



PARENT & PARTICIPANT GUIDE

PROGRAM LESSON BOOKLET

Learning objectives, activities and outcomes across every
TheraCraft program.

EXPLORE | DISCOVER | CREATE | GROW

Creative Exploration For ALL.

TheraCraft Learning Centre | Caledon Village, Ontario



WELCOME

A clearer view of every learning experience

Welcome to TheraCraft Learning Centre - where creative exploration is designed to feel welcoming, practical and meaningful. Each lesson summary shows what participants will explore, the learning objectives guiding the class, the activities and projects they may complete, and the outcomes that can demonstrate growing understanding. Participants may communicate and take part by speaking, pointing, writing, demonstrating, using visual or augmentative communication supports, working with a partner, or choosing to pause or pass. The outcomes describe learning opportunities and observable progress; they are not guaranteed results, clinical assessments or therapy goals.

35

INDIVIDUAL LESSONS

3

CORE PROGRAM AREAS

2

SPECIALTY INTRODUCTIONS

What this booklet does

- Summarizes every individual lesson in Programs 1, 2 and 3.
- Highlights the teaching objectives and the learning outcomes families may observe.
- Introduces Music Production and Freshwater Aquascaping pathways.
- Shows how choice, accessibility, safety and participant voice are built into learning.

Learning looks different for everyone. Progress may appear through a finished project, a new choice, an explanation, a demonstration, a question or a willingness to try another step.

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Booklet format: 5.5 x 8.5 inches, 48 pages. Pages remain in normal reading order; a print provider can impose them for saddle-stitch booklet production.

A simple guide to lesson summaries

1. WHAT WE EXPLORE

A warm, plain-language snapshot of the lesson experience.

2. LEARNING OBJECTIVES

What the facilitator intends to teach, model and practise during the lesson.

3. OUTCOMES YOU MAY OBSERVE

Visible evidence of learning, such as making a choice, completing a step, explaining an idea or creating a project.

4. ACTIVITY & PROJECT

The interactive game, challenge or shared experience and the tangible project participants may complete.

5. SUPPORT & CHOICE

Ways participation can be adapted through communication supports, pacing, tools, roles, breaks and private sharing.

Important: Outcomes describe learning opportunities and observable progress. They are not guaranteed results, clinical assessments, therapy goals or grades.

Inclusive participation is part of the lesson

TheraCraft plans for different ages, interests, communication methods, movement preferences, sensory needs and levels of experience. Families and participants can share what helps learning feel comfortable, respectful and meaningful.

CHOICE: Participants may create, direct, observe, pause, ask for help, change roles, share privately or pass.

COMMUNICATION: Speech, writing, images, objects, gesture, eye gaze and augmentative and alternative communication (AAC) are respected.

PACE: Steps can be previewed, repeated, shortened, extended or supported with visual sequences and demonstrations.

ACCESS: Seated options, larger tools, quieter spaces, high-contrast materials and alternative input methods may be offered.

CONSENT: Touch-based assistance, photographs, recordings, public sharing and community outings require appropriate consent.

Program 2 services are recreational and educational. They do not replace clinical treatment, therapy, medical advice or formal assessment.

The TheraCraft learning pathway

Each program has a distinct purpose, while all three use hands-on learning, creative choice, interactive activities and visible projects.

PROGRAM 1 | Children & youth

Explore academics, art, STEM, digital media, music, aquascaping and practical skills through guided projects.

PROGRAM 2 | Children, youth & adults

Use strengths-based, consultation-informed lessons to practise choice, communication, planning and everyday participation.

PROGRAM 3 | Adults & seniors

Enjoy age-respectful creative, digital, social and community learning through flexible workshop formats.

Specialty pathways

- Music Production & Sound Design: rhythm, musical layers, arrangement, safe listening and private project sharing.
- Freshwater Aquascaping: composition, aquarium-safe materials, planting plans, water preparation and responsible care.

Begin with curiosity. Continue with intention.

01

Learning & Enrichment Programs for Children

Children and youth, with activities adapted by age, interest and experience.

Hands-on lessons connect creativity with literacy, numeracy, STEM, digital learning, practical skills and collaborative problem-solving. Participants learn by making, testing, revising and sharing in ways that suit them.

Learning strands

Creative expression | Academic and digital confidence | Practical problem-solving

What participants can expect: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Lessons in this program

P1-01 Study Smart & Homework Lab 8	P1-02 Story, Comic & Literacy Studio 9
P1-03 Math in Real Life 10	P1-04 Young Engineers STEM Lab 11
P1-05 Colour, Canvas & Clay 12	P1-06 Upcycled Maker Studio 13
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P1-09 Beat Builders 16	P1-10 Life Ready Lab 17
P1-11 Aquascaping Discovery 18	P1-12 Seasonal Maker Saturdays 19

Study Smart & Homework Lab

Ages 8-17 | Weekly 60-90 min drop-in

Participants explore practical ways to organize schoolwork, understand directions, take useful notes, and make larger assignments feel manageable.

