

LESSON 22

Your first web page with HTML

40 minutes

Strand 2: Let's get connected

Outcome 2.5

WHAT THIS LESSON DOES

In this lesson you learn how web pages are built using HTML tags. You use blocks to create a page with headings, paragraphs, lists and links, then check the real code to see the tags behind each part.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.5	create a small website using HTML and CSS to showcase their learning

WHAT STUDENTS SHOULD BE ABLE TO DO

- Build a simple page with headings, paragraphs, lists and links (LO 2.5)

BEFORE THE BELL

- Write the names of four common page elements on the board: heading, paragraph, list and link.
- Open a familiar site on the board for the opening question in the first step, such as the school site, met.ie or a local club page.
- Student devices with browser access; lesson open ready

Your first web page with HTML

HOW THE LESSON RUNS

3 min	introduction	Start: what we're building
4 min	content	What a web page is made of
5 min	activity	Add a heading
5 min	activity	Add two paragraphs
6 min	activity	Add a list
6 min	activity	Add a link
6 min	activity	Your turn: make the page yours
3 min	content	Make sense
1 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Keep the opening short so pupils are in the builder within a few minutes of the start.
- Model opening the HTML tab and identifying the first tag as a class.
- Name the list tags as a pair with the class, the whole-list tag and the item tag, before pupils build their own list.
- Before pupils build their own link, model one full link on the board: link text, a full https:// address copied from the browser bar, paste, preview, then the tag in the HTML tab.
- The page for today is a heading, two paragraphs, a list and a link. Early finishers are better served by improving the words and naming every tag than by adding anything new.
- In “Your turn: make the page yours” the checklist is on screen, so point pupils at it rather than reading it out, and let them work down it themselves.
- That step is editing the page they already have, not starting again, so say so before they begin or some will clear the workspace.
- Circulate while they build and ask individuals to name the tag for the piece they have just added.
- Keep the reflection discussion brief with only one or two contributions.

WHAT TO WATCH FOR

- Pupils may not open the HTML tab after adding each block. Solution: Prompt them explicitly after the first block.
- Pupils spot only one list tag. Solution: Ask for both the whole-list tag and the item tag before they build their own list.
- Pupils type only a site name in the link and get a dead link. Solution: Show them how to copy the full address from the browser bar, require it to start with https://, and check the preview once.
- Content may not be personalised meaningfully. Solution: Suggest topics such as hobbies or games, and stress that only the words need to change.

DIFFERENTIATION

- Support: Suggest example topics for the personal page, such as a favourite sport.
- Support: Pair a pupil who is struggling to identify tags with one who is naming them confidently.
- Extension: Ask early finishers to explain how each tag changes the way the page looks in the preview, or to add a third paragraph and predict its tag before checking.