

## Styling with CSS

40 minutes

Strand 2: Let's get connected

Outcome 2.5

### WHAT THIS LESSON DOES

Learn how to change the appearance of your web page using CSS. Adjust colours, fonts and spacing with block controls and then by typing code yourself. See that the content remains unchanged while the style transforms completely.

### 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

- Change colours, fonts and spacing with CSS (LO 2.5)
- Explain how CSS separates style from content (LO 2.5)

#### BEFORE THE BELL

- Open the builder yourself and click through the Blocks tab and the CSS tab once, so you can point to the top rule quickly when a student loses it. The steps supply the builder and the code listings, so there is nothing to prepare on the board.
- Nothing about saving needs modelling. Work saves by itself, and the word "Saved" with the time appears beside the buttons when it has.
- Every builder step opens on a page rather than a blank screen, and a pupil who was here last lesson opens on their own work instead.
- Student devices; the site from last lesson opens by itself

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### HOW THE LESSON RUNS

|              |              |                                                |
|--------------|--------------|------------------------------------------------|
| <b>3 min</b> | introduction | Start: what we're building                     |
| <b>4 min</b> | content      | Content and style                              |
| <b>4 min</b> | activity     | Find your page in the CSS                      |
| <b>5 min</b> | activity     | Change a colour and watch that rule change     |
| <b>5 min</b> | activity     | Change a text size and watch a new rule appear |
| <b>6 min</b> | activity     | Now type it yourself                           |
| <b>8 min</b> | activity     | Your turn: restyle to a theme                  |
| <b>3 min</b> | content      | Make sense                                     |
| <b>1 min</b> | content      | Reflect                                        |
| <b>1 min</b> | summary      | What you covered                               |

### TEACHING MOVES

- Emphasise that typing errors are expected and part of learning to code, so that a broken page feels like the work rather than a failure.
- In Content and style, ask the class to predict what would change before you swap a colour value on the board, and take two answers before you show them.
- In Change a colour and watch that rule change, the check is that each pupil can point at the top rule and name the property they altered: background, color or font-family.
- In Now type it yourself, the thing everyone must manage is one hand-typed colour change that works. Changing a size, and the hex codes mentioned at the end of the step, are for pupils who finish early or for a quiet word as you circulate.
- Circulate during the activities to check that students are typing in the CSS tab rather than the HTML tab.
- Read a CSS rule aloud yourself during the hands-on steps, so they hear how selector, property and value sound as a sentence.
- Before the end of the restyle task, ask two pupils to read their own rule aloud. It is the quickest check that they changed the rule and not just the block.
- In Reflect, let them compare answers in pairs first, so more than two voices get heard in the minute.

### WHAT TO WATCH FOR

- Students edit HTML instead of CSS: direct them to the CSS tab for style changes.
- Changing the content instead of the style: remind them to keep the words the same and alter only the appearance.
- Typos in property names: send them back to the block-generated rules further down to check the spelling.
- A colour written as a description (like deep green) instead of a real CSS colour name or code (like green or #1b5e20).
- Pressing go back to blocks after typing: warn them before the typing starts, and if it happens anyway, use it to show that the typed code is the version that counts from then on.

### DIFFERENTIATION

- Support: point students who are stuck for a property back to the rules already in the CSS tab, which show them background, color, font-family and font-size spelled correctly.
- Extension: encourage students to experiment with additional properties like borders or shadows, or to complete the optional size and spacing stretch on the theme task.
- Support: pair less confident students with a partner for the independent restyle task; a partial theme with two hand-edited values still counts.