

Finish Your Site and Show It

60 minutes

Build a Website

WHAT THIS LESSON DOES

Finish building your small website with multiple pages, clear headings, menus and a reveal. Then review it as a first-time visitor to ensure it is easy to navigate and read.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Develop a complete multi-page website using prior knowledge of blocks.
- Implement navigation elements to allow easy movement between pages.
- Organise content effectively with headings and subheadings for readability.
- Incorporate interactive features such as reveals and buttons.
- Evaluate the website from the perspective of an unfamiliar user.

BEFORE THE LESSON

- Open the web-page builder interactive on the board and check the school filter is not blocking it before pupils sit down.
- Confirm every pupil can log in and reach the site they built earlier: this lesson only works if their previous work loads.
- One device per pupil, charged and with the builder open on Your web page.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
5 min	content	Plan It First
14 min	activity	Build: Your Third Page
4 min	content	Checkpoint: Walk Your Own Site
14 min	activity	Build: Give Every Page a Part
4 min	content	Checkpoint: Read It Like a Visitor
8 min	activity	Finish It
3 min	activity	Show It
2 min	content	Reflect
1 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Say plainly that finishing means adding, not tidying. Point out the menu will pick up the new page with nothing to configure, so watch for that moment.
2. Plan It First. Give two minutes to decide the third page's purpose, then take three or four ideas aloud so nobody starts building with nothing to build.
3. Build: Your Third Page. Circulate, do not teach. When the menu shows three pages unprompted, stop and point it out: nobody configured it.
4. Checkpoint: Walk Your Own Site. Stop the whole class together. Have each pupil visit all three pages via the menu. A page with no menu is a dead end to be fixed now.
5. Build: Give Every Page a Part. Have pupils drag a subheading above each run of sentences and name it. Allow a line or space between parts if they want one.
6. Checkpoint: Read It Like a Visitor. Ask them to read from the top as if they had never seen it. That exact phrase is what makes them spot the half-finished bits.
7. Finish It. Point at the four checks on their screen: three pages, a menu on each, a named part on each, a surprise somewhere. Those four are the whole task.
8. Show It. Keep this screen to screen, not a presentation to the room. Have each pupil find their way around two classmates' sites unaided and name one thing that worked.
9. Reflect. Ask the three questions aloud and take a few spoken answers. Nothing is written down.
10. What You Covered. Read the bullets aloud and name what they achieved: a real website with more than one page and a way around it.

WHAT TO WATCH FOR

- A pupil drops the new page block inside another page block, so the menu never lists it. Show them the new page sitting inside a page block rather than beside it, and have them drag it out to the empty workspace so it stands alone.
- Pupils think finishing means only tidying what is there, and skip adding the third page. Restate that finishing here means adding. Check each pupil has genuinely built a new page, not just rearranged the two they had.
- Pupils judge their own site as clear because they know what it means, missing that a stranger would be lost. Enforce the read-it-cold checkpoint: have them read the first page aloud to a partner who says whether they can tell what the site is about.

DIFFERENTIATION

- Emerging: Pair them with a partner for the third-page build so they copy the same steps they used on page two. Give them one clear purpose for the third page from the ideas taken aloud, rather than choosing from scratch.
- Developing: Prompt them at each checkpoint to name what they will fix before moving on, so the fixing does not drift.
- Proficient: Have them add colour to subheadings so parts match across all three pages, then explain their menu to a classmate. Ask them what a fourth page would be about and to sketch its two headings.