# **Lesson** 5**:** Follow the breadcrumbs

## Introduction

During this lesson learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together). They will then create multiple web pages for their site and use hyperlinks to link them together as detailed in their planning.

## Learning objectives

To outline the need for a navigation path

* I can explain what a navigation path is
* I can describe why navigation paths are useful
* I can make multiple web pages and link them using hyperlinks

## Key vocabulary

Website, web page, breadcrumb trail, navigation, hyperlink, subpage

## Preparation

**Subject knowledge:**

Teachers will need to have an understanding of the terms ‘breadcrumb trail’ and ‘navigation’. An understanding of how websites are structured and linked with hyperlinks would also be an advantage but this is supported in the slides.

**You will need:**

* L5 Slides
* ‘Where will you go?’ activity worksheet
* ‘Planning your website’ activity worksheet
* Exploratory task

## Assessment opportunities

**Introduction:** To assess what learners already know about navigation paths.

**Activity 1:** To assess the learners’ understanding of the need for breadcrumb trails in computing.

**Activity 2:** To assess the learners’ ability to record their navigation paths.

**Activity 3:** To assess the learners’ ability to create an organised website design.

**Activity 4:** To assess the learners’ ability to create subpages and working hyperlinks.

## 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*

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| Introduction (Slides 3–6)  5 mins | **Do you know what a navigation path or breadcrumb trail is?**  Ask the learners “Do you know what a navigation path or breadcrumb trail is?”. Tell the learners that these are important when we are designing websites. Allow time for the learners to think, pair, share their ideas. Ask pairs to feedback to the class.  Ask the learners if they have heard the story of Hansel and Gretel. Briefly recap the story to the learners and ask why breadcrumb trails were so important in the story.  Discuss that in computing, breadcrumb trails are also very important as they help the user keep track of where they have been on the website or help them find where they need to go if they get lost. |
| **Activity 1**  (Slides 7–8)  5 mins | **Website design example**  Tell the learners that they will be designing their website on paper today. First they need to look at the home page. Which parts do you want to create links/new pages for?  Click on the slide repeatedly to show the animation of building up the website design, keep clicking to show the remaining parts. |
| **Activity 2** (Slide 9)  10 mins | **Where will you go?**  Tell the learners that you would like them to record the routes they take when navigating the San Diego Zoo website. Show the learners the animation by clicking the slide. Talk through the animation as if you had navigated the website e.g. “First I went on to the home page. Then I clicked on ‘Animals’, I went to look at information on ‘African cheetahs’ then went back to the ‘Animals’ page to look at ‘Arctic foxes’.” Continue to talk through the animation until you reach the question mark. Tell the learners that you will give them a worksheet and that they should track their activity on the San Diego Zoo website using the example on the board to help. Distribute the sheets and allow time for the learners to complete them.  ***Note:*** *Usually a site map like this would only have one set of arrows (pointing down), however, this animation is to show the learners that they will have to go back to the previous page to click the next link.* |
| **Activity 3**  (Slide 10)  10 mins | **Planning your website**  Tell the learners that they are now going to plan out their own websites on the worksheets provided. Click through the animation to model another example plan to the learners. Discuss that instead of working layer by layer, like the previous example, the learners may want to focus on one branch of their diagram and then move on to the next branch as shown in this animation. Click on the page to move through the animation. Allow time for the learners to build up their website designs. |
| **Activity 4**  (Slides 11–12)  10 mins | **Creating subpages and hyperlinking**  Show the learners the video showing how to add subpages.  Show the learners the video showing how to add hyperlinks to the web page.  Allow learners time to add subpages to their own home page and hyperlink them on their devices.  **Exploratory task:**  Learners who have created and hyperlinked their initial set of subpages could continue to add further pages as detailed on their design with support from the handout. |
| **Plenary**  (Slides 13–14)  5 mins | Show the learners the video to model how they can see where they are on the website. Discuss that users can navigate the site by clicking on the links but if they get lost or confused they can see the layout/structure of the site clearly here.  Verbal exit tickets: Ask the learners: “What is a navigation path? Why should we think about the navigation path when designing our website?”. |
| **Next time**  (Slides 15-16)  5 mins | Review the assessment and summary slides. |

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