Learning objectives

1. Organize assignments by urgency, effort, and due date.
2. Break a multi-step assignment into smaller, manageable actions.
3. Create a personal study routine using preferred visual, written, or digital supports.

Learning outcomes you may observe

- The participant sorts sample assignments and explains or indicates why one should be completed first.
- The participant creates or updates a study plan, organized folder, or weekly task board.
- The participant identifies one next step or support that can help with future schoolwork.

ACTIVITY	ACT-05 Planner Relay
PROJECT	Personal Study Plan, Organized Homework Folder, or Weekly Task Board

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Story, Comic & Literacy Studio

Ages 8-17 | 4 x 75-90 min

Participants explore how characters, settings, vocabulary, and event sequences come together to create and share an engaging story.

Learning objectives

1. Sequence story events in a clear beginning, middle, and ending.
2. Develop characters, settings, and descriptive vocabulary.
3. Create and share a story through a chosen written, illustrated, recorded, performed, or AAC-supported format.

Learning outcomes you may observe

- The participant arranges story events in a meaningful order.
- The participant creates an illustrated zine, comic, puppet scene, or recorded audio story.
- The participant describes or indicates one creative choice made during the project.

ACTIVITY	ACT-06 Story Sequence Shuffle or Character-and-Setting Dice Challenge
PROJECT	Illustrated Zine, Comic, Puppet Scene, or Recorded Audio Story

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Math in Real Life

Ages 8-17 | 4 x 75-90 min

Participants use measurement, geometry, estimation, Canadian money, and simple data displays to solve familiar real-life challenges.

Learning objectives

1. Measure and compare length, weight, quantity, or shape using appropriate tools.
2. Estimate and calculate totals or change using Canadian money and supportive tools.
3. Represent information through a simple chart, drawing, model, or scaled plan.

Learning outcomes you may observe

- The participant completes a measuring, pricing, or recipe-scaling task.
- The participant uses play money or a calculator to work through a mini-market exchange.
- The participant creates a mini-shop, design challenge, or recipe-scaling page that shows their mathematical thinking.

ACTIVITY	ACT-07 TheraCraft Mini-Market Challenge
PROJECT	Design Challenge, Mini Shop, or Recipe-Scaling Page

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Young Engineers STEM Lab

Ages 8-17 | 4 x 90 min

Participants explore how engineers plan, build, test, and improve structures, simple machines, low-voltage circuits, or coded designs.

Learning objectives

1. Apply a plan-build-test-improve design cycle.
2. Measure materials and predict how a design may perform.
3. Test, revise, and communicate ideas while working independently or with others.

Learning outcomes you may observe

- The participant sketches, selects, or communicates a design plan before building.
- The participant tests a tower, bridge, low-voltage circuit, or coded prototype and records what happened.
- The participant makes at least one purposeful change based on testing or feedback.

ACTIVITY	ACT-08 Bridge Load Challenge or Simple-Machine Relay
PROJECT	Tested Structure, Low-Voltage Circuit, or Coded Prototype with Design Journal

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Colour, Canvas & Clay

Ages 8-17 | 4 x 75-90 min

Participants explore colour, line, texture, shape, composition, and personal expression through several accessible art-making experiences.

Learning objectives

1. Observe and describe or indicate visual features such as colour, texture, shape, and pattern.
2. Experiment with colour mixing and composition using selected art materials.
3. Make and communicate creative choices while developing original artwork.

Learning outcomes you may observe

- The participant mixes or selects colours to create a planned visual effect.
- The participant completes pieces in drawing, painting, printmaking, or air-dry sculpture.
- The participant identifies a favourite feature, technique, or next idea from their work.

ACTIVITY	ACT-09 Colour-Mix Mystery and ACT-22 Pass the Pattern
PROJECT	Four-Piece Mini Art Portfolio

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Upcycled Maker Studio

Ages 8-17 | 4 x 90 min

Participants explore sustainable design by transforming clean reusable materials into imaginative and functional creations.

Learning objectives

1. Identify possible new uses for familiar reusable materials.
2. Plan and construct a project using measuring, joining, and decorating techniques.
3. Test and revise a design to improve its function, strength, or appearance.

Learning outcomes you may observe

- The participant selects reusable materials and communicates a plan for transforming them.
- The participant constructs a functional organizer, sculpture, toy prototype, or display.
- The participant tests the creation and makes or suggests one improvement.

