of testicles and penile growth, pubes; muscle fiber diameter of 50 microns;
14	Menarche (the beginning of menses often irregular and without ovulation), the outbreak of hair under the armpit;	Mutation (change of voice), swelling of the mammary glands; increase in the annual growth in height, about 10 cm per year, as well as body weight over two years for around 20 kg (between 7 and 30 kg);
15	More pronounced changes in the pelvis; significant change in the volume of thoracic cavity, the chest expands in all directions, while the sternum does not change its expiratory position, and therefore costal breathing prevails;	Pigmenting of scrotum, growth of hair in axilla, beginning of emergence of mustache, ending of growth of the testicles, the first ejaculation;

16-17	Menstruation becomes regular, occurrence of acne; cessation of skeletal growth, with a tendency for 1-2 yr., completion of ossification; at higher exposures to loads, mixed type prevails or cost-diaphragmatic type of breathing; musculature weight is about 32.6% of the entire weight of the body; muscle fiber diameter 92 microns; optimal ability to work under anaerobic conditions and greater working capacity; brain weight about 1450 grams (according to Mateev);	Increased volume of chest and developed musculature with the predominance of abdominal or diaphragmatic type of breathing; optimal ability to work under anaerobic conditions and high working capacity; brain weight about 1480 grams (according to Mateev);
21	Optimally firm connection of muscles with bones; higher tolerance to CO ₂ and H + La; period of adulthood, with full mental and physical development and ability for the greatest achievements;	Termination of skeletal growth, and the beginning of adulthood, with a tendency over the next 1-2 years of completion of ossification; optimally firm connection of muscles with bones; musculature weight more than 40% of the entire weight of the body; muscle fiber diameter of 120 microns; high tolerance to CO ₂ and H+La; adolescence, characterized by full physical and mental development and ability of max. achievements of all function systems;

RESULTS

The appropriateness of focused movements in the introductory part of the P.E. class

The said issue involves the younger period (from 7-8 to 10-11 years of age) and middle school age (from 11 to 14-15 years of age), but not older schoolchildren. The introductory part of the P.E. class, with a time period of 5 minutes, and all the aforementioned age features will show their proper purpose, if a variety of movements dominate, with the full involvement of the locomotor apparatus and large muscle groups.

The movements that dominate in the first or introductory phase must be in complete synergy with the critical periods of physical abilities abilities, and with the necessary emphasis that the mentioned part of the class cannot

serve a significant but rather a progressive treatment of the physical features of children. Uneven parameters of the biological and chronological age of a child, as well as some other body systems, testify that some elementary games and certain movements are undesirable in this part of the P.E. class.

Thus, accepted and familiar motor habits should be performed by students without any major problems. The most desirable movements and elementary games are the ones where speed, as well as general endurance and flexibility or mobility prevails. The application of elementary games endorsing absolute power and endurance in a static force will be performed to a much lesser extent.

The best result in a broader sense is achieved by elementary games in a situation of applying games and P.E. and physical culture in general with people who apply them in adulthood, i.e. those where teaching left a need for continuous exercising in contemporary life. Thus, the P.E. teacher is of a great importance, as in this situation he is the “major link”.

Some elementary games in which speed prevails and which will be applied in junior grades (sorted by weight) are the following:

1. **A net for teachers** – the space is empty and rectangular in shape. The teacher runs back or backwards, facing the players, changing the direction of movement in order to allow after a short while for players to catch him ‘in the net’, clapping his hands.
2. **Joining parts of the body** – players randomly run within a limited space, and when the teacher calls out the name of some body parts, such as hand-heels, head-knee-nose, etc., the players touch their parts of the body as soon as possible, according to the said call. At a specific sign they start to run again.
3. **Locate your marker** – the players are divided into two groups. The teacher holds two markers of different colours, and determines which group belongs to which colour. After that, the players run within a limited space, with the teacher holding one marker in one hand and a second marker in the other. At the ‘Locate your marker!’ call, the teacher stands in one place, and the players run forward and line up on the side where their colour is. The teacher also can move markers from one hand to the other.
4. **Birdies in the nest** – in all four corners of the limited space, smaller rectangles are drawn. Players run free, imitating bird calls. The teacher calls out ‘birdies in the nest’, and counting to three, the players try to get within the nearest rectangular. Anyone outside the rectangle is out of the game.
5. **Changing places** – two groups of players of the same number face each other in lines at a distance of about 10-15 meters from each

