Strengthened Senior High School

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Learning Activity Sheets for Contact Center Servicing

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Learning Activity Sheets for Contact Center Services
Grade 12

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Development Team

Writers: Mark Dennis L. Viñas, Jonathan Nonato

Validators: John Michael R. Itable

Resource Person: **Prof. Emilio F. Aguinaldo**
Associate Professor I
Faculty of Education and Information Sciences (FEIS)
Philippine Normal University, Manila

Learning Area Specialist: Janeth M. Pineda
Senior Education Program Specialist
Bureau of Learning Delivery –
Teaching and Learning Division

Bureau of Learning Delivery
Bureau of Curriculum Development
Bureau of Learning Resources

Every care has been taken to ensure the accuracy of the information provided in this material. For queries or clarifications, you may contact the Bureau of Learning Resources – Office of the Director at blr.od@deped.gov.ph or via telephone at (02) 8634-1072.

If you have feedback on the LAS, please accomplish this form, which may be accessed through the following link: **https://tinyurl.com/sshstechprofeedbackform.**

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LEARNING ACTIVITY SHEET (LAS)

Learning Area	Contact Center Services		
Learning Activity Sheet	1	**Date**	
Lesson Title/Topic:	Discuss Concepts in Contact Center Industry		
Name		**Grade & Section**	

Activity No. 1: Pinoy Call Center Experience Sharing

Many learners have firsthand experience as callers to customer service hotlines—whether for a telco concern, delivery issue, or bank inquiry. Others may know relatives or friends who work in contact centers. This activity taps into those personal experiences to help learners realize that the contact center industry is not a distant concept but something deeply connected to everyday Filipino life. By sharing stories, learners activate their prior knowledge and build a foundation for more technical discussions.

II. Objective(s):

At the end of the activity, the learner should be able to:

- Recall and share personal or observed experiences with customer service interactions.
- Identify common feelings, issues, and outcomes in contact center calls.
- Connect real-life experiences to the basic concepts of contact center services.

III. Materials Needed:

- Notebook or piece of paper
- Pen
- (Optional) Cellphone with voice recorder if sharing a reenacted call

IV. Instructions:

1. Think individually about the last time you called a customer service hotline or observed someone doing so.
2. On your paper, answer the following questions in 2–3 sentences each:
    - Who did you or the person call (e.g., telecom, bank, online shopping)?
    - What was the concern or problem?
    - How did the agent handle the call?
    - Was the issue resolved? How did you feel after the call?
3. In small groups of 4–5, take turns sharing your answers.
4. Choose one story from your group to share with the whole class.

V. Synthesis/Reflection Question:

Based on the stories shared, what do you think are the most important skills a contact center agent must have? Why?

Teacher's Notes for Facilitating This LAS

Allow 15–20 minutes. Give learners five minutes to write individually, then ten minutes for small group sharing, and five minutes for whole class sharing. For learners who say they have never called a hotline, prompt them to recall observing a family member or a store complaint. Keep the tone light and validating—negative experiences are still valuable learning points.

Activity No. 2: Call Center Word Splash

Before diving into definitions, it is helpful to surface what learners already know—or think they know—about contact centers. Some ideas may be accurate, while others may come from TV, social media, or rumors. In this activity, learners contribute words or phrases associated with call centers, creating a "word splash" that visually represents collective prior knowledge. This low-stakes, participatory method encourages even quiet learners to contribute and prepares them for concept clarification.

II. Objective (s):

At the end of the activity, the learner should be able to:

- List at least five terms or phrases related to contact centers.
- Explain why each term might be connected to the industry.
- Differentiate between accurate and inaccurate assumptions after discussion.

III. Materials Needed:

- Manila paper or whiteboard
- Markers or chalk
- Sticky notes (optional)

IV. Instructions:

1. Individually, write down on a sticky note or small paper any word, phrase, or idea that comes to mind when you hear "call center" or "contact center" (e.g., "headset," "long calls," "BPO," "customer is always right").
2. One by one, post your notes on the board or manila paper.
3. As a class, group similar words together.
4. The teacher will lead a short discussion:
    - Which words are positive? Which are negative?
    - Which are accurate descriptions of the industry?
    - Which might be myths or outdated ideas?

V. Synthesis/Reflection Question:

Look at the word splash your class created. Which three words do you think best describe a real contact center? Why did you choose them?

Teacher's Notes for Facilitating This LAS

Allow 10–15 minutes. Have learners write words or phrases on sticky notes and post them on the board. Lead a brief discussion grouping similar terms and distinguishing facts from myths. If a learner posts something overly negative, address it neutrally by acknowledging it as a common perception that will be examined later.

Activity No. 3: Two Truths and One Myth

Many misconceptions surround the contact center industry—for example, that agents only read scripts, or that the job requires a specific college degree. This gamified activity challenges learners to distinguish fact from fiction. By debating which statement is the myth, learners actively engage with content before formal instruction begins. This primes their curiosity and makes them more attentive when the teacher presents correct information.

II. Objective(s):

At the end of the activity, the learner should be able to:

- Identify common myths about contact centers.
- Justify why a statement is true or false based on prior knowledge or logic.
- Demonstrate readiness to learn correct concepts about the industry.

