

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:

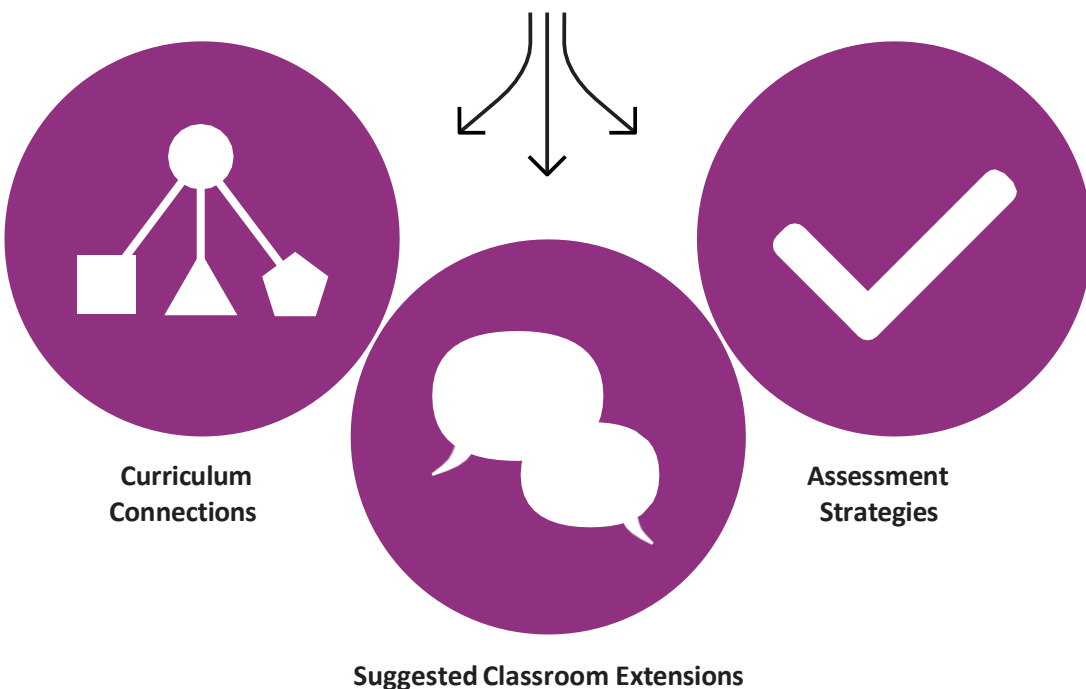


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STUDY GUIDE: DANCE

MÉTIS JIGGING - DANCE WORKSHOP

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: Students are introduced to traditional Métis jigging, learning the basic steps before engaging in dances including the “Red River Jig”, “Heel-Toe Polka”, “Orange Blossom Special”, and a group dance called the “7 step”. The artist begins with the basics of the dance while discussing Métis culture and history from the fur trade to today.

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 JIGGING - DANCE WORKSHOP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting/Performing
 - Apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas. (Grades 3-8)
 - Demonstrate an understanding of the dance techniques and movement vocabularies of a variety of dance forms from around the world. (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)

MÉTIS JIGGING - DANCE WORKSHOP

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 a traditional dance is?
- Why do people from different cultures have different types of music and dance?
- What do you already know about Métis people?

During

- How did the music help you keep time with your feet?
- What did you notice about the patterns or movements in the dance?

Post

- How did dancing help you learn about Métis traditions?
- Which dance did you enjoy most, and why?

GRADES
7-8

Pre

- What do you think jigging can teach us about Métis history and identity?
- How might dance be a way to tell stories or share cultural traditions?

During

- What physical or rhythmic skills did you find most challenging or rewarding?
- How did learning about the fur trade help you understand the roots of Métis dance?

Post

- What did you learn about the Métis perspective through this workshop?
- In what ways is jigging a form of cultural preservation?

GRADES
9-12

Pre

- In what ways does traditional dance connect to cultural identity and resilience?
- Why is it important to understand the Métis experience in the broader context of Canadian history?
- How does physical movement influence the way we understand historical or cultural content?

During

- How did the musical rhythms guide your physical expression during each dance?
- What role does community play in dances like the 7 Step?
- How did the structure of the workshop reflect the blending of cultures that defines Métis identity?

Post

- How can learning Indigenous dances contribute to reconciliation or cross-cultural understanding?
- What connections can you make between this workshop and your own cultural background or practices?

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:

- **Jigging:** A fast, rhythmic dance style from Métis culture with intricate footwork.
- **Métis:** One of Canada's Indigenous peoples, with mixed First Nations and European ancestry.
- **Red River Jig:** A well-known Métis dance that combines fast footwork with fiddle music.
- **Hell-Toe Polka:** A dance style in jigging with a repeated heel-toe step pattern.
- **Cultural fusion:** The blending of different cultural traditions into a new form.
- **Tradition:** A practice or belief passed down through generations.
- **Rhythm:** A pattern of beats or timing in music and movement.
- **Fiddle music:** A type of fast-paced violin music common in Métis and other folk traditions.
- **Heritage:** The history, traditions, and values passed down from earlier generations.
- **Cultural Identity:** A person's sense of belonging to a group through traditions, language, or customs.

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