

Pathways

Making connections by singing

DIY TOOLKIT



PATHWAYS Singing Program DIY Toolkit

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WELCOME

We have made this DIY Toolkit to help you create your own PATHWAYS episodes.

As a care partner of someone living with dementia, a music therapist, or a programmer in a care setting, you may want to 'do it yourself' in order to customize episodes for a loved one, client, resident or group.

Room 217's PATHWAYS Singing Program cannot reflect every culture, language and song preference. Participants in memory care settings may also vary widely in age and life experience, resulting in very different musical tastes and cultural references. Creating your own PATHWAYS episodes allows you to personalize singing sessions and address specific needs.

This toolkit will help you:

- Understand what PATHWAYS is
- Learn why singing works well in dementia care
- Design and structure your own PATHWAYS episodes
- Adapt sessions for different abilities and backgrounds
- Create both live and recorded PATHWAYS experiences

This toolkit is intended to help you create music experiences that are both creative and responsive to the needs of those in your care.

This toolkit includes:

- Part 1 - What is PATHWAYS
- Part 2 - Singing and Dementia Care
- Part 3 - Episode Design
- Part 4 - Creating Your Episode
- Part 5 - Delivering Your Episode
- Part 6 - Person Centred Care
- Appendix

PART 1 - WHAT IS PATHWAYS

PATHWAYS is a singing program designed to support engagement for people living with dementia. When used in a group, the additional aim is for social cohesion.

Each PATHWAYS collection is based on a theme and includes video episodes with singing sessions led by a singing host with accompanying activities. Participants are invited into a warm, respectful singing experience that feels safe and accessible.

PATHWAYS provides hundreds of hours of repeatable, multi-sensory and interactive programming for memory care. It is ready to use and flexible. It can be used one-to-one and in group settings, delivered on a tablet or a TV, in all care settings, by staff, family, and volunteers. Care partners who may not be confident in singing or leading a singing program on their own can use PATHWAYS easily.

PATHWAYS has evolved through research, practice, and collaboration with care partners across Canada. A brief overview of the program's development and existing collections can be found in Appendix A.

“ Anybody can do it. If music isn't your forte, PATHWAYS makes you feel very comfortable.

Program Facilitator, Adult Day Program

PART 2 - SINGING AND DEMENTIA CARE

Care partners know that there is something unique about musical responses in individuals living with dementia. There may be severe cognitive loss and limited communication abilities, yet an individual with dementia may still identify a familiar tune.

Music is considered by many experts as a natural choice for supporting people living with dementia.

Music and Memory

Evidence suggests that music supports people living with dementia by improving memory and recognition. For example, words of long-familiar songs are remembered better than words of stories or prose. Individuals can recognize the title of familiar songs correctly and perceive pitch and melody.

Music improves quality of life for individuals living with dementia through:

- Increased mood and engagement
- Improved autobiographical recall
- Improved motor skills and gait through rhythmic music
- Improved speech fluency

Music is also shown to reduce responsive behaviours and personal expressions.

See It in Action

Watch how familiar songs can spark memory, connection, and emotion in people living with dementia:

- ▶ Gladys & Naomi
 - Familiar music helping reconnect memory and identity
- ▶ Quando Quando Quando
 - Shared singing creating moments of emotional connection



Why Singing Helps

Singing is an opportunity to actively engage in a form of communication when language has been affected by illness or trauma. The ability to sing is neurologically different from speech and is more instinctive than speech. Singing may also provide neurological pathways for memory retrieval as research suggests music pathways may still be intact in dementia.

Singing is particularly beneficial in dementia care because it:

- Encourages deep breathing
- Increases blood oxygenation
- Induces muscle tension release which provides relaxation
- Provides a point of human contact
- May create emotional connection and intimacy

Singing Across the Dementia Trajectory

Singing retains its value through all stages of the dementia trajectory.

Stage of Dementia	Impact of Singing
Early Stage	Singing may remain familiar and support memory, identity, and participation
Middle Stage	Singing supports communication, social interaction, and emotional expression
Late Stage	Singing may still elicit responses such as eye movement or head turning
End of Life	Singing can create shared moments of presence and connection

PART 3 - EPISODE DESIGN

Whether you are creating your own recorded PATHWAYS episode or you are creating a live PATHWAYS episode, the following design principles help support successful singing engagement. The program design is based on defined artistic and therapeutic values, along with a standard structure for each episode.

