

|                    |  |
|--------------------|--|
| Title:             | Sell the Activity  |
| Context:           | You have gotten the attention of a child or group of children to whom you would like to demonstrate an activity.   |
| Problem:           | You want the child or group to focus attention on the demonstration and actively participate as appropriate.   |
| Forces:            | More important than any academic skill or knowledge is respect for self and others and a sense of responsibility. This must be reflected in the way we establish and express expectations for student participation in activities.   |
| Resolution:        | Offer to demonstrate an activity as if you were making a sales pitch.  |
| Sketch:            | ???  |
| Resulting Context: | You have shown respect the child by recognizing that she has a choice about whether or how to participate in your demonstration. You have also helped the child become a good decision maker by making it easier to choose activities that contribute to her growth.   |
| Known Uses:        | <p>Here are some examples of selling activities from an experienced Montessori teacher (Goertz, 2001):</p> <ul style="list-style-type: none"> <li>Polish your lessons so the children will find them irresistible. Entice the children with your tone of voice. Play hard-to-get with a few flashy lessons. Create a situation where you are pursued. Make your presentations too short and fabulous to turn down.</li> </ul> <p>“So, you think you’re ready for analysis of a square, do you. Hmmm. I’ll have to think about that! It’s pretty exciting work. Shall I give it to you now or tomorrow? Maybe this afternoon. What do you think? Now? I hope you’re ready for this. It’s really fun.”</p> <p>“Hard? Of course this lesson is going to be hard. I would never insult your with an easy lesson. You can count on me to give you the respect and honor of choosing really hard lessons for you.”</p> <ul style="list-style-type: none"> <li>“Of course I would never give you a lesson that is too hard, just hard enough to make you struggle, just hard enough to capture your imagination and make your work really hard</li> </ul> |

to figure it out.

- “Look through your folders of lessons that I’ve given you and choose something very challenging to follow up on. I know how much you like to make a big effort.”

“Let’s look through your folders of lessons and make sure you are following up on everything. To have choice you must show accountability. To have freedom you must show responsibility. All your work is important.”

Related Patterns:     Invite

Goertz, D. B. (2001). *Children Who Are Not Yet Peaceful: Preventing Exclusion in the Early Elementary Classroom*. Berkeley, CA: North Atlantic Books.