III. Materials Needed:

- Prewritten sets of three statements (two true, one myth) – provided by teacher
- Small whiteboard or paper for each group
- Pen or marker

IV. Instructions:

1. Your teacher will display or read a set of three statements about contact centers.
2. With your group, decide which statement is the **myth** (false).
3. On your whiteboard or paper, write only the letter of the myth (e.g., "C").
4. Be ready to explain *why* you think it is false.
5. After all groups show their answers, the teacher will reveal the correct answer and explain each statement.

Example set *(teacher will provide several):*

A. Contact centers only handle phone calls. (Myth – they also handle email, chat, social media)
B. First Call Resolution means solving the customer's problem without needing a follow-up call. (True)
C. Some contact centers operate 24/7. (True)

V. Synthesis/Reflection Question:

Why do you think myths or false ideas about contact centers become popular? How can learning the truth help someone who wants to work in this industry?

Teacher's Notes for Facilitating This LAS

Prepare three to four sets of statements. Display one set at a time; groups show their answer on mini whiteboards. Reveal the correct answer and explain each statement. Make it competitive with tally marks to increase engagement. For groups that guess incorrectly, ask what led them to that choice to uncover sources of misinformation.

Activity No. 4: Connect the Dots – Contact Center in Our Community

Contact centers are not just in Metro Manila; they operate in many provinces and cities, including Iriga, Lucena, Cebu, Davao, and more. These centers provide jobs, boost local economies, and affect how people experience customer service. In this activity, learners map local businesses and BPOs to see how the contact center industry touches their own community. This builds a sense of relevance and shows that career opportunities may be closer than they think.

II. Objective(s):

At the end of the activity, you should be able to:

- Identify at least three local companies or industries that use contact centers.
- Explain how contact centers impact local workers, the economy, and customer experience.
- Relate community connections to career opportunities in the contact center industry.

III. Materials Needed:

- Manila paper or large bond paper
- Markers
- Printed or drawn simple map of your city/municipality (optional)

IV. Instructions:

1. In small groups, list local or familiar companies that have contact centers or customer service operations (e.g., BPOs, telecom companies, banks, e-commerce delivery hubs).
2. On your manila paper, create a simple **connection map**:
    - Write the company names in circles.
    - Draw arrows to show how they connect to:
        - Filipino workers (jobs)
        - Local economy (spending, taxes)
        - Customer experience (helpdesks, hotlines)
3. Answer these questions in your map or in a short write-up:
    - How do contact centers help our community?
    - What career opportunities exist in your area related to contact centers?
4. Present your map to the class.

V. Synthesis/Reflection Question:

How does knowing about contact centers in your own community affect your interest in pursuing a career in this industry? Explain briefly.

Teacher's Notes for Facilitating This LAS

Before the activity, list five to seven local companies or BPOs in your city or province. Groups create a connection map showing how contact centers link to workers, economy, and customer experience. For rural areas, broaden the definition to include any business with a hotline (water district, electric co-op). Have groups present briefly or do a gallery walk.

Activity No. 5: My Future Career Connection

Many senior high school students think about their first job after graduation. Contact centers offer one of the most accessible entry points into the professional world, with competitive salaries, training, and career growth. This activity helps learners see the lesson not as abstract theory but as a direct pathway to their future. By hearing about real people they know who work in the industry, learners connect motivation to learning.

II. Objective(s):

At the end of the activity, you should be able to:

- Identify personal reasons for learning about contact center services.
- Recognize contact center work as a viable career option.
- Express initial career interest or questions about the industry.

III. Materials Needed:

- Sticky notes (one per learner)
- Pen
- Board or wall space labeled "My WHY for Learning CCS"

IV. Instructions:

1. Your teacher will briefly share a real example (name changed if needed) of a family member, friend, or former student who works or worked in a contact center – including their role, salary range, and career growth.
2. On your sticky note, complete the following sentence: *"I want to learn about contact center services because..."* (Examples: "…it can be my first job after SHS," "…my aunt supports our family through BPO work," "…I want to improve my communication skills.")
3. Post your sticky note on the board under "My WHY for Learning CCS."
4. The teacher will read some responses aloud (anonymously) to show shared motivations.

V. Synthesis/Reflection Question:

After hearing your classmates' reasons, has your view of contact center work changed? Why or why not?

Teacher's Notes for Facilitating This LAS

Share a brief real example of a former student or acquaintance who succeeded in the BPO industry (change the name). Learners complete the sentence "I want to learn about contact center services because..." on a sticky note. Post notes on the board and read a few anonymously. Keep salary ranges realistic (entry-level ₱16k–₱22k plus night differential).

Activity No. 6: A Day in a Filipino Contact Center (Video Observation)

It is one thing to read definitions; it is another to see actual contact center operations. This activity uses a short video tour of a Philippine contact center to show real agents handling calls, supervisors monitoring quality, and team members working together. Visual and auditory input helps learners anchor abstract concepts like "quality assurance" and "call flow" to concrete, observable behaviors.