ACTIVITY	Material Rescue Challenge
PROJECT	Upcycled Organizer, Sculpture, Toy Prototype, or Display

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Stitch, Bead & Create

Ages 8-17 | 4 x 90 min

Participants explore patterns, sequencing, textile techniques, and personal design while creating a useful or decorative handmade item.

Learning objectives

1. Identify, copy, extend, or create a visual pattern.
2. Follow a supported sequence to weave, stitch, bead, or assemble a project.
3. Practise persistence by adjusting a technique or design when needed.

Learning outcomes you may observe

- The participant creates or continues a repeating colour, shape, or stitch pattern.
- The participant uses a selected technique to make a woven coaster, embroidery piece, pouch, bracelet, patch, or keychain.
- The participant completes a step, requests help, or tries an alternative when encountering a challenge.

ACTIVITY	ACT-10 Pattern Bingo and Partner Design Exchange
PROJECT	Woven, Stitched, or Beaded Take-Home Creation

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Digital Creator Lab

Ages 8-17 | 4 x 75-90 min

Participants explore digital organization, online safety, visual design, and media creation through guided hands-on projects.

Learning objectives

1. Navigate basic device controls and organize or save project files.
2. Distinguish safer online choices from suspicious or privacy-risking situations.
3. Plan and create an original digital or coded media project.

Learning outcomes you may observe

- The participant creates, names, saves, or locates a project file with an appropriate level of support.
- The participant correctly sorts or discusses examples in a Scam-or-Safe challenge.
- The participant completes a digital poster, stop-motion clip, photo story, or simple coded project.

ACTIVITY	Icon Scavenger Hunt and ACT-28 Scam or Safe?
PROJECT	Digital Poster, Stop-Motion Clip, Photo Story, or Simple Coded Project

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Beat Builders

Ages 8-17 | 90-min intro or 4-week series

Participants explore rhythm, digital music tools, sound layers, arrangement, listening, and creative feedback while building a short original track.

Learning objectives

1. Identify and compare rhythm, melody, bass, and other sound layers.
2. Create or edit a rhythmic or MIDI pattern using a guided digital audio workstation.
3. Arrange musical sections and respond to respectful feedback.

Learning outcomes you may observe

- The participant identifies at least two sound layers by speaking, pointing, using AAC, or muting and soloing tracks.
- The participant creates or edits a beat using pads, keys, loops, or onscreen controls.
- The participant completes a participant-arranged eight-bar track with an introduction, full beat, break, and ending.

ACTIVITY	ACT-11 Layer Detective, ACT-26 Rhythm Echo, and Mute Detective
PROJECT	Participant-Arranged Eight-Bar Track

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Life Ready Lab

Ages 8-17 | 4 x 75-90 min

Participants explore useful everyday routines such as planning time, measuring, preparing simple items, organizing belongings, and repairing textiles.

Learning objectives

1. Sequence the steps of a chosen everyday task.
2. Practise measuring, time planning, organization, or basic mending skills.
3. Use a checklist, visual guide, or preferred support to complete a practical activity.

Learning outcomes you may observe

- The participant arranges picture, object, or written steps in a workable order.
- The participant completes a chosen practical task such as measuring, organizing, packing, or mending.
- The participant creates a recipe card, repaired textile, organizer, or reusable task checklist.

ACTIVITY	ACT-17 Sequence Hunt
PROJECT	Recipe Card, Repaired Textile, Organizer, or Task Checklist

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Aquascaping Discovery

Ages 8-17 | 90-min intro or 4-week series

Participants explore freshwater ecosystem ideas, visual composition, structural stability, and responsible aquarium care through a dry, livestock-free design challenge.

Learning objectives

1. Identify basic features of a balanced freshwater aquascape.
2. Arrange aquarium-safe stone, wood, substrate, and plant cards into a stable design.
3. Sequence responsible setup and care stages for a freshwater aquarium.

Learning outcomes you may observe

- The participant identifies or sorts materials that are suitable or unsuitable for an aquarium.
- The participant creates and photographs a stable dry hardscape layout independently or with a partner.
- The participant places key setup and care stages in a logical order.

ACTIVITY	ACT-12 Aquascape I Spy, Aquarium Safe-or-Not, and Care-Stage Sequencing
PROJECT	Dry Freshwater Hardscape Plan and Photographed Layout

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

Seasonal Maker Saturdays

Ages 8-17 | One-off 90-120 min

Participants explore seasonal themes through inclusive creative challenges that combine planning, making, cultural awareness, and optional sharing.

Learning objectives

1. Interpret a seasonal theme or creative design brief.
2. Plan and create a project using selected materials and techniques.
3. Describe or indicate the meaning, inspiration, or design choices represented in the finished work.

Learning outcomes you may observe

- The participant selects a theme, material set, role, or starting idea.
- The participant completes a seasonal project that reflects their own choices.
- The participant shares, displays, or privately reflects on the project according to personal preference.

ACTIVITY	Seasonal Trivia, Material Matching, or Timed Design-Brief Cards
PROJECT	Seasonal Take-Home Project with Optional Family Showcase

Support & choice: Clear demonstrations, meaningful choices, age-adapted tools and options for quieter or independent work.

Family conversation: What did you make, test or discover, and what would you try next?

02

Specialized Development Support Programs

Children, youth and adults in individual, paired or compatible small-group formats after consultation.

Strengths-based lessons create opportunities for self-advocacy, communication, everyday participation, planning and community contribution. Activities remain recreational and educational, not clinical treatment or assessment.

Learning strands

Choice and self-advocacy | Everyday participation | Communication in preferred forms

What participants can expect: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Lessons in this program

P2-01 My Voice, My Strengths 21	P2-02 Create Together Art Lab 22
P2-03 Rhythm, Sound & Choice 23	P2-04 Comfort & Focus Toolkit 24
P2-05 Everyday Independence Lab 25	P2-06 Kitchen & Café Confidence 26
P2-07 Smart Shopping & Money 27	P2-08 Time, Plans & Problem-Solving 28
P2-09 Community Explorer 29	P2-10 Eco-Care Crew 30
P2-11 Digital Story & Media Makers 31	P2-12 Hobby-to-Community Showcase 32

My Voice, My Strengths

Children, youth & adults | 75-90 min intro or 4 weeks

Participants explore their interests, strengths and preferred ways to make choices, request support and take part.

Learning objectives

1. Identify personal interests, strengths and preferred activities.
2. Communicate choices such as like, not for me, more, help or break.
3. Create a participant-owned record of preferences and communication choices.

Learning outcomes you may observe

- The participant indicates at least one preference, request or decision using a preferred communication method.
- The participant selects, explores or declines activities at the interest stations.
- The participant contributes to a strengths-and-interests portfolio and My Preferences & Communication Card.

ACTIVITY	Choice Quest
PROJECT	Strengths-and-Interests Portfolio and My Preferences & Communication Card

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Create Together Art Lab

Children, youth & adults | 4 x 75-90 min

Participants explore collaborative art through flexible roles, individual creative choices and consent-based participation.

Learning objectives

1. Select a comfortable creative or supporting role.
2. Communicate design, colour, material or assistance choices.
3. Contribute to a shared artwork through making, directing, organizing, photographing or another chosen pathway.

Learning outcomes you may observe

- The participant chooses or changes a project role.
- The participant adds or directs at least one element of the shared artwork.
- The participant completes or develops an individual panel or project contribution.

ACTIVITY	Role-Card Build
PROJECT	Collaborative Mural or Modular Sculpture with an Individual Panel

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Rhythm, Sound & Choice

Children, youth & adults | 4 x 60-90 min

Participants explore rhythm, sound and music technology through choice, cooperative listening and accessible performance or production roles.

Learning objectives

1. Select sounds, instruments, controls or quiet technical roles.
2. Match, repeat or create a rhythm using an accessible response method.
3. Contribute to a personal or shared sound project.

Learning outcomes you may observe

- The participant communicates a sound, volume, instrument or role preference.
- The participant responds to or creates a rhythm through an instrument, switch, gesture or visual card.
- The participant contributes to a soundscape, loop or personal rhythm-card set.

ACTIVITY	Beat Match
PROJECT	Recorded Group Soundscape, Short Loop or Personal Rhythm-Card Set

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Comfort & Focus Toolkit

Children, youth & adults | 2-4 x 60-75 min

Participants safely explore environmental and activity choices that can support comfort, communication and participation without forced exposure.

Learning objectives

1. Recognize preferred seating, lighting, sound and activity options.
2. Communicate comfort, help, pause, break or no-thank-you choices.
3. Plan a personalized menu of participation supports.

Learning outcomes you may observe

- The participant indicates a preference or declines an option.
- The participant identifies one or more helpful participation choices.
- The participant creates or contributes to a comfort, help and break menu with a toolkit pouch.

ACTIVITY	Environment Detectives
PROJECT	Comfort, Help and Break Menu with Toolkit Pouch

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Everyday Independence Lab

Children, youth & adults | 4-6 x 75-90 min

Participants explore practical ways to sequence, prepare and organize familiar everyday activities using supports that work for them.

Learning objectives

1. Arrange familiar activity steps in a workable order.
2. Select tools, labels, visuals or assistance for task setup.
3. Organize and document a personal everyday routine.

