

UNIT 39: UNDERSTANDING LINKEDIN LESSON 4: WHAT IS A PROFILE?

LESSON OVERVIEW

Your profile is like a resume. Your profile includes information like your work history, your education and your skills.

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.

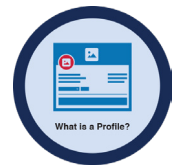
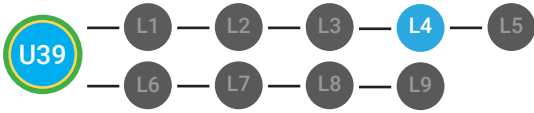
ONLINE REVIEW

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

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 words **“connections”** and **“professionals.”**

a. Professionals use LinkedIn to make _____ with other _____.

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

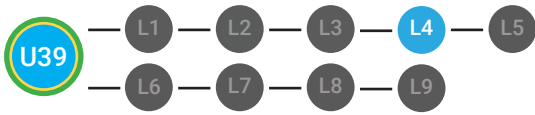
Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



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

39.IMAGE.IEC

<p>Connections</p>	<p>Professionals</p>
<p>Resume</p> <p>Jason Smith</p> <p>Summary</p> <p>Experience</p> <p>Education</p> <p>Skills & Endorsements</p>	<p>Work History</p> <p>Experience</p> <p>Education</p> <p>Skills & Endorsements</p>
<p>Education</p> <p>Education</p>	<p>Skills</p> <p>Skills & Endorsements</p>



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**. [39.4.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

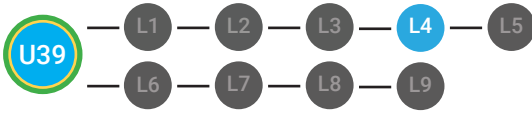
GUIDED WATCHING



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 a Profile?

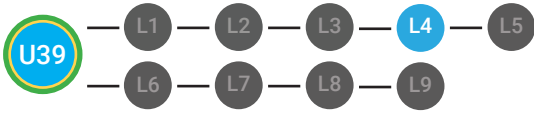


2. Distribute **39.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [39.4.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.

<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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- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
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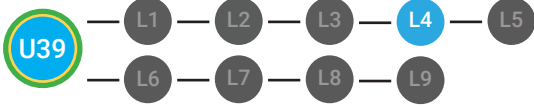



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the word **Profile**."*

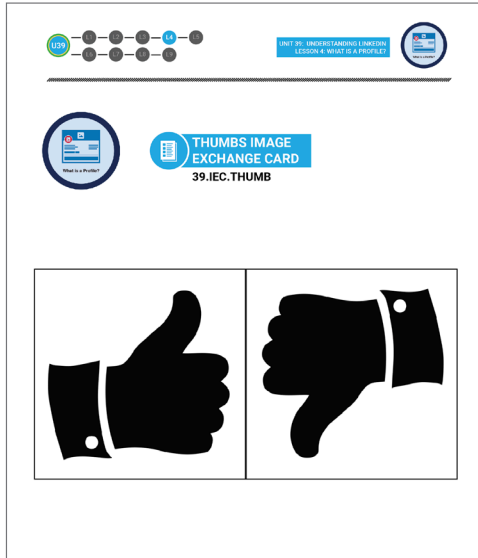
5. Ask students to give a thumbs up every time they hear and/or see the word **"Profile"** in the video.



6. Play video.

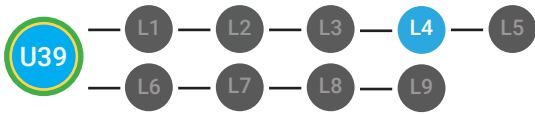


7. Distribute **39.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [39.4.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>

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

INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what a Profile is?"*

Possible Answers: what other people see when they search for you on LinkedIn

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



2. Ask, *"For a participation dollar, what is your Profile similar to?"*

Possible Answers: a resume



3. Ask, *"For a participation dollar, what kind of information does your Profile include?"*

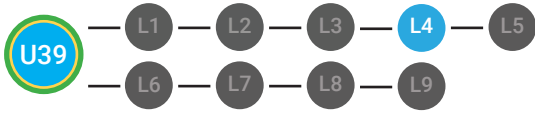
Possible Answers: your work history, your education, and your skills



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."

