# **Lesson** 1**:** What makes a good website?

## Introduction

In this lesson, learners will explore and review existing websites and evaluate their content. They will have some understanding that websites are created using HTML code.

## Learning objectives

To review an existing website and consider its structure

* I can explore a website
* I can discuss the different types of media used on websites
* I know that websites are written in HTML

## Key vocabulary

Website, web page, browser, media, Hypertext Markup Language (HTML)

## Preparation

**Subject knowledge:**

Teachers will need to be able to access websites. Some understanding of HTML and the difference between browsers, websites, and web pages would be an advantage, but this is supported in the slides.

**You will need:**

* L1 Slides
* ‘What makes a good website?’ activity worksheet
* Whiteboards, pens, and rubbers
* Devices
* Internet access

## Assessment opportunities

**Introduction:** Assesses the learners’ understanding of the terms website, web page, and browser, and allows the teacher to gain an understanding of the websites used by learners.

**Activity 1:** Assesses the learners’ ability to explore a website.

**Activity 2:** Allows learners to demonstrate their understanding of the media and navigation features used on websites.

**Activity 3:** Assesses the learners’ ability to look at the code of websites.

**Plenary:** Assesses the learners’ understanding of HTML and what it is used for.

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*Timings are rough guides*

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| Introduction (Slides 2–9)  5 mins | **Which websites do you use?**  Tell learners that during this unit they will be learning about websites. Discuss that a range of websites and layout features will be covered. Then they will use this knowledge to create their own web page.  Share the lesson objective and success criteria with the learners.  Guide the learners through the slides to discuss the following (allow time for them to think, pair, share):  What is a website?  What is a web page?  What is a browser?  Ask the learners to think, write, pair, share some of the websites that they use and allow time for them to give feedback to the class.  ***Note:*** *Discuss that learners should be mature and age appropriate in their answers. Make sure you know what your online policy says if children report using a website that they are not old enough to use.* |
| **Activity 1**  (Slides 10–14)  10 mins | **Quick quest**  Show slide 10. Tell the learners that they will explore San Diego Zoo’s website (available here: <https://kids.sandiegozoo.org/>). Give learners time to access and explore the website. Demonstrate that if you click on the ‘San Diego Zoo Kids’ logo at the top of the page, you are returned to the website’s home page (the first page that you see when you enter the website).  Show slide 11. Tell the learners that they will do a quick quest to answer questions based on the information on the website. Ask the learners to read the questions, then give them time to search the site to find the answer. Encourage them to share their approach with the class, for example, they may have clicked on buttons to find an answer, used a drop-down menu, or used the magnifying glass on the home page to search for a word.  Ask the question on slide 12: What is special about a tiger’s night vision?  Animals -> Tigers -> Scroll down  (Learners may follow a different path to find this information)  **Answer: A tiger’s night vision is six times better than a human’s.**  Ask the question on slide 13: In the story, ‘A Flamingo Leg Up’, what is the flamingo’s name?  Stories -> A Flamingo Leg Up -> Read start of story  **Answer: Floyd.**  Ask the question on slide 14: What habitat does an arctic fox live in?  Animals -> Scroll or search to find ‘arctic fox’ -> Scroll to read the facts  **Answer: Tundra**  Learners could record their answers on whiteboards or sticky notes.  ***Note:*** *As the website is likely to change its content, please check through the questions/answers in this activity before teaching the lesson. Teachers may decide to use a website linked to the class topic and devise their own questions, if time permits.* |
| **Activity 2** (Slides 15–16)  20 mins | **What makes a good website?**  Tell the learners that you would like them to label a picture of the website to show how it works and highlight the different types of media it contains.  Show the learners the example of the annotated page. Allow the learners time to annotate the worksheet. You may want to ask learners to screenshot their own images of the website and annotate them, for example, in a word processing package using arrows and text boxes or within an app such as Pic Collage.  ***Note:*** *As the website is likely to change its content, please check that the worksheet in this activity matches the website shown in class.* |
| **Activity 3**  (Slides 17–19)  5 mins | **Do you know how websites are created?**  Ask the learners how a website is made. Allow them time to discuss this with a partner and feedback to the class.  Tell the learners that websites are made with a special code called ‘HTML’ (Hypertext Markup Language). Tell learners that websites are written with code, called markup, which tells the browser what the web page should look like on the screen.  Show the learners how to access the code (HTML) on a website. Allow the learners time to do this on their own machines using a website of their choice.  **Note:** Websites are not programmed. The code isn’t run like a set of instructions, instead your browser (Chrome, Firefox, Safari, etc.) reads the ‘markup’ or code, which tells it how to display the web page on your screen — what things look like, where they are, etc. |
| **Plenary**  (Slide 20)  5 mins | Ask the learners “what does HTML stand for?” (Hypertext Markup Language) and then to explain what HTML is in their own words, for example   * This is how websites are made * This is the code that has been written to make the website look like this * You can see the code behind any website |
| **Next time**  (Slides 21–22)  5 mins | Review the assessment and summary slides. |

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