

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
BRAD LAFORTUNE

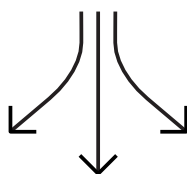


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**

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STUDY GUIDE: DANCE

MÉTIS JIGGING - PERFORMANCE

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: Jigging, the traditional dance of the Métis people, was created just like the Métis people themselves – from the merger and blend of First Nations and settler cultures. Its intricate footwork demonstrates similarities to both First Nations and highland dance forms and is accompanied by the instruments and form of European music. Celebrate the unique history and culture of Métis people with dances like the “Red River Jig”, “Heel-Toe Polka”, and the “Orange Blossom Special”.

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 - PERFORMANCE

Curriculum Connections

Learning Themes:

- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences. (Grades 3-8)
 - 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)

MÉTIS JIGGING - PERFORMANCE

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

- Have you ever seen or tried a traditional dance before?
- What do you think a jig might look or sound like?
- Why do you think people dance as part of their culture?

During

- What moves or rhythms did you notice in the dances?
- How did the music help you follow the steps?
- Which part of the dance was the most fun or challenging?

Post

- What did you learn about Métis people through dancing?
- What did jigging remind you of from your own life or culture?

GRADES
7-8

Pre

- What do you know about Métis culture or traditional dance?
- How do music and movement help tell cultural stories?

During

- What techniques or patterns stood out to you in the dancing?
- How did the music influence your timing and energy?
- What do you notice about how the dances connect to history?

Post

- How is jigging a reflection of Métis identity and heritage?
- What connections can you make between jigging and other dance forms you've seen?
- How might learning traditional dances help preserve culture?

GRADES
9-12

Pre

- How do traditional art forms like dance preserve cultural identity?
- What role does fusion (between cultures) play in Métis dance?
- How do you think dance can act as a form of storytelling or resistance?

During

- How did the physicality of jigging connect with the music and its roots?
- What did the differences between dances (e.g., Red River Jig vs. Heel-Toe Polka) reveal about cultural influences?
- How did your awareness of the dance's origins affect your engagement?

Post

- In what ways is jigging both a cultural expression and a physical discipline?
- How does Brad Lafortune's work as a physiotherapist connect with his dance teaching?
- How might understanding cultural practices like jigging influence reconciliation or cultural appreciation?

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