

Build Your Own Site

60 minutes

Websites and Code

WHAT THIS LESSON DOES

In this lesson you build your own website by planning first then creating pages with menus and organised content. You also add an interactive element such as a counter or list that visitors can use.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Plan a website including its topic, pages, and a visitor interaction.
- Construct at least two pages each with a navigation menu.
- Organise content on pages using boxes.
- Implement one interactive feature such as a counter or list.
- Review the site to ensure it is clear and functional for visitors.

BEFORE THE LESSON

- Devices ready for each pupil: the interactive opens on any saved site, or on a simple two-page starter if nothing is saved.
- Scrap paper from the room for the four-line plan. Nothing to print, prepare or hand out.
- Protect the close: if time runs short, trim a build stretch so Make Sense, Reflect and the recap still happen.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
6 min	content	Plan It First
13 min	activity	Build: First Stretch
4 min	content	Checkpoint: Can You Find Every Page?
13 min	activity	Build: Second Stretch
4 min	content	Checkpoint: Can a Visitor Do Something?
8 min	activity	Finish and Check It Reads Well
3 min	content	Make Sense
2 min	content	Reflect
2 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Frame the hour as a project day with no new blocks. Pupils only use what they already know: pages, menus, boxes, counters and visitor input, put together into one site.
2. Plan It First. Two quiet minutes to think, then one minute to jot four lines: topic, page names, visitor action, box content. Offer plain Irish primary ideas if anyone is stuck. Check every pupil has the four lines before building starts.
3. Build: First Stretch. Model only the must-have checklist on the board, then get out of the way. Circulate asking which page they are on and where the menu takes them. Point slower rebuilders at two pages, menu, heading and one box with text inside.
4. Checkpoint: Can You Find Every Page? Whole-class pause: count down from ten, then one silent minute moving through their own menus. Ask two pupils yes or no on reaching every page. Give ninety seconds to fix missing menus if several say no.
5. Build: Second Stretch. Steer the room to the counter path. Name Apps out loud: counter on the page first, then button when clicked, then change counter inside it. Remind them to label the button so a visitor knows what it does.
6. Checkpoint: Can a Visitor Do Something? Keep it practical and short. Pair swap is optional; same-seat self-check is fine. Listen for the wrong button: Links and buttons only jumps pages; Apps button when clicked runs the action.
7. Finish and Check It Reads Well. Quality pass only. Steer pupils off adding a third big idea. Praise clear topics and working actions over decoration. Work saves by itself; pupils do not need to download.
8. Make Sense. Keep this spoken and short. Link back to the four plan decisions if energy allows. No new vocabulary.
9. Reflect. Display the questions only. Take two or three spoken answers or brief pair talk. Pupils do not type or save a reflection.
10. What You Covered. Read the bullets aloud or reveal them one by one. Remind pupils the site stays for next time and they do not need to export it.

WHAT TO WATCH FOR

- Pupils drag button from Links and buttons instead of button when clicked from Apps, so nothing happens when a visitor presses it. Name the check first: Apps button when clicked runs an action; Links and buttons only jumps pages. Have them try the button once and fix the block type if needed.
- Counter, button and change-counter are added in the wrong order, so the dropdown only says add a counter. Restate the rule out loud: put the counter on the page first, then the button, then the action inside it that names the counter.
- A new page has no menu block, so once a visitor lands there they cannot leave. At the navigation checkpoint, insist they open every menu name and confirm each page still has its own menu from Links and buttons.

DIFFERENTIATION

- Emerging: Keep them on the must-have line first: two pages, menu, heading and one box with text inside on each. For the visitor action, stay with one counter and one labelled button only. Fit beats fancy.
- Developing: Circulate with the two questions: which page am I on, and where does the menu take me, rather than redesigning their topic. Remind them to drop text into the box until the preview shows the words on the coloured area.
- Proficient: Allow a second Apps action on another page once the first counter works. Or a short button when clicked that uses say, still on their own site.