

Welcome to Lheidli T'enneh Memorial park, formerly called Fort George Park. This park is located on the lands of the Lheidli T'enneh peoples. The park has a dark history that the renaming of the park is attempting to address. Back in 1913 the village of Lheidli T'enneh was burned to the ground to make way for the city and the railroad. The people were moved to a reserve. In the middle of the park is the memorial cemetery for the Lheidli T'enneh people. The cemetery is fenced and has a memorial plaque. I have not included an image of this out of respect. The parks grounds also contain walking trails, a small beach, a look out post overlooking a beaver dam and the river, a children's museum filled with the history of the city and interactive elements for children, a decommissioned railroad track, ball diamonds, a picnic shelter, some historic buildings, a huge playground, and a spray park.

I am planning my field trip for grade 2 students. The curricular competency I am connecting to is significance - Explain why people, events, or places are significant to various individuals and groups. Children will learn why this land and park is significant to the Indigenous people and to our relationship with them. The second competency is under perspective: Explain why people, events, or places are significant to various individuals and groups. Through exploration of the land, the museum, and the signage we will explore the significance of the land to us as individuals and to the Indigenous peoples.

The FPPL that connects the most with my field trip is Learning recognizes the role of Indigenous knowledge. I will be teaching and utilising the signage as well as the museum staff to teach about the past and traditions of the Lheidli T'enneh people. The big idea that this trip aligns with is that Canada is made up of many diverse regions and communities. Students will learn about the diversity of Prince George and the neighboring communities. Students will also have an opportunity to reflect on what community means to them as they learn about the historical community and explore the land. A key question I would ask students would be: What have you learned about the people who used to live here?

My field trip will be for grade 2 students, they will bus to the park in the morning in the spring. The first stop will be the museum while it is still a bit cold outside. We will get a tour from one of the staff. The children will meet animals, explore interactive exhibits, and sit around a fake campfire to hear Indigenous stories. Students will have 30 minutes at the end of the tour to play in the museum's interactive room which includes furs that you can touch.

Next students will head outside to look and experience the old buildings such as the old Hudson's bay trading post, train station, and schoolhouse. We can sit in the old school house and talk about what it would be like to be a student back when it was open. We will

talk about the trading post and connect the furs they touched in the Exploration place to the items traded.

Next students will walk to a huge grassy area overlooking the river and sit down and eat their bagged lunches. Students can play on the grass while others finish lunch. After lunch we will walk across the bridge to the lookout point and read the signs about the wildlife and plants. We will look over the walking bridge for signs of the beavers.

After this we will walk to the playground. On the way we will pause at the cemetery where we will read the signs and talk about the renaming of the park to commemorate the stealing of the land.

At the playground the kids will be free to release energy and have free time for about an hour before we load back onto the bus. During this free time I would hand out an extra snack like ice cream sandwiches to enjoy and cool down.

The next day after the activity we would do a debrief activity where we would color a picture of something that they did and answer a list of questions based on their experience. The questions would include:

I learned \_\_\_\_\_ about the Indigenous peoples in Prince George.

The park was renamed because \_\_\_\_\_

Animals that live at the park are \_\_\_\_\_

The Indigenous people used to trade \_\_\_\_\_ at the trading post

Something important that I learned is \_\_\_\_\_

Why was this trip important for our class \_\_\_\_\_

There are a few safety considerations for this trip. First I would recommend having a few parent volunteers to help with supervision during free time and to take kids to the bathroom. This would also be helpful in case you need to split into groups in some of the small buildings or rooms. There are bathrooms in the museum and near the playground that are accessible for children. None of the subject matter in the museum should be too sensitive for the students as the museum staff are good at catering to the kids. The graveyard story might be sad for kids but as long as we are clear that it is a cemetery that was there when the Indigenous peoples lived there. They cleared the land and moved people to reserves which is sad but the cemetery is from the people who died naturally in the community before they were evicted.

Finally for safety I would recommend the buddy system to help keep track of kids, regular kids counts, a first aid kit, and safety instructions before hand around bus safety, water safety, bridge safety, and following instructions. I would also recommend some type of attention getter that works well in a large outdoor area. You should also send home a field

trip form beforehand to let parents know where you are going. Be on the lookout for any outdoor allergies such as bees and make sure you have safety plans for those students. If you have any students who may be at risk of elopement you should have an aid or parent assigned to that student.

With all these considerations in place you should be set for a successful trip to the park!