Learning outcomes you may observe

- The participant orders or follows a sequence for packing, folding, organizing or water-only cleanup.
- The participant sets up or organizes materials using chosen supports.
- The participant develops a photo sequence, labelled organizer or packed activity tote.

ACTIVITY	Sequence Hunt
PROJECT	Personal Photo Sequence, Labelled Organizer and Packed Activity Tote

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Kitchen & Café Confidence

Children, youth & adults | 4 x 75-90 min

Participants explore choice-based café roles, measuring, sequencing and safe food routines through an accessible no-cook activity or simulation.

Learning objectives

1. Choose a café role that matches personal interests and comfort.
2. Follow or direct accessible recipe steps using preferred supports.
3. Measure, mix, serve or organize materials through a selected participation role.

Learning outcomes you may observe

- The participant selects, changes or declines a café role.
- The participant completes or directs one or more measuring or sequencing steps.
- The participant helps create an accessible laminated recipe card and, when safe participation is confirmed, a simple no-cook item.

ACTIVITY	Café Roles
PROJECT	Accessible Laminated Recipe Card and Simple No-Cook Item

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Smart Shopping & Money

Youth & adults | 4 x 75 min

Participants explore everyday purchase decisions through a simulated shop with lists, picture prices, calculators, tokens, play money and mock receipts.

Learning objectives

1. Match selected items with a list, picture or stated purpose.
2. Compare prices and practise number use with preferred supports.
3. Communicate a purchase choice or request assistance during a simulated transaction.

Learning outcomes you may observe

- The participant selects an item and locates or matches its displayed price.
- The participant uses a calculator, picture match, token or play money during mock checkout.
- The participant creates a shopping list, price comparison or simple budget wallet.

ACTIVITY	TheraCraft Shop
PROJECT	Shopping List, Price Comparison or Simple Budget Wallet

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Time, Plans & Problem-Solving

Children, youth & adults | 4 x 60-75 min

Participants explore time awareness, help-seeking and planning with previewed, low-stress alternatives.

Learning objectives

1. Use a visual schedule, timer or planner to follow an activity.
2. Choose between previewed Plan A and Plan B options.
3. Communicate help, more time, pause, break or a preferred next step.

Learning outcomes you may observe

- The participant identifies the current or next activity using a chosen planning support.
- The participant selects between previewed alternatives without surprise changes.
- The participant develops a weekly plan, task board or backup-plan card.

ACTIVITY	Plan A / Plan B
PROJECT	Reusable Weekly Plan, Task Board and Backup-Plan Card

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Community Explorer

Youth & adults | 4 x 75-90 min

Participants explore community navigation, places to request assistance and personal safety planning through tabletop simulation or a consented outing.

Learning objectives

1. Identify destinations, signs, meeting points and assistance locations.
2. Practise communicating a question or request for help.
3. Create a personalized route or community reference tool.

Learning outcomes you may observe

- The participant locates a destination, sign or meeting point in a simulation or consented community activity.
- The participant demonstrates or communicates where and how they could request assistance.
- The participant creates a route card, community checklist or accessible map booklet.

ACTIVITY	Map Mission
PROJECT	Personal Route Card, Community Checklist or Accessible Map Booklet

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Eco-Care Crew

Children, youth & adults | 4 x 75-90 min

Participants explore aquarium and plant-care concepts through observation, measuring, sequencing and shared roles without livestock or required water contact.

Learning objectives

1. Match aquarium or plant-care tools with their intended tasks.
2. Sequence and communicate the steps of a care routine.
3. Record observations or contribute to a shared care project.

Learning outcomes you may observe

- The participant correctly matches one or more tools and tasks using their preferred response method.
- The participant records or communicates an observation about a plant, material or display.
- The participant contributes to an observation journal, planted acrylic display or team care chart.

ACTIVITY	Tool-and-Task Match
PROJECT	Observation Journal, Planted Acrylic Display or Team Care Chart

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Digital Story & Media Makers

Children, youth & adults | 4 x 75-90 min

Participants explore accessible storytelling by sequencing photos, icons or sounds and choosing creative, technical or behind-the-camera roles.

Learning objectives

1. Arrange story elements into an understandable sequence.
2. Select media, content and a comfortable production role.
3. Create a short digital or sound-based story while respecting image and voice choices.

Learning outcomes you may observe

- The participant orders or directs a sequence of images, icons or sounds.
- The participant communicates a role and a preference about using their image or voice.
- The participant develops a photo story, stop-motion clip, sound story or one-minute presentation.