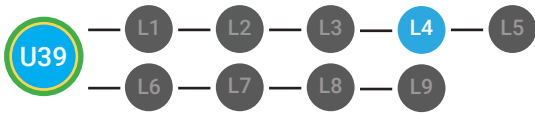


4. Distribute **39.IMAGE.IEC** or **Yes or No Image Exchange Cards** **39.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [39.4.DollarTracker]



Pro tip: Stick to the script!
Help your students develop self-regulation strategies. Do not give lengthy explanations for 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>

- Participation/Contribution
- Sharing/Helping
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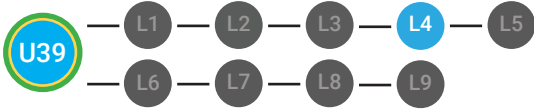
PLAY ACTIVITY VIDEO




1. Ask the class, *"Who would like to unlock the What is a Profile? 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.

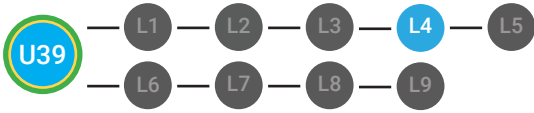


3. Distribute and cut out **Word Wall Printout 39.4.5** Students that unlocked the badge will place the **What is a Profile?** printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [39.4.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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- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
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- Arguing

ASSESSMENT/EXIT TICKET



1. Distribute the **What is a Profile?** Exit Ticket **39.4.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 LABEL YOUR PROFILE
EXIT TICKET 39.4.6.1

Directions: Label each section of this LinkedIn profile.

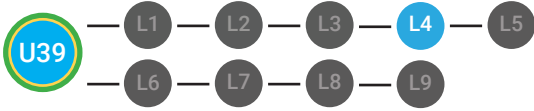
T2 LABEL YOUR PROFILE
EXIT TICKET 39.4.6.2

Directions: Circle the correct label for each section of this LinkedIn profile.

T3 TRACE 'N' LEARN
EXIT TICKET 39.4.6.3

What is a profile?

Your profile is like a resume. Your profile includes information like your work history, your education and your skills.



DIFFERENTIATION

T1

Using Tier 1 **Label Your Profile** Exit Ticket [39.4.6.1], student labels each section of this LinkedIn profile.

T2

Using Tier 2 **Label Your Profile** Exit Ticket [39.4.6.2], student circles the correct label for each section of this LinkedIn profile.

T3

Student has option to complete **Label Your Profile** Exit Ticket [39.4.6.2] or **Trace 'n' Learn Card** Exit Ticket [39.4.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.4.DollarTracker]

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

+\$ SUCCESSFUL

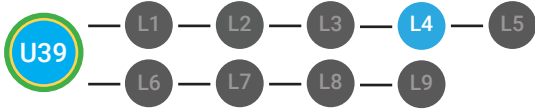
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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
Complaining/Whining
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.



