


Activity 2: Call and Response

Activity aim:	This activity provides learners with an opportunity to rehearse chunks of social language. It helps learners develop their focused listening skills and increase their awareness of syllables and rhythms in language. In addition, it helps learners develop their social interaction skills by promoting turn-taking within a group.
Time:	10 - 15 minutes
Delivery:	<p>This activity works well in a group of between three and ten students. For the first delivery of the game, it may be best if you act as the 'leader' of the group. Below are the delivery steps:</p> <ol style="list-style-type: none"> 1. Learners sit around in either a circle or a horseshoe so that they can all see each other. The leader asks them to listen, and then repeat exactly what they hear. 2. The leader says 'Hi!' and claps at the same time (one clap). The participants respond with 'Hi' and a single, simultaneous clap (●). 3. The leader provides a slightly more complex call: 'Hello' with two claps, showing the rhythm of the syllables (● ●). The participants respond, trying to match the call - and the claps - exactly. 4. The leader keeps adding a syllable and a clap each time, allowing the participants to respond before going on. For example, <div style="text-align: center;"> <p>'How are you?' (● ● ●)</p> <p>'I'm very well' (● ● ● ●)</p> <p>'How are you doing?' (● ● ● ● ●)</p> </div> 5. When learners are familiar and confident with the activity, you can nominate a learner to act as the leader and take over the calling while the rest of the group respond. This might not be the first time this activity is done, but in subsequent sessions. <p>Please note that each new level should only be added once the participants can manage the previous one successfully. For example, if a group of learners are unable to respond 'I'm very well', you should not move on to 'How are you doing?'</p> <div style="text-align: center;">  </div> <p>Differentiation:</p> <ul style="list-style-type: none"> • Put learners into small groups with phrases to practise that are at the right level for them. • Learners working at a higher level may like to move the stressed syllable around to produce different messages.