ACTIVITY	Story Sequence Shuffle
PROJECT	Photo Story, Stop-Motion Clip, Sound Story or One-Minute Presentation

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

Hobby-to-Community Showcase

Children, youth & adults | 4-6 week culmination

Participants explore how personal interests and completed work can be shared through public, private or behind-the-scenes contributions.

Learning objectives

1. Select a showcase role or private contribution pathway.
2. Plan, organize and present completed work in a preferred format.
3. Collaborate on a shared display while communicating choices and boundaries.

Learning outcomes you may observe

- The participant chooses, changes or declines a public-facing role.
- The participant completes or directs a display, label, installation or other showcase task.
- The participant contributes to a mini exhibition, portfolio display or mock market table.

ACTIVITY	Showcase Job Match
PROJECT	Mini Exhibition, Portfolio Display or Mock Market Table

Support & choice: Speech, writing, visual choices, gesture, eye gaze, AAC, partner support, observing, pausing and passing are all respected.

Family conversation: What felt comfortable, useful or worth choosing again?

03

Enrichment & Wellness Programs for Adults & Seniors

Adults and seniors in age-respectful group, paired or individual learning formats.

Enjoyable workshops support lifelong creative learning, practical skills, digital confidence, storytelling and community connection. Participation is always choice-based and never depends on speed or public sharing.

Learning strands

Lifelong creative learning | Practical and digital confidence | Social and community connection

What participants can expect: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Lessons in this program

P3-01 Creative Calm: Paint, Print & Clay 34	P3-02 Textile Circle: Stitch, Weave & Mend 35
P3-03 Jewellery & Keepsake Studio 36	P3-04 Paper, Photos & Life Stories 37
P3-05 Nature at the Table 38	P3-06 Music, Rhythm & Audio Stories 39
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Creative Calm: Paint, Print & Clay

Adults & seniors | 4 x 90 min

Participants explore colour, pattern and texture through painting, printmaking and clay while choosing how - and how much - to take part.

Learning objectives

1. Select colours, tools and a preferred participation pathway.
2. Experiment with at least one painting, printing or clay technique.
3. Create or refine personal artwork and reflect on one design choice.

Learning outcomes you may observe

- Communicates or demonstrates a preferred colour, material or role.
- Applies one technique such as brush control, pattern transfer or clay shaping.
- Produces a completed or developing artwork and identifies a next step.

ACTIVITY	ACT-22 Pass the Pattern, with colour-choice cards
PROJECT	Framed artwork, canvas panel and clay keepsake dish.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Textile Circle: Stitch, Weave & Mend

Adults & seniors | 4 x 90 min

Participants explore textile patterns and practical making through weaving, stitching, mending or accessible no-sew options.

Learning objectives

1. Identify and continue repeating patterns using yarn or fabric.
2. Practise weaving, stitching, mending or no-sew construction with chosen supports.
3. Design a useful or decorative textile piece while connecting with others at a preferred level.

Learning outcomes you may observe

- Arranges colours or materials into a recognizable pattern.
- Completes at least one textile-making step using selected tools or adaptations.
- Creates a completed or developing textile piece and communicates a next interest.

ACTIVITY	Yarn-colour exchange and cooperative Continue-the-Pattern
PROJECT	Woven coaster, mending sampler, tote or no-sew textile art.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Jewellery & Keepsake Studio

Adults & seniors | 3 x 90 min

Participants combine pattern, colour and functional design to create a personalized wearable item or keepsake.

Learning objectives

1. Arrange large beads or printed samples into a repeating design.
2. Assemble a selected keepsake using accessible tools and supports.
3. Exchange or privately record design choices and feedback.

Learning outcomes you may observe

- Creates or matches a repeating colour or shape pattern.
- Connects or strings components in the planned order.
- Produces a completed or developing keepsake and identifies one design feature.

ACTIVITY	ACT-23 Large-Bead Pattern Bingo and partner design exchange
PROJECT	Bracelet, eyeglass chain, zipper pull or key ring.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Paper, Photos & Life Stories

Adults & seniors | 4 x 90 min

Participants use photos, paper, words and drawings to shape a personal or fictional story, with remembering and sharing always optional.

Learning objectives

1. Choose, create or pass on a story prompt.
2. Arrange images, words or shapes into a sequence or theme.
3. Design a paper project that communicates a message, memory or imagined story.

Learning outcomes you may observe

- Selects a prompt, offers an alternative or chooses to pass.
- Organizes at least two visual or written elements into a meaningful arrangement.
- Completes or develops a paper project and chooses whether to share it.

ACTIVITY	Story-prompt cards, photo-theme matching and optional sharing circle
PROJECT	Greeting cards, accordion book, mini album or memory journal.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Nature at the Table

Adults & seniors | 4 x 90 min

Participants compare natural textures and plant features, plan a tabletop composition and create a nature-inspired project.