other. When the sign is given, the players run to the opposite side, changing places, i.e. making a rotation around the longitudinal axis by 360 degrees and arranging themselves behind the line. The starting positions are different - from the standing position, a resistance kneeling on the hands, a resistance squatting, a resistance sitting, face, or back facing as well as from the front resistance lying.

6. **Finally free** - in pairs of two, and in an upright stance, the players are tied up with rope or tape for the upper ankles. On the teacher's signal, they take their partner by the arm around his/her waist, and they both start the race in a marked space, with movements back and forth or in either direction.

Some elementary games involving catching (classified by weight) are the following:

1. **Typical catching** – one player catches the other within a limited space. When a player touches the hand of one of their friends, they change roles. It is desirable that the player who is catching holds in his hand a marker for identification. (The game of catching can be modified by specifying two or three catchers, or even more.)
2. **The hunters and the deer** – the size of the restricted area is in close dependence on the quantity of students. Two players are 'hunters' and the others are 'deer'. 'Hunters' hold hands and catch the 'deer' in a certain area, The 'deer' is caught as soon as one of the 'hunters' touches it and it immediately becomes a 'hunter' (grasping hands with hunters). The game is played until two players remain, considered winners in this game, and are rewarded with applause, and if the game is repeated, then they become the 'hunters'.

Some elementary games for developing skills in primary school age (sorted by weight) are the following:

1. **Passing the ball into the circle** – standing in an upright position in a circle, rolling up the ball around its axis of rotation, adding the partner the ball at hip height laterally, and in a clockwise direction. When all the players pass the ball once, the game continues in the opposite direction. If we want to accelerate a given game, we can use another ball.
2. **Sumo duel** – standing in pairs opposite each other in circles, the players try 'taking the bull by the horns' using their muscles by pulling or pushing to move for a moment and take the partner out of the circle. The time of the sumo duel is relatively short, with a respect for the opponent.
3. **Catching balls** – players run around the playground, tossing small balls filled with sand. A few players drop the balls in their hands and

try to catch those which have fallen to the ground. Then the players who lost their balls try to steal them from someone else, and so on.

4. **Frogs croaking and catching storks** – in several ‘ponds’ at a small distance, there are ‘frogs’. Between the ‘ponds’ there are two or more ‘storks’ walking. The ‘frogs’ jump over on all fours from ‘pond to pond,’ in which up to four frogs can enter, while in the meantime, ‘storks’ leap, trying to catch a ‘frog’. A trapped ‘frog’ has the task to ‘croak’ 3 to 4 seconds, then becoming a ‘stork’ and vice versa.
5. **Taking away the ball** – players create a square or a circle, depending on their number, with an optimum of 6-7 in each so that one of them is in the middle of the said geometric figure. Each described figure is as a game in itself. The students are added by hand (usually leaping), or foot, as determined by the teacher, or by agreement, guided by a democratic way of governance while the middle player tries to take away the ball. If he succeeds, he exchanges roles with the student who had the ball last.
6. **The leader of the tribe guessing** – players choose the ‘leader of the tribe.’ The chosen player turns to face the wall or some other object, and the other players, away from him, agree what they will do in front of him, which he must guess. An example is imitating or emulating hunting in the woods. Approaching ‘the leader of the tribe,’ they say: ‘Good afternoon, leader of our tribe!’ He replies, ‘Hello, children.’ ‘Where have you been?’ In the woods.’ ‘What were you doing there?’ Now children show what they were doing, and the leader tries to guess. The children scatter and he catches them so that they can ‘approach the throne.’ The one caught becomes the leader, and so on. If the leader fails to guess what the children were doing, the game starts again, with the same tribal leader.

