

Advanced Text Formatting: Professional Headline Colour

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U3.4

Outcome M1.U1.3

WHAT THIS LESSON DOES

Learn to apply one professional colour and at most one light text effect to a newsletter headline. Understand that more formatting does not always mean better design. Practise selecting appropriate finishes and critiquing over-the-top styles on Word Online and Google Docs.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U3.4	Understand the structure of an email and be able to create, send and receive email with consideration of security concerns and risks.
M1.U1.3	Explain the key concepts in relation to file storage, management and retrieval.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Apply one professional colour and at most one light effect (where the tool allows) to a headline
- Apply the rule that capability does not equal good design
- Critique over-the-top versus restrained effect use

BEFORE THE BELL

- Prepare two contrasting headline examples for display (restrained vs overloaded).
- Mandatory: pre-seed sm1_text_effects_practice with a plain headline and two body sentences, or prepare a one-click shareable copy link for every student. Keep a printed title slip for last-resort access.
- Have a blank newsletter template ready for anyone missing sm1_doc2_newsletter.docx.
- Prepare two sample headlines (restrained vs overloaded) on the classroom screen. Confirm students can open Word Online or Google Docs. Pre-seed or share a one-click copy link for sm1_text_effects_practice before the period for every student.
- Have the restrained and overloaded headline samples ready on the classroom screen while you walk the three table rows.
- MANDATORY before the period: pre-seed sm1_text_effects_practice for every student or share a one-click copy link (plain headline + two body paragraphs). Keep a printed title slip for last-resort access. Students need Word Online or Google Docs and access to Project_Portfolio.
- Students with the columns newsletter finish on that file. Have a fallback blank newsletter template ready. Know the two banked names: sm1_doc2_newsletter_v3 vs sm1_doc2_headline_practice_v1. Plan the pair swap before dismissal.

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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 key clicks on the classroom screen before students start the task. Demo colour-first then stop. Run the overloaded comparison on your screen only.
- State parity clearly: Docs users who apply one strong colour on Heading 1 have completed the restrained finish. Colour-only is a full pass on Word Online too.
- Circulate during independent practice to ensure effects are applied to the main full-width headline only.
- Facilitate pair critique of the finished headline (no typed reflection, no before-version requirement).
- Bank two clear names only: sm1_doc2_newsletter_v3 for real newsletter students; sm1_doc2_headline_practice_v1 for practice-only students.

WHAT TO WATCH FOR

- Applying formatting to the entire page, undo and select only the headline before retrying.
- Using too many effects at once, show that one light effect or colour alone is enough.
- Difficulty finding text effects, offer colour as the full standard, not a consolation prize.
- Overwriting the original newsletter, Word Online: title-bar rename or File Save as; Google Docs: File Make a copy to sm1_doc2_newsletter_v3.
- Practice-only students inventing a fake v3 name, redirect them to sm1_doc2_headline_practice_v1.

DIFFERENTIATION

- Support: Offer printed screenshots of the Heading 1 and colour steps.
- Extension: Early finishers try a second restrained colour variant on the practice page.
- Stretch (desktop Word only, teacher-led): character spacing on a trial line if clearly available, then delete if it hurts readability.
- Support: Pair students for mutual review during practice.