
Call and Response

Introduce the concept of *call and response*. Tell students *call and response* is a form of communication that is used every day, and that it can also be heard in music. It's a type of communication that uses rhythms and patterns.

Begin a discussion about examples of *call and response* that can be found around the school. Often it is used as a signal for students to be quiet or to draw their attention to an announcement. For example: criss-cross applesauce—the teacher makes the call and the students respond by sitting with their legs crossed or with a verbal response.

Ask the students to think of other examples of *call and response* in the school. Sometimes the response is verbal; in other instances, the response might be a gesture or action instead of words (i.e., non-verbal communication). Are there signals that students use in response to a teacher's request to be quiet? For example: Quiet coyote. Is there a rhythm or pattern to the way the *response* answers the *call*?

Ask the students to observe carefully as you give instructions and gestures, and have them respond.

Call: Place your hands on your head.	Gesture Response: Place hands on head.
Call: Place your hand on your nose.	Gesture Response: Place hand on nose.
Call: Place your hands on your ears.	Gesture Response: Place hands on ears.
Call: If you can hear me, say "hello!"	Verbal Response: Hello!

Introduce another *call and response* to the students, one they might recognize, but the response is different than the call. Call: Who lives in a pineapple under the sea? Response: SpongeBob Squarepants!

Introduce these other examples of *call and response* to the students.

Call: One, two, three, eyes on me	Response: One, two, eyes on you!
Call: Macaroni and cheese	Response: Everyone freeze
Call: Waterfall	Response: Shhh....
Call: Hot fudge	Response: Sundae

Ask the students to brainstorm ideas for a new *call and response* for the classroom. They can use words, sounds, or rhythms, and be as creative as they want. Have the students teach their *call and response* to the classroom. The students should vote for their favorite call and response. The winner can be used by the teacher to draw attention.

Close the activity by reminding students that *call and response* is an important form of communication that is used every day in speech, actions, and in music.