
ACTIVITY

Auditory Awareness: *Bhramari Pranayama* for Enhanced Listening

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Introduction

Listening is essential for communication but often underdeveloped. Mindfulness practices like *Bhramari* enhance attention, reduce distractions, and improve cognitive focus. Yogic texts emphasise sensory awareness and mind stabilisation (*Yoga Sutra* 1.39; *Hatha Yoga Pradipika* 3.47; *Gheranda Samhita* 2.40). Several recent studies support its educational value: mindfulness improves attention, reduces anxiety, and enhances classroom engagement (Maehle, 2006; Zeilhofer, 2023; Babanoğlu & Atalmuş, 2025; Li, Srisawat, & Voracharoensri, 2025), demonstrating international adaptability. Here we present a language activity integrating *Bhramari Pranayama* (humming bee breath) with structured listening tasks to enhance auditory awareness and English listening skills. Aligned with NEP 2020, it combines traditional yogic practices with modern pedagogy, fostering holistic development and multilingual learning. *Bhramari* calms the mind and sharpens sensory focus, while listening exercises such as note-taking, critical questioning, and group discussion develop academic listening. Adapted for all NEP stages, the activity includes age-appropriate worksheets and teacher scaffolding, promoting mindfulness, inclusivity, and improved listening proficiency.

Aim and Focus

Enhancement of listening skills through *Bhramari* and structured tasks. Focus: auditory awareness, comprehension, note-taking, critical questioning, and group reflection.

Level and Materials


All NEP stages (5–18 years); quiet classroom, audio recordings, and worksheets.

Methodology

Foundational Stage (Ages 5–8)—Activity Schedule (20 min)

- **Introduction (5 min):** Visuals + *Bhramari* demo for calm listening.
- **Guided Practice (5 min):** Students hum, focusing on sound and calmness.
- **Listening (5 min):** Play short audio; students mark/draw key events.
- **Discussion (5 min):** Ask “What happened first/next?” Students respond verbally or visually.
- **Focus:** Listening comprehension, attention, sequencing, audio-visual integration.

Worksheet

Section	Instructions / Activity	Space for Response / Notes
Calm Your Ears	Sit comfortably and hum like a bee to calm your mind and ears.	Draw a happy face showing how your ears feel: <input type="checkbox"/>
Listening	Listen to the story. Focus on sounds and events.	Draw 3 things you remember: Box 1: ____ Box 2: ____ Box 3: ____
Characters and Objects	Circle or point out characters or objects you hear.	
Story Questions	Answer “What happened first? What happened next?”	1: ____ 2: ____ 3: ____
Make Your Own Ending	Draw or write how you would like the story to end.	Large empty box

Preparatory Stage (Ages 8–11)—Activity Schedule (25 min):

- **Introduction (5 min):** Explain *Bhramari* benefits and demonstrate.
- **Guided Practice (5 min):** Students hum, focusing on sound and breathing.
- **Listening (10 min):** Play dialogue/story; students take notes using keywords, pictures, or symbols.
- **Discussion (5 min):** Pair-share notes; teacher clarifies as needed.
- **Focus:** Note-taking, auditory concentration, peer interaction, active listening.

Worksheet

Section	Instructions / Activity	Space for Response / Notes
Calm Your Mind	Practise <i>Bhramari</i> , focusing on humming to settle your mind.	One word describing how you feel: ____
Listening	Listen to dialogue/story. Take notes on key words, phrases, or symbols.	1: ____ 2: ____ 3: ____ 4: ____
Key Points & Characters	Draw or write main characters, events, or objects.	Box 1: ____ Box 2: ____ Box 3: ____
Notes Sharing	Compare notes with a partner. Discuss missed points.	Additional notes: ____
Reflection	Answer “What happened first/next? Which part surprised you?”	1: ____ 2: ____ 3: ____

Middle Stage (Ages 11-14)—Activity Schedule (25 min):

- **Introduction (5 min):** Discuss how auditory focus aids comprehension and memory.
- **Guided Practice (5 min):** Multiple *Bhramari* rounds, noting pitch and duration.
- **Listening (10 min):** Play audio (Kids Listen/CommonLit); take structured notes and answer questions.

- **Discussion (5 min):** Compare notes in groups and develop 2–3 critical questions.
- **Focus:** Structured note-taking, critical thinking, collaboration, focused listening.

Worksheet

Section	Instructions / Activity	Space for Response / Notes
Focus Your Ears	Practise <i>Bhramari</i> , paying attention to subtle sounds.	One word describing listening focus: ____
Listening Notes	Listen to audio. Take structured notes: main idea, supporting details, symbols.	1: ____ 2: ____ 3: ____ 4: ____
Comprehension	Answer questions on the audio.	1: ____ 2: ____ 3: ____
Group Discussion	Compare notes in groups. Develop 2–3 critical questions.	Question 1: ____ 2: ____ 3: ____
Reflection	Reflect on listening, note-taking, and discussion skills.	Strength: ____ Improvement: ____

Secondary Stage (Ages 14–18)—Activity Schedule (25 min):

- **Introduction (5 min):** Link *Bhramari* to mindful academic listening and sustained attention.
- **Guided Practice (5 min):** Practise *Bhramari* for concentration and auditory awareness.
- **Listening (10 min):** Listen to narrative/talk (The Moth/Selected Shorts); take detailed notes on main ideas, supporting details, and speaker perspective.
- **Discussion (5 min):** Group debate/discussion analysing message, cultural relevance, and implications.
- **Focus:** Advanced listening, analytical note-taking, critical questioning, group discussion, reflective thinking.

