

## UNIT 39: UNDERSTANDING LINKEDIN LESSON 6: ENDORSEMENTS & RECOMMENDATIONS

### LESSON OVERVIEW

When you connect with people on LinkedIn, they can endorse your skills, recommend you as a professional, and request a recommendation.

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 6 - Endorsements & Recommendations**

### 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 **“image”** and **“profile.”**

a. Adding an \_\_\_\_ will help people find your \_\_\_\_ in LinkedIn.

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.

UNIT 39: UNDERSTANDING LINKEDIN  
 LESSON 6: ENDORSEMENTS & RECOMMENDATIONS

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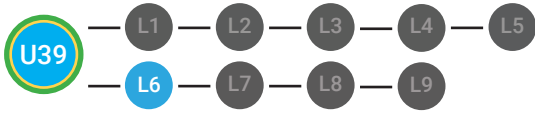
**IMAGE EXCHANGE CARDS**

39.IEC.IMAGE

Image

Profile

Short Paragraph



## 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**. [39.6.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

## 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..."*

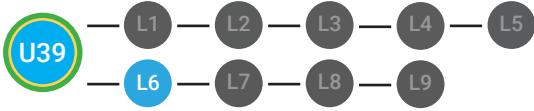


**Pro tip:** Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before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

Behaviors	Name						
<b>Successful</b>							
Participation/Contribution							
Sharing/Helping							
Greeting a Guest							
Following Directions/Staying on Task							
Encouraging							
<b>Problematic</b>							
Off Task							
Off Topic/Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing							
Interrupting							
UMAPA							



**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:** Endorsements and Recommendations

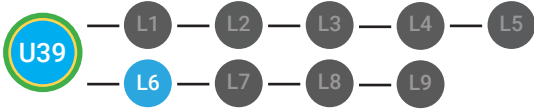


2. Distribute **39.BADGE** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [39.6.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]

+\$ 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
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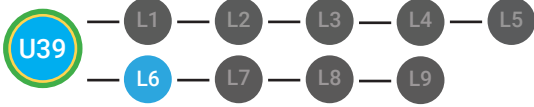



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the words "Endorsements" and "Recommendations.""*

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



6. Play video.

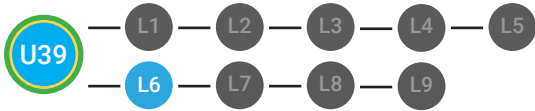


7. Distribute **39.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [39.6.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
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- Arguing

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, what is a connection telling the rest of a network when they endorse your skills?"*

**Possible Answers:** that you can do these skills

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



2. Ask, *"For a participation dollar, what is a Recommendation?"*

**Possible Answers:** a short paragraph on your profile that should talk about your professional strength and skills



3. Ask, *"For a participation dollar, when can people endorse or recommend you on LinkedIn?"*



**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.

The card is titled "IMAGE EXCHANGE CARDS" and "39.IEC.IMAGE". It features a dashed-line box containing three sections: "Image" with a picture icon, "Profile" with a LinkedIn profile screenshot, and "Short Paragraph" with a text icon.

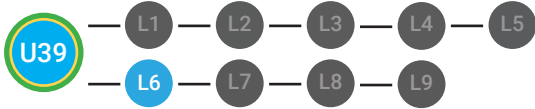
The card is titled "YES OR NO IMAGE EXCHANGE CARD" and "39.IEC.Y/N". It features two large boxes: one with a checkmark and the word "Yes", and another with an 'X' and the word "No".



## 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**. [39.6.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]

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></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
- Encouraging

- Off-task
- Off-topic/Inappropriate Comment
- Disrespect/Teasing
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- UMAPA
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## PLAY ACTIVITY VIDEO



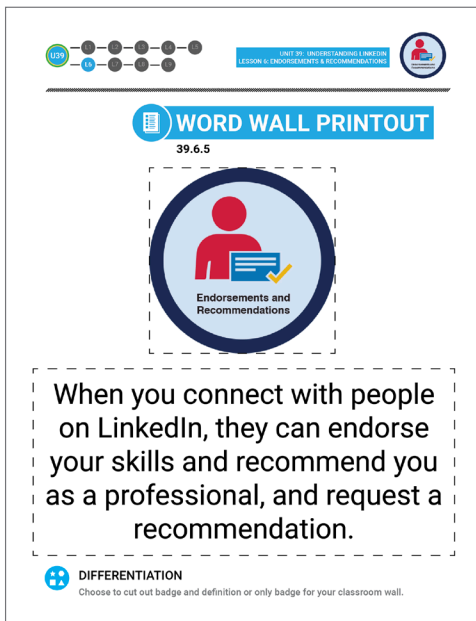
1. Ask the class, *"Who would like to unlock the Endorsements & Recommendations Badge for \$1?"*

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.

