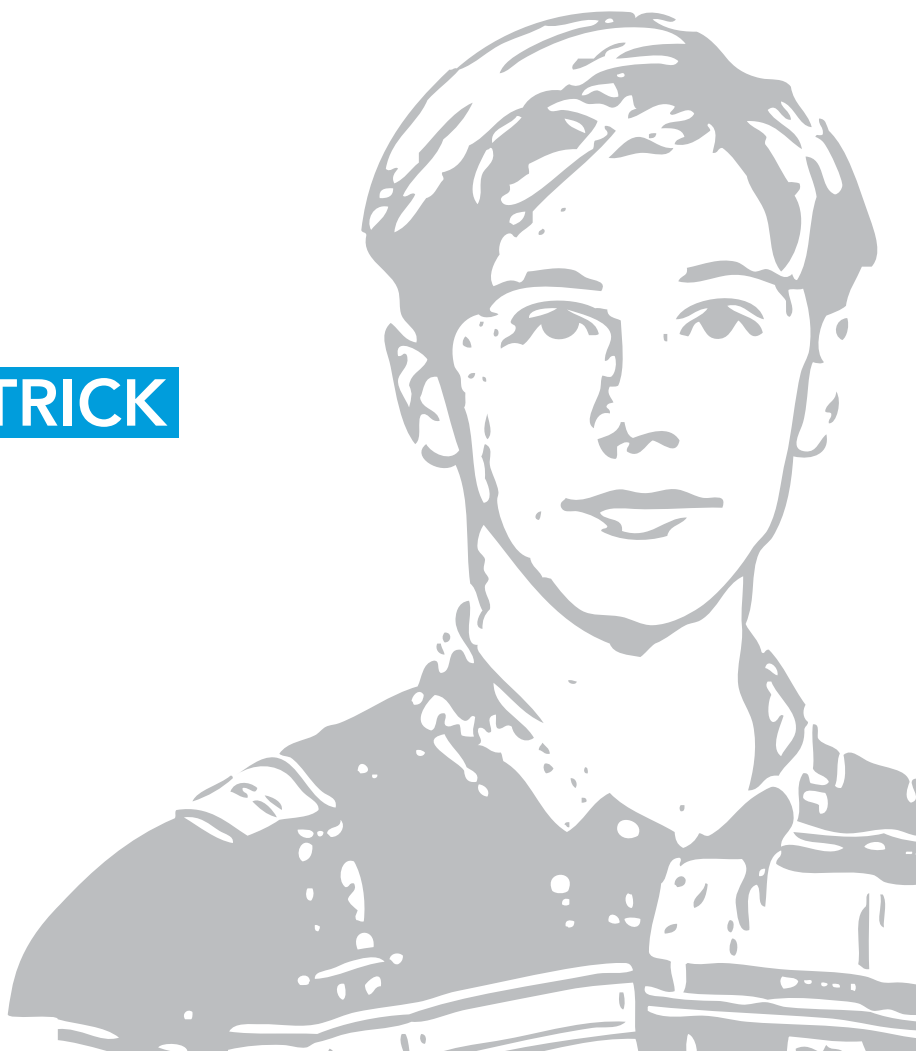




PARTICI-PATRICK

Introduction to Partici-Patrick



24
Patrick
4 life pour la vie

Introduction to Partici-Patrick

The purpose of this curriculum resource document is to provide the classroom teacher with knowledge and ideas to create stimulating and enjoyable learning activities for students who participate in the Partici-Patrick program.

These learning activities have been created by practicing teachers from all four District School Boards in the Nipissing Parry Sound region, based on their past experiences. The activities adhere to sound principles of teaching and learning as advocated by the Ministry of Education.

Each unit is different in style and content although there has been some effort in establishing a common template. This diversity will hopefully contribute to the classroom teacher's sense of creativity in the design of his or her lesson plans.

The use of this curriculum resource can be integrated with other Patrick 4 Life documents including:

- Teacher Resource Binder
- Patrick 4 Life Web site
- Teacher Training Program Resources
- Patrick's Wish

In addition to the print and electronic resources, there is also human resource support from Patrick 4 Life including: Christine Fortin, Co-Founder, the authors of these suggested learning activities; and volunteers from Patrick 4 Life. Past teacher participants are available to mentor teachers who are new to the program and Patrick 4 Life can easily facilitate, upon request, the availability of these valued resources.

The Partici-Patrick program is not intended to be "add-on" curriculum. It is designed to be integrated into the daily class curriculum, whether it be Language Arts, Physical Health and Education, or Social Studies. Teachers are encouraged to be autonomous in their use of this curriculum resource.

In addition to being integrated into the regular curriculum, the "in-class" learning activities should link, as much as possible, to the daily physical activity of running or walking during the ten-week Partici-Patrick period. The physical activity experience may present an opportunity to apply the value-based learning that has occurred in the classroom. (Example: "How can the value/virtue of 'respect' be applied in today's running/walking activity?" or "How does 'perseverance' as ...experienced in the story ...apply to our approach to running or walking"?)

About Patrick

Patrick was born in Kapuskasing, on June 26th, 1978, and was diagnosed a severe hemophiliac. To manage his bleeding disorder, Patrick required bi-weekly Factor VIII infusions.

In the early to mid 1980s, the Canadian blood supply was contaminated with the HIV virus and as a result, Patrick was diagnosed HIV positive in February of 1986, at the age of 7.

Being a talented athlete, gifted musician and student of life, Patrick's childhood was filled with activities that were enjoyed to the fullest.

As the disease advanced through Patrick's teenage years, his positive outlook, courage, determination through adversity, and humour inspired everyone he met.

In 1995 Patrick chose to disclose his HIV status to family and friends and received acceptance and support.

Patrick's wish at every birthday and at each full moon was: **ZERO AIDS.**

Patrick died on November 8th, 2001, at the age of 23.

Patrick was proud to be Canadian and would be proud that through his enduring spirit, we continue to raise AIDS awareness in our communities.



Background

Since 2007, the Partici-Patrick program has been implemented in school boards in North Bay in ten week segments for Grades 3 to 8. Patrick 4 Life has provided the resources, both material and human, to implement the program including the voluntary efforts of teachers, school boards, representatives from the North Bay Parry Sound District Health Unit, the Aboriginal community, parents, and the community at large. Patrick 4 Life has also provided the funding to school boards to train teachers to implement the program effectively.

In addition, research has been conducted on two occasions to measure the effectiveness of the program. One study was conducted by William Boyce from Queen's University in 2009. This was a qualitative study. Another was conducted by Michael McCabe from Nipissing University in 2011. This was a quantitative study. Both studies demonstrated positive learning outcomes which contribute to the social, emotional, intellectual and physical growth among participating students.

Rationale

One of the recommendations that emerged out of the research studies was that the Partici-Patrick program be transformed into a more formal curriculum, corresponding in a supportive manner to the regular curriculum, being grade specific, and demonstrating its growth from Grades 3 to 8. More information/outcomes of these research studies can be obtained by contacting P4L.

The Resource Package

Approach to Curriculum Development

Each unit is organized in ways that are grade appropriate and thus are developed differently. The Grades 4 and 5 units are cross-curricular and consist of a series of lessons that connect language-based activities to the principles of Partici-Patrick. The units include all of the elements necessary for implementation and easy access to mentor texts. The grade 6 unit is also rooted in Language Arts and is cross-curricular. It is designed in a linear way with the expectation that the lessons will be implemented sequentially and in order. All of the units connect to the Partici-Patrick program and the Day of Champions.

Unit Organization

Even though the individual units are organized in different ways, all of the units contain the following elements:

- Overview of Unit
- Lesson Summary
- Expectations (a master list as well as one list per lesson plan)
- Materials List
- Culminating Task
- Activities
- Assessment

Teacher Feedback

The authors of the curriculum view the units as works in progress and recognize that there may be ways to build on the quality and usability. To that end, we are looking to classroom teachers to provide feedback that can be used to ensure that the units are implemented in meaningful ways that engage students and connect Patrick to daily curriculum implementation. A Feedback Form has been included with each unit and a Partici-Patrick representative will contact teachers annually for this feedback. It can also be completed on-line at P4L.ca

Teacher Training

Partici-Patrick recognizes and values the need for in-service opportunities for teachers implementing this curriculum. Curriculum will be presented to teachers at the Partici-Patrick Launch (each spring) on a grade-by-grade basis. Subsequent to this, in-service opportunities will occur at regular intervals. Ongoing support is available through the Partici-Patrick website and by contacting Partici-Patrick representatives.



Acknowledgements

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- Emily de Jourdan, Our Lady of Sorrows Catholic School
- Michela Chirico, Vincent Massey Public School
- Robert Sampson, Patrick 4 Life

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TWG Communications, under the direction of Donna Backer, has been instrumental in producing final publications which can be used in a friendly and effective manner by teachers.

The initiatives of Patrick 4 Life could not be implemented without the volunteerism and the professional commitment of teachers and school administrators. To all of them, we are truly indebted.



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