

Bullet and Numbered Lists

60 minutes

ICT1: Introduction to the computer and word processing

Outcome M1.U2.2

WHAT THIS LESSON DOES

Learn to decide when bullet lists suit equal points and numbered lists suit sequences in your documents. Convert dense paragraphs from your proposal into clear lists, add sub-bullets, and improve how easily supervisors can scan your work.

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

- Choose bullets for scannable points and numbers for sequences
- Create indented sub-bullets without overcrowding the page
- Rewrite dense prose as a clearer list where it helps the reader
- Convert one proposal paragraph into a bullet or numbered list

BEFORE THE BELL

- Ensure 03_proposal_draft files are accessible in each student's Project Portfolio (03_documents where used).
- Pre-check who lacks a materials/steps/options paragraph and plan the What I need / First steps fallback.
- Confirm students have 03_proposal_draft in Project Portfolio (03_documents sub-folder where used). Note anyone missing the file for the IP fallback.
- Students need Word Online or Google Docs and access to their Project Portfolio cloud folder (03_documents where used). Have the two practice paragraphs ready to share for paste.
- Students need their existing 03_proposal_draft in Project Portfolio. Pre-check who lacks a convertible materials/steps paragraph and plan the What I need / First steps fallback.

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HOW THE LESSON RUNS

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

TEACHING MOVES

- Circulate early to check access to the proposal draft in Project Portfolio.
- Optional warm-up pair share: one notice students ignored because it looked heavy.
- Project the key concepts table; read bullet vs number rows; point at the three edit moves; move on quickly.
- Model list creation during the guided task; allow paste of the short practice sentences for slower typists.
- Pace with three mini-goals: bullet kit done, numbered sequence done, one sub-point under item 1.
- Circulate during indent practice to catch Tab-outside-list mistakes.
- At about minute 3 of independent practice, check open filenames so evidence lands in 03_proposal_draft.
- Invite brief pair discussion during reflection if time permits.

WHAT TO WATCH FOR

- Turning the entire paragraph into one bullet: advise using Enter for each point and removing joining words and openers such as "I need a".
- Numbers restarting midway: show how to continue the numbering sequence.
- Pressing Tab outside a list: explain its use only for indenting list items; undo and retry on a list line.
- Polishing only the practice file: redirect to 03_proposal_draft for portfolio evidence.

DIFFERENTIATION

- Support: Offer the short practice sentences to paste rather than type from scratch.
- Support: Allow a three-item list and pair work on the independent task.
- Extension: Encourage converting a second section in the proposal (see summary challenge).