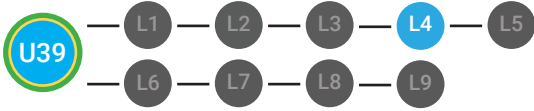
Behaviors

Name

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

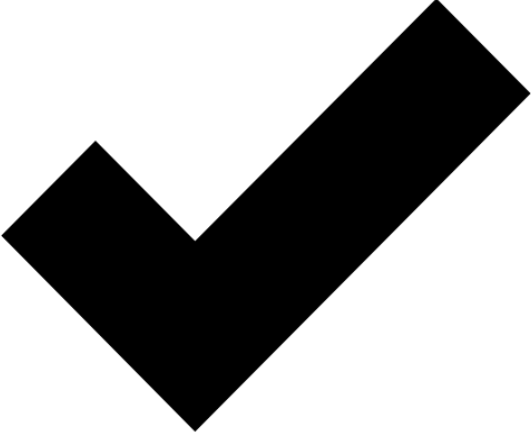
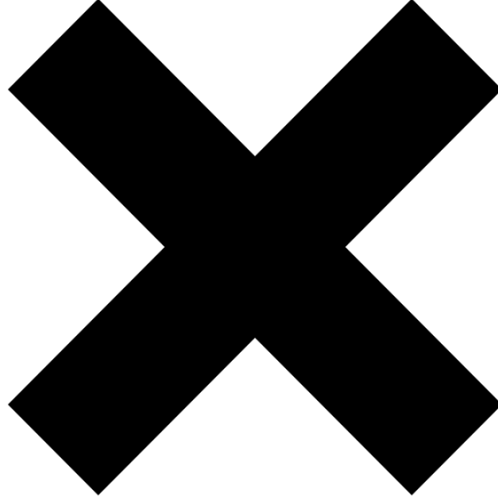
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<i>EX: Sam</i>					
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

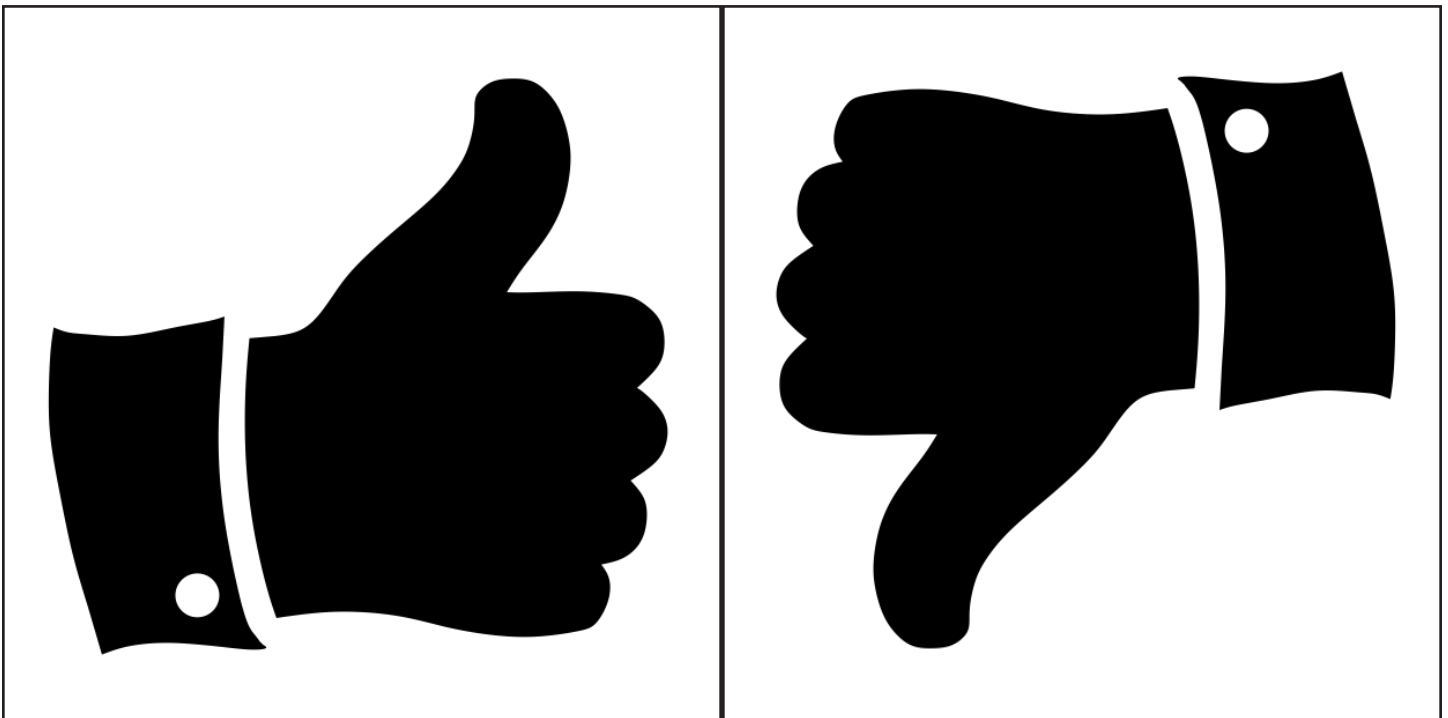




IMAGE EXCHANGE CARDS

39.IEC.IMAGE

Connections



Professionals



Resume

Jason Smith 123 Street, Rd Philadelphia, PA 12345 (123) 456-7890 jsmith@gmail.com

EXPERIENCE

Digitability — Digital Media Coordinator
 2018 - PRESENT
 I collaborated to create video assets for marketing goals and Digitability curriculum needs.

