TOUCHPAD

Touchpad MODULAR (Ver. 2.0)

Teacher's Manual

Extended Support for Teachers

ORANGE
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Teacher's Time Table

Periods / Days	0	I	II	III	IV	BREAK	V	VI	VII	VIII
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										

Development Milestones in a Child

Development milestones are a set of functional skills or age-specific tasks that most children can do at a certain age. These milestones help the teacher identify and understand how children differ in different age groups.

Age
5 - 8 Years

Physical	• First permanent tooth erupts • Shows mature throwing and catching patterns • Writing is now smaller and more readable • Drawings are now more detailed, organised and have a sense of depth
Cognitive	• Attention continues to improve, becomes more selective and adaptable • Recall, scripted memory, and auto-biographical memory improves • Counts on and counts down, engaging in simple addition and subtraction • Thoughts are now more logical
Language	• Vocabulary reaches about 10,000 words • Vocabulary increases rapidly throughout middle childhood
Emotional/ Social	• Ability to predict and interpret emotional reactions of others enhances • Relies more on language to express empathy • Self-conscious emotions of pride and guilt are governed by personal responsibility • Attends to facial and situational cues in interpreting another's feelings • Peer interaction is now more prosocial, and physical aggression declines

"If you cannot do great things, do small things in a great way."

Age 9 - 11 Years

Physical	• Motor skills develop resulting in enhanced reflexes
Cognitive	• Applies several memory strategies at once • Cognitive self-regulation is now improved
Language	• Ability to use complex grammatical constructions enhances • Conversational strategies are now more refined
Emotional/ Social	• Self-esteem tends to rise • Peer groups emerge

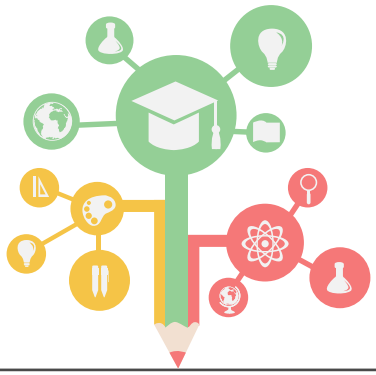
Age 11 - 20 Years

Physical	• If a girl, reaches peak of growth spurt • If a girl, motor performance gradually increases and then levels off • If a boy, reaches peak and then completes growth spurt • If a boy, motor performance increases dramatically
Cognitive	• Is now more self-conscious and self-focused • Becomes a better everyday planner and decision maker
Emotional/ Social	• May show increased gender stereotyping of attitudes and behaviour • May have a conventional moral orientation

Managing the children's learning needs according to their developmental milestones is the key to a successful teaching-learning transaction in the classroom.

"Family is the most important thing in the world."

Teaching Pedagogies



Pedagogy is often described as the approach to teaching. It is the study of teaching methods including the aims of education and the ways in which such goals can be achieved.

Lesson Plans

A lesson plan is the instructor's road map which specifies what students need to learn and how it can be done effectively during the class time. A lesson plan helps teachers in the classroom by providing a detailed outline to follow in each class.

A lesson plan addresses and integrates three key components:

- Learning objectives
- Learning activities
- Assessment to check the student's understanding

A lesson plan provides an outline of the teaching goals:

Before the class

1. Identify the learning objectives.
2. Plan the lesson in an engaging and meaningful manner.
3. Plan to assess student's understanding.
4. Plan for a lesson closure.

During the class

Present the lesson plan.

