

## LESSON 3

# Document Templates: When, Why, How

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U1.2

### WHAT THIS LESSON DOES

Discover how templates can save time when creating documents for your project. Learn the difference between using a template and starting from blank, then browse galleries in Word Online and Google Docs to select suitable options.

### CURRICULUM OUTCOMES

| Outcome | What the specification asks for                  |
|---------|--------------------------------------------------|
| M1.U1.2 | Create and edit basic word processing documents. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain what a template is and when it saves time versus starting from blank
- Browse the template gallery in Word Online and Google Docs
- Select three templates relevant to the Something Real project and justify each choice

#### BEFORE THE BELL

- Check you are signed in to the suite the class uses most, so the template gallery opens quickly when you demonstrate it.
- Have Word Online and/or Google Docs template gallery ready on the classroom screen. Confirm students can open Project\_Portfolio/09\_specialism/sm1/.
- No prep needed beyond the classroom-screen gallery already open from the introduction.
- Students need browser access to Microsoft 365 or Google Workspace and their Project\_Portfolio folder.
- Students need word-processor access and their sm1 folder. Model the empty survey shell once and fill one sample row aloud. Be ready to help rename files and move anything created in the root by mistake. Verify sm1\_template\_survey exists before dismissal.

## Document Templates: When, Why, How

### HOW THE LESSON RUNS

|               |              |                      |
|---------------|--------------|----------------------|
| <b>5 min</b>  | introduction | Introduction         |
| <b>6 min</b>  | content      | Key concepts         |
| <b>15 min</b> | activity     | Step-by-step task    |
| <b>24 min</b> | activity     | Independent practice |
| <b>5 min</b>  | content      | Reflection           |
| <b>5 min</b>  | summary      | Lesson summary       |

### TEACHING MOVES

- Circulate quietly in the first minute of the introduction while the image is on screen to check folder access, and put the fallback document list on the board for undecided students.
- Demonstrate the template gallery navigation on the classroom screen for the first three minutes of the step-by-step task.
- Project Jordan's sample rows full-size, and show a single slide with the CV / Work Experience shortlist (resume, letter, weekly log) so both pathways see the quality bar.
- After the gallery tour, run a ninety-second class share using the three-part pattern aloud: name / where / use.
- Model the empty sm1\_template\_survey shell live before independent practice and fill one sample row aloud from a real class project, leaving the shell and the stem bank on the board.
- Check folder paths at about minute 10, have sm1\_template\_survey completed and checked in class, and use only the Rejected extension row as optional stretch or homework.
- At dismissal, open sm1/ on each machine or a shared view, tick names against sm1\_template\_survey, and park root-created files for next lesson.

### WHAT TO WATCH FOR

- Students accessing a blank document instead of the gallery: return to Word home or use New → From a template.
- Selecting templates based solely on visual appeal: focus on relevance to the next project document.
- Arriving at Independent Practice with only one note: three candidates required (thumbnails OK for two if one was opened fully).
- Failing to save the survey in the correct folder: navigate into sm1/ before creating the file.
- Stalling on table creation: the live shell model and platform steps cover Insert → Table (header row plus three template rows).

### DIFFERENTIATION

- Support: paired work for gallery navigation, with the model shell and stem bank left on the board.
- Extension: optional Rejected row with two sentences on why blank would be better.
- Support: verbal prompts for project-specific justification (CV, log, flyer, pitch).