# Lesson 2: How would you lay out your web page?

## Introduction

Learners will look at the different layout features available in Google Sites and plan their own web page on paper.

## Learning objectives

To plan the features of a web page

* I can recognise the common features of a web page
* I can suggest media to include on my page
* I can draw a web page layout that suits my purpose

## Key vocabulary

Web page, website, logo, layout, header, media, purpose

## Preparation

**Subject knowledge:**

Teachers will need to ensure that learners have access to Google Sites. An understanding of Google Sites would be beneficial, however, this will be covered in the slides.

**You will need:**

* Access to Google Sites
* L2 Slides
* A3 Handout - Web page design support sheet learner activity sheet — one per person
* A3 Worksheet - web page design options one and two - A3 size learner activity sheet — one per person
* A3 Handout Exploratory task learner activity sheet — one per person
* Homework

For the homework activity, teachers could provide printed ‘home page’ images for anyone who doesn’t have internet access at home.

## Assessment opportunities

**Introduction:** Gather learner’s understanding of the terms ‘audience’ and ‘purpose’.

**Activity 1:** Assess whether learners can name the audience and purpose for their own web page.

**Activity 2:** To assess learners’ understanding of the different features of a web page.

**Activity 3:** To assess the learners’ ability to design their own web page (on paper) using common web page (Google Sites) features.

**Plenary:** To assess whether learners can name common web page features.

## 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*

|  |  |
| --- | --- |
| **Introduction**  (Slide 3–6)  5 mins | **What’s the purpose?**  Remind learners that in the last lesson you explored websites. This lesson, you will be taking a closer look at the features of an individual web page. Ask the learners: “What is the difference between a web page and a website?”. Listen to their suggestions. Tell learners that you’ll be looking at some examples of web pages and will discuss how these fit within the websites. Tell the learners that first, they need to think about the purpose of the website. Who is the website created for and why? Tell the class that you will be looking at a number of web pages to see if it is possible to guess the audience/purpose.  Ask the learners for each of the following web page examples:  Why has the web page been made?  Who is the audience?  How do you know?  The web page on slide 4 looks like it has been made for children. The text is easy to read and the graphics follow a ‘cartoon’ style. The purpose of the website is to teach people all about dogs. Tell learners that this is a web page telling us about dogs — on a website that is all about pets (see website title on the web page top left-hand side).  The web page on slide 5 looks like it has been made for parents. It says ‘your children’ and the language is formal. This web page has been made to inform parents of the correct uniform that children should wear to school. Tell learners that this is a web page telling parents all about school uniform — on the St Bernard’s school website (see website title on the web page top left-hand side).  The web page on slide 6 looks like it is advertising new gaming stock. It seems to be for people over the age of 18, as the game suggests 18+, and card details are requested to buy the game system. Tell learners that this is a web page advertising new stock on the NCCE Technologies website (see website title top left-hand side). Discuss that is extremely important to think about the purpose of your website and consider the audience before planning your site, as this will affect the content and design considerations. |
| **Activity 1**  (Slide 7)  5 mins | **What’s the purpose of your web page?**  Teachers should define the purpose of the websites to be created or allow children to choose from specified parameters e.g. it has to be based on history, it has to be for parents, etc. Learners should have a clear understanding of the purpose of their web page and its audience by the end of this task. For example, your learners are creating a website about Anglo-Saxon England to share with other Year 6 classes in the area. Alternatively, they are creating a website about animals for KS1. Ask the learners: “Who is your audience? What will be the purpose of your website?”. Allow time for learners to think, pair, share if choosing their own purpose/audience or to confirm their understanding of the topic. |
| **Activity 2**  (Slides 8–12)  10 mins | **The features of a web page**  Explain to the learners that they will design the home page for their web page today on paper. Demonstrate how to open Google Sites and tell them that this is the software that they will use to create the web page. It is important to tell the learners that you can’t just plan a site — you need to know the tools available in Google Sites.  Tell the learners that you are going to look through some short videos to see how to create a simple web page using Google Sites and then use this knowledge to plan a home page. Last lesson focussed on home pages. This is the first page you see when you visit a website.  Tell the learners in future lessons they will follow the steps in the video, but for today they are just going to see what is available in Google Sites and plan out their web page on paper.  **Video 1: Create a new site:** Show the video and tell learners that to create a new site they need to click on the **+** in the bottom right-hand corner.  **Video 2: Enter site name:** Remind the class that this is the name of the whole site, not just the name of the web page that they will be working on.  **Video 3: Headers:** Discuss that there are four types of header:  Cover: Covers the screen  Large banner: Covers 1/2 of the screen  Banner: A thin strip at the top of the screen  Title only: No image in the background  **Video 4: Layouts:** Tell the learners that there are six layouts in Google Sites and that they should use these to build up their page design. Remind the learners that they can have multiple layouts on their page one under the other. |
| **Activity 3**  (Slide 13)  15 mins | **Design your own web page**  Remind the learners that although they are only creating one web page, the website should be named and a logo should be added to the page in the top left-hand corner. Discuss that they should decide on their header type and choose layouts from the help sheet provided. Explain to the learners that they should add the text and just write a small description of the image that they would add in the picture boxes. Remind learners to think carefully about their audience and purpose when designing their site.  **Note:** There are two web page design sheets: option one and two.  **Scaffolded task**  Option two will support those learners who may find a blank page daunting.  Allow the learners time to complete their designs. Leave the example on the board to support learners and distribute the web page design and support sheets. Extend learners who complete their web page on to the exploratory task.  **Exploratory task:** Confident learners should see if they can follow the instructions on the worksheet to add an additional page to their site. |
| **Plenary**  (Slide 14)  10 mins | Ask the learners “Can you name some of the main features of a web page and explain their purpose?”. Answers might include:  Header  Website name  Logo  Text  Images |
| **Next time**  (Slides 15-16)  5 mins | Review the assessment and summary slides. |

Resources are updated regularly — the latest version is available at: [ncce.io/tcc](http://ncce.io/tcc).

This resource is licensed under the Open Government Licence, version 3. For more information on this licence, see [ncce.io/ogl](http://ncce.io/ogl).