













Quick View

There are 4 parts to this lesson:

1	Introduction: What is required from this unit	 
2	Understanding web elements	   
3	Evaluating web sites	   
4	Plenary: Lesson review & feedback	 
	Homework: Connectivity	

Delivery

1. Introduction: What is required from this unit

Introduce this unit, explaining what the pupils will experience and a possible outcome of their work.

The aim of this lesson is ensure that pupils have the knowledge and understanding about web pages, their elements and design before starting to create their own.

Develop this by asking pupils:

- To describe their experiences of using the Internet as an information tool and how this may differ from listening to music over the Internet.
- What they understand as a web site.
- What are the main differences between multiple pages and a single page web site.

Over a short period of time methods of Internet connection have moved on from dial up modems to broadband connections, giving a significant increase in bandwidth and download times. However, not all other major countries provide such good connection speeds and you may wish to discuss this with pupils.

Show pupils the language cards **language1** for this lesson.

2. Understanding web elements

It is important that pupils understand the main components or elements that are used on typical web pages. They need to know this to enable them to evaluate and compare the effectiveness of web pages (part 3).

Show the presentation about web elements, there are also **notes1a** to accompany it.

Give out the **worksheet1a**.

Group activity

Show **presentation1a** on large screen

Individual

Pupils access this from **activity 1 / start**

3. Evaluating web sites

The focus for this part of the activity is to make pupils aware of the different ways that information can be provided using the Internet.

They should consider:

- The purpose of the web site
- The style, e.g. formal, comic, interactive, passive, service, informative
- The intended audience
- The web elements used
- The ease of use
- Speed

Show the presentation about different styles of web sites; **notes1b** accompanies it.

Group activity

Show **presentation1b** on large screen

Individual

Pupils access this from **activity 1 / task**

Give out the **worksheet1b**. This requires pupils to evaluate and compare various web sites and to record their views.

Tell pupils not to dwell too long on the content but to concentrate on the points raised earlier about style, purpose, audience, ease of use, etc.

4. Plenary: Lesson review & feedback

Review key points:

- What are the various things that the Internet is used for?
- What are the various styles of web sites and do they affect the audience?
- Web elements - ensure that pupils understand the importance of navigation.

Ask various pupils to comment on their findings. Compare answers and look for similarities.

It may be useful to ask a pupil to act as scribe, if this is a whiteboard activity the results can be saved and distributed at a later time.

Discuss and set the homework.

5. Homework:

Give out **homework1**. This asks pupils to consider the various methods and implications of connectivity.

You may feel it appropriate to provide the homework sheet in electronic format for those pupils with computer access at home. Consideration should then be given to:

- How they would return the work and the style - electronic or printed
- Virus protection
- Authenticity of the work

Objectives

Finding Information, Communicating & Evaluating

Pupils should be able to:

- Recognise how the content and style of information can influence the message it gives and that data can be distorted and misused.
- Justify the use of particular information sources to support an investigation or presentation, and devise and apply criteria to evaluate how well various information types support a task.
- Evaluate different applications in terms of the structure and method of processing data.
- Select appropriate methods of exchanging digital information and recognise that the format affects the method of exchange.
- Make and use simple success criteria that ensure fitness for purpose.

Pupils should be taught to:

- Understand the components or elements of a web page.
- Identify different styles of web sites and their purpose.
- Evaluate web sites for their effectiveness:
 - of content and whether it is relevant and easy to find
 - of navigation
 - for communication with the user, e.g. the interface

Preparation

Have you:

- Identified the key elements of this lesson
- Understood the school ICT policy in the areas that may affect this lesson
- Thought about the seating arrangements for any large group demonstration
- Checked that the whiteboard or large screen has been set up
- Checked the Internet connection is working (to show possible web sites)
- Prepared any extra work to be used for differentiation
- Prepared any work that teaching assistants may require
- Prepared any key word displays

Required IT skills for this lesson: Demonstrations are available in the unit

Using a large screen / whiteboard
Showing a PowerPoint presentation

Differentiation & Extension

Consider the following for some pupils:

- Printouts of various web sites to show different styles and audiences.
- Simpler web sites to compare, e.g. no advertisements or special effects.
- Wall display showing typical uses for the Internet and web sites.
- Technical information about web page elements.

The following resources are available to pupils. Printable versions are available by accessing the 'all resources' within each lesson. These may be useful for reinforcement, extension or general support.

- 2 Wordsets with audio support
- 2 Wordsearch activities
- 2 Interactive crosswords

Homework & Language

Homework:

Give out **homework1**. This asks pupils to consider the various methods and implications of connectivity.

You may feel it appropriate to provide the homework sheet in electronic format for those pupils with computer access at home. Consideration should then be given to:

- How they would return the work and the style - electronic or printed
- Virus protection
- Authenticity of the work

Language for learning:

navigation
hyperlink
broadband
connectivity

browser
web site
POTS
transmission rate

web elements
web page
PSTN

home page
bandwidth
ISDN

Resources

For this lesson:

You will need:

- Large screen display or whiteboard
- Access for pupils to **Unit 8.2 > Activity 1**
- Handouts
- Internet access
- Microsoft PowerPoint

Teacher Resources:

These are accessed by opening the **Teacher Resources File** on the CD (or network).



By default, the teacher PowerPoint resources are linked to Microsoft 2000 files although Microsoft '97 and HTML versions are also available from within the resources folder. Pupils will access a PowerPoint Show.

Resource Description	Filename	Format
Language Cards	language1	Word PDF
Presentation on Web Elements	presentation1a	PowerPoint
Notes on presentation	notes1a	Word PDF
Worksheet on Web Elements	worksheet1a	Word PDF
Presentation on Web Site Styles	presentation1b	PowerPoint
Notes on presentation	notes1b	Word PDF
Worksheet on Web Site Evaluation	worksheet1b	Word PDF
Activity sheet	task1	Word PDF
Summary sheet	summary1	Word PDF
Homework sheet	homework1	Word PDF
Activity answer sheet	act1answers	Word PDF

Pupil Resources:

These are accessed by opening the **Pupil Resources File** on the CD (or network).

Resource Description	Filename	Format
Pupil activity sheet	task1	Word PDF
Summary sheet	summary1	Word PDF
Worksheet on Web Elements	worksheet1a	Word PDF
Worksheet on Web Site Evaluation	worksheet1b	Word PDF
Homework sheet	homework1	Word PDF