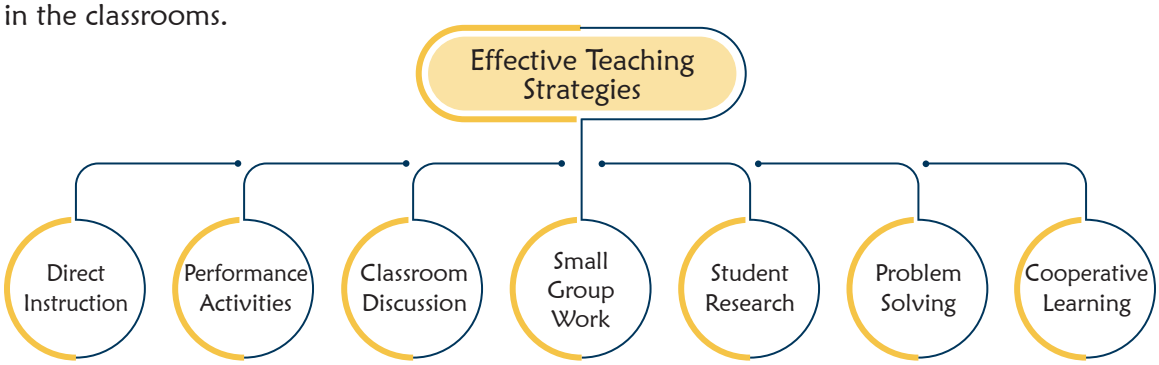
After the class

Reflect on what worked well and why. If needed, revise the lesson plan.

"Knowing yourself is the beginning of all wisdom."

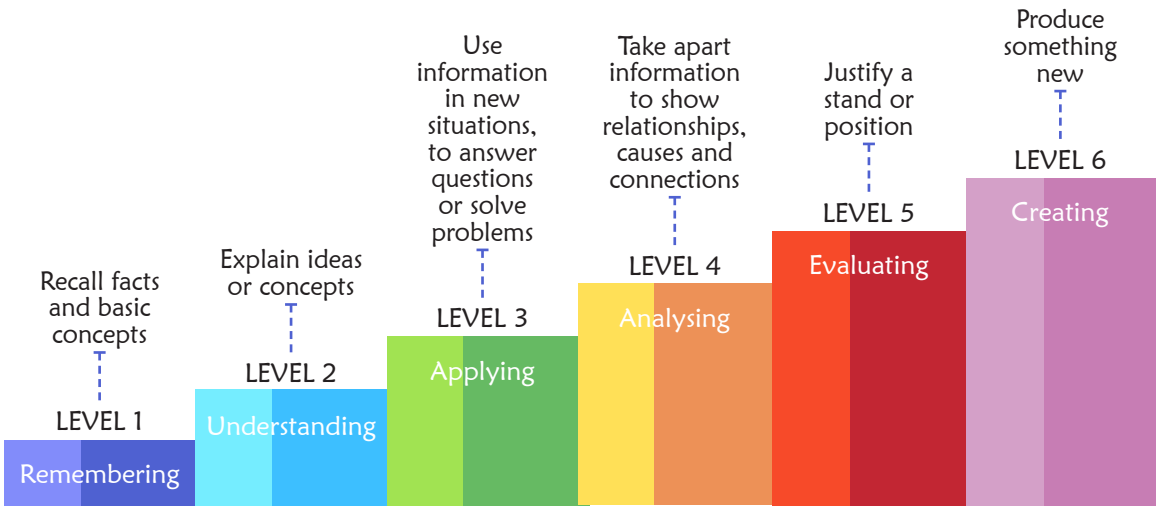
Teaching Strategies

Numerous strategies have evolved over the years to facilitate the teaching-learning process in the classrooms.



Bloom's Taxonomy

Bloom's Taxonomy was created by Dr Benjamin Bloom and several of his colleagues, to promote higher forms of thinking in education instead of rote learning. There are three domains of learning: cognitive (mental), affective (emotional), and psychomotor (physical). However, when we refer to Bloom's Taxonomy we speak of the cognitive domain. Bloom's Taxonomy is a list of cognitive skills that is used by teachers to determine the level of thinking their students have achieved. As a teacher, one should attempt to move students up the taxonomy as they progress in their knowledge.



Teachers should focus on helping students to remember information before expecting them to understand it, helping them understand it before expecting them to apply it to a new situation, and so on.

> "If you have no confidence in self, you are twice defeated in the race of life."