Learning objectives

1. Compare plants or materials by texture, height, colour or light needs.
2. Arrange a tabletop garden plan using cards or sample materials.
3. Assemble and personalize a selected nature project.

Learning outcomes you may observe

- Sorts or matches plants and materials by at least one visible feature.
- Produces a simple planting or composition plan.
- Completes or develops a potted herb, frame or tabletop piece.

ACTIVITY	Plant/Texture Match or ACT-25 Garden-Plan Challenge
PROJECT	Potted herb, pressed-flower frame or tabletop nature piece.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Music, Rhythm & Audio Stories

Adults & seniors | 4 x 60 min

Participants use listening, rhythm and approachable recording tools to turn sounds, ideas or stories into an individual or shared audio creation.

Learning objectives

1. Distinguish selected instruments, rhythms or sound layers.
2. Copy, answer or invent a short rhythm using sound, gesture or visual cues.
3. Arrange and record sounds to communicate a chosen idea or story.

Learning outcomes you may observe

- Identifies or matches at least one instrument, rhythm or sound.
- Performs, directs or visually represents a short rhythm phrase.
- Contributes a sound, sequence or design choice to the finished audio project.

ACTIVITY	ACT-26 Rhythm Echo, Guess the Instrument and request-based listening round
PROJECT	Personal audio postcard or group soundscape with cover art.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Mindful Movement & Making

Adults & seniors | 4 x 60 min

Participants choose comfortable seated movement, scarf-following and creative mark-making experiences, with leading, observing and passing treated as equally valid options.

Learning objectives

1. Choose to lead, follow, observe or imagine a comfortable movement.
2. Explore connections among movement, rhythm and creative marks.
3. Translate preferred movements into personal cue cards or journal pages.

Learning outcomes you may observe

- Communicates a movement preference, comfortable range, pause or pass.
- Performs, directs or records at least one gentle movement sequence.
- Creates a movement cue card or decorated journal entry.

ACTIVITY	ACT-27 Mirror My Motion and gentle scarf-following
PROJECT	Personal movement cue cards and decorated calm journal.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Games Café & Puzzle Makers

Adults & seniors | 75-90 min drop-in

Participants enjoy accessible, low-pressure games and puzzles while practising strategy, conversation and collaborative design.

Learning objectives

1. Choose and follow an accessible game role or rule sequence.
2. Apply and revise a strategy while solving a game or puzzle challenge.
3. Design questions, cards or puzzle content for a reusable group resource.

Learning outcomes you may observe

- Participates in a turn sequence through a chosen role or communication method.
- Tries or adjusts at least one problem-solving strategy.
- Contributes content or design work to a card game, trivia deck or puzzle booklet.

ACTIVITY	Large-print cards, dominoes, word games, cooperative trivia and team puzzles
PROJECT	Participant-designed jumbo card game, trivia deck or puzzle booklet.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Digital Confidence Lab

Adults & seniors | 6 x 75 min

Participants practise useful device features and safer online decision-making through supported demonstrations, simulations and centre-owned demo accounts.

Learning objectives

1. Navigate selected icons and features for messaging, photos or email.
2. Identify warning signs in simulated messages and select a safer next action.
3. Create a personalized visual reference for future device use.

Learning outcomes you may observe

- Locates or uses a selected device function independently or with chosen support.
- Classifies a simulated message and explains or selects a safer response.
- Produces a digital photo card and personalized large-print device guide.

ACTIVITY	ACT-28 Scam or Safe?, icon matching and photo scavenger hunt
PROJECT	Printed digital photo card and personalized large-print device guide.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Community Makers

Adults & seniors | 90-120 min

Participants create individual components that can be combined into a shared display while retaining choice over role, contribution and recognition.

Learning objectives

1. Select a project theme, role or contribution method.
2. Create an independent component that follows the shared design plan.
3. Combine, review or document how individual pieces contribute to the group project.

Learning outcomes you may observe

- Communicates a design vote, role choice or preferred task.
- Completes or develops an individual project component.
- Participates in cooperative assembly or identifies how the component fits the shared display.

ACTIVITY	Group design vote, piece exchange and cooperative assembly
PROJECT	Mural, textile piece, kindness-card collection or community display.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Seasonal Hobby Saturdays

Adults & seniors | One-off 2 hours

Participants explore seasonal themes through inclusive trivia, material discovery and a personally selected creative project.

Learning objectives

1. Choose a seasonal theme, project format and preferred materials.
2. Compare materials and follow a safe construction sequence.
3. Create, refine and reflect on a personally meaningful seasonal item.

