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Professor Purvin

Education Field Experience EDUC 230-02

Spring 2012

Rationale Statement

**Statement of Standard Three-**

“Teachers shall understand the practice of culturally responsive teaching”. (NJPTSB, 2004, pg 11)

**Name of Artifact:** The Ice Breaker

**Date of Artifact:** Spring 2012

**Course:** Education Field Experience EDUC 230-02

**Rationale Statement:**

 An Ice Breaker is meant to be a way for students and their teacher to introduce themselves to each other. It has no bias and does not promote judgment of anyone. That is what standard three is all about. We are all products of our background no matter what it may be and we cannot judge who a person is or where he or she is from. All of this requires that lessons and activities must be not only possible for all students but respectful of their backgrounds; thus choosing ice breakers that do not include disrespecting a culture or that excludes a section of the class from participating due to language or physical/mental difficulties.

 This assignment really opened my eyes in many ways. I looked at several sites and thought back to all the ice breakers I had done in school. Yet they all seemed so repetitive. Having to look outside my own experiences aloud me to find inspiration for an activity in an unlikely place. All I started with knowing was I wanted an activity that would somehow bring the class together instead of singling people out. Then I had a conversation with my sister over whether my niece was old enough to play with puzzles. By knowing I had to look beyond the standard I could see the potential in that conversation and created my puzzle piece activity. I realize it would be impossible for me to be the first to come up with this activity, but I realized that I have to both gather more resources for ideas and not be afraid to make an everyday thing into a learning activity. I really liked making this activity once I had my base idea and feel the sense of connection will be a great starting point for my classes. I plan to use this exact ice breaker for my future classes with any modifications needed for students (such as visual or motor function impairments or language difficulties). With a first day activity like this already decided on and finished, I could then concentrate on doing my best to educate the students I have rather than throwing something together in time I could spend revising lesson plans and reading IEPs.