My First Website

Ages 10-12 | Digital Explorers

Create a small website about something you enjoy.

How to use this guide

Read each section, complete its four lab steps, then answer the questions in the online course. The online progress bar advances only after four correct answers.

Section 1: HTML

LEARNING GOAL: HTML. Your finished work should demonstrate: A page with a heading, text, and a link.

EXPLAIN THE CONCEPT: HTML gives a web page meaning and structure. Headings introduce topics, paragraphs explain ideas, and links connect pages. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Create an index.html file with a page title. 2. Add one heading and two paragraphs about a hobby. 3. Add a descriptive link to a safe resource chosen with an adult. 4. Open the file in a browser and check the order. Finished result: A page with a heading, text, and a link.

STRUCTURE GIVES TEXT MEANING: HTML marks the role of content. A heading introduces a topic; a paragraph explains it; a link connects to a destination. A large-looking paragraph is not automatically a heading. Using the right element helps browsers and assistive tools understand the page, even when the styling changes.

BUILD A FICTIONAL HOBBY PAGE: In a practice file named index.html, use <h1>Robot Club</h1> for the main heading and We build paper robots. for a paragraph. Save and open the file locally. The opening and closing tags surround the content. Compare the visible wording with the file to see what the browser displays.

MAKE LINKS DESCRIPTIVE: Write a link label that tells a reader its purpose, such as Read the robot instructions, rather than Click here. Ask an adult to choose a safe destination before adding it. Do not put real school details, addresses, or children’s contact information on the practice page.

CHECK YOUR REASONING: If you forgot to save before refreshing, why might the old wording remain? The browser may still be reading the saved file. Check saving and the file location before changing unrelated code.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A page with a heading, text, and a link.

Investigate with pictures and choices

Your page needs its main title marked as a heading.
Which language structures that content?
1. A password list
2. A picture filename
3. HTML

Worked reasoning

Answer: HTML. HTML marks content structure. Styling alone does not provide heading semantics.

Try a changed example

Compare a heading element with plain text that only looks large.

Picture and meaning matches

HTML: Structures content
CSS: Styles the page
Design: Makes information usable

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.
A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the

quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Create an index.html file with a page title.
2. Add one heading and two paragraphs about a hobby.
3. Add a descriptive link to a safe resource chosen with an adult.
4. Open the file in a browser and check the order.

Finished result: A page with a heading, text, and a link.

Check your understanding

1. Which idea best describes HTML?

A. CSS controls the look of a page.

B. HTML gives a web page meaning and structure.

C. Good design makes the most important information easy to find.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Add one heading and two paragraphs about a hobby.

B. Add a descriptive link to a safe resource chosen with an adult.

C. Create an index.html file with a page title.

D. Open the file in a browser and check the order.

3. What should you do after step two?

A. Add one heading and two paragraphs about a hobby.

B. Open the file in a browser and check the order.

C. Create an index.html file with a page title.

D. Add a descriptive link to a safe resource chosen with an adult.

4. Which result shows that your lab is finished?

A. A page with a heading, text, and a link.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. HTML gives a web page meaning and structure.
2. C. Start with: Create an index.html file with a page title.
3. D. Step three is: Add a descriptive link to a safe resource chosen with an adult.
4. A. The goal is: A page with a heading, text, and a link.

Section 2: CSS

LEARNING GOAL: CSS. Your finished work should demonstrate: A readable styled page.
EXPLAIN THE CONCEPT: CSS controls the look of a page. Color, spacing, and readable text sizes can help visitors understand the content. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Add a style block or CSS file. 2. Choose a background and text color with clear contrast. 3. Add spacing around the heading and paragraphs. 4. Refresh the browser and check the page on a narrow screen. Finished result: A readable styled page.
SEPARATE CONTENT AND APPEARANCE: CSS describes how selected HTML elements look. In p { color: navy; }, p selects paragraphs, color names the property, and navy is its value. The rule changes appearance; it does not change a paragraph into a heading. Keep meaningful HTML structure while adjusting the page's look.
WORKED STYLE CHANGE: Give the fictional Robot Club page a light background and dark text. Add padding to create space inside a content area and margin to separate elements outside their edges. Change one spacing value and refresh. Describe which space changed rather than saying the whole page looks different.
TEST READING CONDITIONS: Narrow the browser window. Check that text wraps and the page can be read without dragging sideways. Increase text size and check again. Avoid using color alone to identify a link or important instruction; wording and other visible cues should carry the meaning too.
DEBUG A MISSING STYLE: If paragraphs do not change, check the selector, braces, property spelling, and whether the saved page includes the stylesheet. Test one correction at a time so you know which change mattered.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A readable styled page.

Investigate with pictures and choices

The title needs readable color and spacing.

What controls those presentation choices?

1. A database row
2. CSS
3. The page address alone

Worked reasoning

Answer: CSS. CSS changes presentation while HTML supplies structure.

Try a changed example

Try a high-contrast color pair and inspect readability.

Picture and meaning matches

HTML: Structures content

CSS: Styles the page

Design: Makes information usable

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Add a style block or CSS file.
2. Choose a background and text color with clear contrast.
3. Add spacing around the heading and paragraphs.
4. Refresh the browser and check the page on a narrow screen.

Finished result: A readable styled page.

Check your understanding

1. Which idea best describes CSS?

A. It has no purpose in this project.

B. HTML gives a web page meaning and structure.

C. CSS controls the look of a page.

D. Good design makes the most important information easy to find.

2. What is the first step in this lab?

A. Refresh the browser and check the page on a narrow screen.

B. Choose a background and text color with clear contrast.

C. Add spacing around the heading and paragraphs.

D. Add a style block or CSS file.

3. What should you do after step two?

A. Add spacing around the heading and paragraphs.

B. Choose a background and text color with clear contrast.

C. Refresh the browser and check the page on a narrow screen.

D. Add a style block or CSS file.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. A readable styled page.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. CSS controls the look of a page.

2. D. Start with: Add a style block or CSS file.

3. A. Step three is: Add spacing around the heading and paragraphs.

4. B. The goal is: A readable styled page.

Section 3: Design

LEARNING GOAL: Design. Your finished work should demonstrate: A page a visitor can understand quickly.

EXPLAIN THE CONCEPT: Good design makes the most important information easy to find. Test with a real reader and adjust one confusing part. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Write the main purpose of your page in one sentence. 2.

Move the most useful heading near the top. 3. Ask someone to find your link without help. 4. Improve one label or spacing choice based on their feedback. Finished result: A page a visitor can understand quickly.

DESIGN FOR A READER'S TASK: Begin with what a visitor needs to do. On the Robot Club page, a useful task is finding the making instructions. A clear heading, short introduction, and descriptive link support that task. More decoration is not automatically better if it hides the next action.

OBSERVE A USABILITY TEST: Ask a helper to find the instructions without pointing to the link. Observe where they look and what they choose. If they hesitate between two labels called More, rename the intended link Read the robot instructions. Repeat the same task to see whether the change helps.

TEST MORE THAN A MOUSE: Use the Tab key to move through links and check that the focused item can be seen. Check reading order from top to bottom on a narrow screen.

An image that carries meaning needs an appropriate text alternative; decorative images should not add distracting repeated descriptions.

CHECK YOUR REASONING: Does one helper succeeding prove the page works for everyone? No. It provides useful evidence for that task; different readers, devices, and access needs may reveal more problems.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.

SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A page a visitor can understand quickly.

Investigate with pictures and choices

A page looks good on a wide screen but overflows on a phone.

What should you check?

1. Layout at a narrow viewport

2. Only the desktop screenshot

3. Whether phones have keyboards

Worked reasoning

Answer: Layout at a narrow viewport. Responsive design must handle available width and readable controls.

Try a changed example

Compare the same content at two widths without hiding essential information.

Picture and meaning matches

HTML: Structures content

CSS: Styles the page

Design: Makes information usable

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Write the main purpose of your page in one sentence.

2. Move the most useful heading near the top.

3. Ask someone to find your link without help.

4. Improve one label or spacing choice based on their feedback.

Finished result: A page a visitor can understand quickly.

Check your understanding

1. Which idea best describes Design?

A. CSS controls the look of a page.

B. It has no purpose in this project.

C. HTML gives a web page meaning and structure.

D. Good design makes the most important information easy to find.

2. What is the first step in this lab?

A. Write the main purpose of your page in one sentence.

B. Improve one label or spacing choice based on their feedback.

C. Move the most useful heading near the top.

D. Ask someone to find your link without help.

3. What should you do after step two?

A. Write the main purpose of your page in one sentence.

B. Ask someone to find your link without help.

C. Move the most useful heading near the top.

D. Improve one label or spacing choice based on their feedback.

4. Which result shows that your lab is finished?

A. A skipped lab

B. A blank page with no work

C. A page a visitor can understand quickly.

D. A copied answer without checking it

Answer review

1. D. Good design makes the most important information easy to find.

2. A. Start with: Write the main purpose of your page in one sentence.

3. B. Step three is: Ask someone to find your link without help.

4. C. The goal is: A page a visitor can understand quickly.

Section 4: Guided Project & Worked Examples

COURSE INVESTIGATION: A link label should explain its destination

YOUR PRACTICE INPUT: A small page has three links all labeled ’click here’: a drawing, a project guide, and a contact page.

WHY IT WORKS: A link should make sense without its surrounding paragraph. Meaningful labels also help keyboard and assistive-technology navigation.

PLAN BEFORE YOU ACT: Draw or write the starting state, the question you need to answer, and the evidence you expect to see. A paper trace is acceptable; label it as a prediction unless you actually run a test.

WORK THE CASE: Sketch a heading outline, tab through the page if you build it, and ask a tester to identify the guide link without guessing.

COMPARE WITH THE EXPECTED RESULT: The tester can identify the destination from its label. The exercise uses fictional details and no personal contact information.

EXPLAIN YOUR REASONING: Show the connection between the supplied input, each decision, and your result. If a number, label, or observation differs, return to the

first differing step rather than changing several things together.
KEEP YOUR EVIDENCE: Save the initial plan, a drawing or sanitized output, and one explanation of what the result does and does not prove. Use pointing, speech, drawing, typing, or your usual communication method.
LEARNING GOAL: Guided Project & Worked Examples. Your finished work should demonstrate: A completed guided project with documented evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.
EXPLAIN THE CONCEPT: Review the course concepts through two applied examples. Compare semantic heading/paragraph/link structure with a page made only of generic text blocks. Test two text/background combinations and identify which has better readability. Guided project: Build a one-page hobby site with semantic HTML, CSS, navigation/link, image attribution, and responsive layout. Work with synthetic or fictional information and ask an adult for help when appropriate. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Read both worked examples and explain the reasoning. 2. Build a one-page hobby site with semantic HTML, CSS, navigation/link, image attribution, and responsive layout. 3. Record the steps you completed and the result you observed. 4. Compare your result to the goal and correct one issue. Finished result: A completed guided project with documented evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.
COMBINE STRUCTURE AND STYLE: Build the Robot Club practice page with one main heading, two explanatory paragraphs, and one adult-approved resource link. Add readable colors and deliberate spacing. Keep a written goal: a visitor can understand the activity and find the instructions. Save the HTML and any stylesheet together in a practice folder.
WORKED REVISION: Suppose the page looks attractive but the link says More. A helper cannot tell whether it opens instructions or photographs. Change only the label to Read the robot instructions. Retest the same task and record what happened. This is a design improvement supported by an observation.
CHECK TWO VIEWS: Open a wide and a narrow browser window. Check the heading, paragraphs, and link in both. If a fixed-width box causes sideways scrolling, adjust the practice layout with adult help and repeat the test. Do not shrink all text just

to fit one screenshot.
KEEP THE EVIDENCE: Save the source files, a description of the reader's task, and one before-and-after note. Explain which change affected meaning and which affected appearance.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A completed guided project with documented evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