Core PATHWAYS Design Principles

PATHWAYS episodes are guided by a set of core principles that support meaningful singing engagement.

- Create a warm, respectful, and welcoming environment
- Use a predictable structure to support comfort and familiarity
- Encourage participation at many levels
- Use repetition to build confidence and reduce anxiety
- Support connection through music, images, and shared experience
- Adapt the session to the needs and abilities of participants

Design Principles

Artistic values:

- A gentle background with no distractions
- The use of supporting images that can help to provide more context and retrieve memories
- Excellent musical accompaniment that is rhythmic and evocative
- Medium and close-up shots of the facilitator feeling like an invitational conversation with a friend.

Therapeutic values:

- Repetition of a song either in its entirety or the chorus allowing time to remember
- Warm-ups and warm-downs help participants find their breath
- Words on screen prompt lyrics rather than cumbersome word sheets
- Measured pacing of narration to reduce anxiety
- Clear enunciation and inflection for better understanding
- Gentle actions during interludes for extended engagement

Standard Format

Each episode follows the same format:

Segment	Approximate Time
Welcome	30 seconds
Theme introduction	2-4 minutes
Breathing warm-up	2 minutes
Five songs	18-20 minutes
Breathing warm-down	2 minutes
Goodbye	30 seconds

Desired Outcomes

The PATHWAYS design serves four desired outcomes. To increase:

1. Social engagement for individuals living with dementia
2. Social cohesion among care partners
3. Confidence using music in care
4. Quality of life for everyone in the care circle

When these outcomes are met and there are more moments of joy with deeper connections, then PATHWAYS is doing its job. An Episode Planning Worksheet can be found in Appendix F.

“The effect is that we feel closer.
It allows for natural expression
of affection.

Family Care Partner

PART 4 - CREATING YOUR EPISODE

Singing Host

The singing host leads the session and models breathing, singing and posture. In most episodes, the singing host promotes gentle or moderate movement during musical interludes.

Speaking for engagement

Your role is to guide singing and introduce the sessions, songs, and breathing.

- Speak with a warm, invitational tone
- Pace your speech deliberately
- Imagine you are having a one-to-one conversation with someone
- Leave space between thoughts so participants have time to process and respond

Clothing and Visual Presentation

Clothing should help maintain a calm and comfortable visual environment.

- Choose calm, solid colours and soft layers that allow comfortable movement
- Avoid busy patterns, high-contrast prints, shiny fabrics and reflective materials
- Limit jewellery
- Avoid logos, text and branding
- If desired, you may reflect the theme of an episode with a subtle scarf, vest, or headband

Appearance on Camera

If you are recording a video episode choose clothing colours that contrast gently with the background. This helps the singing host stand out clearly on screen.

There is no need to change clothing for each song within an episode. Wear the same clothing for the entire episode for consistency.

Hair and makeup should be neat and professional while still allowing participants to see a natural and approachable face.

Script

PATHWAYS episodes follow a familiar script structure that helps participants feel comfortable and oriented. While the exact wording can vary, most episodes include the following elements:

Introduction

- Welcome participants and introduce yourself
- Introduce the theme of the episode
- Share several short facts or ideas related to the theme
- Offer an inviting transition into singing

Breathing Warm-Up

- Invite participants to sit comfortably and breathe slowly
- Model gentle breathing and posture
- Prepare participants for singing

Songs

- Introduce each of the five songs
- Provide brief context or connections related to the theme

Warm-Down

- Repeat the breathing exercise to help participants relax and transition out of the singing portion

Closing

- Offer a warm closing message to signal the end of the episode

A sample script template can be found in Appendix H.

“ I like this program. It’s
entertaining. It’s good for the
mind. For the brain.

Pathways Participant

Choosing and Arranging Songs

Songs for each episode are based on the chosen theme. If you are creating a PATHWAYS episode for a group or an individual, you may wish to survey the group or ask the person for their favourite song ideas related to that theme. Songs can come from different genres and decades.

