

Borders, Shading and Readability

60 minutes

ICT2: Introduction to other software packages and applications

Outcome M2.U1.2

WHAT THIS LESSON DOES

Tidy your project budget spreadsheet by adding borders, shading to headings and adjusting column widths. Check how readable it is on a phone or when projected and apply a rubric to ensure a clean layout.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U1.2	Create a spreadsheet and enter numeric and character data, apply formulas while understanding their purpose to generate results, format cells and generate a chart and print it.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Apply borders and heading shade, and adjust column widths and row heights
- Test whether a sheet stays readable on a phone or projected at the back of a room
- Apply a simple readability rubric to your own work
- Finish a clean, fully visible budget layout

BEFORE THE BELL

- Review the previous lesson to confirm students have currency formatting and aligned headings in their files.
- Print or keep handy the 3-minute rebuild card: headers Item | Category | Cost (€) | Notes plus eight sample rows from the student's own enterprise or project costs, saved as 05_project_budget inside 05_budget.
- Optional: pre-seed a shared 8-row starter file students can copy into 05_budget and rename.
- Students need cloud access to their existing 05_project_budget spreadsheet. Poll missing files in minute one. Have a 3-minute rebuild path ready (headers Item | Category | Cost (€) | Notes plus 8 sample rows), or a shared starter file they can copy and rename.
- Students need 05_project_budget open in Excel Online or Google Sheets. Keep the 3-minute rebuild card ready for missing files. Plan a short board demo of block-select → All Borders.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
16 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

- Open with a missing-file poll; start rebuilds while others warm up.
- Lead Key concepts from the worked example table printed on that step: one sentence per concept, point at the rubric once, and keep it teacher-led rather than silent reading, since the two tables are long and students skim them.
- Demo block-select then All Borders on the board before students use their platform tabs.
- If the class is still mid-borders near 12 minutes, keep rebuilders on heading and borders and move wrap text and the zoom check into independent practice.
- Circulate during independent practice with the five-point evidence checklist (header, full text, borders, zoom test, filename).
- Encourage brief peer review by swapping machines to assess readability.

WHAT TO WATCH FOR

- Applying borders to a partial selection. Instruct students to select from first heading cell to last filled cell and check the highlight before Borders.
- Shading the whole sheet instead of headings. Demonstrate selecting only the heading row.
- Raising row height before Wrap Text. Teach wrap first, then lift row height if lines are still clipped.

DIFFERENTIATION

- Support: Offer additional guidance on locating formatting tools; pair for rebuild if the file is missing.
- Support: Allow paired work for students needing help with the independent practice.
- Extension: Early finishers fix the one hardest Notes cell during independent practice. Demo freeze panes only if asked, teacher-led.