

Map the Screen: Ribbon, Cursor and Status Tools

60 minutes

ICT1: Introduction to the computer and word processing

Outcome M1.U2.2

WHAT THIS LESSON DOES

In this lesson you will map the key areas of your word processor such as the ribbon, insertion point and status bar. You will practise identifying these regions and selecting text to prepare for future formatting tasks.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U2.2	Work with a word processing document, apply different formats and insert tables and images.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify ribbon or toolbar tabs, groups and common commands in Word and Docs
- Locate the insertion point, selection tools, scrolling and the status bar
- Explain where you are in a document and what the main UI regions do
- Label six regions of the word processor and describe each in one line

BEFORE THE BELL

- Prepare optional printed oral-tour support sheet for support students; plan to project the worked-example table as the only main student visual for key concepts.
- Confirm cloud access and that students can paste images into Word Online or Google Docs; know the local workaround if snipping is blocked.
- Students need cloud access and 03_proposal_draft if they have it, or a blank document fallback inside 03_documents.
- Students need Word Online or Google Docs and access to their Project Portfolio. Be ready to model one screenshot-and-paste on the projector before students capture.
- Confirm students can paste screenshots into Word Online or Google Docs on school devices. Know the local workaround if snipping is blocked.

Map the Screen: Ribbon, Cursor and Status Tools

HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
17 min	activity	Step-by-step task
3 min	content	Common issues
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Pre-check 03_proposal_draft at the door or in the first two minutes; start missing drafts on blank-in-03_documents immediately.
- Run the step-by-step task as a live walkthrough projecting one platform: regions and selection first, then one teacher-modelled create/capture/paste chunk.
- Do not open Independent Practice until one full screenshot-and-paste has been projected and the table-only path has been announced as full credit.
- For blank short pages, have students add three dummy paragraphs before the scroll beat, or project a long sample.
- Circulate in this order: (1) file in 03_documents, (2) image or table present, (3) six function lines.
- Use whole-class discussion for the reflection on difficult regions.

WHAT TO WATCH FOR

- Students cannot find the ribbon: direct them to click the tab name or expand arrow.
- Typing after scrolling without clicking: demonstrate re-clicking to set the insertion point.
- Docs users looking for a permanent status bar: send them to Tools -> Word count.
- Paste into the wrong tab: click 03_ribbon_tour before Ctrl+V / Cmd+V.
- Mac paste empty: they used Cmd+Shift+4 (Desktop file) instead of Cmd+Ctrl+Shift+4 (clipboard).
- Chromebook paste empty: capture landed in preview only; choose Copy, then paste.

DIFFERENTIATION

- Support: Provide a pre-labelled example and printed oral-tour sheet; allow pairs during independent practice; accept table-only if screenshots are blocked; accept brief dictated labels.
- Extension: Seventh region label (ruler, zoom, share, Comments) as in the lesson summary.