II. Objective(s):

At the end of the activity, you should be able to:

- Observe and list at least three customer service actions performed by agents.
- Classify observed activities as customer service, quality assurance, or teamwork.
- Describe the physical and social environment of a typical contact center.

III. Materials Needed:

- Video link: https://tinyurl.com/mth3srhj (Jen Barangan-David, 2022)
- TV or projector with speakers
- Observation sheet (provided by teacher or notebook)

IV. Instructions:

1. The teacher will play a short video showing a day in a Filipino contact center.
2. While watching, divide the paper into three columns:
    - **Customer Service Actions** (e.g., answering politely, solving a problem)
    - **Quality Assurance Actions** (e.g., supervisor listening to a call, coaching)
    - **Teamwork Actions** (e.g., team meeting, helping a coworker)
3. Write down at least three observations under each column.
4. After the video, answer these questions in complete sentences:
    - Which activity in the video surprised you the most? Why?
    - What did you notice about how agents handle difficult customers?
5. Share your answers with a partner before class discussion.

V. Synthesis/Reflection Question:

Why is it important for contact centers to have separate roles (agent, supervisor, quality analyst) instead of one person doing everything?

Teacher's Notes for Facilitating This LAS

Before playing the video, have learners divide their paper into three columns: Customer Service Actions, Quality Assurance Actions, and Teamwork Actions. Pause the video once if needed. After viewing, have learners pair-share their observations before whole class discussion. If the video link fails or internet is unavailable, use a three-minute clip from a local BPO documentary or a picture walk of contact center photos.

Activity No. 7: Concept Mapping – Connect the Ideas

Contact center concepts are interconnected: inbound vs. outbound, communication channels, key performance indicators, and roles all relate to each other. A concept map helps learners visualize these relationships rather than memorizing isolated definitions. This activity promotes higher-order thinking by requiring learners to arrange terms hierarchically and draw meaningful connections.

II. Objective(s):

At the end of the activity, you should be able to:

- Define key contact center terms in your own words.
- Show relationships between at least five contact center concepts using a map.
- Explain the connections you created to peers.

III. Materials Needed:

- Large paper (A3 or manila)
- Markers or colored pens
- Sticky notes (optional)
- List of key terms: *Contact Center, Inbound, Outbound, CSR, Team Leader, CSAT, FCR, AHT, Email Support, Chat Support, Quality Assurance*

IV. Instructions:

1. In groups of 3–4, write the main term "**Contact Center Services**" in the center of your paper.
2. Around it, place the other terms.
3. Draw lines or arrows between terms and write a short phrase on each line explaining the connection (e.g., "uses" – "measures").
4. Be creative – you can use different colors for different categories (e.g., blue for roles, green for metrics).
5. After 15 minutes, do a **gallery walk** to see other groups' maps.
6. Return to your group and add at least one new connection you learned from another map.

V. Synthesis/Reflection Question:

Look at your final concept map. Which three connections do you think are most important for a new agent to understand? Why?

Teacher's Notes for Facilitating This LAS

Provide a list of key terms on the board. Model one connection as an example. Groups create their map on manila paper using color-coding if possible. Do a gallery walk for five minutes, then have groups add one new connection they learned from another map. Do not grade for artistry—content and connections are what matter.

Activity No. 8: Guided Simulation (Role-Play with Scenarios)

Reading about contact center concepts is not enough; learners must apply them in realistic situations. This guided simulation places learners in the roles of customer, agent, and observer. By acting out common Philippine scenarios (e.g., a lost delivery from Shopee, a billing error from Globe or PLDT), learners practice using concepts like inbound handling, empathy, and problem-solving in real time.

II. Objective(s):

At the end of the activity, you should be able to:

- Role-play a customer service interaction using proper call flow.
- Identify whether the scenario is inbound or outbound.
- Demonstrate at least two effective communication techniques (e.g., active listening, apologizing, offering a solution).

III. Materials Needed:

- Scenario cards provided by teacher (see samples below)
- Optional: toy phones, headsets, or paper "phones"
- Observation checklist for evaluators

IV. Instructions:

1. In groups of three, assign roles:
    - **Customer** (reads the scenario card and improvises)
    - **Agent** (responds using contact center techniques)
    - **Observer** (uses checklist to note what the agent did well or missed)
2. Your teacher will give each group a scenario (e.g., "Customer's prepaid load did not reflect after payment").
3. Act out the call for 1–2 minutes.
4. After each role-play, the observer gives brief feedback.
5. Rotate roles so every member experiences being the agent.

Sample Scenario Card:

You are a customer. You paid your internet bill online, but your service was still disconnected. You are frustrated because you need the internet for online class.

V. Synthesis/Reflection Question:

What was the most difficult part of being the agent? What skill do you need to improve most to handle real customer calls?

Teacher's Notes for Facilitating This LAS

Groups of three take turns as Customer, Agent, and Observer. Provide a simple observation checklist (greeting, listening, apology, solution, closing). Use paper "phones" or toy phones to increase engagement. Rotate roles so every learner experiences being the agent. For very shy learners, let them start as observer, then customer, then agent. End with a brief class debrief on what was most difficult.

