

Character and Word Formatting: Best Practice Rules

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U1.3

WHAT THIS LESSON DOES

A document can look unprofessional with poor formatting. This lesson shows how to use two fonts maximum, readable body sizes of 10 to 12 points, and purposeful emphasis on your project document to make it ready for real readers.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U1.3	Explain the key concepts in relation to file storage, management and retrieval.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Apply the two-fonts-maximum rule and readable body sizes (10-12 pt)
- Use bold, italic, underline, and colour with purpose rather than noise
- Apply a clear sans-serif heading and serif body pairing (Arial + Georgia, or the class fallback)

BEFORE THE BELL

- Prepare printed or on-screen before-and-after examples of formatted paragraphs.
- Write the class pairing on the board: Headings = Arial 16 bold · Body = Georgia 11 · Bold/italic sparingly · no underline in body · colour off.
- Confirm students can reach Project_Portfolio/09_specialism/sm1 and still have sm1_doc1_from_template.docx, or place a class starter file in that folder.
- Prefill a half-built sample for the under-2-minute step-by-step demo.
- Prepare two short versions of the same vocational paragraph (clean vs overloaded) for the classroom screen. Confirm students can reach Project_Portfolio/09_specialism/sm1 and still have sm1_doc1_from_template.docx from the template lesson (or a class starter file ready).
- Write the class pairing on the board before students arrive. Confirm Arial and Georgia are available in the classroom word processors.
- Students need Word Online or Google Docs and access to Project_Portfolio/09_specialism/sm1/. Have the sample paragraph ready to display or dictate. Prefill a half-built sample for the under-2-minute demo.
- No extra prep. Be ready to name a fallback font pair if school machines strip Georgia.
- Confirm each student still has sm1_doc1_from_template.docx, or place a class starter file in the shared sm1 folder. Be ready to demo a 2-3 minute multi-section strip-and-rebuild on screen before release.
- 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
4 min	content	Common issues
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Model the clean sample on screen while stating rules aloud during the task step; start from a half-built sample.
- Before releasing Independent Practice, demo one multi-section strip-and-rebuild on a messy sample.
- Use whole-class discussion for the reflection questions at the end.
- Collect suite-safe names: sm1_doc1_from_template_v2 in Word or Docs form; export .docx only if required.
- Emphasise application to real vocational documents such as reports and CVs.
- Students without 01_drafts work loose in sm1, that is fine.

WHAT TO WATCH FOR

- Changing font for single words only; instruct to select full paragraph before applying.
- Unable to locate required fonts; display Arial and Times New Roman as fallback pair.
- Overusing bold or colour; remind students to apply emphasis only for meaning.
- Overwriting the original template instead of making a v2 copy.

DIFFERENTIATION

- Support: Display the fallback font pair and apply checklist on the board during practice.
- Support: Path B starter paragraph for absentees or empty template files; one heading plus one body paragraph is enough.
- Extension: Challenge students to apply the rules to an additional document like a CV.
- Support: Allow peer pairing for students who finish the task early to assist others.