Song Order

Think about the order of the songs as well. For example:

- Songs 1 and 5 may be gentler songs
- Songs 2, 3 and 4 more energizing
- Sometimes a song with a strong “sending off” message may work well as the final song

Song Arrangement

Be sure you have thought through the arrangements of each song. Typically, the arrangement includes an introduction which is 4-8 bars (or longer if you want to talk over the introduction).

If the song follows a verse and chorus structure, you might:

- Begin with the chorus and repeat it several times
- Begin with the verse and repeat it

There is no need to sing the entire song, especially if it is long.

Instruments Used

Once you have determined the arrangement, consider the instruments used:

- Will the accompaniment be a piano or guitar only?
- Will there be a small band sound?
- Would it be helpful to add an instrument that plays the melody as a prompt?



Tempo

You may wish to begin a song slightly slower than the standard tempo and gradually speed it up to the original tempo over the course of the arrangement.

This can help participants start with more confidence and gradually build recognition. If you do this, ensure the changes are subtle rather than extreme.

Choosing the Right Pitch

Choosing a comfortable pitch, also called the key, can be helpful, but it is not required. As people age, their voices can change, and songs that once felt easy to sing may feel too high.

If needed, try lowering the pitch slightly so it sits more comfortably for the group. If a song feels too high or strained, starting it a bit lower can make it easier and more natural to sing along.

Licensing

If you are not recording and selling your PATHWAYS episode, there is no need to obtain licensing.

If you sell your PATHWAYS episode, you need:

- Mechanical licenses (for audio recording)
- Synchronized licenses (for video recording)

For more information on licensing, see Appendix B.

“ I just like it, whether it’s
morning, noon or night.

Pathways Participant

Images

Supporting images help provide visual context for the episode and encourage engagement.

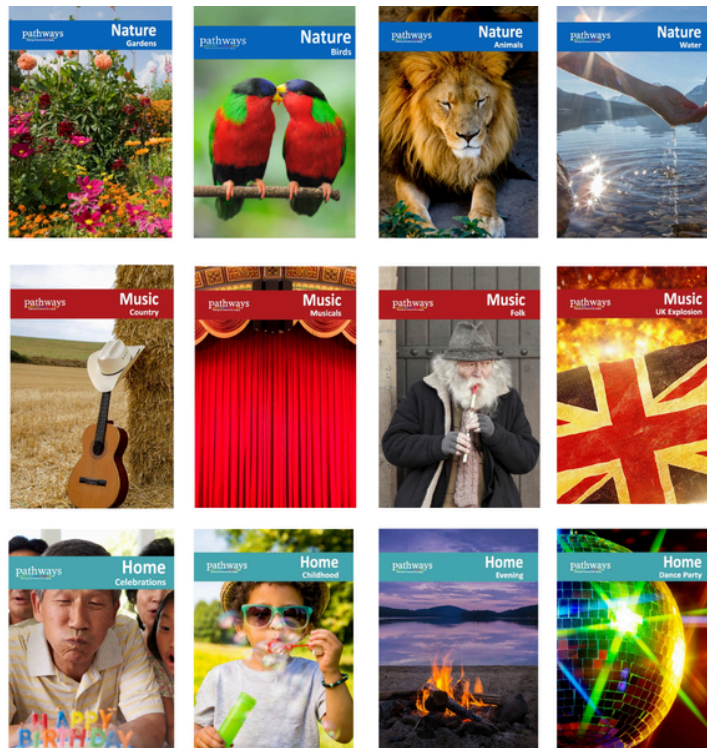
When selecting images:

- Choose one image to represent the overall episode
- Choose one image for each song; returning to the same image can help reinforce the song
- You may include additional images in the introduction or during interludes
- Avoid using faces in images, as faces can force a particular interpretation
- Landscapes and objects tend to keep meaning more open and universal
- Choose colourful images that are not visually busy or visually taxing
- Landscape images are generally easier to work with than portrait images

Ensure the image quality is good and that images are not too grainy, or too dark.

Images can be sourced from:

- Your own collection
- Free sites such as Pexels, Unsplash, Pixabay
- Paid sites such as istockphoto, Shutterstock, Dreamstime



Activities

Activities enhance the singing experience by extending song themes. They can stimulate memory and engagement through association with songs and themes.

Some activity ideas are based on universal themes like love or hope, while others are derived directly from the lyrics of the songs.