Investigate with pictures and choices

Your project has links that look like text.
What improves usability?
1. Removing all labels
2. Only changing the background image
3. Clear link labels and visible focus

Worked reasoning

Answer: Clear link labels and visible focus. People need to identify and operate controls, including with a keyboard.

Try a changed example

Navigate the page with Tab and inspect the focus indicator.

Picture and meaning matches

HTML: Structures content
CSS: Styles the page
Design: Makes information usable

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Read both worked examples and explain the reasoning.
2. Build a one-page hobby site with semantic HTML, CSS, navigation/link, image attribution, and responsive layout.
3. Record the steps you completed and the result you observed.
4. Compare your result to the goal and correct one issue.

Finished result: A completed guided project with documented evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

Check your understanding

1. Which idea best describes Guided Project & Worked Examples?

A. HTML gives a web page meaning and structure.

B. Review the course concepts through two applied examples.

C. CSS controls the look of a page.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Build a one-page hobby site with semantic HTML, CSS, navigation/link, image attribution, and responsive layout.

B. Record the steps you completed and the result you observed.

C. Read both worked examples and explain the reasoning.

D. Compare your result to the goal and correct one issue.

3. What should you do after step two?

A. Build a one-page hobby site with semantic HTML, CSS, navigation/link, image attribution, and responsive layout.

B. Compare your result to the goal and correct one issue.

C. Read both worked examples and explain the reasoning.

D. Record the steps you completed and the result you observed.

4. Which result shows that your lab is finished?

A. A completed guided project with documented evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. Review the course concepts through two applied examples.

2. C. Start with: Read both worked examples and explain the reasoning.

3. D. Step three is: Record the steps you completed and the result you observed.

4. A. The goal is: A completed guided project with documented evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

Section 5: Independent Challenge & Mastery

INDEPENDENT TRANSFER CASE: A link label should explain its destination

KEEP THE ORIGINAL BASELINE: A small page has three links all labeled ’click here’: a drawing, a project guide, and a contact page.

CHANGE ONE CONDITION: Replace the labels with ’View my drawing’, ’Read the project guide’, and ’Contact the club’.

YOUR TASK: Sketch a heading outline, tab through the page if you build it, and ask a tester to identify the guide link without guessing.

PREDICT, THEN CHECK: State which part of your original reasoning should remain true and which part must be recalculated or retested. Keep the original and changed results side by side.

REVIEW CRITERIA: The tester can identify the destination from its label. The exercise uses fictional details and no personal contact information.

MENTOR DISCUSSION: Explain why the changed condition matters. Identify a tempting wrong conclusion, show the observation that would challenge it, and choose one next test. A statement of uncertainty is better than inventing a result.

PORTFOLIO NOTE: Keep your baseline, changed input, prediction, observed or paper-traced result, explanation, and one improvement. These practice prompts do not replace the course’s existing quiz or final assessment.

LEARNING GOAL: Independent Challenge & Mastery. Your finished work should demonstrate: An independent demonstration with evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

EXPLAIN THE CONCEPT: Apply what you learned without copying the guided solution. Independent challenge: Ask a tester to find three things on the page without help, then improve one accessibility or navigation issue. Safety and responsibility: Publish no address, school, schedule, personal contact details, or identifiable location; use approved hosting with an adult. Reflect on your work: What did you build or discover? What did you test or change after feedback? What safe or responsible choice did you make? Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Explain the challenge and make a short plan. 2. Ask a tester to find three things on the page without help, then improve one accessibility or navigation issue. 3. Test the result and record evidence of your work. 4. Review the safety scenario and describe one improvement. Finished result: An independent demonstration with evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

DESIGN AN ORIGINAL PAGE: Make a fictional nature-club page with a different purpose from Robot Club. Plan its heading, two short paragraphs, and a useful resource link before styling. Use invented details and adult-approved assets. Publishing is optional; the project can be demonstrated locally.