Deli — Cashier
 2017 - 2015
 Ringing up customers and filling out orders as they are called in. Counting a register.

Marshalls, — Cashier

SKILLS

Video editing using Adobe suite and pro tools.
 Data Entry
 Customer service
 Planning and coordinating with management

Work History

Experience

Digitability
 1 yr 10 mos

Creative Director
 Mar 2019 – Present · 6 mos
 Philadelphia
 Designing and coordinating all social media marketing and production design for Digitability!

Graphic Designer
 Feb 2018 – Present · 1 yr 7 mos
 N Hancock St., Suite 169, Philadelphia, PA 19123

Graphic Design Intern
 Nov 2017 – Feb 2018 · 4 mos
 N Hancock St., Suite 169, Philadelphia, PA 19123
 Digitability is an award winning pre-employment transition program used in the classroom to

Education

Education

The University of the Arts
 Bachelor of Arts (B.A.), Graphic Design
 2012 - 2016

I loved my time at The University of the Arts. Our department ran like a working studio, late nights, great ideas, intense critiques, and beautiful work.

Skills

Skills & Endorsements

Take skill quiz

Graphic Design · 11
 Endorsed by Joe Rapone and 1 other who is highly skilled at this

InDesign · 10
 Endorsed by Joe Rapone and 1 other who is highly skilled at this

Adobe Photoshop · 8
 Endorsed by Joe Rapone and 3 others who are highly skilled at this



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

39.4.5

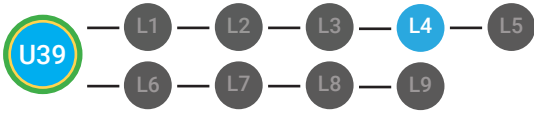


Your Profile is like a resume. Your Profile includes information like your work history, your education and your skills.



DIFFERENTIATION

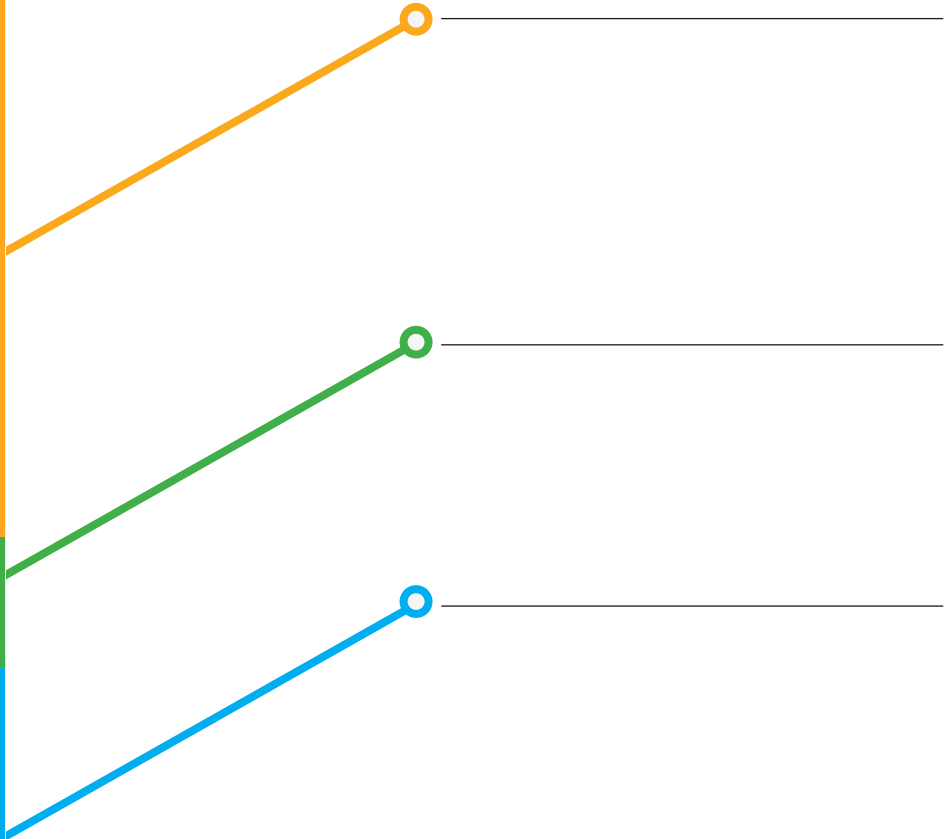
Choose to cut out badge and definition or only badge for your classroom wall.

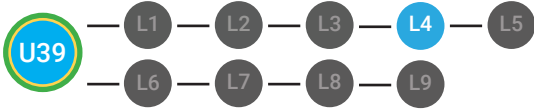


T1 LABEL YOUR PROFILE

EXIT TICKET | 39.4.6.1

Directions: Label each section of this LinkedIn profile.

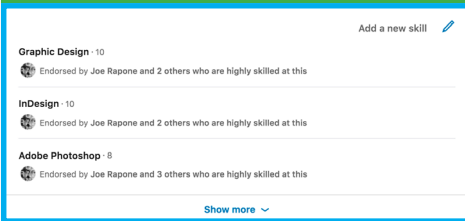
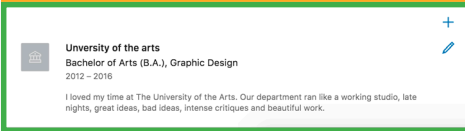
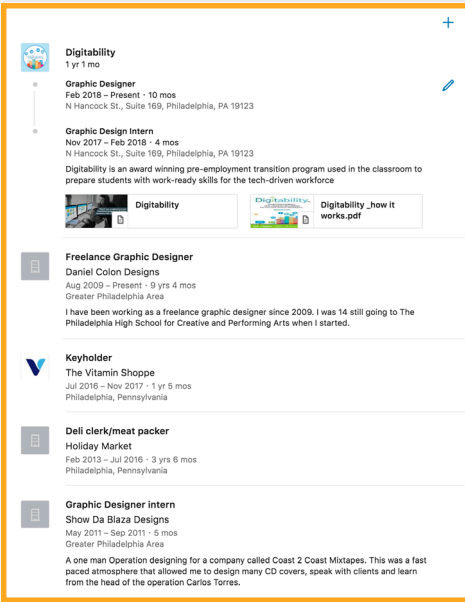
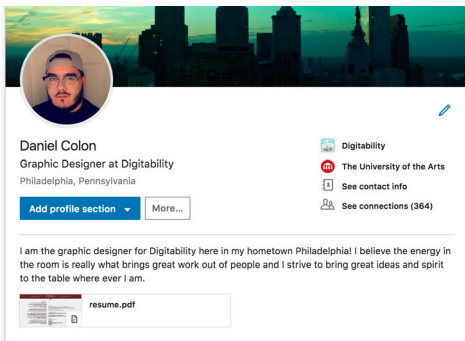




T2 LABEL YOUR PROFILE

EXIT TICKET | 39.4.6.2

Directions: Circle the correct label for each section of this LinkedIn profile.



(Work History, Newsfeed)

(Favorite movie, Education)

(Lunch ideas, Skills)

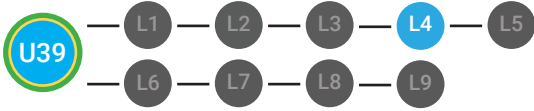


T3 TRACE 'N' LEARN

EXIT TICKET | 39.4.6.3

What is a Profile?

Your Profile is like a resume. Your Profile includes information like your work history, your education and your skills.



MY DIGITABILITY EARNINGS TRACKER

Unit 39: Understanding LinkedIn | 39.4.7

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: