# Lesson 1: Features of a word processor

## Introduction

First, this lesson will get learners thinking about what software should be used for particular purposes. Then, the lesson will focus on identifying the key features of a word processor. The students will then evaluate a pre-made document that is poorly formatted and use tools to format the document.

## Learning objectives

* Select the most appropriate software to use to complete a task
* Identify the key features of a word processor
* Apply the key features of a word processor to format a document
* Evaluate formatting techniques to understand why we format documents

## Key vocabulary

Application software, word processor, formatting, fonts, icons

## Preparation

**Subject knowledge:**

You will need to be familiar with the word-processing software that you use in your setting and be able to demonstrate the following skills:

* Headings
* Bold, italics, underline
* Alignment
* Font colour
* Font and font size
* Spellcheck

The software that you will discuss in this lesson is all application software. Other software types include utility software (software to analyse, configure or maintain a system, such as antivirus software, backup software, and automatic updates) and systems software (interacts/runs the hardware and provides a platform for the application software, such as an operating system).

**You will need**:

* [Slides](https://ncce.io/med1-1-s) (ncce.io/med1-1-s)
* Activities:
  + Starter activity: [Google Docs version](https://ncce.io/med1-1-a0-w) (ncce.io/med1-1-a0-w) and [Google Slides version](https://ncce.io/med1-1-a0.1-w) (ncce.io/med1-1-a0.1-w)
  + Features of a word processor: [worksheet](https://ncce.io/med1-1-a1-w) (ncce.io/med1-1-a1-w), [worksheet with support](https://ncce.io/med1-1-a1.1-w) (ncce.io/med1-1-a1.1-w) and [answers](https://ncce.io/med1-1-a1-s) (ncce.io/med1-1-a1-s)
  + Formatting: [worksheet](http://ncce.io/med1-1-a2-w) (ncce.io/med1-1-a2-w), [worksheet with support](http://ncce.io/med1-1-a2.1-w) (ncce.io/med1-1-a2.1-w) and [exemplar](https://ncce.io/med1-1-a2-s) (ncce.io/med1-1-a2-s)
* Multiple choice quiz: [questions](https://ncce.io/med1-1-a3-w) (ncce.io/med1-1-a3-w) and [answers](https://ncce.io/med1-1-a3-s) (ncce.io/med1-1-a3-s)
* Depending on how you implement the starter activity:
* Offline version: cut out the [set of cards](http://ncce.io/med1-1-a0.2-w) (med1-1-a0.2-w) and mix them up in advance of the activity.
* Online version: share the ‘drag-and-drop’ activity [Google Slides template](http://ncce.io/med1-1-a0.2-w) (med1-1-a0.2-w) with the learners. Make sure that each learner has their own version to work on and the master copy isn’t edited.

## Assessment opportunities

* **Activity 1**: Ask learners questions, to determine their existing knowledge of word-processing software
* **Activity 1**: Learners complete a worksheet, which you can assess against the lesson objectives
* **Activity 2**: Learners complete a practical activity, which you can assess against the lesson objectives
* **Plenary**: Learners take a quiz, which will show how well they met the learning objectives

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*Timings are rough guides*

|  |  |
| --- | --- |
| Starter activity (Slides 1–10)  10 mins | **Introduction and starter activity**  Divide the learners into pairs or small groups and ask them to match the software icon with the correct name and short description of the software. If you are doing this activity away from the computer, make sure that you cut out the cards in advance.  **‘Guess who’ game**  Next, ask the learners to remain in their groups, and show them the rules for the ‘guess who’ game (slide 3). There are three games to play and the groups will earn points for being the first to get the correct answer. Make it clear to learners that they will lose points for shouting out or getting the answer wrong.  **Tips:**   * It’s important to highlight to the learners that they are guessing the characteristics of the software, and not how the icons are dressed up. * Remind learners that they should put their hand up when they think they have the answer, and they should not shout out. |
| **Activity 1**  (Slides 11–14)  15 mins | **Discussion**  Discuss the purpose of application software with the class and find out what learners already know about word-processing software (slide 13).  If you like, rather than ask for a show of hands, you could give students one minute to discuss the answers in pairs, then select learners to answer questions.  **‘Features of a word processor’ activity**  Move on to slide 14. Distribute the worksheet for this activity to the learners (electronically or on paper) and ask them to use word-processing software to investigate the features that are on the worksheet.  Demonstrate how to open the software on your network, and how to hover a mouse over icons, or highlight text and select the icons to see what they do.  **Scaffolding opportunity:** There is a worksheet with support for any learners who need it.  **Explorer activity:** The worksheet includes a suggestion for learners to work out how to add a row to the table on the worksheet and add another feature.  Go through the answers with the class and address any misconceptions that the learners may have. |
| **Activity 2** (Slide 15)  20 mins | **Discussion**  Discuss with the learners why we format documents. Show them the image on slide 15 and ask them if they can identify what is wrong with the appearance of the document. If you have screencasting software, you could show this slide on each computer in your classroom so that students can inspect it in closer detail.  **Formatting activity**  The purpose of this activity is for learners to look at a poorly formatted word-processed document and use the formatting tools available to present the document more appropriately.  Share the activity with the students electronically so that they can improve the appearance of the document.  **Scaffolding opportunity:** There is a worksheet with support, which includes less writing and fewer items to reformat. |
| **Plenary**  (Slide 16)  5–10 mins | **Multiple choice quiz**  Learners take a multiple choice quiz to recap the content of the lesson. |

This resource is available online at [ncce.io/med1-1-p](https://ncce.io/med1-1-p). Resources are updated regularly — please check that you are using the latest version.

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