

## LESSON 9

# Using Styles Consistently Across a Document

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U1.3

### WHAT THIS LESSON DOES

In this lesson you will learn to change heading styles so your document looks consistent throughout. Update styles once and see the changes apply everywhere, then check for inconsistencies and apply the same look on your project document.

### 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

- Update Heading styles from a formatted sample so the document has a clear visual identity
- Verify a global style update and fix fake headings that use direct formatting only
- Keep body text readable on Normal after heading changes, and apply consistent Heading 1 and Heading 2 on a project document

### BEFORE THE BELL

- Prepare the class sample with one planted fake heading. Put the exact URL or path on the board and in chat before students sit.
- Say aloud that anyone without a styled project file works on the sample for the whole lesson and still banks a named v5 file.
- Print or project the common issues table as a desk card for circulation during guided work and Independent Practice.
- Have a pair list ready on the board (including an odd-number plan) before the guided task.
- Share a short sample document with mixed Heading 1/Heading 2/Normal plus one deliberately inconsistent fake heading. Exact URL/path on the board and in chat before the bell. Confirm students can open Word Online or Google Docs and reach Project\_Portfolio/09\_specialism/sm1 for Independent Practice.
- Two screenshots or a live file showing default Heading 1 versus a modified project-branded Heading 1 on the same multi-section document.
- Sample multi-heading document with one planted fake heading ready on the shared drive; pair list pre-written on the board (including odd-number plan); students signed into Word Online or Google Docs with access to Project\_Portfolio / 09\_specialism / sm1 for later IP.
- No extra prep beyond the sample with one deliberately inconsistent heading. Desk-card print optional.
- Confirm each student has either a real project document or a copy of the sample in sm1. Verify every machine ends with a named v5 file before exit.
- No written reflection sheet required for this lesson.
- No prep needed.

## Using Styles Consistently Across a Document

### HOW THE LESSON RUNS

|               |              |                      |
|---------------|--------------|----------------------|
| <b>5 min</b>  | introduction | Introduction         |
| <b>6 min</b>  | content      | Key concepts         |
| <b>15 min</b> | activity     | Step-by-step task    |
| <b>2 min</b>  | content      | Common issues        |
| <b>22 min</b> | activity     | Independent practice |
| <b>5 min</b>  | content      | Reflection           |
| <b>5 min</b>  | summary      | Lesson summary       |

### TEACHING MOVES

- Demonstrate update-to-match on the classroom screen before students start; mirror the written steps exactly. Aim to start IP by about minute 30.
- Keep Modify Style and Google default styles as stretch only, teacher-gated beside the student.
- IP includes a short Heading 2 how-to; spot-demo H2 if several students stall.
- Circulate during independent practice to assist students still using direct formatting.
- Exit check: every student has sm1\_doc1\_from\_template\_v5 or sm1\_styles\_practice\_v5 in sm1 before leaving. Do not set the portfolio deposit as homework.
- If short on time, drop extension or reflection, not the v5 save.

### WHAT TO WATCH FOR

- Students update a style but headings remain unchanged because direct formatting was used, reapply the style.
- Body text shifts after a bad update, Undo, then re-apply Normal; caution students not to redesign Normal casually.
- Right-click fails on Chromebook trackpads, teach two-finger tap, touch-and-hold, or the style-chip arrow / Styles pane.

### DIFFERENTIATION

- Support: pair students for the spot-check; allow sample-only evidence file for today's KA trail; H1 + one fake heading only if needed.
- Extension: optional one-sentence audience note at the end of the v5 doc; spacing/Modify only if you are beside the student and the dialog is available.
- Support: provide a printed step list for students who need extra guidance.