

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
MONA KIAME



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:

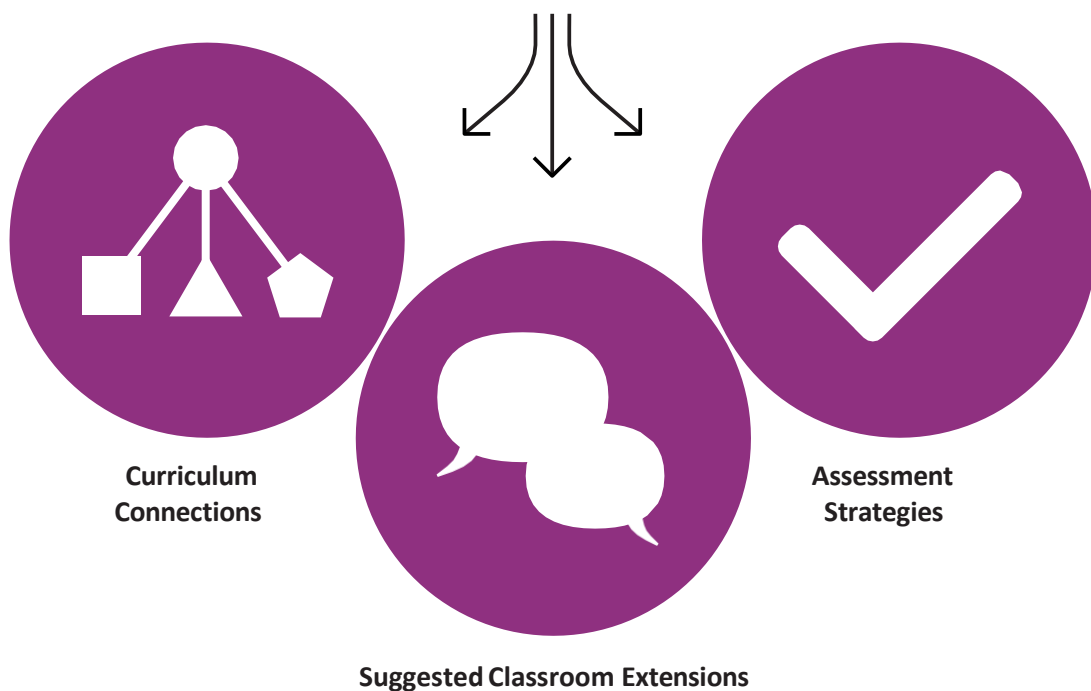


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STUDY GUIDE: DANCE

DABKÉ - LEBANESE DANCE WORKSHOP

Program Overview

Artist Name: Mona Kiame

Artist Bio: Mona Kiame is a Lebanese dance artist with over 35 years of experience. She shares her passion for dabké through workshops and master classes across Canada, engaging children and adults in Lebanese culture. Mona bridges understanding of non-Western dance traditions and has performed nationally and internationally with the Al-Arz Lebanese Art Group.

Program Description: Treat your students to an unforgettable cultural experience with this high-energy workshop led by Mona, a passionate artist who uses traditional Lebanese dabké to bridge Eastern and Western cultures. Through rhythm, movement, and celebration, Mona brings to life the connections between Lebanon and Canada in a joyful exploration of diversity and tradition. Perfect for students of all ages, this engaging workshop introduces the rich cultural heritage of Lebanon through dabké—a traditional folk dance performed at celebrations to express unity, joy, and solidarity. Students will learn simple, accessible steps—stomping, kicking, jumping in lines, circles, and squares—and see how these movements build into vibrant, energetic group choreography. Along the way, students will also discover the meaning behind the



Lebanese flag, explore traditional accessories, and experience a live demonstration of Middle Eastern percussion. Traditional costumes may be displayed or worn by the artist upon request to further enhance the cultural immersion. A fun, educational, and interactive workshop that builds coordination, creative expression, and teamwork—while taking students on a cultural journey through the power of dance!

Artistic Discipline: Dance Arts Organization

Recommended Grade Levels: K - 12

Session Logistics: Online only

Cultural Context: Middle Eastern Culture

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

DABKÉ - LEBANESE DANCE WORKSHOP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Exploring and performing traditional steps and formations.
 - Using movement to express rhythm, energy, and group unity.
 - Applying leadership and following skills within a dance line formation.
- Strand B – Reflecting, Responding and Analyzing
 - Discussing how music, rhythm, and movement communicate cultural meaning.
 - Observing how cooperation and timing contribute to a strong group performance.
- Strand C: Exploring Forms and Cultural Contexts
 - Learning about Lebanese musical instruments and their role in dance.
 - Connecting dance to heritage, identity, and community values.

DABKÉ - LEBANESE 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
K-3

Pre

- Have you ever danced in a big group before? What was it like?
- How do you think the music will make you want to move your feet?

During

- Can you feel the “boom” of the drum in your steps?
- What do you notice when you hold hands and dance together in a line?

Post

- Which step did you like best? Can you show it?
- How did it feel to dance all together as one big team?

GRADES
4-6

Pre

- Have you ever seen a celebration dance before? What did it look or feel like?
- How do you think dancing in a line formation changes the way people move together?

During

- Can you feel the beat count in your feet when you do the Dabké stomp?
- What do you notice about following the leader in the dance?

Post

- Which step pattern was your favourite and why?
- How does dancing together in a group make you feel?

GRADES
7-8

Pre

- In what ways can the Dabké line formation show community and cooperation?
- How might step variations change the feeling or meaning of the dance?

During

- How do you adjust your timing to match both the beat count and the dancers beside you?
- What role does posture and body alignment play in keeping the steps precise?

Post

- How does Dabké act as a symbol of unity for Lebanese communities worldwide?
- Which aspects of the dance—music, steps, or group work—helped you feel most connected to the tradition?

GRADES
9-12

Pre

- How might the symbolism in Dabké steps reflect Lebanese history or values?
- In what ways can performing a folk tradition like Dabké build cultural awareness in diverse communities?

During

- How do you balance maintaining authenticity in the dance with expressing your own style?
- What strategies help you stay in sync with the rhythmic accents and group movement?

Post

- How does participating in Dabké enhance your understanding of heritage and identity?
- In what ways could Dabké be adapted for a modern performance while keeping its cultural roots intact?

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:

- **Dabké:** Traditional Lebanese line dance performed in groups at celebrations.
- **Step Pattern:** A repeated series of coordinated foot movements.
- **Stomp:** Strong, grounded step that makes a sound on the floor.
- **Line Formation:** Dancers holding hands or shoulders, moving together in one line.
- **Leader:** The person at the front who guides the group's timing and steps.
- **Pivot Step:** Turning on one foot while keeping rhythm.
- **Tabla (Darbouka):** Goblet-shaped hand drum used in Lebanese folk music.
- **Mijwiz:** Double-pipe woodwind instrument with a bright, reedy sound.
- **Beat Count:** Numbering the beats to match the music.
- **Rhythmic Accent:** Emphasis placed on certain beats to match movement.
- **Celebration Dance:** Performed at weddings, festivals, and community events.
- **Folk Tradition:** Cultural practice passed down through generations.
- **Unity:** Dancing together as a symbol of connection and teamwork.
- **Heritage:** Cultural background and history expressed through dance.

Student Health and Well-Being

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

- Choose a colour 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