

## METHODOLOGY FOR EFFECTIVE ORGANIZATION OF RELAXATION BREAKS FOR PRIMARY SCHOOL STUDENTS IN INCLUSIVE EDUCATION

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**Abstract:** This article highlights the methodological foundations of effectively organizing relaxation breaks for primary school students in an inclusive education environment. Relaxation breaks are shown, through scientific and practical examples, to be an important tool for restoring students' physical and psychological condition, maintaining focus, and increasing interest in learning. The article presents various types of relaxation activities—motor, breathing, creative, and sensory—along with their significance and implementation methods. The necessity of an individualized approach for students with special educational needs is also substantiated. Practical recommendations are provided for planning and conducting relaxation breaks in primary school lessons, serving as a methodological guide for teachers to enhance lesson effectiveness in inclusive education.

**Keywords:** inclusive education, primary school, relaxation breaks, students' attention, methodology, lesson activity, student engagement, methodological approach, concentration, special needs students, psychological relief, lesson effectiveness, break exercises.

**Introduction.** Today, all students, including those with diverse abilities, are equal participants in the educational process. This approach is known as *inclusive education*. The learning process in primary school is very active, yet it can be tiring for young learners. Especially for children with physical or psychological limitations, long-lasting lessons can cause fatigue quickly. Therefore, it is necessary to include short *relaxation breaks* during lessons.

### **What Are Relaxation Breaks and Why Are They Needed?**

Relaxation breaks are short pauses lasting 2–5 minutes that help students restore their focus and improve their mental and physical state. According to psychological research, a primary school student can maintain active attention for about 15–20 minutes per lesson. After that, fatigue and distraction occur, making it difficult to absorb new material. In inclusive classrooms, where students have varying needs, maintaining attention becomes even more crucial. Therefore, including one or two relaxation breaks in each lesson helps improve lesson quality.

### **Types of Relaxation Breaks**

#### **1. Movement-based relaxation breaks.**

These involve physical movement, improving blood circulation and alertness.

Examples:

- “*Animal walks*” (e.g., jumping like a frog, flapping like a bird)
- “*Freeze!*” game (move to music and stop when it stops)

#### **2. Breathing exercises.**

These help calm students and relax the nervous system.

Examples:

- “*Smell the flower, blow out the candle*” – deep inhaling and exhaling for calmness.
- Raise hands while inhaling, lower them while exhaling.

**3. Creative relaxation activities.**

Students can be encouraged to draw, tell short stories, or play word games.

Examples:

- Draw a “happy day” in one minute.
- Create a sentence using three given words.

**4. Sensory relaxation exercises.**

Especially beneficial for students with special needs, helping them relax through sensory input.

Examples:

- Using soft balls or sensory stones.
- Finger massage activities.

**Methodological Recommendations.** Relaxation breaks should be included in the lesson plan.

After every 20 minutes of instruction, a 2–3 minute break is advisable. Alternating between active and calming activities increases effectiveness. Teachers should consider each student’s health, physical capabilities, and psychological state.

**Practical Example.** During lessons, relaxation breaks can develop fine motor skills and make activities more engaging:

“**Ironing**” – Place a pencil on the desk. Roll it back and forth first with one palm, then with the other.

“**Fire Burning**” – Rub a pencil between your palms, slowly at first, then faster, moving from fingers to wrists. Try doing it with two pencils at once.

“**Hide and Seek**” – Hold a small pencil in your fist, hide it, and switch hands.

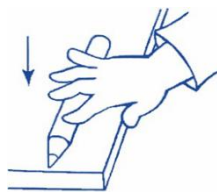
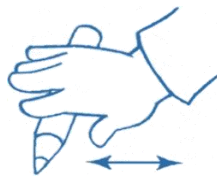
“**Rolling**” – Rotate a pencil with both hands using all fingers.

“**Piano**” – Tap the pencil lightly on the desk with your fingertips, as if playing the piano.

“**Helicopter**” – Spin the pencil quickly between the thumb, index, and middle fingers.

After such exercises, students regain attention and energy despite previous fatigue. At the end of the lesson, they feel calm, energetic, and motivated. Even a child with special needs can participate in these activities in a way suitable to their abilities.

**Conclusion.** When working with primary school students, maintaining attention and managing their physical and emotional state is a key responsibility for teachers. In inclusive classrooms, this becomes even more essential. *Relaxation breaks* help sustain students’ engagement, create a positive atmosphere, and improve educational quality. If teachers select and adapt relaxation activities appropriately, not only does student fatigue decrease, but their interest in learning, concentration, and social interaction skills also develop.



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