

LESSON 3

Document Templates: When, Why, How

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U1.2

WHAT THIS LESSON DOES

Discover how templates can save time when creating documents for your project. Learn the difference between using a template and starting from blank, then browse galleries in Word Online and Google Docs to select suitable options.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U1.2	Understand and explain key concepts relating to devices, storage and software.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain what a template is and when it saves time versus starting from blank
- Browse the template gallery in Word Online and Google Docs
- Select three templates relevant to the Something Real project and justify each choice

BEFORE THE BELL

- Have the template gallery open on the classroom screen in the suite the class uses most.
- Confirm students can open Project_Portfolio/09_specialism/sm1/.
- Have Word Online and/or Google Docs template gallery ready on the classroom screen. Confirm students can open Project_Portfolio/09_specialism/sm1/.
- No prep needed beyond the classroom-screen gallery already open from the introduction.
- Students need browser access to Microsoft 365 or Google Workspace and their Project_Portfolio folder.
- Students need word-processor access and their sm1 folder. Model the empty survey shell once and fill one sample row aloud. Be ready to help rename files and move anything created in the root by mistake. Verify sm1_template_survey exists before dismissal.
- No prep needed.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
24 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Silent folder circulate in the first minute of the introduction while the image is on screen; put the fallback document list on the board for undecided students.
- Demonstrate the template gallery navigation on the classroom screen for the first three minutes of the step-by-step task.
- Project Jordan's sample rows full-size; flash CV / Work Experience shortlist (resume, letter, weekly log) so both pathways see the quality bar.
- After the gallery, run a 90-second bounce using the three-part pattern aloud: name / where / use.
- Model the empty sm1_template_survey shell live before independent practice and fill one sample row aloud from a real class project; leave the shell and a stem bank on the board.
- Spot-check folder path at about minute 10; require sm1_template_survey completed and checked in class; use only the Rejected extension row as optional stretch or homework.
- Dismissal: open sm1/ on each machine or shared view, tick names against sm1_template_survey, park root-created files for next lesson.

WHAT TO WATCH FOR

- Students accessing a blank document instead of the gallery: return to Word home or use New → From a template.
- Selecting templates based solely on visual appeal: focus on relevance to the next project document.
- Arriving at Independent Practice with only one note: three candidates required (thumbnails OK for two if one was opened fully).
- Failing to save the survey in the correct folder: navigate into sm1/ before creating the file.
- Stalling on table creation: the live shell model and platform steps cover Insert → Table (header row + three template rows).

DIFFERENTIATION

- Support: paired work for gallery navigation; leave the model shell and stem bank on the board.
- Extension: optional Rejected row with two sentences on why blank would be better.
- Support: verbal prompts for project-specific justification (CV, log, flyer, pitch).