Activity No. 9: Error Analysis – Fix the Call Transcript

One of the most effective ways to learn correct procedures is to analyze mistakes. In this activity, learners receive a flawed call transcript containing common agent errors: no greeting, interrupting the customer, failing to apologize, or not offering a solution. By identifying errors and rewriting the interaction correctly, learners internalize contact center standards at a deep level—moving beyond recall into evaluation and creation.

II. Objective(s):

At the end of the activity, you should be able to:

- Identify at least three errors in a sample call transcript.
- Correct each error using proper contact center protocols.
- Justify why the corrected version is better for customer satisfaction.

III. Materials Needed:

- Printed copy of flawed transcript (one per pair)
- Pen
- Highlighters (optional)

IV. Instructions:

1. Read the flawed call transcript below.
2. Highlight or underline at least three mistakes the agent made.
3. Rewrite the corrected version of the transcript on a separate sheet.
4. Answer the following questions:
    - What concept (e.g., empathy, probing, closing) was violated in each error?
    - What should the agent have done instead?
5. Be ready to share your corrected version with the class.

Flawed Transcript:

Agent: Hello. What?
Customer: I've been waiting for my order for two weeks.
Agent: That's not my fault. What's your order number?
Customer: I don't have it right now.
Agent: Then I can't help you. *click*

V. Synthesis/Reflection Question:

If you were the supervisor listening to this call, what coaching points would you give the agent? Write three specific pieces of advice.

Teacher's Notes for Facilitating This LAS

Pairs read the flawed transcript, highlight at least three mistakes, and rewrite a corrected version. Read the flawed transcript aloud with an exaggerated negative tone for effect. Call on two to three pairs to share their corrected version. Advanced learners can create their own flawed transcript for another pair to analyze.

Activity No. 10: 3-2-1 Exit Ticket (Reflection and Self-Assessment)

At the end of a lesson, learners need a structured way to pause, reflect, and identify what they truly learned versus what remains unclear. The 3-2-1 exit ticket is a quick, low-stakes formative assessment that benefits both learners (by reinforcing retention) and teachers (by revealing gaps). This activity ensures that learning does not end when the bell rings.

II. Objective(s):

At the end of the activity, you should be able to:

- Summarize three key concepts learned about contact centers.
- Identify two interesting or surprising facts from the lesson.
- Formulate one genuine question for further learning.

III. Materials Needed:

- Small slip of paper or index card (one per learner)
- Pen

IV. Instructions:

1. Before leaving class, take one slip of paper.
2. Write your responses in this exact format:

3 Things I Learned:

1.
2.
3.

2 Interesting Things:

1.
2.

1 Question I Still Have:

1.

3. Do not write your name (optional, for honest answers).
4. Submit your exit ticket to your teacher as you leave.

V. Reflection

- What I did well: _____
- What was difficult: _____
- I will improve by: _____

Teacher's Notes for Facilitating This LAS

Distribute slips of paper with the 3-2-1 format written on the board. Collect as learners exit or place in a box. Review before the next session to identify gaps and adjust teaching. Anonymity encourages honest responses, but you may ask learners to put names on the back if needed for grading.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Contact Center Services		
Learning Activity Sheet	2	**Date**	
Lesson Title/Topic:	Contact Center Jargons		
Name		**Grade & Section**	

Activity No. 1: Jargon Matching Game

In a contact center environment, employees use specific terms (jargons) to communicate efficiently. Before formal instruction, it is helpful to activate your prior knowledge by matching common jargons with their meanings. This game encourages collaboration and quick thinking, preparing you for deeper exploration of contact center terminology.

II. Objective(s):

At the end of the activity, the learner should be able to:

- Match at least 5 contact center jargons with their correct definitions.
- Explain the meaning of matched terms in your own words.

III. Materials Needed:

- Set of jargon cards (one set per pair/small group)
- Set of definition cards
- Timer (optional)

IV. Instructions:

1. Form pairs or small groups as assigned by your teacher.
2. Each group receives a shuffled set of jargon cards and definition cards.
3. Match each jargon card with its correct definition card within 5 minutes.
4. Once time is up, each pair will read one matched pair aloud to the class.
5. The teacher will clarify any mismatches and provide correct answers.

V. Synthesis:

Write down one new jargon you learned from this activity and use it in a sentence related to a customer service situation.

Teacher's Notes for Facilitating This LAS

Form pairs or small groups. Give each group a shuffled set of jargon cards and definition cards. Set a timer for 5 minutes. After time expires, ask each pair to read one matched pair aloud. Use this opportunity to clarify mismatches and provide correct answers on the board. For learners who finish early, challenge them to use each matched jargon in an original sentence. Keep the pace brisk and game-like to build energy.

Activity No. 2: "Why It Matters" Discussion

Understanding contact center jargons is not just about memorizing words—it helps employees communicate accurately and serve customers better. In this discussion, you will explore why these terms are important in real workplace settings and how they affect customer experience.

II. Objective(s):

At the end of the activity, the learner should be able to:

- Discuss at least two reasons why contact center jargons are important.
- Relate jargons to effective customer service communication.

