

**Course Title:** Computer Literacy

**Unit Title:** Word Processing

**Teacher Name:** [Insert Name]

**Sector:** Secondary

**Age Range:** 14–15

**Session Duration:** 45 minutes per session

**Target Learners:** Low literacy, school refusers

Session	Topic	Learning Objective(s)	Lesson Activities	Resources
Non-teaching (Cross curricular links)				
Session 1	Introduction to Word Processing	Understand what word processing software is. Recognise basic uses in everyday life.	Teacher-led discussion about computers and word processing. Show simple examples (letters, posters). Learners identify where they have seen word processed documents. Simple matching worksheet: word processing vs handwriting.	Interactive whiteboard Printed worksheet Example documents Computer access
Session 2	Basic Navigation and Opening Documents	Open and close word processing software. Identify main parts of the interface (menu, toolbar, workspace).	Demonstration: opening and closing software. Guided practice: learners follow step-by-step. Labelling activity: printout of interface to label. Short quiz: identify icons.	Computers Printed interface diagrams Quiz sheets

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Session 3	Creating and Saving Documents	Create a new document. Save and name a file. Locate a saved file.	Teacher demonstration: creating and saving a document. Learners create their own file and save it. Pair work: find each other's saved file. Visual checklist for steps.	Computers Visual checklists Example documents
Session 4	Typing and Editing Text	Type simple sentences. Correct typing errors using backspace and delete.	Typing practice: learners type their name and a short phrase. Teacher demonstrates correcting mistakes. Learners edit their text based on teacher prompts. Peer review: swap and suggest corrections.	Computers Typing prompts Peer review sheets
Session 5	Formatting Text: Font, Size, Colour	Change font style, size and colour. Recognise formatting options.	Teacher demonstration: change formatting. Learners experiment with formatting on their text. Matching activity: match formatting styles to examples. Create a simple title page.	Computers Formatting guide sheets Example title pages
Session 6	Formatting Text: Bold, Italic, Underline	Apply bold, italic and underline to words. Understand when to use emphasis.	Teacher models emphasis features. Learners practise applying each feature. Worksheet: decide which words to emphasise in given sentences. Group discussion: when and why to use emphasis.	Computers Printed worksheets Example documents

<b>Session</b>	<b>Topic</b>	<b>Learning Objective(s)</b>	<b>Lesson Activities</b>	<b>Resources</b>
Session 7	Paragraphs and Alignment	Create paragraphs. Change alignment (left, centre, right).	Teacher demonstrates paragraph breaks and alignment options. Learners reformat a sample document. Group activity: create a poster with different alignments. Visual alignment guide provided.	Computers Sample documents Visual alignment guides
Session 8	Lists: Bullets and Numbering	Create bulleted and numbered lists. Recognise when lists are useful.	Teacher demonstration: making lists. Learners convert plain text to lists. Sorting activity: identify bullet vs numbered lists. Pair activity: write a shopping or task list.	Computers Printed sorting cards Example lists
Session 9	Inserting and Formatting Images	Insert images into a document. Resize and move images appropriately.	Teacher demonstrates inserting and resizing images. Learners add images to a sample document. Matching activity: match images to descriptions. Create a poster using images.	Computers Sample images Poster templates
Session 10	Printing and Sharing Documents	Print a document. Save for sharing digitally (e.g. as PDF).	Teacher models printing and saving as PDF. Learners practise printing and saving. Group discussion: ways to share documents. Checklist for printing and sharing steps.	Computers Printer PDF guide sheets Checklist handouts

## Differentiation Strategies

- **Dyslexia:** Use clear fonts (e.g. Arial or Comic Sans), provide coloured overlays, give instructions both verbally and in writing, break tasks into smaller steps.
- **Attention Deficit Hyperactivity Disorder:** Use short, focused activities, provide clear structure and routines, allow movement breaks, give positive reinforcement frequently.
- **Autism Spectrum Disorder:** Provide visual schedules, use literal and concise language, offer quiet spaces, allow choice in activities, avoid group work where appropriate.
- **Emotional and Behavioural Disorders:** Establish clear behaviour expectations, use calm and positive tone, give frequent praise, provide opportunities for success in small tasks.

These strategies help by reducing anxiety, supporting focus, providing clarity and ensuring all learners can access the content through multiple means.

## Modifications for Lower Attaining Learners

- Increase use of pictorial guides and visual step-by-step instructions.
- Reduce the amount of written text required; allow use of speech-to-text tools.
- Give extra time for activities, and reduce the number of tasks per session.
- Offer one-to-one or small group support where possible.
- Use checklists and repeated practice to build confidence and familiarity.
- Focus sessions on core skills before introducing optional or extension activities.