

UNIT 39: UNDERSTANDING LINKEDIN LESSON 2: WHAT IS LINKEDIN?

LESSON OVERVIEW

You can use LinkedIn to create a profile, connect with professionals, search jobs and share content.

Time: ~30 minutes

OBJECTIVE

Students will be able to identify functions of LinkedIn.

PRINT PREPARATION

1. Print this lesson's Dollar Tracker.
2. Review sequence of activities in lesson.
3. Learn which supplements you will use.
4. Print/Copy/Laminate materials that fit your student's needs.
5. Refer to your Level 2 Guide to read about effective practices.

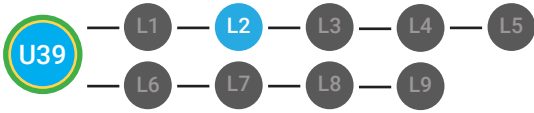
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 39**
5. Select **Lesson 2 - What is LinkedIn?**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



Using the Dollar Tracker, select two additional behaviors that you will target throughout the course of this unit. Always include participation/contribution in addition to the two new behaviors.



LESSON PLAN

WARM UP




1. Write the following on the board, leaving a blank space for the word **“professional,” “professional network,”** and **“LinkedIn.”**

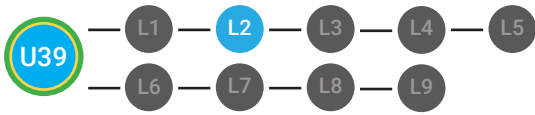
a. A professional network is focused on building _____ relationships. An example of a _____ is _____.

2. Have a student come up to the board to fill in the correct answer.

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



3. Distribute **39.IMAGE.IEC** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Writes response on board
- T2** Writes response on board with assistance from a Tier 1 partner or writes answer in notebook.
- T3** Writes response on board with assistance from an adult or points to **Image Exchange Cards** [39.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.2.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]



Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging

- Off-task
- Off-topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Interrupting
- UMAPA
- Arguing

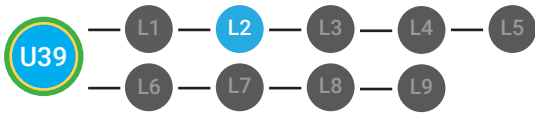
GUIDED WATCHING



Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."




Pro tip: Build confidence in your students Identify students who have not earned money and focus on engaging them. Use differentiation tools if reluctant to participate i.e. have them point to or write down their answers. EVERY student should be earning money.



1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: What is LinkedIn?



2. Distribute **39.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

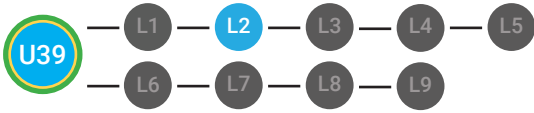
On-topic shared verbal response.

T2

Writes down badge name or walks up to point to badge

T3

Uses **Badge Board** [39.BADGE] for this unit



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.2.DollarTracker]



Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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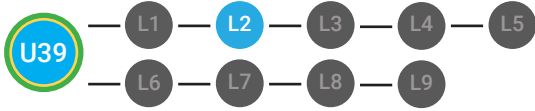



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the word "LinkedIn."*

5. Ask students to give a thumbs up every time they hear and/or see the word **"LinkedIn"** in the video.



6. Play video.

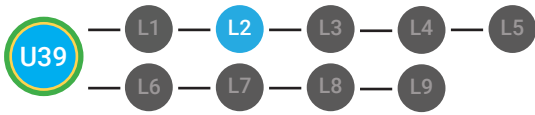


7. Distribute **39.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [39.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [39.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.2.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+ \$ SUCCESSFUL	- \$ PROBLEMATIC
<p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>

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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me four things you can use LinkedIn for?"*

Possible Answers: creating a profile, connecting with professionals, search jobs and sharing content.

Write the term and definition on the board after student responses.



2. Ask, *"For a participation dollar, is LinkedIn a type of social media?"*

Possible Answers: yes



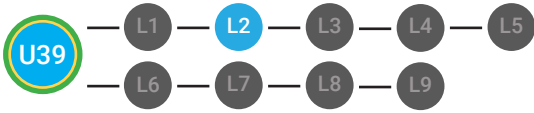
3. Ask, *"For a participation dollar, is LinkedIn a professional network?"*




Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"Yes, nice job participating, [student]! You earned a participation dollar."

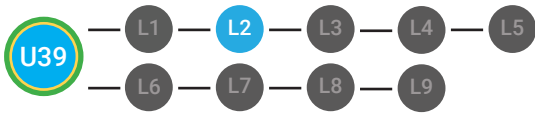


4. Distribute **39.IMAGE.IEC** or **Yes or No Image Exchange Cards** **39.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes response down in notebook OR rephrase prompt to a **yes or no** question
- T3** Distribute **Yes or No Image Exchange Card** [39.IEC.Y/N] for rephrased question



5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.2.DollarTracker]



Pro tip: Stick to the script!
Help your students develop self-regulation strategies. Do not give lengthy explanations to behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+ \$ SUCCESSFUL	- \$ PROBLEMATIC
<p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>

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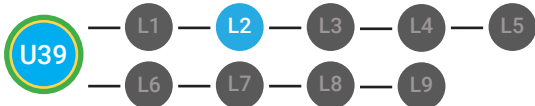
PLAY ACTIVITY VIDEO




1. Ask the class, *"Who would like to unlock the What is LinkedIn Badge for \$1?"*

Click Activity Button to Play Activity Video

2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.

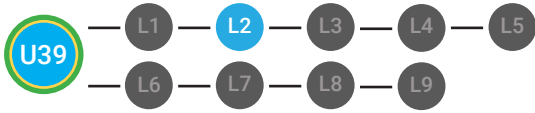


3. Distribute and cut out **Word Wall Printout 39.2.5** Students that unlocked the badge will place the **What is LinkedIn** printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Student will use verbal prompting to unlock the badge with the class.
- T2** Student will use verbal prompting and hand signals to unlock the badge with the class.
- T3** Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.2.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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ASSESSMENT/EXIT TICKET



1. Distribute the **What is LinkedIn** Exit Ticket **39.2.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 LINKEDIN CHECKLIST
EXIT TICKET | 39.2.6.1

Directions: Put a check on the things you can do on LinkedIn.

Create a profile	<input type="checkbox"/>
Connect with professionals	<input type="checkbox"/>
Look for your favorite food	<input type="checkbox"/>
Share content	<input type="checkbox"/>
Search jobs	<input type="checkbox"/>
Play games	<input type="checkbox"/>

T2 LINKEDIN CHECKLIST
EXIT TICKET | 39.2.6.2

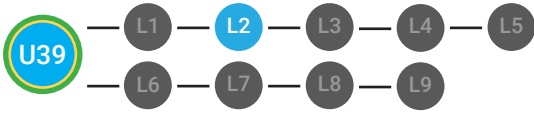
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Connect with professionals	<input type="checkbox"/>
Look for your favorite food	<input type="checkbox"/>
Share Content	<input type="checkbox"/>
Search jobs	<input type="checkbox"/>
Play games	<input type="checkbox"/>

T3 TRACE 'N' LEARN
EXIT TICKET | 39.2.6.3

What is LinkedIn?

You can use LinkedIn to create a profile, connect with professionals, search jobs and share content.



DIFFERENTIATION

T1

Using Tier 1 **Linkedin Checklist** Exit Ticket [39.2.6.1], student puts a check on the things you can do on LinkedIn.

T2

Using Tier 2 **Linkedin Checklist** Exit Ticket [39.2.6.2], student puts a check on the things you can do on LinkedIn.

T3

Student has option to complete **Linkedin Checklist** Exit Ticket [39.2.6.2] or **Trace 'n' Learn Card** Exit Ticket [39.2.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.2.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ SUCCESSFUL

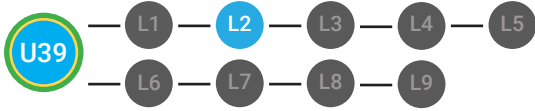
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
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Interrupting
UMAPA
Arguing



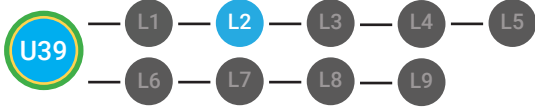
IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned or spent during the lesson.
2. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings sheet**. Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. If time permits, you can either have students log into their student accounts for independent practice or you can continue on to the next lesson plan.



DIFFERENTIATION

- T1** Login independently using password cards.
- T2** Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.
- T3** Teacher or Tier 1 assistance to help student login using their password card.



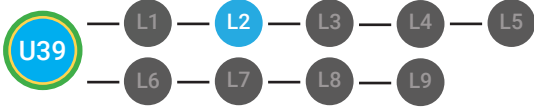
Behaviors

Name

- Successful**
- Participation/
Contributing
- Sharing/Helping/
Collaborating
- Greeting a Guest
- Following Directions/
Staying on Task
- Encouraging/
Complimenting

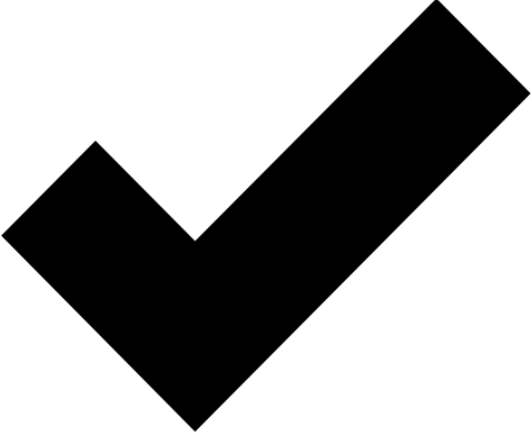
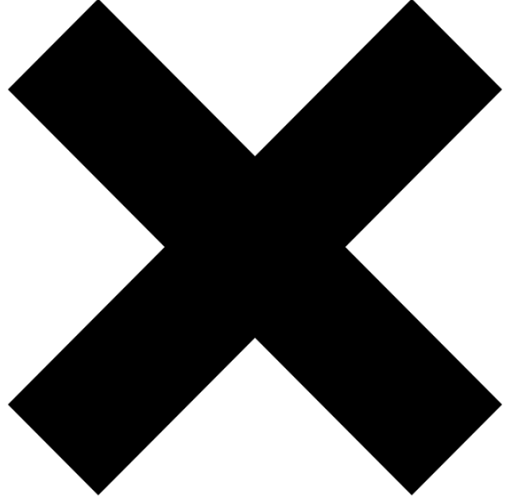
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

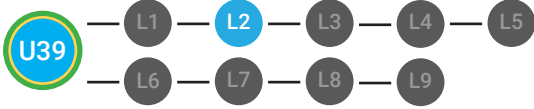
EX: Sam						
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complimenting						
Off-task						
Off-topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						




 **YES OR NO IMAGE EXCHANGE CARD**

39.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE
EXCHANGE CARD**

39.IEC.THUMB

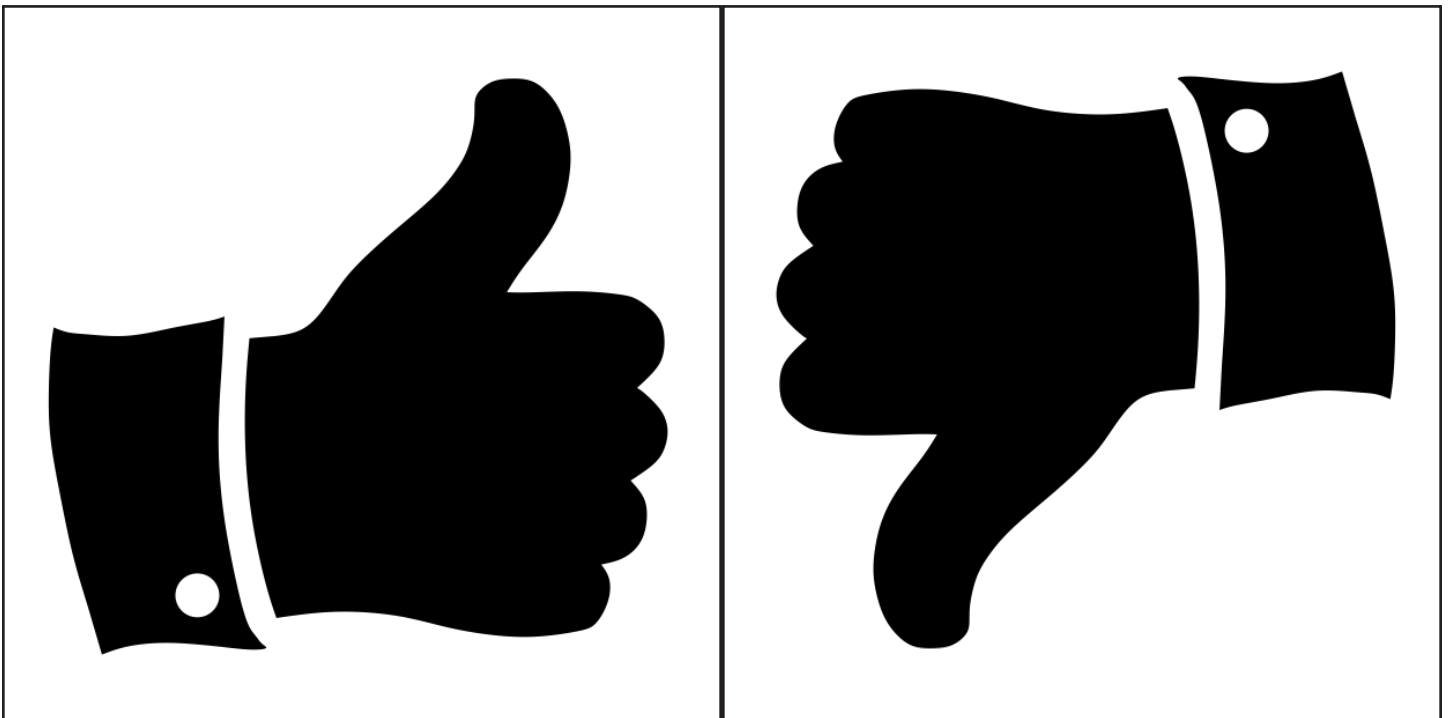
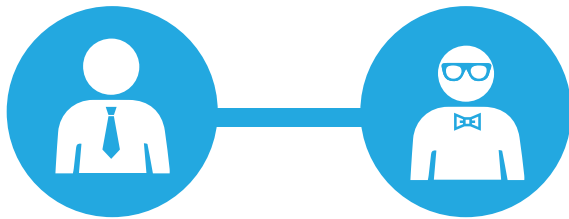




