

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
BRAD LAFORTUNE

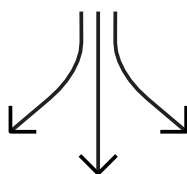


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

TABLE OF CONTENTS

STUDY GUIDE: DANCE 4

 Program Overview 4

 Curriculum Connections 5

 Extend the Learning (Discussion Prompts) 6

DANCE OVERVIEW..... 9

APPENDIX 10

 Vocabulary bank/glossary: 10

 Student Health and Well-Being 11

 Additional Resources 11

STUDY GUIDE: DANCE

MÉTIS CULTURE AND HISTORY

Program Overview

Artist Name: Brad Lafortune

Artist Bio: Brad Lafortune is a Métis dancer from Sudbury, Ontario, who began jigging at a young age. Since 2009, he has led workshops and performances in Ottawa. With a Master's in Physiotherapy, Brad blends his passion for health and culture, using jigging as an engaging, interactive way to teach people of all ages about the richness of Métis traditions.

Program Description: From its creation to present day, Métis culture is undoubtedly unique and filled with distinct cultural pieces such as its sash and beadwork; the culture is further reflected in its language, dance, and music. Learn about the creation of the Métis, who they were, who they are now, and where they're heading.

Artistic Discipline: Dance, Music

Recommended Grade Levels: 3 – 12

Session Logistics: In person or online

Cultural Context: Indigenous Cultures

Vocab bank/glossary: [Click here](#)



MÉTIS CULTURE AND HISTORY

Curriculum Connections

Learning Themes:

- Strand B – Reflecting, Responding and Analysing
 - Demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts / Foundations
 - Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts. (Grades 3-8)
 - Demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society. (Grades 9-12)
- Cross Curricular Connections
 - History
 - Heritage and Identity
 - Interactions and Change

MÉTIS CULTURE AND HISTORY

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES

3-6

Pre

- What do you think music and dance can teach us about a group of people?
- What do you already know about Indigenous peoples?

During

- What are some things you learned about Métis culture (like the sash, music, or language)?
- How does Métis jigging compare to other dances you've seen?

Post

- What part of Métis culture would you want to learn more about?
- Why is it important to learn about other cultures like the Métis?
- How can music, dance, and art help us understand each other better?

GRADES
7-8

Pre

- How might traditional clothing, language, or music be used to express identity?
- What do you know about the Métis in Canadian history?

During

- What did you learn about how the Métis culture was formed through blending different traditions?
- What are some key symbols or items that are important in Métis identity (e.g., sash, beadwork)?

Post

- How can cultural knowledge be passed down through dance, music, and storytelling?
- What role does Métis culture play in the broader story of Canada?

GRADES
9-12

Pre

- How does the creation of the Métis Nation reflect broader themes of colonialism, adaptation, and resistance?
- In what ways do art forms like dance, music, and beadwork function as cultural storytelling?
- How can we approach Indigenous histories and identities with respect and understanding?

During

- How did the workshop expand your understanding of Métis identity, beyond stereotypes or generalizations?
- How do cultural practices (e.g., sash wearing, jigging) act as both personal expression and political statement?

Post

- What responsibilities do young Canadians have in supporting the preservation and celebration of Indigenous cultures?
- How can dance and storytelling be forms of cultural resistance or resilience?
- How does Brad's dual role as a dancer and physiotherapist reflect the balance between cultural tradition and contemporary identity?

DANCE OVERVIEW

Dance is a powerful form of cultural expression that celebrates diversity, fosters connection, and supports healing. By exploring various dance forms, students build empathy, challenge stereotypes, and gain global awareness. Dance promotes physical literacy and mental well-being through movement, creativity, and emotional release.

The creative and critical analysis process helps students generate, refine, interpret movement, encourage collaboration, resilience, and emotional intelligence. When used to complement artist-led sessions, these frameworks guide students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Dance also supports cross-curricular learning. It brings stories to life in language arts, explores cultural traditions in social studies, and connects to science through anatomy and body mechanics. These interdisciplinary links highlight the dynamic role of dance in education and deepen student engagement across subjects.



APPENDIX

Vocabulary bank/glossary:

- **Métis:** One of Canada's Indigenous Peoples, whose ancestry comes from both First Nations and Europeans.
- **Cultural Identity:** A person's sense of belonging to a group through traditions, language, music, and customs.
- **Jigging:** A fast-paced traditional dance with footwork used in Métis celebrations
- **Sash:** A colourful woven belt worn by the Métis, used symbolically and practically (e.g., for carrying items).
- **Tradition:** A practice or belief that is passed down through generations.
- **Oral History:** Stories and knowledge shared by word of mouth, especially in Indigenous cultures.
- **Cultural Resilience:** The ability of a culture to survive, adapt, and thrive through hardships or change.
- **Colonialism:** The historical practice where one country takes control of another, often harming Indigenous ways of life.
- **Reconciliation:** The process of creating respectful relationships between Indigenous and non-Indigenous peoples.
- **Red River Jig:** A famous Métis dance that symbolizes the community's mixed cultural roots.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning