2025 WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: THEME; HUMAN RIGHTS
Sub Strand: Polite Language; Telephone Etiquette

Specific Learning Outcomes:
By the end of the lesson, learners should be able to:
- Identify polite words and phrases in telephone conversations.
- Conduct a telephone conversation using polite words and expressions.
- Acknowledge the significance of etiquette in telephone conversations.

Key Inquiry Question(s):
- Why should one be polite when speaking over the telephone?
- How do we ensure politeness in a telephone conversation?

Core competencies	Values	PCIs
• **Communication** • **Digital literacy**	• **Respect**	**Social cohesion**

Learning Resources:
- Skills in English, pages 1-3
- Digital devices
- Recorded telephone conversations

Organisation of Learning

Introduction (5 minutes)
1. Review the Previous Lesson: Begin the lesson by asking students to share a few polite phrases they might use in everyday conversation.
2. Discussion of Key Concepts: Guide learners to read and discuss polite language concepts from the learning resources, emphasizing its importance in enhancing communication and fostering respect.

Lesson Development (30 minutes)

Step 1: Listening Activity
- Activity: Play a recorded telephone conversation that demonstrates polite language.
- Task: In pairs, learners listen attentively and jot down any polite words or phrases they hear (e.g., "Could you please," "Thank you for your time," etc.).

Step 2: Group Discussion
- Discussion: Ask pairs to share their findings with the class. Compile a list of polite phrases on the board.
- Focus: Encourage students to discuss the significance of each phrase and when it might be appropriate to use them.

Step 3: Role Play
- Activity: In groups of three, learners will create a short role-play script for a telephone conversation that revolves around discussing human rights issues.
- Task: They must incorporate at least five polite phrases from the list previously compiled. Groups will practice and prepare to present their dialogues.

Step 4: Telephone Messages
- Activity: Using a caller card template, learners will practice leaving and taking telephone messages in pairs.
- Focus: Emphasize the need for polite language when delivering messages (e.g., “I’m sorry, but...,” “Could you please let them know…”).

Conclusion (5 minutes)
1. Summarize Key Points: Recap the polite words and phrases learned, and discuss why these are essential in professional and personal communication.
2. Interactive Activity: Conduct a quick quiz where students must match phrases to their polite counterparts or enact polite vs. impolite scenarios with the class.
3. Preparation for Next Session: Provide a teaser about the next lesson, which will delve deeper into conflict resolution through communication. Encourage students to think about other scenarios where politeness is important.

Extended Activities:
- Activity 1: Create a “Polite Language Guide” as a class project, where each student contributes one polite phrase with an example scenario of its use.