When creating activities, consider:

- Planning and preparation
 - List materials needed and preparation time
 - Estimate preparation time
- Use different types of activities. Activities can vary in how they engage participants. For example:
 - Active/passive – some activities involve movement; others can be done with less physical engagement.
 - Concrete/abstract – some activities involve a hands-on task; others are more reflective or ideas-based.
 - Short/long – some activities may last 10 minutes; others can be extended into longer experiences.
 - Singular/integrated – most activities stand alone; some can be integrated into a larger theme-based experience (for example, Mardi Gras celebrations, food activities, or arts and crafts)
 - Different cognitive levels – activities vary in the level of cognitive response or participation expected

Activity Categories

The types of activities used in PATHWAYS have been organized into 13 categories, with each category stimulating a specific area. This structure supports outcome-based and person-centred activation planning and reporting. You may choose to use these categories or create your own. See Appendix E and G for an example activity list and planning template.



PART 5 - DELIVERING YOUR EPISODE

Recording Your PATHWAYS Episode

The following guidance can support the creation of recorded PATHWAYS sessions.

Accompaniment tracks

Record the instrumental music first. An accompaniment track is the instrumental music that supports the singing (for example piano, guitar, or band music without vocals).

Record the accompaniment with attention to sound levels, instrumentation, and overall balance. Using a wireless microphone clipped to a shirt collar or taped to your skin underneath your shirt will generally provide the best sound quality.

Be sure players are well rehearsed, as consistent tempo is important for group singing.

If recording live players, you may wish to use music recording or editing software. If you are using an AI platform to generate additional instrumentation, many tools are available that can assist with this process.

Examples of recording platforms and tools are provided in Appendix C.

Vocals

Add the vocals. Practise your vocal with the accompaniment tracks before you record so you know the arrangement and can make confident entries.

You can record the vocals separately from the singing host narration, or record everything together. Be sure you have a proper microphone for singing.

In-ear monitors with direct feed can help prevent sound from the accompaniment being picked up by the microphone.

Background

The visual background should feel calm, warm, and uncluttered.

Lighting can help create a warm and engaging background. Gobos (panels used in video production) can help shape or soften lighting.

If you are not recording in a studio, consider the color of the wall and any shadows that may fall on the face of the singing host.

Camera Shots

Position the camera so participants can clearly see the singing host's face and upper body.

Most of the session works well when the camera shows the host from the waist or chest up (called a "mid shot"). This allows participants to see facial expressions, breathing, and gentle movement.

For introductions or narration, the camera may move closer to show mainly the host's face (called a "head shot").



“ PATHWAYS is relaxing and inviting. [The host] draws you in easily and gently. It's a sweet experience.

Family Care Partner

Editing

- Edit the camera footage so that multiple takes are smoothed out.
- Add the images chosen for the episode and individual songs. Referring to the script will help you identify where images should appear.
- Edit the audio so that accompaniment track and vocals are balanced properly.
- Combine the final audio and video and complete the final edit

You may also wish to add lyrics to the songs in a karaoke-style format.

Additional technical guidance is provided in Appendix C.



Exporting the Video File (Rendering)

Export the final video file once editing is complete. Choose export settings that balance good visual and audio quality with a manageable file size so the video can be easily shared or played in care settings.

Label and organize files clearly so they can be easily identified and reused.

Additional guidance on export settings and file formats is provided in Appendix D.

Hosting a Live PATHWAYS Session

If you are leading a live PATHWAYS session, you may be playing two roles: singing host and program facilitator. This means you are not only delivering music, but also guiding the emotional tone, pacing and connection of the session.

The focus of these sessions is connection and engagement rather than performance. This requires awareness of your voice, tone, body language, and pacing.

The following guidelines can help support a successful session. These approaches reflect the Core PATHWAYS Principles described earlier.