Lesson Plan

1 Ethics and Safety Measures in Computing

Teaching Objectives

Students will learn about

- Understand the concept of Internet and its impact.
- Define and explain computer ethics and internet ethics.
- Identify unethical practices and cybercrimes.
- Describe measures to stay safe online and protect personal data.
- Understand the importance of Intellectual Property Rights (IPR)

Number of Periods	
Theory	Practical
3	2

Teaching Plan

Introduction

Engagement Strategy: Think-Pair-Share

Ask students: "Have you ever received an unexpected message or email that looked suspicious?"

Let them pair up and discuss for 2 minutes, then share their experiences with the class.

Lesson Delivery

Explanation & Demonstration

1. **Introduction to Internet and Its Uses**
   - Explain the concept of the Internet as a Network of Networks.
   - Highlight its uses: E-learning, communication, entertainment, business, etc.
   - Discuss advantages and disadvantages.
   - Activity: Round Robin
   - Students list one advantage or disadvantage of the internet in a roundtable format.
2. **Computer and Internet Ethics**
   - Define computer ethics and provide examples of ethical behaviour.

- Define internet ethics with real-life scenarios.
- Strategy: Fussing with Definitions
- Students rephrase definitions of ethics in their own words and share with the group.

3. **Unethical Practices and Cybercrimes**
   - Define and explain: Plagiarism, Cyberbullying, Phishing, Hacking, Spamming.
   - Strategy: Role Play
   - Small groups enact a scenario each on a cybercrime and how to prevent it.
4. **Intellectual Property Rights (IPR)**
   - Explain Copyright, Patent, Trademark with examples.
   - Importance of respecting creators' rights.
   - Strategy: Think-Share*
   - Students think about how IPR affects their daily use of online content and share insights.
5. **Safety Measures while using the Internet**
   - Discuss best practices: Antivirus, strong passwords, encryption, private browsing, parental guidance.
   - Activity: Application Cards
   - Students write one safety measure and an example of its use in real life.
6. **Digital Footprints**
   - Define and explain how digital footprints are created.
   - Tips on minimising and managing them.

Extension (Further Exploration)

Discussion Questions:

- Why is it important to have ethics in computing?
- How do cybercrimes affect people emotionally and financially?
- What steps can schools take to educate students on online safety?

Creative Task:

- Create a presentation or poster on any one cybercrime and steps to prevent it.

Evaluation (Assessments & Review)

- Quiz on key terms: Ethics, Cybercrimes, IPR.
- Short questions on safety measures.
- Group activity: Analyse a scenario and list the ethical/unethical practices involved.
- Practical: Demonstrate use of antivirus, checking browser security (lock icon), managing privacy settings.

Suggested Activity

Project: My Safe Internet Practice Plan

- Students create a weekly checklist of internet safety actions (e.g., updating passwords, deleting cookies, checking privacy settings).

This lesson plan integrates collaborative strategies such as Think-Pair-Share, Role Play, and Application Cards to actively involve learners and deepen their understanding of ethical computing practices.

2 HTML: An Introduction

Teaching Objectives

Students will learn about

- Understand what HTML is and its purpose in web development.
- Identify and differentiate between various HTML tags and attributes.
- Learn how to structure and save a basic HTML document.
- Recognise deprecated and removed tags/attributes in HTML5.
- Demonstrate creating, saving, and viewing a web page using a text editor and browser.

Number of Periods	
Theory	Practical
3	2

Teaching Plan

Introduction

Engagement Strategy: Think-Pair-Share

Ask students: 'Have you ever seen the source code of a website?' Let them pair up to discuss how they think web pages are created and then share insights.

Lesson Delivery (Explanation & Demonstration)

1. **Introduction to HTML**
   - Define HTML and explain its origin and full form (Hypertext Markup Language).
   - Highlight its role in structuring web pages.
   - Discuss tools used for HTML editing - Text Editors vs WYSIWYG Editors.
2. **Tags and Attributes**
   - Explain tags: container vs empty tags, block-level vs text-level.
   - Introduce attributes: syntax, importance, examples like 'id', 'width'.
   - Activity: Fussing with Definitions - Students define 'tag', 'attribute', 'element' in their own words and share in groups.

3. **Rules for Writing HTML Code**
   - Demonstrate key rules: nesting, proper syntax, quotation usage.
   - Strategy: Round Robin - Groups write one rule each, compile a full class list.
4. **HTML Document Structure**
   - Walk through a basic HTML document structure using <!DOCTYPE>, <HTML>, <HEAD>, <TITLE>, <BODY>.
   - Activity: Three-Step Interview* - Partners explain the function of each section.
5. **Creating and Saving a Web Page**
   - Step-by-step Notepad demo to type, save and view an HTML file.
   - Strategy: Peer Editing - Partners check each other's code for syntax errors before saving.
6. **Basic HTML Tags and Their Use**
   - Explain the role of HTML, HEAD, TITLE, BODY with syntax examples.
   - Hands-on activity: Students modify title and body content and view result in browser.
7. **HTML5 Deprecated and Removed Tags/Attributes**
   - Discuss deprecated tags (e.g., <FONT>) and their modern CSS alternatives.
   - Strategy: Application Cards - Students write down how a deprecated tag is replaced in HTML5.

Extension (Further Exploration)

Discussion Questions:

- Why do you think HTML is still widely used in web development?
- How do tags and attributes affect webpage structure and appearance?
- What is the difference between WYSIWYG and text-based editors?

Creative Task:

- Create a web page on the topic "Conservation of Water" using the tags learned.

Evaluation (Assessments & Review)

- Quiz on tags, attributes, and basic HTML structure.
- Short-answer questions from textbook exercises.
- Group task: Code a basic HTML page and peer-review it for errors.
- Practical: Save and open an HTML file in browser.

Suggested Activity

- Project: My First Web Page*

- Students create a personalised web page introducing themselves using <HTML>, <HEAD>, <TITLE>, and <BODY>.

3 Cascading Style Sheets (CSS)

Teaching Objectives

Students will learn about

- Understand the concept and purpose of CSS in web design.
- Identify different types of CSS (Inline, Internal, External) and how they are implemented.
- Apply various CSS properties like background color, borders, margins, height/width, and text alignment.
- Use selectors and syntax effectively in CSS.
- Create and style simple web pages using CSS techniques.

Number of Periods	
Theory	Practical
3	2

Teaching Plan

Introduction

Engagement Strategy: Round Robin

Ask students: 'Have you ever seen a colourful, beautifully designed website? What makes it look appealing?' Have each student contribute one design element they've noticed on web pages.

Lesson Delivery (Explanation & Demonstration)

1. **Introduction to CSS**
   - Define CSS: Cascading Style Sheets as a design language.
   - Explain its role in controlling the presentation of HTML documents.
   - Strategy: Fussing with Definitions - Students explain the terms selector, property, and value using examples.
2. **CSS Selectors and Syntax**
   - Explain the basic syntax of CSS using selector { property: value; }.
   - Introduce universal, type, and class selectors.
3. **Types of CSS**
   - Inline CSS: Used within the style attribute of an HTML element.
   - Internal CSS: Used within a <style> tag inside the <head> section.
   - External CSS: Linked using the <link> tag to a separate .css file.
   - Activity: Three-Step Interview - Partners discuss benefits and limitations of each CSS type.

4. **Background and Font Properties**
   - Show how background-color and font properties affect page design.
   - Strategy: Application Cards - Students write one practical use of each font/background property in a webpage.
5. **Border and Margin Properties**
   - Teach different border styles, widths, and colours.
   - Introduce margin properties for layout spacing.
   - Strategy: Think-Pair-Share - Students analyse HTML code to identify margin and border values and their visual effects.
6. **Height, Width, and Outline**
   - Demonstrate how to use height, width, and outline properties in elements.
   - Activity: Hands-on coding task in lab: Style a paragraph using height, width, and outline.
7. **Text Alignment and Float**
   - Explain text-align values: left, right, center, justify.
   - Discuss float property for positioning images/text.
   - Strategy: Peer Editing - Students review and correct each other's use of float and text-align in sample web pages.

Extension (Further Exploration)

Discussion Questions:

- What is the importance of using external CSS for large websites?
- How can CSS improve website accessibility?
- What are the differences between margin and padding?

Creative Task:

- Design a webpage with the theme "My Favourite Festival" using internal and inline CSS.

Evaluation (Assessments & Review)

- Quiz on CSS types, syntax, and properties.
- Short-answer questions from the exercise section in the textbook.
- Lab: Create a styled HTML page using given CSS properties.
- Group task: Analyse a sample CSS and suggest improvements.

Suggested Activity

- Project: Design a Profile Page*
- Students will design a personal profile webpage styled using internal and external CSS demonstrating use of background colour, fonts, borders, margin, and float.

4 Formatting a Web Page

Teaching Objectives

Students will learn about

- Understand the purpose and usage of various HTML formatting tags including <Hn>, <P>, <BR/>, <HR/>, <B>, <I>, <U>, <SUP>, <SUB>, and <DIV>.
- Identify the difference between old HTML <FONT> tag and CSS font properties.
- Apply basic formatting tags to create well-structured web pages.
- Demonstrate the ability to design a webpage layout using structural and stylistic HTML tags.

Number of Periods	
Theory	Practical
2	10

Teaching Plan

Introduction

Use the 'Think Pair and Share' strategy to begin the class by asking:

- Why do you think formatting is important in a webpage?
- Can you identify some text formats you see on websites (bold, italics, underlined, etc.)?
- Have you ever used a word processor? What formatting options do you use most?

Lesson Delivery (Explanation & Demonstration)

Explain and demonstrate the following HTML formatting tags with examples on the projector or interactive whiteboard:

- <H1> to <H6>: For headings of different levels
- <P>: Paragraph
-
: Line Break
- <HR/>: Horizontal Rule
- <B>: Bold Text
- <I>: Italic Text
- <U>: Underlined Text
- <SUP>: Superscript
- <SUB>: Subscript
- FONT properties via CSS: font-family, font-size, font-style
- <DIV>: Division block for layout styling

Activity

Strategy Used: 'Role Plays' and 'Peer Editing'

Task: Students will create a web page titled 'Earth Day'. Each student will:

- Use <TITLE>, <H1>, <P>, <B>, <U>, and <DIV> tags to format content.
- Apply style properties to adjust font size, font colour, and background colour.
- Swap seats with a peer for 'peer editing' and give one suggestion to improve formatting.

Extension (Further Exploration)

Ask students to complete the following tasks at home:

- Create a webpage using <SUP> and <SUB> to represent a chemical equation.
- Use at least three formatting tags to redesign any one paragraph from their English textbook in HTML.

Evaluation (Assessment & Review)

- Quiz with MCQs and Fill in the Blanks from the chapter exercise.
- Ask students to write a short HTML code using <P>, <B>, <I>, and <U> tags.
- One-minute paper: What new formatting tag did you learn today and where can it be applied?

Suggested Activity

Create a "My Favourite Movie" PageStudents will create a personal webpage to showcase their favourite movie. They will use HTML formatting tags such as <H1>, <P>, <B>, <I>, and <DIV> to structure the page. The page should include a movie poster image, a description, and a list of reasons why they like it using <UL> or <OL>.

5 Lists in HTML

Teaching Objectives

Students will learn about

- Understand the purpose of lists in HTML and how they help organise content.
- Differentiate between ordered, unordered, and definition lists.
- Use HTML tags <OL>, <UL>, <LI>, <DL>, <DT>, and <DD> effectively.
- Apply CSS list properties such as list-style-type, list-style-image, and list-style-color.
- Create and nest various types of lists using appropriate attributes and styling.

Number of Periods	
Theory	Practical
3	2

Teaching Plan

Introduction

Engagement Strategy: Think-Pair-Share

Ask: "Where do you use lists in daily life?" Have students pair up and share examples like shopping lists, to-do lists, etc. Transition to how lists are used in web development for organising content.