Some elementary games for developing spatial intelligence, reflexes and sensation in the junior grades (sorted by weight) are the following:

1. **Following the sound** – all the players close their eyes, while one player takes a whistle and moves around the playground, whistling first quietly then loudly, so that the players can follow the sound.
2. **Passing under the rope in triplets** – two players in an upright position spin a rope, while three players hold hands and with eyes closed, try to snake below the rope in the opposite spinning direction.
3. **Hot gloves** – players are divided into two lines, facing each other at a distance of about half a meter. Both lines stretch out their hands, with one line turning their palms up and the other palms down. A player who has turned his palms up tickles the others’ palms and attempts

to mislead him and hit him on the palms from above. The opponent tries to avoid palms and if there is a miss, roles are exchanged.

4. **The ball as a chair** – players are in a circle facing the center. In the middle of the circle there is a ball. The teacher approaches one player, turns him back towards the ball and makes a small rotation around its axis by 360 degrees, and after that blindfolds him. The task is that the player goes backwards and when he reaches the ball, he sits on it. The game is repeated.
5. **Guess who?** – players hold hands in a circle facing the center and they all move to the right or left side. One player in the middle of the circle is blindfolded and issued the command: ‘Stop!’ The players stop at the sign, and the player in the middle touches another player, asking: ‘Who are you?’ In an altered voice, the chosen says the name of another player. If the player from the middle guesses the right name, the roles reverse.
6. **Cat and mouse** – players make a circle, holding hands, and they are either standing or resistance squatting. In this circle, there are two blindfolded players, with one mimicking a cat, and another a mouse, moving on all fours. The task is for the cat to catch the mouse. In order for a cat to guess where the mouse is, it must meow 2-3 times, and the mouse responds with an arbitrary sound. The cat looks for him from the direction of the voice and the mouse runs away. When the cat catches the mouse, the teacher picks another two students, and so on.

The elementary games described and classified in the junior grades can be used from the first to last grades in the secondary school age. In addition, elementary games used to develop speed, agility and games like catching, are included in this chapter. We divided them from the easiest to the hardest in the secondary school age:

1. **Pass the ball quickly** – students make two or three rows, depending on their number. Standing astride, a player at the rear of the column holds the ball at hip level. On a given signal the players, with balls slightly bent, pass from behind the ball to the next player in the height of the forehead as quickly as possible, and so on. After that the first player bends deep forward and rolls the ball back on the ground with the legs apart to the next player, and so on until the end. The team that finishes the described circle with the ball first is considered the victor (the game can be improved with two or three circles).
2. **A soldier on a mission** – the teacher gives the players 4-5 hoops from rhythmic gymnastics, so that one hoop is in the hand of one of the players. Players are free to move and at the sign of the teacher a player rolls the ball, and the one closest to him stands sideways or

frontally mimicking 'a soldier on a mission', and bending quickly, runs through a hoop striving not to touch it. In the next round, the game is the same only with a change of the player holding the hoop, but now the ball is thrown through it.

3. **Skipping caterpillars** – two players run in one direction on the sides towards rows of 4-5 players, holding the ends of a taut rope or string. Other players, at the signal of the teacher, mimic the movement of a 'caterpillar', one after the other in the front (in the second variant, laterally from one or the other side), skipping from the ground and trying not to touch the rope with their feet. When both players arrive at the end of the row, the roles change. Optionally, at the teacher's or players' will, the following two take the rope.
4. **Speedy Gonzales** – the players are in a confined space, and one player 'hits' another one on the arm, although not too hard, and at the same time takes care not to get hit. The game ends with applause on the part of all the players.
5. **Paper on the back** – the game takes place in a confined space and the players are divided into two groups. The first group has attached sticky pieces of paper on their backs, while another group of players needs to take the papers. One player may take several pieces of paper at once. When all the papers are taken, the roles change.
6. **Holding shoulders** – three players in a limited space are holding each other's shoulders; for example, the left hand grabs the right shoulder and the right arm is pulled through the upper left arm. With his right hand free, a player touches and catches the others while they are fleeing. The caught players join those who are catching, so that the last player remaining is rewarded by applause.
7. **4x2** – in a limited space, four pairs of players catch the others. The caught player enters the circle, and the one that caught him is released. At a signal from the teacher who is clapping his hands, four pairs of players endeavour to catch the others.
8. **Quick trolley** – players are divided into two groups, namely, those who first 'force a quick trolley' and those who represent the 'trolley'. The game takes place in a limited space and is arranged so that players in the standing position and at hip level cover the back of the partners who are in a lying resistance on the hands. The players' task is to move in a 'trolley' position, at the given sound signal by dynamic muscle contractions back and forth, and to as soon as possible cross the given distance. When the first section is crossed, the players change roles. Those walking on their hands must signal their partner when to push forward or pull back. The game ends with applause by all players.

9. **Take care of the ball (the balls)** – players are divided into two or three teams, depending on their number, and in such a way that they are in a line behind the starting line. At a distance of some 15 meters of each starting line, a dumbbell is set as the landmark around which players must pass. The first team holds the ball (two balls, in a more difficult version) under the arm/s at hip level. At the sign of clapping, the players try to go around the dumbbell as quickly as possible, and then return to their original position, so that the ball/s can be given to the next player, and so on. This interesting game may end up with one, two or three bypassing of all teams.
10. **A somersault forward squatted, backward squatted** – two rows of players in a limited space 15 meters long (marked start and finish lines) and a set mat in both columns in the middle of the sections, are trying to run as fast as they can an ordinary relay race and the somersault forward squatted and touch the stretched arm of their team player. The next player continues the same task, and so on until the last round is over. The one who arrives first to the target wins, and is awarded applause. The game can be played in two or three rounds.
11. **Successful goalkeeper** – players are divided into several groups and each group forms a circle and plays in the following way: make a small goal of two cones in the middle of the circle, which is guarded by the ‘keeper’. On the periphery of the circle, players kick and in the best moment try to score a goal, while the goalkeeper in the circle follows the movement of the ball, mainly with short hop steps and by bouncing the ball with the feet. The player who scores a goal becomes the goalkeeper. If the goalkeeper defending his goal inadvertently scores a goal, he is replaced by the player who had the ball in his possession last.
12. **Go between the mats** – in a limited space, a few mats are littered in an arbitrary manner. Two players, holding hands, are chasing the others, but may not run across the mats, just in between. Those players who are fleeing can pass over them. Two players who are caught replace the previous ones.
13. **The sponge rushes** – four players carry a rectangular sponge of the appropriate dimensions and appropriate weight, so that each of them holds one corner of the sponge. Thus, they attempt to catch other players, who scamper around the limited space. The player who touches the hand of the fleeing player is fleeing is released and then they switch roles.
14. **Taking things** – on two opposite sides, at a distance of about 10 m, circles are drawn in which we put the same number of small objects

(balls filled with sand, dumbbells, markers, cones, chestnuts, etc). The teacher divides the players into two groups of equal strength and size, so that each of them is standing in front of a particular circle. At a signal from the teacher, players take only one object and carry it into the opposite circle, where they leave it. Then they take a new item that the opponents left and carry it again in the opposite direction, and so until the end of the game, which takes a maximum of 2 minutes because of its slightly larger intensity. When you count the objects in circles, the winners are the players with a smaller number of objects.

Some elementary game for the development of spatial intelligence, reflexes and sensation in the secondary school age (sorted by weight) are the following:

1. **Children's joke** – one player in a small confined space is blindfolded and is 'in the dark.' Other players around tease and tickle him, and he must catch them but without moving from his place. The player in the dark can also bend or crouch in order to attempt to catch the players that way as well. The caught player replaces the one blindfolded.
2. **'Famous gooks'** – divide the players into several groups so that there are up to 7-8 of them, every group playing for itself. One player puts his right hand under the left shoulder with the palm facing to the side and with his left hand he covers his eyes. Other players are behind him and hit him with the index finger into the palm, shouting: z-z-z-z. After that, the player turns towards the others and if he guesses who had hit him, they change roles. The teacher controls the game while respecting the principles of generosity and honesty.
3. **'Comedians'** – the entire class is deployed into two lines so that the players are facing each other. A player passes between the two lines, and his task is not to smile, despite his friends making various facial expressions and grimaces, trying in every way to make him laugh. If he succeeds, he chooses himself a replacement, and if he laughs he must once again go through the trial with the arms bent at the elbow joints.
4. **'Musical chairs'** – for this very famous game, we need one chair less than the total number of participants in the game, which can be arranged in several groups of 6-7. Players listen to music, playing and cheering to the rhythm of the song in the space around the set chairs and after the song is stopped they must quickly sit on a chair. One chair is taken out of the game until there is a winner. After that,

