

LESSON 8

Styles and the Styles Gallery

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U1.3

WHAT THIS LESSON DOES

Learn how using styles instead of manual formatting keeps long documents consistent and easy to update. Apply Heading 1, Heading 2 and Normal styles to a practice document and then to your own project.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U1.3	Apply different formats to documents to enhance them before printing, and show best practice in choosing the appropriate formatting options.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain why styles outperform direct formatting on long documents
- Apply built-in Heading 1, Heading 2, and Normal styles
- Convert a project document so section headings use styles consistently

BEFORE THE BELL

- Prepare a sample multi-heading document formatted only with direct formatting for the introduction demonstration.
- Confirm students can open their latest project document in 09_specialism/sm1 (a name pattern such as sm1_doc1_from_template_v3 is common after the paragraph-spacing lesson, but any latest draft in sm1 is fine).
- Optional: keep a short messy-heading sample ready to demo Normal-then-Heading 2 clean-up before Independent practice.
- Have a short before/after styles demo document ready on the classroom screen. Confirm students can open their latest sm1 project document in cloud storage.
- No prep needed beyond the before/after demo from the introduction.
- Students need word-processor access (Word for the web or Google Docs) and their Project_Portfolio cloud folder.
- Students need their latest project document available in Project_Portfolio/09_specialism/sm1.

Styles and the Styles Gallery

HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 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

- Model the application of the first heading style on the classroom screen before students start the task.
- Show the Normal-then-Heading 2 clean-up once on a messy sample before Independent practice.
- If time is tight in the guided task, treat paste, Heading 1, one Heading 2, and clean-up as must-do.
- Circulate during independent practice to observe style application and offer guidance.
- Collect sm1_doc1_from_template_v4 only from 09_specialism/sm1 as skills scaffold evidence toward the Specialism Student Task write-up (not as a standalone SEC Key Assignment).
- Encourage students to discuss reflection questions with a partner.

WHAT TO WATCH FOR

- Selecting the entire document when applying a heading style: instruct students to click only inside the specific paragraph.
- Difficulty locating styles: guide students to the Home Styles gallery (Word for the web) or the toolbar styles dropdown (Google Docs).
- Forgetting to rename as sm1_doc1_from_template_v4 in sm1: remind students of the save name before the end of class.

DIFFERENTIATION

- Support: Students paste the ready-made practice block so typing speed does not block style practice.
- Extension: Early finishers check the document outline (Google Docs) or complete a manual hierarchy scan (Word for the web) and add one missing Heading 2 section.
- Support: Pair students without a usable project draft with a neighbour for the practice file, then return to their own thin draft in Independent practice.