Lesson Delivery (Explanation & Demonstration)

1. **Introduction to HTML Lists**
   - Explain the importance of lists in organising content on web pages.
   - Strategy: Fussing with Definitions - Define key terms like ordered, unordered, definition lists in student groups and let them present their definitions.
2. **Ordered List (<OL>)**
   - Syntax and usage of <OL> and <LI> tags.
   - Attributes like TYPE and START.
   - Activity: Code and View - Students write HTML to show a recipe in an ordered list and render in browser.
3. **Unordered List (<UL>)**
   - Syntax and usage with TYPE attribute or list-style-type in CSS.
   - Bullet styles: Disc, Circle, Square.
   - Strategy: Round Robin - Teams list where unordered lists are commonly used online.
4. **Definition List (<DL>, <DT>, <DD>)**
   - Structure and use for glossary or term-definition style content.
   - Activity: Peer Editing - Groups prepare and review a short glossary using definition lists.
5. **Nesting Lists**
   - Demonstrate nesting <UL> inside <OL> and vice versa.
   - Strategy: Three-Step Interview - Pairs create a nested list example, then swap roles to explain their code.
6. **CSS List Properties**
   - Explain properties: list-style-type, list-style-image, list-style-color.
   - Strategy: Application Cards - Students suggest a real-world application of changing bullet style using images.

Extension (Further Exploration)

Discussion Questions:

- Why are different list types necessary in HTML?
- How does CSS improve the appearance of lists?
- What is the advantage of using definition lists in documentation?

Creative Task:

- Create a web page that lists your favourite books using all three types of HTML lists with appropriate CSS styling.

Evaluation (Assessments & Review)

- Quiz on HTML list tags and CSS list properties.
- Short-answer and fill-in-the-blank from the textbook exercises.
- Lab Activity: Create a nested list example using both ordered and unordered lists.
- Peer Review: Students review and give feedback on their partner's list layout and formatting.

Suggested Activity

- Project: Thematic Webpage Using Lists*
- Students design a webpage themed around "Seasons" using ordered lists for season-wise activities, unordered lists for clothing items, and definition lists for weather terms.

6 Tables in HTML

Teaching Objectives

Students will learn about

- Understand the structure and components of HTML tables.
- Identify and apply table tags such as <TABLE>, <TR>, <TH>, <TD>, and <CAPTION>.
- Explore CSS properties related to tables including border, padding, background-color, and text colour.
- Use ROWSPAN and COLSPAN attributes to merge table cells effectively.
- Design a complete HTML page containing a well-formatted table using CSS.

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Introduction (Engagement)

Strategy Used: Think-Pair-Share

- Have you seen tables in newspapers or websites before?
- What is the benefit of showing data in rows and columns?
- Can we create tables in HTML just like MS Word?

Lesson Delivery (Explanation & Demonstration)

Explain the following HTML table tags with examples:

- <TABLE>: Container tag for tables
- <TR>: Table Row
- <TD>: Table Data Cell
- <TH>: Table Heading Cell
- <CAPTION>: Table Title

Demonstrate CSS styling with the following properties:

- border
- border-style
- border-color
- border-spacing
- width
- padding
- background-color
- color

Explain how ROWSPAN and COLSPAN are used to merge rows and columns in a table.

Activity

Strategy Used: 'Send-a-Problem' and 'Peer Editing'

- Form groups of 4 and assign each group a unique table structure to create.
- Each group writes HTML code with <TABLE>, <TR>, <TD>, and <TH> tags using at least 3 CSS properties.
- Exchange codes with another group for review and suggestions.
- Finalise and present the HTML output on the projector or computer screen.

Extension (Further Exploration)

Strategy Used: Application Cards

- Create a timetable using <TABLE> tags and apply background colours using CSS.
- Design a table that shows marks of 5 students using COLSPAN for subject headers.

Evaluation (Assessment & Review)

Strategy Used: One-Minute Paper and Quiz

- Conduct a short quiz on table tags and their purposes.
- Ask students to explain the difference between <TH> and <TD> tags.
- One-minute paper: What did you find most interesting about HTML tables today?

