



HTML ONLINE VIEWER

FREE CLASSROOM RESOURCE

Teach a first HTML lesson with confidence.

A practical 60-minute lesson plan, learner worksheet, mini project, answer key and inclusive-classroom guidance for complete beginners.

NO INSTALLATION

PHONE FRIENDLY

FREE TO USE

html-onlineviewer.com/for-teachers



Teacher quick start

Use this plan for learners who have never written code. The aim is confidence and understanding, not memorising every tag.

Audience	Complete beginners, approximately age 13 and above
Time	60 minutes, or two 35-minute periods
Devices	One phone or computer per learner or pair; internet access to load the lesson
Starting page	html-onlineviewer.com/learn-html-css-javascript-for-beginners
Outcome	Learners explain HTML, identify opening and closing tags, and build a small community notice page

Learning objectives

- Explain that HTML describes the structure and meaning of a webpage.
- Recognise the parts of an element: opening tag, content and closing tag.
- Identify tags that do not wrap text, such as `<img>`.
- Edit a heading and paragraph, then check the result in a live preview.
- Create a small page that communicates useful information clearly.

Suggested timetable

Minutes	Activity	Teacher focus
0-5	Welcome and prior knowledge	Ask where learners have seen webpages today.
5-15	What HTML means	Use the building-structure analogy on page 3.
15-27	Read a tiny document	Point to each line before learners type.
27-42	Guided coding	Learners change one thing at a time and observe.
42-55	Community notice mini project	Support pairs; ask them to explain choices.
55-60	Exit check	Three questions: meaning, tag pair, one improvement.

Before class

Open the course on every device you will use. If learners share devices, assign one typist and one reader, then swap roles halfway through.

What is HTML?

Begin with purpose before syntax. Learners should understand what they are building before they meet unfamiliar symbols.

A plain-language explanation

HTML stands for HyperText Markup Language. It gives a webpage its structure and meaning. It tells the browser: this is a heading, this is a paragraph, this is a link, and this is an image.

Real-world idea	HTML idea
A classroom has walls, a door and labelled areas.	A webpage has headings, sections, paragraphs, links and images.
A label tells us what something is for.	A tag tells the browser what a piece of content means.
A container can hold something inside it.	Many HTML elements have an opening tag, content and a closing tag.

Read one element slowly

```
<h1>Welcome to our coding club</h1>
```

Part	What it means
<h1>	The opening tag starts the main heading.
Welcome to our coding club	This is the content a visitor can read.
</h1>	The slash shows that the heading ends here.

Tags that do not wrap text

Some elements do not need a separate closing tag because they insert or describe one thing. An image is a common example:

```

```

Teacher language

Say: 'The tag gives the instruction. The attributes add useful details. The alt text explains the image when it cannot be seen.'

Build a tiny page together

Ask learners to predict what each change will do before they press a key. This turns typing into reasoning.

Start with the document structure

```
<!doctype html>
<html lang="en">
  <head>
    <meta charset="UTF-8">
    <title>Community Notice</title>
  </head>
  <body>
    <h1>Community Clean-up Day</h1>
    <p>Meet at the school gate on Saturday at 9:00 AM.</p>
  </body>
</html>
```

1. Read

Point to each tag. Ask which lines visitors will see and which lines give information to the browser.

2. Predict

Before editing, ask: what changes if we replace the h1 text? What stays the same?

3. Edit

Learners change the event, place and time. They should not remove the angle brackets.

4. Preview

Compare the source with the visible result. Ask learners to connect one code line to one visible item.

5. Explain

Each pair explains one opening tag, its content and its closing tag to another pair.

Common beginner moment

If a learner deletes a bracket or slash, celebrate the mistake as a debugging example. Read the line from left to right and compare it with a working line.

Quick oral checks

- Which text appears in the browser tab?
- Which tag creates the largest heading?
- Where does the visible page content begin?
- Why does the closing h1 tag contain a slash?