III. Materials Needed:

- Notebook or scratch paper
- Board or digital shared document for group answers

IV. Instructions:

1. In small groups (3–4 members), discuss the question: *"Why do you think understanding call center terms is important for both employees and customers?"*
2. List at least three reasons on your scratch paper.
3. After 5 minutes, each group shares one key reason with the class.
4. The teacher will write shared reasons on the board for class discussion.

V. Synthesis:

In 2–3 sentences, explain how knowing a jargon like "escalation" could help an agent handle a difficult customer more professionally.

Teacher's Notes for Facilitating This LAS

Groups of 3–4 should discuss why understanding contact center terms matters for both employees and customers. After 5 minutes of small group discussion, each group shares one key reason. Write these reasons on the board as they are shared. Push beyond surface answers by asking follow-up questions: "How does knowing this term actually help a customer's experience?" For groups that struggle, prompt them with examples like efficiency, professionalism, or avoiding confusion.

Activity No. 3: Jargon Detective Transcript Hunt

Real call center conversations contain many technical terms. In this activity, you will act as a "jargon detective," identifying unfamiliar words from a sample transcript and using context clues to guess their meanings. This builds your ability to learn terminology naturally from real-world materials.

II. Objective(s):

At the end of the activity, you should be able to:

- Identify at least 3 contact center jargons from a transcript.
- Infer the meaning of jargons using context clues.
- Verify meanings with teacher guidance.

III. Materials Needed:

- Printed copy of a short call center transcript (provided by teacher)
- Highlighter or pen
- Dictionary or glossary (optional)

IV. Instructions:

1. Read the call center transcript individually.
2. Highlight or circle any words or abbreviations that seem like contact center jargons.
3. In pairs, compare your findings and try to guess each jargon's meaning based on the surrounding sentences.
4. The teacher will call on pairs to share one jargon and their guessed meaning.
5. Confirm or correct definitions as the teacher explains each term.

V. Synthesis:

Choose one jargon you identified. Write down the context clue that helped you guess its meaning, then write the correct definition as confirmed by the teacher.

Teacher's Notes for Facilitating This LAS

Distribute a short call center transcript (create your own or adapt a sample online) containing 5–7 common jargons. Learners read individually, highlight jargons, then pair up to compare and infer meanings using context clues. Call on pairs to share one jargon and their guessed meaning. Confirm or correct each definition. Emphasize that guessing from context is a real-world skill agents use when learning new tools or processes. For advanced learners, provide a transcript with more obscure terms.

Activity No. 4: Jargon Gallery Walk

Learning new terms is more effective when you actively construct meaning. In this gallery walk, you will rotate through stations, each containing a contact center jargon. Your group will write your own definition and an example sentence, then review teacher feedback to correct misconceptions.

II. Objective(s):

At the end of the activity, you should be able to:

- Write original definitions for at least 5 contact center jargons.
- Provide an example sentence for each jargon.
- Correct initial definitions based on teacher input.

III. Materials Needed:

- Chart papers labeled with jargons (e.g., AHT, FCR, SLA, CSAT, KPI, Escalation)
- Markers
- Notebook or phone for taking photos

IV. Instructions:

1. With your group, rotate to each station (chart paper) around the room.
2. At each station, write:
    - Your own definition of the term
    - An example sentence using the term
3. Spend 3–4 minutes per station.
4. After the gallery walk, the teacher will review each chart, clarify misconceptions, and provide correct definitions.
5. Take a photo or copy the corrected definitions into your notebook.

V. Synthesis:

Compare your group's original definition of "FCR" with the teacher's corrected version. What did you learn or adjust?

Teacher's Notes for Facilitating This LAS

Post chart papers around the room, each labeled with one jargon (AHT, FCR, SLA, CSAT, KPI, Escalation). Groups rotate every 3–4 minutes, writing their own definition and an example sentence on each chart. After all groups have visited every station, review each chart as a class. Correct misconceptions directly on the chart paper using a different colored marker. Have learners take photos or copy corrected definitions into their notebooks. This activity works best with 4–6 stations; adjust based on class size.

Activity No. 5: Jargon Sort & Justify

Mastery of contact center jargons goes beyond recognition—it requires understanding how terms, definitions, and examples fit together. In this hands-on sorting activity, you will match each jargon to its correct definition and example, then justify your reasoning in writing.

II. Objective(s):

At the end of the activity, you should be able to:

- Match at least 5 contact center jargons to their correct definitions and example sentences.
- Write a justification sentence for each match explaining why the jargon fits.

III. Materials Needed:

- Cut-out cards (or digital drag-and-drop set) containing:
    - Jargons (e.g., AHT, FCR, Escalation, CSAT, KPI)
    - Definitions
    - Example sentences
- Notebook or worksheet for justifications

IV. Instructions:

1. Work individually or in pairs.
2. Match each jargon card to its correct definition and example sentence.
3. For each match, write one sentence on your notebook: *"This jargon fits because..."*
4. After completing all matches, the teacher will review answers as a class.
5. Volunteers explain their reasoning for one match.

V. Synthesis:

Choose one jargon you matched. In one sentence, explain how the example sentence helped you confirm the correct definition.