TEST A CLAIM: Write a prediction: a visitor can find the activity instructions using the keyboard. Ask a helper to try without coaching. Record the tab order, whether focus is visible, and which label they select. Fix one confusing part and retest.

EXPLAIN THE SEPARATION: Show an HTML choice that gives structure and a CSS choice that improves reading. Explain why changing a color does not repair an unclear link label. Keep both the original issue and the revised result in your project note.

ANSWER AND REFLECT: The page fits your laptop but scrolls sideways on a narrow window. Is it finished? Not for the tested narrow view. Improve the layout and repeat the test rather than assuming the reader will use your screen.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.

SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An independent demonstration with evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

Investigate with pictures and choices

You want to publish a school project.
What belongs in the public version?
1. A parent account password
2. Fictional or approved content without private details
3. Your home address by default

Worked reasoning

Answer: Fictional or approved content without private details. Publication is a sharing decision. Review privacy and permissions first.

Try a changed example

Make a prepublication checklist and test every link.

Picture and meaning matches

HTML: Structures content
CSS: Styles the page
Design: Makes information usable

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.
My notes: _____

Hands-on lab

1. Explain the challenge and make a short plan.
2. Ask a tester to find three things on the page without help, then improve one accessibility or navigation issue.
3. Test the result and record evidence of your work.
4. Review the safety scenario and describe one improvement.

Finished result: An independent demonstration with evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

Check your understanding

1. Which idea best describes Independent Challenge & Mastery?

A. It has no purpose in this project.

B. HTML gives a web page meaning and structure.

C. Apply what you learned without copying the guided solution.

D. CSS controls the look of a page.

2. What is the first step in this lab?

A. Review the safety scenario and describe one improvement.

B. Ask a tester to find three things on the page without help, then improve one accessibility or navigation issue.

C. Test the result and record evidence of your work.

D. Explain the challenge and make a short plan.

3. What should you do after step two?

A. Test the result and record evidence of your work.

B. Ask a tester to find three things on the page without help, then improve one accessibility or navigation issue.

C. Review the safety scenario and describe one improvement.

D. Explain the challenge and make a short plan.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. An independent demonstration with evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Apply what you learned without copying the guided solution.
2. D. Start with: Explain the challenge and make a short plan.
3. A. Step three is: Test the result and record evidence of your work.

4. B. The goal is: An independent demonstration with evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

Mastery & safe-use plan

Ages 10-12

Digital safety: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing.

AI literacy: Check AI claims with reliable sources, recognize synthetic content, protect private data, and disclose AI help.

Challenge: Solve a guided scenario without using real credentials or private information.

Portfolio: Finish an original game, website, safety plan, media story, or fact-check artifact.

Mastery check: Demonstrate the project, explain a decision, and correct one issue found during review.

Project worksheet

My project: Publish a colorful one-page website

Who will use or review it? _____

My plan: _____

Checkpoint 1: A page with a heading, text, and a link.

Checkpoint 2: A readable styled page.

Checkpoint 3: A page a visitor can understand quickly.

Checkpoint 4: A completed guided project with documented evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

Checkpoint 5: An independent demonstration with evidence: HTML/CSS files, Responsive screenshot, Source/credit note, Usability revision.

One thing I tested: _____

One thing I changed after testing: _____

What I learned: _____

Trusted adult or mentor feedback: _____

Family review

Show your finished work to a trusted adult. Explain one thing you learned and one thing you would improve.

Beat IT Kids | For learning at home. Do not put real passwords or private details in

practice projects.