

Title:	Invite
Context:	You notice that a child or group of children is ready to be introduced to a new activity and you are ready to show it. For a child to be ready, the child should have mastered prerequisite activities and be currently ready for a transition [better word? approachable? interruptable? What is evidence of readiness for a transition?]. This pattern helps set up the Demonstration pattern.
Problem:	How do we make the transition from the current situation (you are ready to show new work, child is ready for a transition) to a demonstration?
Forces:	<p>In order to support the child's development, you would like to see the child grow to a new level by moving ahead to a new activity. However, it is also critical for the child's development that she practice exercising her free will. How do you speak or act to influence the child to participate in a demonstration while helping the child grow as an independent decision-maker?</p> <p>An invitation is also a potential interruption of activity. Children should not be interrupted if they are deeply engaged in an activity or if they are experiencing false fatigue except under special conditions such as physical danger to a child or potential damage of materials.</p>
Resolution:	Establish whether or not the child is approachable. Get the child's attention. Offer the demonstration. Sell the activity.
Sketch:	???
Resulting Context:	The child or group of children has put away any work that is in use, which contributes to the shift of focus. The level of attention that the teacher receives is higher than it would be if the child were responding to a command rather than an invitation. The child has experienced respect from the teacher, which helps develop her own self-respect. She has also developed confidence and competence as a decision-maker.
Related Patterns:	Demonstrate, Manage Transition, Get Attention. Make Material Available.