

# EaD Comprehensive Lesson Plans

Strand:		Sub-Strand:	
	Revision – Discussion of Last Term Examination Questions.		
		Performance Indicator: Learners can answer examination questions.	
Week Ending	13-09-2024		
Class	B.S.8	Class Size:	
		Duration:	
Subject	Physical Education		
Reference			
Teaching / Learning Resources	Examination Questions, Marked Scripts, Note books, marking scheme.	Core Competencies:	



or



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**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 1**

DAYS	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
<b>WEDNESDAY</b>	Select a model reader to read Paper II (writing Part) questions to the class.	<ol style="list-style-type: none"> <li>Learners to raise hands up to answers questions.</li> <li>Call Learners at random to answer questions.</li> <li>Discuss with Learners challenging questions.</li> <li>Learners brainstorm to answer practical questions.</li> </ol> <p><b>Sample of Questions;</b></p> <p>Sample examination questions</p> <p><b>Questions only</b></p> <p>Q.1. Discuss the difference between programme management and portfolio management.</p> <p>Q.2. Explain what is meant by a project environment.</p> <p>Q.3. Explain the role of the sponsor in a project organisation and his/her relationship with the project manager.</p> <p>Q.4. a) Explain the purpose of a business case. b) What costing information is usually part of the business case? c) Who writes and owns the business case?</p> <p>Q.5. Explain what is meant by stakeholder management and describe how the project manager assesses stakeholder impact.</p> <p>Q.6. Discuss the main project organisation structures and give their advantages and disadvantages.</p> <p>Q.7. a) Discuss a diagram of a typical project life cycle showing the phases. b) Give 5 advantages for developing a life cycle. c) What is meant by a standard life cycle?</p> <p>Q.8. a) Discuss a simple work breakdown structure for the maintenance of a bridge. b) Explain the benefits of using a work breakdown structure. c) Give three other breakdown structures which can be developed from a WBS.</p> <p>Q.9. Explain four types of estimates and give their approximate accuracy rating.</p> <p>Q.10. a) Describe a risk management plan. b) Explain the risk management process.</p> <p>Q.11. Explain what is meant by a Project Management Plan and give examples of its content.</p> <p>Q.12. Explain what is meant by the following quality terms: a) Quality assurance b) Quality control c) Quality management d) Quality plan e) TQM</p> <p>Q.13. Explain the scope and the activities required for an effective change management system.</p>	Engage Learners in answering questions in their exercise books.
<b>FRIDAY</b>	A model reader to read multiple choice questions to the class is to be selected by the Facilitator.	<ol style="list-style-type: none"> <li>Call individual Learners to answer multiple choice questions.</li> <li>Discuss challenging topics with the Learners.</li> </ol> <p>Read the following source and then answer the questions which follow.</p> <p>From <i>Britain since 1789</i> by Martin Pugh, 1998.</p> <p>Although the revolution had been defeated on the battlefield, its legacy in the form of a domestic radical movement [sic] never broke down. Indeed, the chaotic economic conditions prevailing between 1815 and 1830 gave it fresh momentum.</p> <p>(1) What is meant by describing the domestic radical movement as a 'legacy' of the revolution? [3]</p> <p>(2) Why were economic conditions between 1815 and 1830 'chaotic'? [7]</p> <p>(3) How serious a threat to the government were radical movements at the years 1815–20? [12]</p> <p>Read the following source and then answer the questions which follow.</p> <p>From <i>Britain since 1789</i> by Martin Pugh, 1998.</p> <p>As circumstances changed, the government grew less confident. ... Parliament became a little more relaxed in its attitude towards the working classes. ... The other change that lends some credence to the idea of a more liberal approach is the rise of some younger and more radical members with high ability.</p> <p>(4) What is meant by a 'more relaxed' ... attitude towards the working classes? [3]</p> <p>(5) In what ways did 'younger ministers' show themselves to be 'reformed'? [7]</p> <p>(6) How far do the policies of the Tory governments between 1822 and 1834 justify describing them as 'liberal times'? [12]</p> <p>Study the following source and answer the questions which follow.</p> <p>From a report of a speech by Lord Palmerston in the House of Commons, 1 March 1841.</p> <p>[The government] declared any intention to over the line which laid together the middle classes and the artisan. On the contrary, it was their sacred duty to increase rather than diminish that alliance ... We looked on the increase of the Members for counties as the surest and most stable basis of representation ... The great merit of the Bill, in his opinion, was that it altered the distribution of political power, and reduced the corruption, by placing the middle classes in that situation to which they were entitled, and which was most likely to prove advantageous to themselves and the community.</p> <p>(1) What, according to the source, was Palmerston's attitude towards the proposals in the Reform Bill? [3]</p> <p>(2) What defects in the existing system of representation did the Reform Bill seek to rectify? [7]</p> <p>(3) What factors enabled the Whigs between 1839 and 1842 to overcome the opposition to reform of parliament? [16]</p> <p>(4) Explain the reasons for the revival of the Conservatives in the 1830s. [16]</p> <p>(5) Assess the success of the main domestic policies of Peel's second Ministry, 1831–41. [16]</p>	Through questions and answer, conclude the lesson.

Name of Teacher:

School:

District:

