Pink Sea Fan Meditation Music

Equipment required

Print out the 'Pink Sea Fan Meditation Music' worksheet, one per group (2 pages)

60 mins

- Recording devices (e.g. tablets), one per group
- Internet enabled devices and internet access

To complete the activity

1. Share examples of relaxing ocean music and/or guided meditation with learners, e.g.

- 'Wales 4k Benar Beach' www.tiramor.cymru/pinkseafan (Resource 3)
- 'Beautiful 4K Scenery' <u>www.tiramor.cymru/pinkseafan</u> (Resource 4)
- '10-minute guided meditation' <u>www.tiramor.cymru/pinkseafan</u> (Resource 5)
- 'Eco Anxiety: Guided Meditation' <u>www.tiramor.cymru/pinkseafan</u> (Resource 6).

2. Explain the goal: Each group will create a 1-minute relaxing sound piece inspired by the peaceful, rhythmic flow of pink sea fans.

3. Provide each group with the 'Pink Sea Fan Meditation Music' worksheet and recording device (e.g. tablet), before moving to an outdoor space. Let learners pause and listen to the sounds around them. Discuss how pink sea fans gently sway underwater, move slowly, depend on ocean currents, and live in calm, undisturbed environments. How does the environment make them feel when they listen?

4. Challenge learners to use the outdoor environment to inspire calm, ocean-like sounds. Options may include rustling leaves to mimic ocean currents, tapping sticks softly on tree trunks for more rhythmic sounds, splashing or tapping gently in water puddles to reflect the movement and sound of waves, or using their own voices, humming or breathing.

5. Support learners to record sounds separately (e.g. one recording for ocean currents, another for bubbles or swaying sounds). Remind learners to keep recordings short (e.g. 10–15 seconds).

6. When learners have completed their ocean sound recordings, return indoors, and using audio editing tools (e.g. GarageBand, Audacity or BandLab), provide time for learners to put their piece together. Ensure learners can import each recorded sound file into the editing app, and support to arrange the tracks, considering carefully how they layer sounds, add fades or pauses for a meditative feel, and adjust volume to ensure a gentle, flowing balance.

7. When learners have completed their 1-minute piece, encourage each group to export their final recordings as MP3 or WAV files.

8. Finally, play each group's soundscape in a calm, quiet space. Guide learners to sit comfortably, close their eyes, and focus on the sounds, as they would in a meditation session. Encourage slow, deep breathing as they listen, imagining the gentle movement of pink sea fans swaying with ocean currents. Afterward, reflect together on how the music makes them feel – does it help them feel calm, relaxed or focused?

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Welcome to my world!

I need your help to create a beautiful, relaxing soundscape that captures the gentle, flowing rhythm of my underwater home. Picture the soft swaying of pink sea fans, the quiet currents of the ocean, and bubbles drifting peacefully by.

- Gill Bell

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Use the outdoor environment - like rustling leaves, splashing in puddles, or your own soft humming - to bring this serene world to life. Work together to create a 1-minute piece of music that's as calming and tranquil as the ocean itself. Let your creativity flow!

Sounds to include

What underwater sounds do you want to include in your piece? (e.g. ocean currents, bubbles, swaying movements)



What will you use to create the sounds above? (e.g. rustling leaves)

Decide on your sounds, and plan how you will record them. Remember to keep each sound recording short (10-15 seconds).

Sound to record	Length	Who will record?

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Think carefully about how you will arrange your sounds to create a relaxing, flowing piece of music.

Create a simple timeline to note the order of your sounds, for example:



If you would like sounds playing together, create a 'layered' timeline.

Time		Osec	10sec	20sec	30sec	40sec	50sec	60sec
Layer 1	***	Soft flowing						
Layer 2	Q			Gentle shak	ing			
Layer 3	Л					Slow &	calming	
Layer 4	Œ		Rustling		Rustling			Rustling

Once you've completed your piece, reflect on the following:

1. How does your music reflect the gentle, flowing movements of the pink sea fan?

2. How did listening to your finished piece make you feel?