Suggested Activity

Create a "Student Data" TableStudents will create a table displaying the details of 5 students. The table should include columns for Name, Age, Class, and Marks. They will also apply CSS properties like border, background-color, and padding to format the table.

7 Images, Links and Frames in HTML

Teaching Objectives

Students will learn about

- Understand the use and structure of the <IMG>, <A>, and <IFRAME> tags in HTML.
- Apply attributes like SRC, ALT, HEIGHT, WIDTH, HREF, TARGET, TITLE, ID, etc.
- Differentiate between internal and external linking using anchor tags.
- Design hyperlinks using text and images; apply CSS styles to links.
- Embed webpages, videos, and maps using <IFRAME> and control its display settings.

Number of Periods	
Theory	Practical
3	2

Teaching Plan

Introduction

Engagement Strategy: Think-Pair-Share

Ask: "Have you noticed how websites are interconnected or how clicking an image takes you to another page?" Let students discuss in pairs and then share observations.

Lesson Delivery (Explanation & Demonstration)

1. **Inserting Images in HTML**
   - Explain the <IMG> tag and its key attributes: SRC, ALT, TITLE, HEIGHT, WIDTH.
   - Strategy: Application Cards - Students write one real-world scenario where using ALT text is essential (e.g., accessibility for visually impaired).
2. **Linking Web Pages**
   - Discuss importance of hyperlinks and the <A> tag.

- Explain HREF, TARGET, TITLE, and ID attributes.
- Strategy: Fussing with Definitions* - Students define hyperlink and internal/external linking in their own words and share with peers.

3. **Internal vs External Linking**
   - Demonstrate linking within the same document using ID attribute.
   - Show linking to other documents/websites using HREF.
   - Activity: Peer Editing - Students create a webpage with both link types and review each other's work.
4. **Styling Hyperlinks with CSS**
   - Introduce pseudo-classes: :link, :visited, :hover, :active.
   - Demonstrate styling links as buttons using CSS.
   - Strategy: Round Robin - Students list places where hyperlinks are styled differently (buttons, navbars, etc.).
5. **Embedding Content Using Frames**
   - Explain use of <IFRAME> and its attributes: SRC, WIDTH, HEIGHT, ALLOWFULLSCREEN.
   - Use real-world example: embedding a YouTube video or map.
   - Activity: Three-Step Interview - Partners explain the structure and benefit of using <IFRAME>.

Extension (Further Exploration)

Discussion Questions:

- Why are images and links important in web design?
- How can internal linking improve user experience?
- What is the importance of using ALT tags with images?

Creative Task:

- Create a mini-website with two linked web pages using hyperlinks, styled links, embedded images and one <IFRAME>.

Evaluation (Assessments & Review)

- MCQs and fill-in-the-blanks on HTML attributes and tags.
- Short questions on internal/external linking and frame usage.
- Lab Activity: Insert an image, create a hyperlink, and embed a YouTube video using <IFRAME>.
- Group discussion to review and peer-assess projects.

Suggested Activity

- Project: Thematic Web Page on a Tourist Destination*

- Students will create a web page titled "Visit My Favourite Place" including an image, a styled hyperlink, and an embedded map or video using <IFRAME>.

8 Forms in HTML

Teaching Objectives

Students will learn about

- Understand the concept and importance of HTML forms.
- Identify and use various form elements like <INPUT/>, <TEXTAREA>, <SELECT>, and <FORM> tags.
- Apply attributes such as TYPE, NAME, VALUE, PLACEHOLDER, ACTION, and METHOD in form elements.
- Distinguish between different input types including text, radio, checkbox, password, and select boxes.
- Design a complete HTML form for registration or feedback using proper formatting and structure.

Number of Periods	
Theory	Practical
3	2

Teaching Plan

Introduction (Engagement)

Strategy Used: Think-Pair-Share

- Have you ever filled out an online form? What kind of information did it ask?
- Why do websites use forms instead of paper forms?
- Which input fields have you seen in an online form (e.g., text box, checkbox)?

Lesson Delivery (Explanation & Demonstration)

Explain the following HTML form components with examples:

- <FORM>: The container tag that defines the form area.
- <INPUT/>: Creates input fields with types such as text, radio, checkbox, password, button, submit, reset.
- <TEXTAREA>: Creates a multiline text box.
- <SELECT> and <OPTION>: Used for dropdown lists.

Demonstrate each input type with a mini code example.

Attributes to highlight:

- TYPE

- NAME
- VALUE
- PLACEHOLDER
- ACTION
- METHOD
- ROWS
- COLS

Activity

- Strategy Used: Peer Editing and Role Plays
- Divide students into pairs. One student designs a login form using <INPUT> tags, and the other peer reviews it.
- Conduct a short role play where students pretend to be form users submitting a registration form for an event.
- Ask students to collaboratively create a student registration form with all necessary input fields.

Extension (Further Exploration)

- Strategy Used: Application Cards
- Ask students to create a feedback form for a website using <TEXTAREA> and <SELECT> fields.
- Design a school admission form that includes password, gender selection, class dropdown, and hobbies checkboxes.

Evaluation (Assessment & Review)

- Strategy Used: One Minute Paper and Student-Generated Test Questions
- Ask students to write down one thing they found difficult to understand in today's lesson.
- Conduct a short quiz with fill-in-the-blanks and multiple choice questions on HTML form tags and attributes.
- Ask each student to write one test question on HTML forms and exchange it with a peer to answer.

Suggested Activity

Create a feedback form with fields for name, email, and password. Include radio buttons for ratings, checkboxes for options like "Would you recommend this site?", and a dropdown list for selecting services.

9 Web Publishing

Teaching Objectives

Students will learn about

- Understand the concept of web publishing and its significance.
- Identify various web hosting service providers and their features.
- Differentiate between Shared, VPS, Dedicated, and Self-Service Web Hosting.
- Understand the process of uploading and maintaining a website using a web host.
- Explore real-life applications of web hosting and publishing.

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Introduction

Engagement Strategy: Think-Pair-Share

Pose the question: "Have you ever visited a website and wondered how it is made available online?" Students share thoughts in pairs and then present to class.

Lesson Delivery (Explanation & Demonstration)

1. **Introduction to Web Publishing**
   - Explain web publishing as the process of uploading and updating webpages to the Internet.
   - Mention the need for a hosting space, internet connection, and publishing software.
   - Strategy: Fussing with Definitions* - Students define 'web publishing' in their own words and share it with the class.
2. **Understanding Web Hosting Service Providers**
   - Define web hosting service providers and describe their roles.
   - List examples: GoDaddy, BlueHost, HostGator, SiteGround.
   - Strategy: Round Robin - Students list features or services offered by different hosting providers.
3. **Types of Web Hosting**
   - Explain four types: Shared, VPS, Dedicated, Self-Service.
   - Strategy: Application Cards - Students write one real-world scenario where each type of hosting is suitable.
4. **DNS and Domain Names**
   - Explain DNS (Domain Name System) and how it connects domain names to servers.

- Activity: Peer Editing - Students match domain names with hosting types in pairs.

5. **Real-life Hosting Activity**
   - Demonstrate browsing a hosting site like HostGator and navigating through different hosting plans.
   - Strategy: Think-Share - Students explore hosting sites and suggest which plan suits a small blog vs. a school website.

Extension (Further Exploration)

Discussion Questions:

- How is web publishing different from designing a webpage?
- Why do different websites need different types of hosting?
- What challenges might arise in self-hosting a website?

Creative Task:

- Design a comparison chart of the four types of web hosting with features and real-life use cases.

Evaluation (Assessments & Review)

- MCQs on terms like DNS, Shared Hosting, VPS, etc.
- Short questions and definitions from the exercise section.
- Practical demo of visiting a web host and selecting a suitable plan.
- Project: Students create a sample hosting plan proposal for a school website.

Suggested Activity

- Project: Host a Classroom Blog*
- Students will explore free hosting options (like WordPress or Blogger), select a theme, and prepare a content plan to publish class activities online.