Teacher's Notes for Facilitating This LAS

Learners work individually or in pairs to match jargon cards to correct definitions and example sentences. For each match, they write a justification sentence: "This jargon fits because..." Review answers as a class, calling on volunteers to explain their reasoning for one match. The justification writing forces deeper processing than simple matching. Collect justification sheets for formative assessment. For struggling learners, reduce the number of terms to match.

Activity No. 6: Email or Chat Simulation

Background: Contact center agents communicate not only by phone but also through email and live chat. In written channels, agents must balance industry terminology with customer-friendly language. This activity will help you practice using jargon appropriately while ensuring the customer understands you.

II. Objective(s):

At the end of the activity, the learner should be able to:

- Write a customer service response using at least 3–5 contact center jargons.
- Provide a customer-friendly translation for each jargon used.
- Address a customer concern effectively in written form.

III. Materials Needed:

- Printed or digital customer inquiry (email or chat message)
- Word processor or notebook
- Pen and paper

IV. Instructions:

1. Read the customer inquiry provided by your teacher (e.g., billing or technical issue).
2. Write a response as a contact center agent.
3. In your response, use at least 3–5 appropriate contact center jargons.
4. After each jargon, write a customer-friendly translation in parentheses. *Example: "We aim to improve our AHT (average time per call) to serve you faster."*
5. Ensure your response resolves the customer's concern.
6. Volunteers share their responses. Class discusses correctness and appropriateness.

V. Reflection

- ✓ What I did well: _____
- ✓ What was difficult: _____
- ✓ I will improve by: _____

Teacher's Notes for Facilitating This LAS

Provide a customer inquiry (e.g., billing dispute, technical issue, delivery concern). Learners write a response using 3–5 contact center jargons, each followed by a customer-friendly translation in parentheses. Model one example on the board before they begin: "We aim to improve our AHT (average time per call) to serve you faster." After writing, have volunteers share their responses. Discuss as a class whether the jargon was used correctly and whether the translation was clear. This activity bridges terminology knowledge with practical communication skills.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Contact Center Services		
Learning Activity Sheet	3	**Date**	
Lesson Title/Topic:	Use of Tools and Equipment in Contact Center Industry		
Name		**Grade & Section**	

Activity No. 1: Tech Encounter Recall

Contact centers are everywhere; from the hotline you call for a delivery delay to the live chat support on your favorite online shop. Before you learn how to *become* the agent, it helps to think about your own experiences as a *customer*. When you called a hotline, what did the agent use to help you? Was it just a phone, or were there other tools at play? This activity will help you and your classmates uncover the hidden technology—like software, databases, and systems—that powers every customer service interaction. By sharing your own stories, you will start to build a picture of the complex yet organized world of a contact center agent.

II. Objective(s):

At the end of the activity, you should be able to:

- Recall and share a personal experience with a customer service interaction.
- Identify potential tools, devices, or software an agent might have used in that interaction.
- Classify identified items into categories: Devices, Software, or Processes.

III. Materials Needed:

- Pen or pencil
- Small sticky notes or index cards (optional, but helpful)

IV. Instructions:

1. **Think.** Silently recall a time you interacted with a customer service representative. This could be:
    - Calling a bank or delivery hotline.
    - Using a "live chat" on a website.
    - Receiving an automated callback or text from a service.
2. **Write.** On a sticky note or paper, briefly describe the interaction (e.g., "Called about a lost package").
3. **Share.** As the teacher calls on you, share your experience and then answer these two questions aloud:
    - *"What tools do you think the agent was using while assisting you?"* (e.g., a headset, a computer, a specific software).

- *"What did you notice about how fast or organized the service was?"* (e.g., "They knew my name immediately," "I had to repeat my info").

4. **Post.** Come to the board and place your note under one of the three categories your teacher has drawn:
    - Devices (Physical things you can touch: headset, telephone, computer)
    - Software (Programs on a computer: customer record system, chat interface)
    - Processes (Steps or rules the agent followed: verifying identity, logging the call)

V. Synthesis/Reflection Questions:

(Answer in your notebook after the board is complete.)

1. Look at all the responses under "Devices" and "Software." Which category had more items? What does that tell you about a contact center agent's job?
2. Why do you think "Processes" (like verifying your account) are just as important as the physical tools?

Teacher's Notes for Facilitating This LAS

Draw three columns on the board labeled "Devices," "Software," and "Processes." Learners silently recall a personal customer service interaction (call, chat, email). They write a brief description on a sticky note. Call on learners one by one to share their experience and answer the two guiding questions: what tools the agent used and what they noticed about organization or speed. As they share, have them place their note in the appropriate column. After all shares, lead a brief discussion using the synthesis questions. This activity activates prior knowledge and reveals what learners already intuitively understand about contact center operations. For learners with no personal experience, allow them to observe a family member's interaction or recall a scene from a movie or TV show.

