

Module 5: Dialogue

Read the information below in 15+ languages by selecting your preferred language using the translation tool in the top left corner of the screen.

<https://www.youtube.com/embed/cnwjz2z4HtI?si=5OSDFdiFG2O4NZWN>

<https://www.youtube.com/embed/RGaw7pUqi1I?si=e4uB1iY03GHOACZW>

<https://www.youtube.com/embed/mAU7LM30ddw?si=7e3cV3ysNjT-LX-s>

Class 1: Dialogue

Objectives: To help kids understand the basics of having a conversation in different situations.

How do I go about it?

- **Starter (8 mins):** Tongue twisters.
 - For Example: Betty and Bob brought back blue balloons from the big bazaar.
 - The blue bluebird blinks.
 - Give papa a cup of proper coffee in a copper coffee cup.
 - She sells seashells by the seashore.
- **Discussion (8 mins):** The facilitator can start the class by asking the students 'What is a conversation' and 'What happens in a conversation'. The facilitator can show a video of 'two girls having a phone conversation about going to meet their friend who is fallen ill'. Students can point out what happened in the video. In the same video there is a part where the audio is muted and only the video plays. Students can try role playing by saying the dialogue.

- **Activity (40 mins):** The facilitator can make the students into a group of two. The facilitator can give multiple scenarios for the children to have conversations. No preparation time to be given in this class. This activity can be done on the spot. The facilitator can help students here while they are presenting.
 - **For example:** What would be the conversation you would be having in these situations?
 1. Talk to a vegetable vendor.
 2. Can you and your friend cook together?
 3. Your friend needs help in her homework.
 4. You and your friend are planning to go on a trip.
 5. How was your day today?
 6. If you have a magic wand, what would you do?

Note for teachers: (The facilitator can see to the tenses, pronunciation and sentence formation while a conversation is happening between students.)

Plenary (1 min):

- What are the important tips to remember while having a conversation?

Question for takeaway reflection (3 mins):

- Take any conversation scenario given in the class. Practice with your friend.

What materials do I need?

Resources:

- Video link: <https://www.youtube.com/watch?v=u-AUW72Rs10> (not available)

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 2: Comprehending Stories

Objectives: To help kids understand the basics of having a conversation in different situations.

How do I go about it?

- **Starter (10 mins):** Raise hands of fillers: Ask any student to speak about themselves or any topic. When they present if they use any of the following fillers: - like, ah, um, other students have to either stand up or raise their hand.
- **Discussion (5 mins):** The facilitator can explain that while having a conversation, sometimes we use 'fillers words'. Fillers words are used in a speech usually while taking time to think what to say next. We can avoid using fillers by slowing down when we are talking or practice speaking when alone using various activities like monologues or role plays. (The facilitator can choose to explain about the fillers after the discussion and the activity.)
- **Activity (45 mins):** The facilitator can play the story 'Two pots' once for the students. The facilitator can make students into a group of two and ask them to comprehend the story and present them together in their own words. The students can present the story either by:
 1. Narrating the story
 2. (or) Conversation between two pots

<https://www.youtube.com/embed/bb7LofNTjOQ?si=mjIQsFQURjHwr9wH>

Note for teachers: After the presentation the facilitator can speak about fillers and how we have to practice not using any fillers during our speech. The fillers words are: - like, um, aa, you know, hmmm and alright.

Plenary (2 mins):

- What other methods can you think of to avoid fillers?
- What are certain things to remember while having a conversation?

Question for takeaway reflection (3 mins):

- Have a conversation with your friend on any topic. Help your friend realize if they are using any fillers.

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 3: Telephonic Conversations

Objectives: To help kids understand the basics of having a conversation in different situations.

How do I go about it?

- **Starter (5 mins):** The facilitator can start by asking some riddles to the students.
 1. What has to be broken before you can use it? An egg
 2. I'm tall when I'm young, and I'm short when I'm old. What am I? A candle
 3. What month of the year has 28 days? All of them
 4. What is full of holes but still holds water? A sponge

5. What goes up but never comes down? Your age

- **Discussion (8 mins):** The facilitator can discuss about telephonic conversation. The facilitator can show a video of two friends talking over phone to meet. Students can point out what happened in the video. In the same video there is a part where the audio is muted and only the video plays. Students can try role playing by saying the dialogue.

<https://www.youtube.com/embed/gWOqA3pUaTk?si=3QzLtFp88oGUm9fj>

- **Activity (42 mins):** The Facilitator can give topics to students on telephonic conversations. The facilitator can make students into a group of two and students will get 10 mins to create the conversation. The facilitator can choose to ask the students if they can do this on their own and not with any help.

1. Order a beautiful dress for your friend online.
2. Order food for your friends.
3. An unknown person called you and it happens to be a wrong number.
4. You are having an interview over a phone call for the job you applied.
5. You are moving to a new place, an old friend of you resides in that town, make a phone call and enquire about the town.

Note for teachers:

Plenary (2 mins):

- What did you find difficult in this activity?

Question for takeaway reflection (3 mins):

- Have a telephonic conversation with your friend on any topic. Help your friend realize if they are using any fillers.

What materials do I need?

Resources:

https://www.youtube.com/embed/gWOqA3pUaTk?si=aPMdpc0gtj2Z_2uZ

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

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