Check understanding before the project

Name: _____ Date: _____

1. Write the full meaning of HTML.

2. In one sentence, what job does HTML do?

3. Circle the opening tag: `<p> Welcome </p>`

4. Underline the content: `<h1>Coding Club</h1>`

5. What does the slash mean in `</h1>`?

6. Which part of a document contains the visible page content?

7. Which element gives the browser-tab title?

8. Correct this code: `<p>We meet on Friday<p>`

9. Add useful alternative text: ``

10. Explain one difference between a tag and the content inside it.

Exit ticket

Without looking back, write one complete HTML element that has an opening tag, content and a closing tag.

Create a community notice page

Learners now apply the lesson to something useful in their school, neighbourhood or family.

Project brief

Create a one-page notice for a real or imagined event: a study group, sports day, health talk, market day, club meeting or community clean-up. The page must communicate the important information clearly.

Required features

- A browser-tab title inside `<title>`.
- One clear main heading using `<h1>`.
- At least two paragraphs using `<p>`.
- The date, time and place written in visible text.
- One image with a useful alt description, or a comment explaining which image would be added later.
- Correctly matched opening and closing tags.

Stretch goal

Add a link to a school or organisation page. The visible link text should explain where it goes instead of saying only 'click here'.

Assessment rubric

Area	1 - Needs support	2 - Developing	3 - Secure
Structure	Several tags are missing or unmatched.	Most tags are matched; one or two errors remain.	Document and visible elements are correctly structured.
Meaning	Tags do not match the intended content.	Most tags communicate the right meaning.	Heading, paragraphs, image and link are used purposefully.
Clarity	Essential event details are difficult to find.	Most details are present.	Date, time, place and purpose are immediately clear.
Explanation	Cannot yet explain a code choice.	Explains one choice with prompting.	Explains opening, content, closing and an attribute.

Answers and common errors

Use answers to guide a conversation. Ask learners to explain how they know rather than accepting one-word replies.

Worksheet answers

- 1. HyperText Markup Language.
- 2. It describes the structure and meaning of content on a webpage.
- 3. `<p>`.
- 4. Coding Club.
- 5. It marks the end of the element.
- 6. The `<body>` element.
- 7. The `<title>` element inside the head.
- 8. `<p>We meet on Friday</p>`.
- 9. Any concise description of the image's meaningful content, such as 'Students reading in the school library'.
- 10. A tag describes what the element is; content is the information placed between tags.

Common errors and responses

What you see	Likely cause	Helpful teacher question
Text after a heading also looks like a heading.	The closing heading tag is missing or incorrect.	Where should the heading stop?
An image does not appear.	The src value is missing, mistyped or unavailable.	What exact address is inside src?
A tag appears as visible text.	An angle bracket is missing or escaped incorrectly.	Can you compare this tag with a working one?
The preview shows an old version.	The edit may be in another tab or not yet applied.	Which file or tab are you changing?
Learner copies without understanding.	The task is too large or the purpose is unclear.	What one line can you change and predict first?

Feedback sentence

Try: 'Your page already communicates _____. Next, check _____ because the browser needs _____.' This keeps feedback specific and actionable.

Make the lesson work in your classroom

The strongest lesson is one that adapts to the devices, language, confidence and access learners actually have.

Low-bandwidth and shared-device options

- Load the course page before the lesson and avoid opening many unrelated tabs.
- Use pairs when devices are limited. Give both learners a role and swap halfway through.
- Project or write the short code example where everyone can refer to it.
- Let learners draft visible text on paper before typing code.
- Keep image files small and use local or reliable image addresses during demonstrations.

Accessibility and confidence

- Read symbols aloud: 'less-than, h one, greater-than' before using the word angle bracket.
- Explain every abbreviation the first time it appears.
- Use zoom and comfortable text sizes; do not assume every learner can read a projected screen.
- Treat errors as normal evidence that the learner is testing an idea.
- Do not publish learners' names, photos or personal details without appropriate consent.

Continue the journey

Next lesson	Structuring text with headings, paragraphs, lists and emphasis.
Course	html-onlineviewer.com/learn-html-css-javascript-for-beginners
Teacher page	html-onlineviewer.com/for-teachers
Feedback	hello@html-onlineviewer.com

One useful request

After the lesson, tell us the device learners used, the explanation that confused them and the point where they became confident. That feedback will improve the next version.

Built for teachers and learners by [HTML Online Viewer](#)

Free browser tools and beginner coding courses