Activity No. 2: Guess the Tool Challenge

A contact center agent works in a highly specialized environment. Their "battle station" is filled with tools designed for one main purpose: helping customers efficiently. Some tools, like the telephone, are familiar. Others, like a softphone or a CRM dashboard, might be completely new to you. This activity uses a visual game to introduce these essential tools. By looking at images and guessing their names and functions, you will begin to connect a physical object to its real-world job in a contact center. This "hook" will make the more detailed procedures later in the lesson feel more relevant and easier to remember.

II. Objective(s):

At the end of the activity, the learner should be able to:

- Visually identify common contact center tools and equipment.
- Infer the basic function of a tool based on its appearance.
- Actively participate in a team-based guessing challenge.

III. Materials Needed:

- Provided images from the teacher (e.g., headset, computer desktop, telephone).
- Whiteboard or chart paper for scoring (if done as a competition).
- Notebook for jotting down guesses.

IV. Instructions:

1. Listen to the Rule. You will work in your pre-assigned group. The teacher will show an image or a short description of a contact center tool.
2. Discuss & Decide. As a group, you have 30 seconds to discuss and agree on two things:
    - The Name of the tool (e.g., "headset," "CRM software interface").
    - Its Possible Function (e.g., "to hear the customer and talk without holding a phone").
3. Reveal Your Answer. When time is up, the group leader will stand and share your group's answer.
4. Earn Points.
    - 1 point for the correct name.
    - 1 point for a reasonable function (even if not the official name).
    - An extra point will be given for the most creative but still logical guess.
5. Record. Write the correct name and function in your notebook as the teacher confirms them.

V. Synthesis/Reflection Questions:

(Answer in 2-3 sentences after the challenge.)

1. Which tool was the hardest for your group to guess, and what clue gave it away in the end?
2. Based on this activity, what do you think is the most important tool in a contact center? Why?

Teacher's Notes for Facilitating This LAS

Divide the class into small groups of 4–5. Display one image of a contact center tool at a time (start with familiar items like headset, then move to less familiar like softphone interface, CRM dashboard, UPS, knowledge base, automatic call distributor). Give groups 30 seconds to discuss and agree on the name and possible function. Group leaders stand and share answers. Award 1 point for correct name, 1 point for reasonable function, and an extra point for creative but logical guesses. Keep scores on the board to maintain energy. After each reveal, confirm the correct name and function, and have learners record it in their notebooks. The competitive element increases engagement, but emphasize that guessing and being wrong is part of learning. Prepare at least 8–10 images to maintain momentum.

Activity No. 3: Guided Demonstration with Think-Aloud

Reading about a tool is one thing; watching a professional use it is another. In a contact center, the difference between a good agent and a great one is often their *process*—the specific sequence of clicks, checks, and questions they follow. Simply knowing how to put on a headset is not enough; you must know *when* to mute it, *why* you verify an account first, and *what* to click to log a complaint correctly. In this activity, you will watch your teacher act as an agent, but with a special twist: they will "think aloud," explaining every decision they make. This is like seeing the hidden rules and expert thinking that turn basic tools into a professional service system.

II. Objective(s):

At the end of the activity, you should be able to:

- Observe and record the step-by-step procedures for using contact center tools.
- Identify the specific tool used for each step in a simulated interaction.
- Explain the purpose or reason behind a given procedural step.

III. Materials Needed:

- Structured Note-taking Guide sheet (provided by the teacher or copied below).
- Pen.

IV. Instructions:

1. Prepare Your Guide. Draw the following table in your notebook, leaving plenty of space.

Step #	What the teacher did (action)	Tool/Equipment Used	Purpose of that step
1	e.g., "Clicked the 'Login' button and typed password"	Desktop computer, CRM system	To securely access customer records
2			
3			
4			

2. Watch and Listen. Pay close attention as your teacher demonstrates a live procedure (e.g., logging into the system, accessing customer info, or documenting an interaction). Listen carefully to their "think-aloud" comments like, *"I am clicking this tab first to verify the customer's address..."*

3. Fill Your Table. After each major action, quickly jot down notes in your table. Do not worry about perfect sentences; use keywords.

4. Be Ready to Answer. The teacher will pause and ask questions like, *"Why did I click the 'Verify' button before proceeding?"* Be prepared to share your answer.

V. Synthesis/Reflection Questions:

(Answer after the demonstration is complete.)

1. What would happen if an agent skipped step 2 or step 3 from your table? How would it affect the customer?
2. From the "Purpose" column, which reason do you think is most important for customer satisfaction?

Teacher's Notes for Facilitating This LAS

Before starting, have learners draw the four-column table in their notebooks (Step #, What the teacher did, Tool/Equipment Used, Purpose of that step). Demonstrate a realistic contact center task, such as logging into a CRM system, accessing a mock customer record, verifying account details, documenting a complaint, or escalating an issue. As you perform each action, speak your thoughts aloud: "I am clicking the 'Verify' button first because security protocol requires me to confirm the customer's identity before discussing account details." Pause after each major action to allow learners to jot notes. Ask probing questions like "Why did I click that tab before proceeding?" Call on learners to answer. This activity transforms abstract procedures into observable, explainable steps. If you lack access to real CRM software, use a simple spreadsheet or word processor as a mockup.

