

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 or options paragraph and plan the What I need / First steps fallback for them.
- Have the two practice paragraphs ready to share or project, since students who type slowly will paste them.
- 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 that each student can reach the proposal draft in Project Portfolio, so nobody discovers a missing file mid-task.
- While you check files, an optional pair share works well: one notice each student ignored because it looked heavy.
- In Key concepts, project the table and read aloud only the bullet row and the number row, because that is the decision the students are about to make; then point at the three edit moves and go into the step-by-step rather than working through every row.
- Model list creation during the guided task, and allow the short practice sentences to be pasted so slower typists still reach the formatting.
- Pace the guided task with the three mini-goals: the bullet kit list, then the numbered sequence, then one sub-point under item 1.
- Circulate during indent practice to catch students pressing Tab outside a list.
- At about minute 3 of independent practice, glance at the open filenames on screens so the work 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 at 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 that it indents list items only; undo and retry on a real list line.
- Polishing only the practice file: redirect students to 03_proposal_draft, which is the 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, as set out in the summary challenge.