the winners of all the groups enter the finale and compete among themselves for the final triumph.

5. **Balls in the space** – the players sitting on the periphery of the circle face the center or each other. One player is in the circle center with two smaller handball balls in one hand. A player throws with a greater intensity both balls in the air and at the same time speaks out the names of two players from one and the other part of the circle. The called players quickly rise and run to catch their balls before they fall to the ground. If they perform or do not perform the task, they return to their space, only now they move to the periphery of the circle by one space clockwise, while a player at the center moves in the opposite direction. After a while, the player in the center of the circle is replaced.
6. **'Squeeze the ball'** – in a limited space and at a distance of 8-10 meters from the start line, place two or three weights as a landmark around which the players turn and come back. The task of the two or three rows of players is that the leader in each column and puts a ball between his knees and squeezes firmly, and holds the other by gripping with both hands. At a signal from the teacher, they move by foot jumps to the weights and come back, where they give both the balls to the next player in the line and to the end of the row, when the winner is declared.
7. **'Environment dumbbells'** – the first task is to form two or three rows of players, depending on their number. At a distance of 10 meters, draw smaller squares. In each of these squares, set 4-5 dumbbells. The teacher gives the signal to start the game, an acoustic signal, and the task is for the first player from each group to run, and at a half distance to the dumbbells to make a rotation around its axis 360 degrees and continue to the drawn square. When the player reaches the target, he tears down all the dumbbells and goes back up, where the next player is waiting for him at the start, whose task now is that in addition to the rotation about the longitudinal axis, he is to hold up all the destroyed dumbbells in a given square. The following player tears down the structure again, until the last one in the row. After that the winner is declared by the applause of the players. Players can form two or more circles in the row.
8. **Between four fires** – in a limited space, the game is completely the same as 'between two fires,' only now the 'caught' players stand on all three sides of the field. The affected players are arranged evenly on all sides. Every team in this case is between 'four fires', as the opponent can strike from all four sides.

DISCUSSION

The basic method and the most appropriate means of physical education in the lower and higher grades of primary school are games. From a diverse selection of games, of which there are over 40 and which are the result of many years of teaching and sports practice by the author, the intention of all the above is to create final positive biological effects on the body of pupils in creative P.E. teaching methods. The best results were achieved when the elementary games were set up so that each student or each team had a chance for comprehensive successful development.

Games are seen as a powerful component in the educating and character-forming of a child, as they help children to develop thinking, attention, imagination, patience, initiative, determination, and self-confidence. With the help of games, a child is preparing to become a useful member of the community, learning discipline, as well as acquiring listening skills and developing integrity.

CONCLUSION

An important pedagogical and methodological requirement in physical education teaching is introducing cheeriness and optimism. In games, there is nothing ceremonial, rather everything is connected with the circle of life and the interests of students. This is why the following requirement was set – ‘There is no P.E. class without games’. Games are necessary, just as physically effective activities, but also as aides to help in relaxing mental and nervous tension, which is nowhere as evident as in games.

Only carefully selected, adapted and dosed elementary games, sorted by age, gender, weather conditions in the given area, or air temperature, can serve as a tool for achieving all the tasks of the introductory phase of the P.E. class.

The variety of shapes and forms of movement of different intensity, the need for play and the possibility of using devices and equipment with unlimited natural resources in an outdoor class enable different types of games to become a powerful tool in achieving the objectives of all the parts of a P.E. class.

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