Worksheet

Section	Instructions / Activity	Space for Response / Notes
Mindful Listening	Practise <i>Bhramari</i> , focusing on mindfulness and concentration.	One word/phrase describing concentration: ____
Listening Notes	Listen to narrative/talk. Take detailed notes: main idea, supporting details, speaker perspective.	Main Idea: ____ Supporting Details: ____ Speaker's Perspective: ____
Critical Thinking	Reflect on message, cultural relevance, or speaker's intention. Formulate questions for deeper understanding.	Points: 1: ____ 2: ____ 3: ____
Group Discussion	Participate in debate/discussion. Share insights and ask peers critical questions.	Key points: 1: ____ 2: ____ 3: ____
Reflection	Reflect on listening, note-taking, discussion, and critical thinking skills.	Strength: ____ Improvement: ____

Role of the Teacher and Remedies

Teachers play a key role by guiding *Bhramari* practice, scaffolding listening tasks and modelling note-taking, questioning, and discussion. To address cultural or religious sensitivities, *Bhramari* can be presented as a simple, secular breathing exercise that enhances concentration and listening. Alternatives such as humming a neutral tune, mindful breathing, or listening to ambient sounds may be offered, with pre-recorded sessions used where live demonstration feels unsuitable. These adaptations ensure inclusivity, respect, and accessibility across diverse classroom contexts.

Evaluation

The activity is evaluated through worksheets, observation, and peer interaction, with stage-specific focus. At the Foundational level, students are assessed on sequencing and recall through drawings, while Preparatory learners are judged on note-taking with keywords and

peer sharing. Middle stage students are evaluated on structured notes, comprehension, and critical questioning, whereas Secondary learners are assessed on analytical note-taking, cultural understanding, and group discussions. This blended approach combines teacher observation, student output, and self-reflection for inclusive assessment.

Follow-up Activities

Follow-up tasks include listening journals, story reconstruction, peer storytelling circles, and audio-to-visual projects to reinforce listening skills. Mindful sound walks extend awareness beyond the classroom, while digital platforms such as Storynory or The Moth encourage independent practice. Cross-stage scaffolding, where older students mentor younger ones, promotes collaboration, creativity, and multilingual learning, ensuring the activity evolves into a sustained cycle of mindful listening and holistic development.

References

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Language Activities

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ACTIVITY 1

Level: *Middle School Level (Classes 5 to 8)*

Topic: Parts of Speech

Aim: Identifying and Understanding Parts of Speech

Props:

- **Parts of Speech Set:** Strips of paper with different parts of speech written on them
- **Word Set:** Strips of paper with words corresponding to the eight parts of speech

Number of strips in each set depends upon the size of the class.

Sample Words: Words such as *Temple, Road, Flower, Girl, Bunch*, etc. for Nouns and, similarly, words for other parts of speech.

Instructions

- Each participant/student picks up a paper strip.
- On the signal from the facilitator, participants with paper strips from the Parts of Speech Set move around the classroom and find participants holding paper strips from the Word Set belonging to the corresponding part of speech.
- After finding their corresponding groups, they sit with their group members and each group attempts to unpack the part of speech they are a part of and construct meaningful sentences with the available words.

Expected Outcome

This activity will help the students to identify different parts of speech

—one of the first steps to learning grammar. The students will be able to differentiate between parts of speech. They will also learn to construct sentences using different parts of speech. The students will develop an understanding of an important aspect of grammar.

ACTIVITY 2

Level: *High School Level (Classes 8 to 10)*

Topic: Tense Forms

Aim: To understand the different kinds of tenses and their appropriate usage

Props

- **Make-believe Currency** – strips of papers with an amount printed on it.
- **A bell** to indicate that the sentence has been auctioned.
- **A sheet of paper** with around 30 well-formed and ill-formed sentences jumbled together. The ill-formed sentences should contain errors of the tense form.

Instructions

- Divide the class into groups, number of groups depending upon the class strength
- Explain to the groups that an auction of sentences is to be conducted, and each group has to buy as many correct sentences as possible.
- Allocate a sum of money to each group - Rs. 50 of the Make-believe Currency per sentence.
- Each sentence will be sold to the highest bidder.
- Once all the sentences are auctioned, the facilitator will give out the correct sentences and incorrect sentences.
- Each group that has an incorrect sentence will lose Rs. 50 of the Make-believe Currency per incorrect sentence.
- The group that retains the highest amount of money is the winner.

Note: It would be advisable to discuss the reasons for a sentence being incorrect. The correct sentence can then be discussed so that the students become aware of the common errors they commit in their usage of tense

forms. This would help students to learn the appropriate usage of a particular tense form which is the aim of the activity.

Expected Outcome: The activity will help the students to identify and understand the correct usage of tense forms in sentences. The discussion of the common errors with respect to tenses in sentences will help students minimise errors in constructing sentences. The students will learn tenses in a collaborative, playful and anxiety-free manner.

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