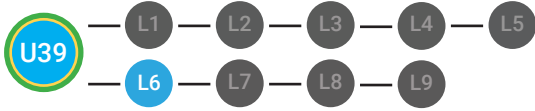


3. Distribute and cut out **Word Wall Printout 39.6.5** Students that unlocked the badge will place the **Endorsements & Recommendations** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [39.6.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></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
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## ASSESSMENT/EXIT TICKET



1. Distribute the **Endorsements & Recommendations Exit Ticket 39.6.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 39: UNDERSTANDING LINKEDIN  
LESSON 6: ENDORSEMENTS & RECOMMENDATIONS

**T1 SENTENCE STARTER**  
EXIT TICKET | 39.6.6.1

Directions: Fill in the blanks to complete this sentence starter.

When a connection \_\_\_\_\_ skills you've added to your LinkedIn profile they are telling the rest of the \_\_\_\_\_ you can do these skills. When you connect with someone on LinkedIn, you can request a \_\_\_\_\_, a recommendation is a \_\_\_\_\_ that will appear on your profile.

UNIT 39: UNDERSTANDING LINKEDIN  
LESSON 6: ENDORSEMENTS & RECOMMENDATIONS

**T2 SENTENCE STARTER**  
EXIT TICKET | 39.6.6.2

Directions: Fill in the blanks by circling the correct word to complete this sentence starter.

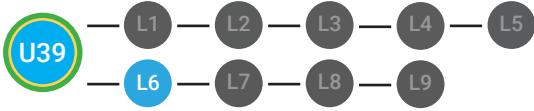
When a connection \_\_\_\_\_ skills you've added to your \_\_\_\_\_ (Messages, Endorses) LinkedIn profile they are telling the rest of the \_\_\_\_\_ (Network, Contacts) you can do these skills. When you connect with someone on LinkedIn, you can request a \_\_\_\_\_ (Recommendations, Like) a recommendation is a \_\_\_\_\_ (Button, Short paragraph) that will appear on your profile.

UNIT 39: UNDERSTANDING LINKEDIN  
LESSON 6: ENDORSEMENTS & RECOMMENDATIONS

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 39.6.6.3

Endorsements & Recommendations

When you connect with people on LinkedIn, they can endorse your skills and recommend you as a professional, and request a recommendation.



## DIFFERENTIATION

- T1** Student completes Tier 1 **Sentence Starter** Exit Ticket [39.6.6.1] by filling in the blanks to complete the sentence starters.
- T2** Student completes Tier 2 **Sentence Starter** Exit Ticket [39.6.6.2] by filling in the blanks by circling the correct word to complete each sentence starter.
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [39.6.6.3].



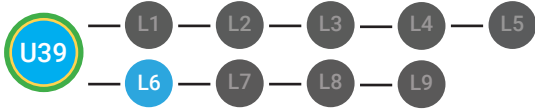
2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.6.DollarTracker]

[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  
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

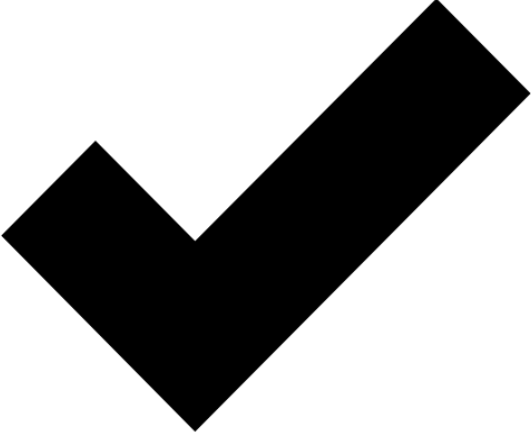
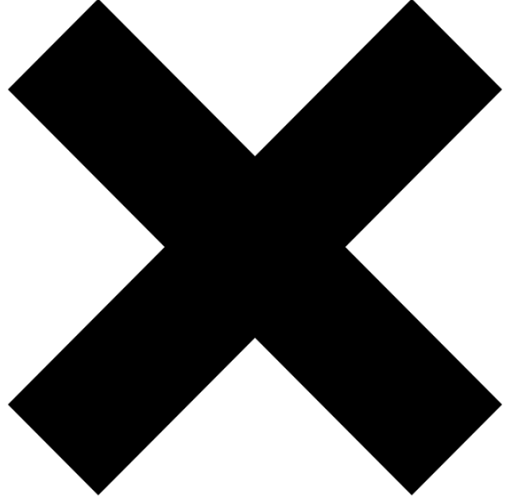
- Problematic**
- Off-task
- Off-topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

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**

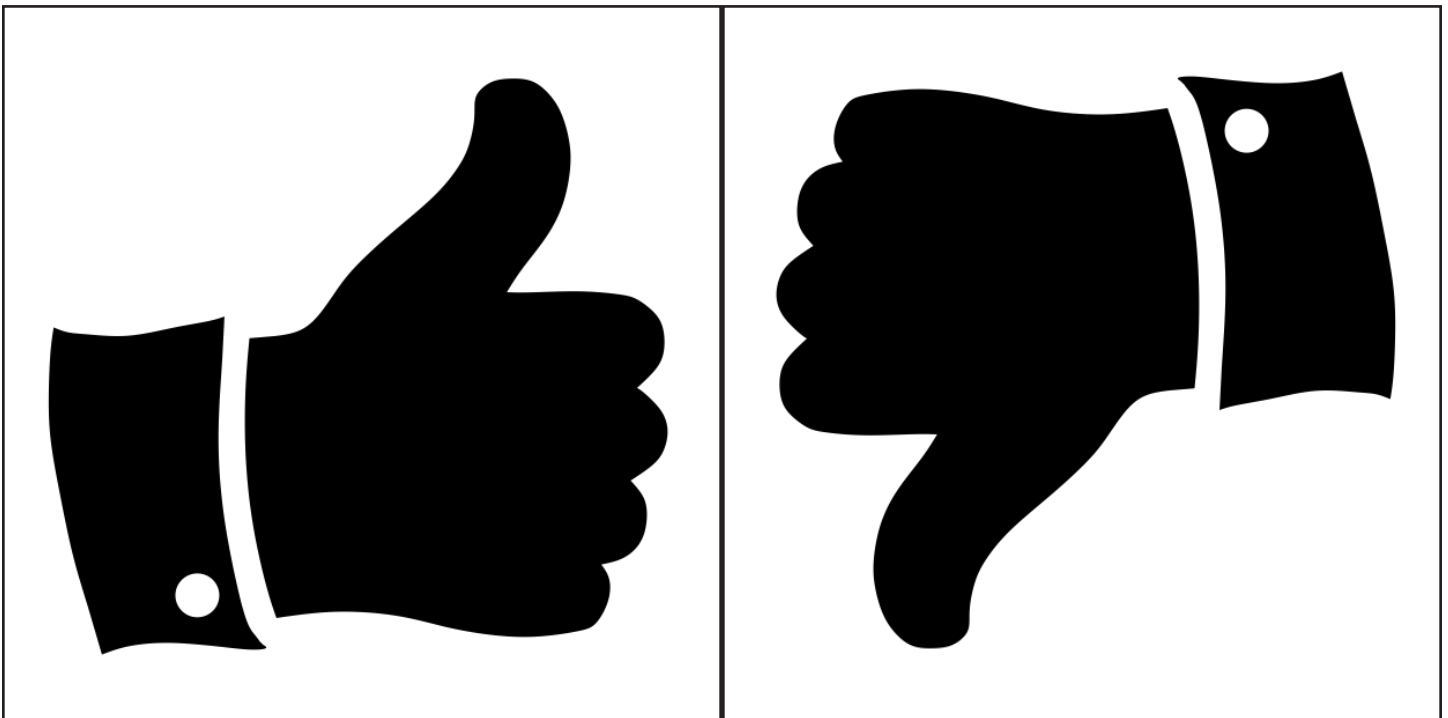
**39.IEC.Y/N**

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

**39.IEC.THUMB**



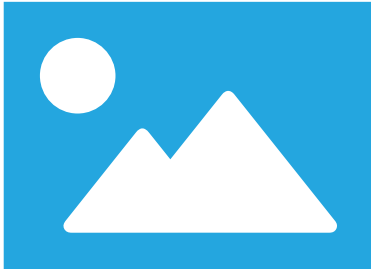




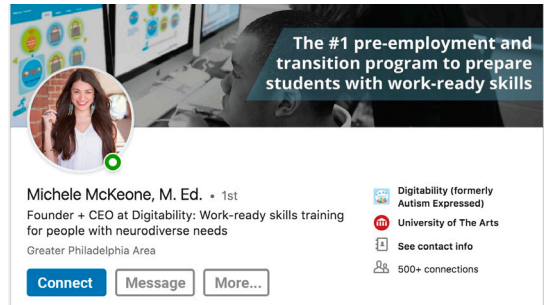
# IMAGE EXCHANGE CARDS

## 39.IEC.IMAGE

### Image



### Profile



### Short Paragraph





**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

39.6.5



When you connect with people on LinkedIn, they can endorse your skills, recommend you as a professional, and request a recommendation.



## DIFFERENTIATION

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



# T1 SENTENCE STARTER

## EXIT TICKET | 39.6.6.1

Directions: Fill in the blanks to complete these sentence starters.

When a connection \_\_\_\_\_ skills you've added to your LinkedIn profile they are telling the rest of the \_\_\_\_\_ you can do these skills. When you connect with someone on LinkedIn, you can request a \_\_\_\_\_, a recommendation is a \_\_\_\_\_ that will appear on your profile.



# T2 SENTENCE STARTER

## EXIT TICKET | 39.6.6.2

**Directions:** Fill in the blanks by circling the correct word to complete these sentence starters.

When a connection \_\_\_\_\_ skills you've added to your  
 (Messages, Endorses)

LinkedIn profile they are telling the rest of the \_\_\_\_\_  
 (Network, Contacts)

you can do these skills. When you connect with someone

on LinkedIn, you can request a \_\_\_\_\_,  
 (Recommendations, Like)

a recommendation is a \_\_\_\_\_ that will  
 (Button, Short paragraph)

appear on your profile.



## T3 TRACE 'N' LEARN

EXIT TICKET | 39.6.6.3

# Endorsements & Recommendations

When you connect with people on LinkedIn, they can endorse your skills, recommend you as a professional, and request a recommendation.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 39: Understanding LinkedIn | 39.6.7

**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:**