Learning outcomes you may observe

- Communicates a project, colour or material choice.
- Completes multiple project steps using selected tools or supports.
- Produces a completed or developing seasonal item and identifies a favourite feature or future interest.

ACTIVITY	Seasonal trivia, material matching or collaborative design challenge
PROJECT	One seasonal item: tote, wreath, cards, wooden décor or no-flame luminary.

Support & choice: Readable print, strong task lighting, seated options, larger tools, extra time and private participation pathways.

Conversation starter: Which part would you enjoy revisiting, adapting or sharing?

Introduction to Music Production

BEAT BUILDERS

Beat Builders introduces the core layers of a digital track in a welcoming, hands-on session. Using a prepared digital audio workstation, participants identify drum sounds, build a four-beat rhythm, add one musical layer and arrange a participant-created eight-bar track. This is recreational music education, not therapy or clinical assessment.

Highlighted learning objectives

1. Recognize the kick, snare or clap, hi-hat and a melodic or musical layer.
2. Copy and create a basic four-beat rhythm using body percussion, a pad or controller, or a visual beat grid.
3. Use introductory DAW controls to play, stop, place, mute, undo and save sounds.
4. Arrange an eight-bar track with a beginning, fuller section, break or change, and ending.
5. Describe one creative decision and one safe-listening practice.

Experience arc

1. Listen and identify kick, snare, hi-hat and musical layers.
2. Echo and invent a four-beat rhythm with a preferred input method.
3. Build a loop, add a musical layer and arrange an eight-bar track.
4. Balance levels, save privately and share a short section only by choice.

Learning outcomes you may observe

- identifying one or more sound layers in a track;
- creating or reproducing a four-beat rhythm;
- demonstrating a clear arrangement change within an eight-bar track; and
- naming the Start Quiet rule, showing a safe volume choice and explaining one creative decision.

Four-week pathway: Rhythm & groove | Musical layers | Arrangement & optional recording | Mixing & private showcase.

Safe participation: Start quiet, provide participant-controlled breaks, secure equipment, use generic project codes and obtain consent before recording or sharing names, faces, voices or work.

Introduction to Freshwater Aquascaping

DRY BUILD | NO LIVESTOCK

Participants combine art, design and freshwater ecosystem awareness in a dry, no-livestock project. They identify aquascape zones, compare safe and unsuitable materials, sketch a composition, build a stable hardscape and sequence the safe water-preparation steps required before any future livestock.

Highlighted learning objectives

1. Identify substrate, hardscape, foreground, midground, background and negative space.
2. Distinguish aquarium-safe materials from sharp, metallic, painted, unidentified or otherwise unsuitable items.
3. Plan a composition with a clear focal point using an island, triangular or concave layout.
4. Construct a stable dry freshwater hardscape while preserving maintenance access.
5. Explain the water-preparation sequence and the rule that aquarium plants, animals, water and fragments must never be released into nature.

Experience arc

1. Find focal points, foregrounds, backgrounds and negative space.
2. Sort aquarium-safe and unsuitable materials using labelled examples.
3. Sketch and construct a stable dry hardscape with maintenance access.
4. Sequence conditioning, filtration, fishless cycling and water testing.

Learning outcomes you may observe

- identifying a focal point and key aquascape zones;
- naming an unsuitable material and explaining or indicating a safer choice;
- completing a stable dry layout with maintenance access and an intentional planting plan; and
- placing the safe water-care steps in order and explaining the never-release rule.

Four-week pathway: Composition & safe materials | Plants & planting plan | Water preparation | Maintenance & showcase.

Safe participation: Projects remain dry and contain no livestock. Staff handle glass, heavy rock, water, electrical equipment and treatments. Aquarium plants, animals, fragments and water are never released into nature.

Ready to explore a TheraCraft program?

Choose a lesson pathway that connects with the participant's interests, preferred ways of learning and goals for creative exploration.

WEBSITE	theracraft.ca
EMAIL	info@theracraft.ca
PHONE	437-410-0795
VISIT	18371 Hurontario Street, Unit 4, Caledon Village, ON L7K 0X7

Program 2 consultation: A conversation before enrolment helps determine a respectful format, compatible grouping, access supports, staffing and safety planning.

Helpful information to share

- Participant interests, strengths and preferred name.
- Preferred communication methods and ways to offer choices.
- Accessibility accommodations, support needs and relevant safety information.
- Whether photographs, recordings or public sharing are permitted.

TheraCraft Learning Centre provides recreational and educational programming. Services do not replace clinical treatment, therapy, medical advice or formal assessment.



Creative Exploration For ALL.

Explore. Discover. Create. Grow.

Programs for children, youth, adults and seniors - designed around curiosity, choice and meaningful participation.

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