Guiding Principle	Do	Avoid
Provide a calm presence	<ul style="list-style-type: none">• Keep your tone warm and steady• Let the group's energy guide the tempo	<ul style="list-style-type: none">• Dramatic dynamics or sudden volume changes
Keep instructions simple	<ul style="list-style-type: none">• Give short, clear instructions (e.g., "Hum with me")• Demonstrate actions or movements	<ul style="list-style-type: none">• Multi-step or complex instructions
Let your voice lead	<ul style="list-style-type: none">• Ensure your voice is clearly heard• Use pauses to allow response time	<ul style="list-style-type: none">• Letting accompaniment overpower your voice
Be responsive to the group	<ul style="list-style-type: none">• Watch for signs of fatigue or overstimulation• Notice facial expressions and body language	<ul style="list-style-type: none">• Focusing on performance over participation
Manage transitions gently	<ul style="list-style-type: none">• Signal changes gradually• Use consistent opening and closing routines	<ul style="list-style-type: none">• Abrupt transitions or endings

Care partners can help support participants if someone becomes overstimulated or needs assistance.

PART 6 - PERSON CENTRED PRACTICE

Every singing session will include participants with different backgrounds, abilities, and experiences. Person-centred practice means adapting the session to the people in front of you rather than expecting everyone to participate in the same way.

In PATHWAYS, this includes responding to differences in culture and language, age, dementia stage, song preferences, and levels of ability.

Cultural and Language Diversity

Music is a powerful bridge when words are lost. In dementia care, language abilities may decline or shift, often reverting to a person's first or most emotionally meaningful language. Culturally familiar music can bypass cognitive challenges and access memory, identity, and emotional safety in ways verbal communication cannot.

Singing songs that reflect a person's cultural background, faith traditions, community celebrations, or early life experiences helps reinforce a sense of self and belonging. For individuals living with dementia, hearing or singing music from their cultural roots can reduce anxiety, increase engagement, and support emotional regulation, even when verbal expression is limited.

Addressing cultural and language diversity through music also supports equitable, person-centred care. When care partners intentionally include songs from diverse cultures and languages, they communicate respect, curiosity, and validation of each person's lived experience. This can be especially meaningful for residents who may otherwise feel isolated due to language barriers or cultural differences within a care setting.

By choosing culturally relevant songs, care partners can foster connection, invite participation at any ability level.

Age

Although many people living with dementia are older adults, some individuals in long-term care or memory care settings may be much younger. Dementia can affect people in their 30s, 40s, or 50s due to early-onset conditions, brain injury, mental illness, or other health factors.

Age can significantly influence musical preferences, cultural references, and life experiences. Songs that resonate with one generation may feel unfamiliar or irrelevant to another. For this reason, care partners should avoid assuming that everyone in a session shares the same musical era. Learning about the age, background, and life experiences of participants can help guide song selection and themes that feel meaningful and engaging.

Dementia Level

People living with dementia may be at different stages of the dementia trajectory, and their abilities can vary widely. Singing can support engagement across all stages of dementia. Refer back to the chart on page XYZ



Song Preference

Song preference matters. Personally meaningful songs have a stronger impact on engagement and emotional wellbeing.

In dementia care, preferred songs can unlock memories, evoke positive emotions, and support a sense of identity, often when other forms of recognition are no longer accessible.

A person's song preferences are shaped by life experiences, relationships, culture, and significant moments such as adolescence, early adulthood, celebrations, work, and family life. When care partners intentionally use songs that reflect these preferences, music becomes a personalized care tool, not just a background activity.

Honouring song preferences can reduce agitation, increase participation, and foster moments of joy and familiarity. Even when a person cannot articulate what they like, their responses, such as humming, tapping, smiling, relaxing, or making eye contact, offer valuable cues. These responses help guide care partners in refining musical choices over time.

In group singing settings, offering a balance of familiar, well-loved songs alongside opportunities for choice helps ensure that everyone feels included. PATHWAYS encourages flexibility: one song may spark connection for one person, while a different song resonates with someone else.

“ I like all the songs we sing. I like the songs from my era. It makes me feel good. I enjoy being with the people.

Pathways Participant

Ability Range

While individuals in a group singing session may have different abilities, using principles of universal design can help create experiences that are accessible to everyone. The idea behind universal design is that when an activity is created to support people with a range of abilities, it often works better for everyone.

Songs Can Have Many Entry Points

Songs can be experienced at different levels depending on a participant's energy, comfort, and abilities.

Level of Participation	Examples
Listening	Listening quietly, resting, or observing
Gentle vocalizing	Humming or making soft vocal sounds
Partial singing	Singing key words or familiar phrases
Full singing	Singing the full song for those who are able and interested

All forms of participation are valid and meaningful.



Adjust the Demands, Not the Music

Instead of changing the song entirely, adjust how it is used so participants can engage in ways that match their abilities.

Strategy	Examples
Slow the tempo	Begin the song more slowly
Simplify structure	Sing fewer verses or repeat the chorus
Use call-and-response	Invite participants to echo phrases
Emphasize rhythm	Focus on clapping or tapping rather than lyrics

Match Activities to Ability Levels

When building an episode, consider different levels of participation. In this way, caregivers can gently invite without expectation.

Ability Level	Examples
Lower cognitive or physical ability	Listening, holding a soft object, tapping a beat, eye contact, breathing with the music
Moderate ability	Clapping, swaying, singing familiar lines, simple gestures
Higher ability	Leading a verse, choosing the next song, sharing a memory, adding movement or instruments

Repetition

Repetition builds confidence and predictability. Repeating the same song, structure, or opening ritual across episodes helps participants feel safe and oriented, even when memory is impaired.

Familiar elements can reduce anxiety and make it easier for participants to engage.



Observe and Honour

Care partners are encouraged to observe facial expression, body language, vocal sounds, changes in breathing or posture. These cues guide real-time adjustments during the session.

If someone becomes overstimulated, simplify the activity. If engagement increases, gently expand participation.

Abilities can vary from day to day. A person who sang actively yesterday may only listen today. PATHWAYS sessions are successful when they allow people to move fluidly between levels of participation without judgment.

APPENDIX

Appendix A – PATHWAYS program development

PATHWAYS video episodes are 25–30 minutes long. Each episode uses five well-known songs to support the theme of the episode. The singing host, Briar Boake, invites participants to join in accompanied by the musical track and a narration that includes beautiful images. There are accompanying activities that support each theme.

PATHWAYS has 25 episodes in six themed collections as follows:

- Nature:
 - Gardens
 - Water
 - Animals
 - Birds
- Music:
 - Country
 - Musicals
 - Folk
 - UK Explosion
- Inspirations:
 - Hymns & Spirituals
 - Beauty of the World
 - Uplifting
 - Love
- Seasons:
 - Spring
 - Summer
 - Fall
 - Winter
- Home:
 - Celebrations
 - Childhood
 - Evening
 - Dance Party
- Journeys:
 - United Kingdom
 - North America
 - Europe
 - Caribbean
 - French Canada

PATHWAYS is a research-informed program developed through pilot testing, consultation, and implementation across care settings.

A pilot study was conducted in 2011 in more than 20 LTC facilities across Canada with positive results. Study results confirmed the design i.e. pacing, breathing exercises, song choices, goals, narrative style.

In 2013, three focus groups of more than 30 dementia care experts, family caregivers, community stakeholders and people living with dementia were conducted in Ontario. Feedback from these groups provided direction for program development and implementation.

PATHWAYS was launched in 30 centres in the Greater Toronto Area (GTA) in 2015 with three collections. It was recognized by the Ontario Long Term Care Association as Innovation of the Year. Since then, hundreds of organizations serving individuals living with dementia are using the program.

Between 2017 and 2019, Room 217 collaborated with 317 adult day programs across Canada to use PATHWAYS to support social cohesion amongst clients. In 2025, focus groups and practitioners of PATHWAYS users helped inform three new collections as well as this Do-It-Yourself PATHWAYS Toolkit.

Appendix B - Music Licensing

If you are creating PATHWAYS episodes for personal or internal use, licensing may not be required.

However, if you plan to record and distribute or sell your episodes, music licensing is required.

Two types of licences may be needed:

- Mechanical license - Required when recording audio of a song.
- Synchronization license - Required when pairing music with video.

In Canada, mechanical licenses can be obtained through CMRRA (Canadian Musical Reproduction Rights Agency).

Synchronization licenses must be requested directly from the song publisher. Some songs may have multiple publishers, so more than one permission may be required. Because licensing can involve fees and processing time, it is important to consider this when planning your project.

Appendix C – Recording Tools and Platforms

The following tools are examples of software that may be used when creating recorded PATHWAYS episodes. These are suggestions only. Many other tools may also be suitable depending on your experience and available resources.

Music Editing Software

Software used to record and edit music.

- GarageBand
- Logic

AI Music Tools

Tools that can help generate additional instrumentation.

- Suno
- ACE Studio

Video Editing Software

Software used to edit and assemble video recordings.

- iMovie
- Final Cut Pro
- Adobe Premiere

Care partners can choose tools that match their technical comfort level and available resources.

Appendix D – Exporting and Sharing Video Files

When exporting a completed PATHWAYS episode, consider the following:

File format

MP4 is widely compatible with most devices and platforms.

Resolution

1080p (Full HD) provides clear image quality for television or tablet playback.

Audio settings

Ensure vocals and accompaniment remain balanced and easy to hear.

File naming

Use clear file names so episodes can be easily identified.

Example:

PATHWAYS_Spring_Episode1.mp4

Storage and sharing

Store files in an organized folder structure so staff or caregivers can easily locate and use them.

Appendix E – Sample Activity Categories

The following activity categories can help organize ideas for activities connected to songs and theme.

Icon	Category	Area of Stimulation
	Arts & Crafts	creativity, gross and fine motor skills through modelling, painting, decorating, making collage etc.
	Food	remembrance, and taste through baking, identifying, mixing, decorating, eating etc.
	Costumes	creativity, play, and cultural awareness through dress-up, make believe, identifying etc.
	Music-making	cognition, coordination, listening, moving, creativity through playing instruments, humming, and singing etc.
	Games	play, awareness through matching, naming etc.
	Discussion	cognition, remembrance, ideas, emotions through asking questions about ideas, experiences, stories, history, travel etc.
	Videos	visual acuity, story, remembrance through watching videos
	Movement	gross motor skills through dance, moving body parts, clapping etc.
	Remembrance	memories using prompts through tangible objects, pictures, videos, ideas etc.
	Auditory	aural acuity, and cognition through listening, identifying, etc.
	Nature	awareness of natural objects through observation, walking, touching, questioning, visiting etc.
	Sensory	senses through tasting, seeing, smelling, touching or hearing
	Vocational	skills like sorting, packing, stacking, etc.

Appendix F – Episode Planning Worksheet

Use this worksheet to plan a PATHWAYS episode.

Episode Theme

Theme of the episode:

Target group or individual (optional):

Introduction

Key ideas or background information you will share to introduce the theme:

Images to support the introduction:

Breathing Warm-Up Notes for breathing warm-up (music, pacing, gestures):

Song Plan

Song	Image	Notes (tempo, key, intro idea)
Song 1 – gentle opening		
Song 2		
Song 3		
Song 4		
Song 5 – closing song		

Activity Ideas

Song	Activity Idea	Materials Needed
Song 1		
Song 2		
Song 3		
Song 4		
Song 5		

Breathing Warm-down Notes for breathing warm-down (music, pacing, gestures):

Appendix G – Activity Template

Use this template to plan activities connected to each song in an episode.

Song Title:

Episode Theme (what is the overall subject or concept of your song content?):

Activity Category:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Arts & Crafts | <input type="checkbox"/> Movement |
| <input type="checkbox"/> Food | <input type="checkbox"/> Reminiscence |
| <input type="checkbox"/> Costumes | <input type="checkbox"/> Auditory |
| <input type="checkbox"/> Music-making | <input type="checkbox"/> Nature |
| <input type="checkbox"/> Games | <input type="checkbox"/> Sensory |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Vocational |
| <input type="checkbox"/> Videos | |

Activity Description (A few sentences or short paragraph describing what participants will be doing):

Materials Needed:

Preparation:

Time needed:

Preparation tasks:

Other Notes:

Appendix H – Sample PATHWAYS Script

Introduction

Welcome to PATHWAYS. My name is _____. I'm so glad you're here. Today we're going to sing some songs about _(theme)_____.

- Share 5–6 short facts or ideas about the theme, using supporting images.

Let's begin our singing together.

Breathing Warm-Up

Before we start singing today, let's sit comfortably and sit tall.

We're going to take some slow breaths together. This will help us relax and prepare to sing.

Breathe in through your nose... and out.

Let's do that five times.

Now we're ready to sing.

Songs

Introduce each of the five songs, connecting them to the episode theme.

Warm-Down

Repeat the breathing exercise used in the warm-up.

Closing

Doesn't that feel wonderful? I hope you feel as refreshed as I do.

See you next time. Bye now.

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