Activity No. 4: Role-Play Simulation (Agent & Customer)

Knowing what a tool is for and actually *using* it during a live call are two very different skills. In a real contact center, you will have to talk to a customer, listen to their problem, search for information on your computer, and log the call—all at the same time. This is called a "simulation," a safe practice environment where you can make mistakes and learn without upsetting a real customer. By playing the role of an agent or a customer, you will practice multitasking, using a headset and softphone, and following a script or procedure. This hands-on experience is the best way to build your confidence and professionalism before stepping into a real workplace.

II. Objective(s):

At the end of the activity, you should be able to:

- Perform the correct sequence of procedures using a headset, softphone, and CRM mockup.
- Demonstrate active listening and professionalism during a simulated customer call.
- Document a customer interaction accurately in a call log.

III. Materials Needed:

- Desktop computer/laptop with a simple document open (acting as CRM).
- Headset with microphone.
- Timer.
- Customer scenario card (provided by teacher).
- Call Log template (provided below or in your notebook).

IV. Instructions:

1. Form Pairs. Decide who will be the Agent (A) and who will be the Customer (C) first.
2. Get Your Materials. The Agent receives the Call Log template. The Customer receives a scenario card (e.g., *"Your internet has been down for 2 days. You are frustrated."*).
3. Set Up. The Agent puts on the headset, opens the "CRM" (a blank document on the computer), and starts the timer.
4. Perform the Call (2 minutes max).
    - Customer (C): Call the "hotline" and explain your problem using the scenario card.
    - Agent (A): Follow this procedure:
        - Greet the customer professionally (e.g., "Thank you for calling...")
        - Verify the customer's name (ask for it) and type it in the CRM.
        - Ask clarifying questions to understand the issue.
        - Type a short summary of the issue in the CRM.

- Offer a solution or next step (e.g., "I will create a ticket for our tech team").
- Close the call politely.

5. Switch Roles. After the timer rings, switch roles and repeat steps 3-4 with a new scenario card.

Call Log Template (for the Agent):

Field	Information
Customer Name	
Issue Summary	
Agent Action Taken	
Resolution / Next Step	

V. Synthesis/Reflection Questions:

(Answer individually after both roles are played.)

1. What was the most challenging part of being the agent: listening, typing, or talking? Why?
2. How did your partner's tone of voice (as the customer) affect your performance as an agent?

Teacher's Notes for Facilitating This LAS

Learners form pairs and decide who will be agent first and who will be customer. Provide the agent with a call log template (printed or drawn in notebook). Provide the customer with a scenario card (examples: internet down for two days, billing error, lost delivery, wrong item received, prepaid load not reflecting). Set a timer for 2 minutes per call. The agent must wear a headset (or pretend), open a mock CRM (blank document), greet the customer, verify name and type it, ask clarifying questions, type a summary, offer a solution, and close politely. After the first call, partners switch roles with a new scenario. Circulate during the activity to observe and provide real-time coaching. For classes without enough headsets, learners can cup their hands over their ears as a pretend headset. The goal is procedure practice, not perfect technology. After both roles are played, lead a brief debrief using the synthesis questions.

Activity No. 5: 3-2-1 Exit Ticket

At the end of a lesson, your brain is full of new information—names of tools, steps for procedures, technical terms. But what sticks? What is still confusing? The "3-2-1 Exit Ticket" is a quick, personal reflection tool designed to help you sort through that mental clutter before you leave the classroom. It is not a test; there are no wrong answers. It is a chance for you to tell your teacher what you truly learned, what you are curious about, and what you still find unclear. Your honest responses help the teacher plan the next lesson and give you the support you need.

II. Objective(s):

At the end of the activity, you should be able to:

- List three key concepts or skills learned from the lesson.
- Identify two topics or tools you want to learn more about.
- Formulate one specific question about a remaining area of confusion.

III. Materials Needed:

- A half-sheet of paper or an index card.
- A pen.

IV. Instructions:

1. Take out your paper. Write your name and the date at the top.
2. Copy the format below onto your paper.
3. Reflect quietly for 2 minutes. Think back over all the activities—the guessing game, the demonstration, the role-play.
4. Complete the ticket honestly. Use bullet points or short sentences.
    - 3 things I learned today (e.g., "The difference between a headset and a softphone.")
    - 2 things I want to explore further (e.g., "How a UPS works," "More billing scenarios.")
    - 1 question I still have (e.g., "What do you do if both the headset and the backup headset fail?")
5. Submit your ticket to your teacher as you leave the classroom**.**

V. Synthesis/Reflection Question (Internal):

(You do not need to write this down, but think about it as you complete your ticket.)
If you could go back to the start of today's lesson, what is one piece of advice you would give yourself to learn more effectively?

Teacher's Notes for Facilitating This LAS

Distribute half-sheets of paper or index cards. Write the format on the board: "3 things I learned today," "2 things I want to explore further," "1 question I still have." Learners complete the ticket anonymously or with name (your choice). Collect as learners exit. Review before the next session to identify common misconceptions, gaps in understanding, and topics that generated curiosity. Use the questions to plan the opening of your next lesson. For learners who write "nothing" or leave blanks, follow up individually to understand barriers to engagement.