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**Proposal Title:**

The Influence of Drama and Dance on Urban Elementary Students' Critical Engagement with Questions of Social Justice and Equity

**Description:**

What is the influence of drama and dance on urban elementary students' critical engagement of questions of social justice/equity? This OISE Masters research explores a critical participatory process drama unit as implemented, co-created and reflected upon in a Junior classroom. This paper asks what influence this kind of teaching has on critical thinking. I reflect on my subject position in terms of gender, race and class, and the positions of my students and their communities through an auto-ethnographic examination of dance and process drama practice and by documenting and examining the influence of this approach on critical pedagogy, grounded in research in an urban grade 5 classroom. This thesis contributes to the growing body of knowledge around why arts-based learning contributes to the skills and pedagogies that aid learners with a strong sense of equity and social justice.