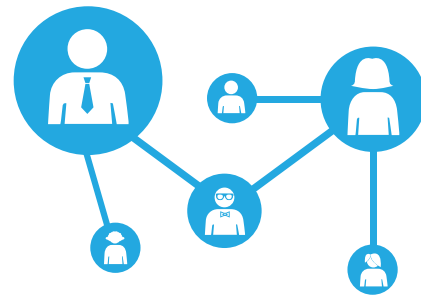
IMAGE EXCHANGE CARDS

39.IEC.IMAGE

Professional Relationships



Professional Network



LinkedIn





What is a Professional Network

What is LinkedIn?

What is a Connection?

What is a Profile?

What is a LinkedIn Profile Image?

Endorsements and Recommendations

Search for Jobs in LinkedIn

What us a Recruiter?

Understanding LinkedIn Master Badge



WORD WALL PRINTOUT

39.2.5

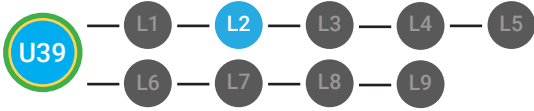


You can use LinkedIn to create a profile, connect with professionals, search jobs and share content.



DIFFERENTIATION

Choose to cut out badge and definition or only badge for your classroom wall.



T1 LINKEDIN CHECKLIST

EXIT TICKET | 39.2.6.1

Directions: Put a check on the things you can do on LinkedIn.

Create a profile

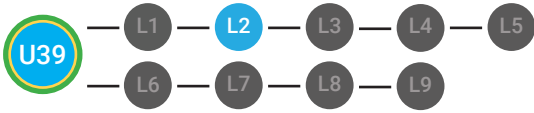
Connect with professionals

Look for your favorite food

Share content

Search jobs

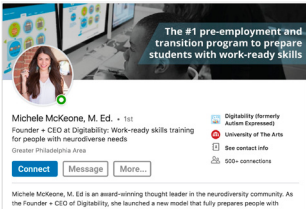
Play games



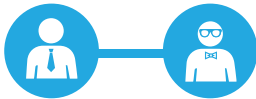
T2 LINKEDIN CHECKLIST

EXIT TICKET | 39.2.6.2

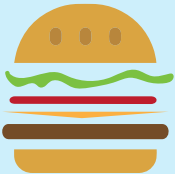
Directions: Put a check on the things you can do on LinkedIn.



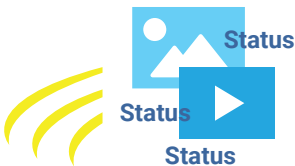
Create a profile



Connect with professionals



Look for your favorite food



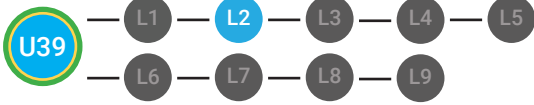
Share Content



Search jobs



Play games

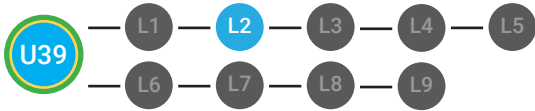


T3 TRACE 'N' LEARN

EXIT TICKET | 39.2.6.3

What is LinkedIn?

You can use
LinkedIn to create
a profile, connect
with professionals,
search jobs and
share content.



MY DIGITABILITY EARNINGS TRACKER

Unit 39: Understanding LinkedIn | 39.2.7

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name: _____

DATE:

DOLLARS EARNED:

LESSON 1:
What is a Professional Network?

LESSON 2:
What is LinkedIn?

LESSON 3:
What is a Connection?

LESSON 4:
What is a Profile?

LESSON 5:
What is a LinkedIn Profile Image?

LESSON 6:
Endorsements and Recommendations

LESSON 7:
Searching for Jobs in LinkedIn

LESSON 8:
What is a Recruiter?

LESSON 9:
Understanding LinkedIn Master Badge

TOTAL DOLLARS EARNED: