

UNIT 39: UNDERSTANDING LINKEDIN LESSON 8: WHAT IS A RECRUITER?

LESSON OVERVIEW

Recruiters will post jobs on LinkedIn. Recruiters may also contact you if they think you are a great fit for their company. It is important to stay professional when speaking with a recruiter.

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 8 - What is a Recruiter?**

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 **“Jobs page,” “companies”** and **“recruiters.”**

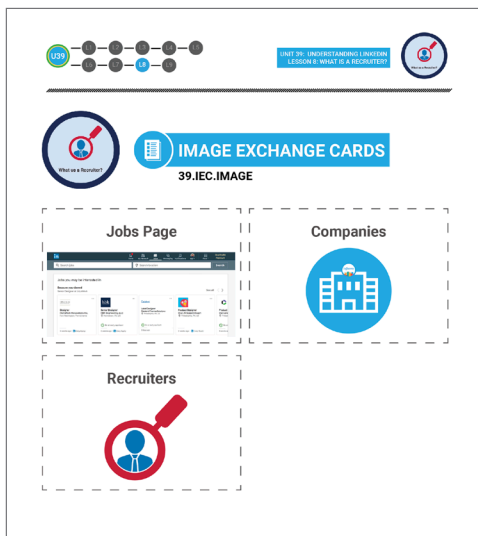
a. When you go to the _____, it will show you job openings that have been posted by _____ and _____ on LinkedIn.

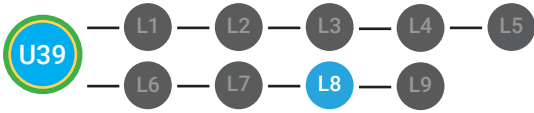
2. Have a student come up to the board to fill in the correct answer.

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.





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**. [39.8.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.

Behaviors	Name				
Successful					
Participating/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					

+\$ 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

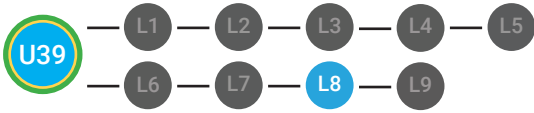
GUIDED WATCHING



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 Recruiter?

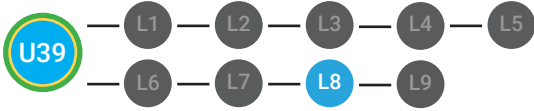


2. Distribute **39.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [39.8.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
- Following Directions/Staying on Task
- Encouraging

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



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 "Recruiter."*

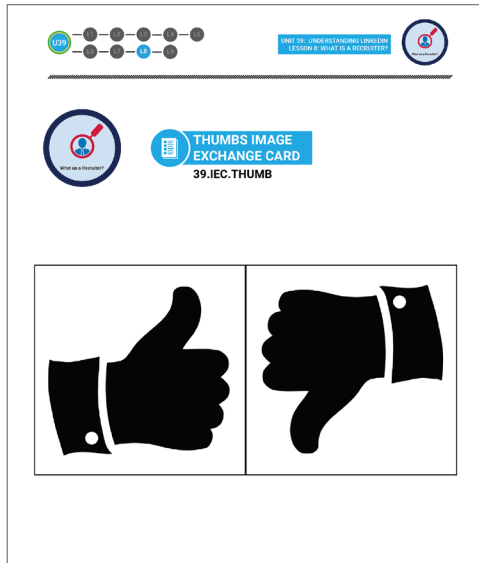
5. Ask students to give a thumbs up every time they hear and/or see the word **"Recruiter"** in the video.



6. Play video.

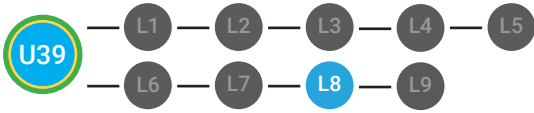


7. Distribute **39.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [39.8.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, who can tell me what a Recruiter is?"*
Possible Answers: someone who helps a company find new employees
 Write the term and definition on the board after student responses.
2. Ask, *"For a participation dollar, why might Recruiters use LinkedIn?"*
Possible Answers: to search for people who need jobs
3. Ask, *"For a participation dollar, what is it important to do when speaking with a Recruiter?"*



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."

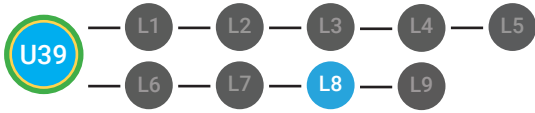


4. Distribute **39.IMAGE.IEC** or **Yes or No Image Exchange Cards** **39.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [39.8.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
- Greeting a Guest
- Following Directions/Staying on Task
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- Off-task
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- Complaining/Whining
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- Arguing

PLAY ACTIVITY VIDEO



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

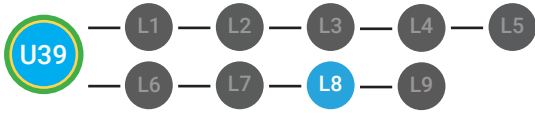


3. Distribute and cut out **Word Wall Printout 39.8.5** Students that unlocked the badge will place the **What is a Recruiter?** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [39.8.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
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- Arguing

ASSESSMENT/EXIT TICKET



1. Distribute the **What is a Recruiter?** Exit Ticket **39.8.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 39: UNDERSTANDING LINKEDIN
LESSON 8: WHAT IS A RECRUITER?

T1 MULTIPLE CHOICE
EXIT TICKET | 39.8.6.1

- What does a recruiter help a company do?
 - a. Find new employees
 - b. Find new friends
 - c. Get paid
 - d. All of the above
- What does a recruiter use to find new employees?
 - a. Instagram
 - b. Facebook
 - c. LinkedIn
 - d. Twitter
- What will a recruiter post on LinkedIn?
 - a. Images
 - b. Jobs
 - c. Articles
 - d. Videos

UNIT 39: UNDERSTANDING LINKEDIN
LESSON 8: WHAT IS A RECRUITER?

T1 MULTIPLE CHOICE
EXIT TICKET | 39.8.6.1

- What does a recruiter help a company do?

Find new employees

Get paid

Find new friends
- What does a recruiter use to find new employees?

Facebook

Instagram

LinkedIn

Twitter
- What will a recruiter post on LinkedIn?

Images

Jobs

Articles

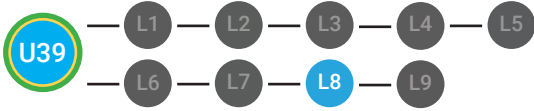
Videos

UNIT 39: UNDERSTANDING LINKEDIN
LESSON 8: WHAT IS A RECRUITER?

T3 TRACE 'N' LEARN
EXIT TICKET | 39.8.6.3

What is a Recruiter

Recruiters will post jobs on LinkedIn. Recruiters may also contact you if they think you are a great fit for their company.



DIFFERENTIATION

T1 Using Tier 1 **Multiple Choice** Exit Ticket [39.8.6.1], student selects the best answer for each question.

T2 Using Tier 2 **Multiple Choice** Exit Ticket [39.8.6.2], student circles the image that best answers each question.

T3 Student has option to complete **Multiple Choice** Exit Ticket [39.8.6.2] or **Trace 'n' Learn Card** Exit Ticket [39.8.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.8.DollarTracker]

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

+\$ SUCCESSFUL

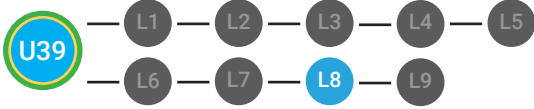
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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



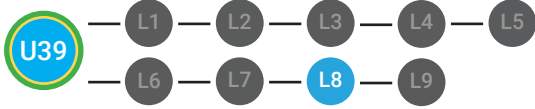
IMMEDIATE FEEDBACK/NEXT STEPS

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

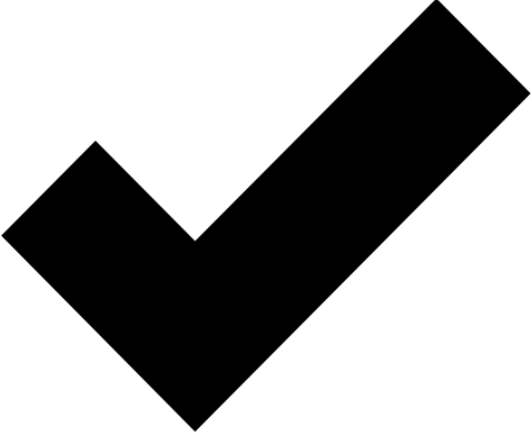
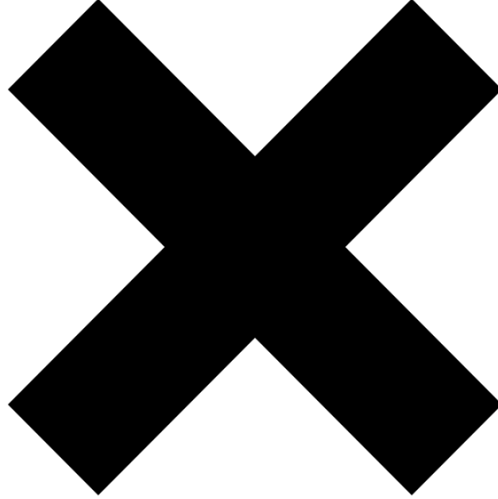
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<i>EX:</i> Sam					
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complimenting						
Off-task						
Off-topic/ Inappropriate Comment						
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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

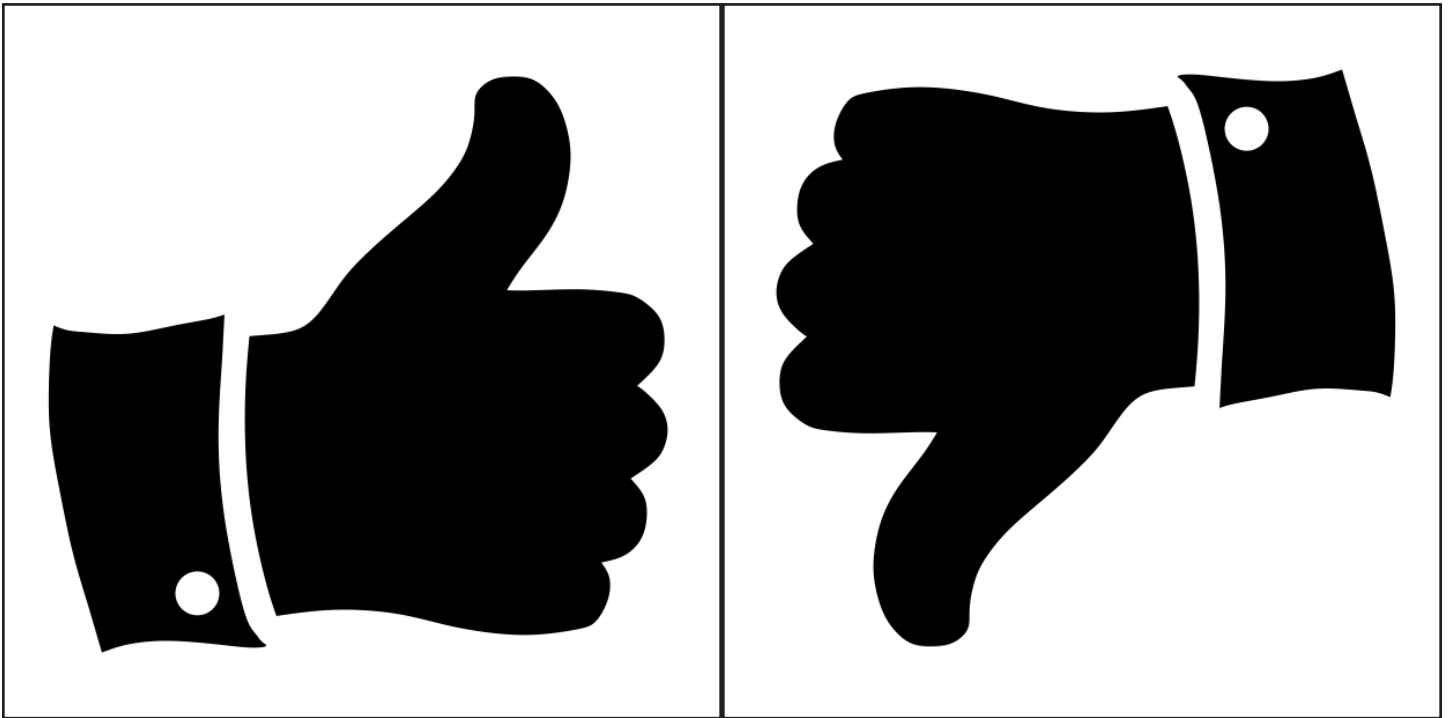
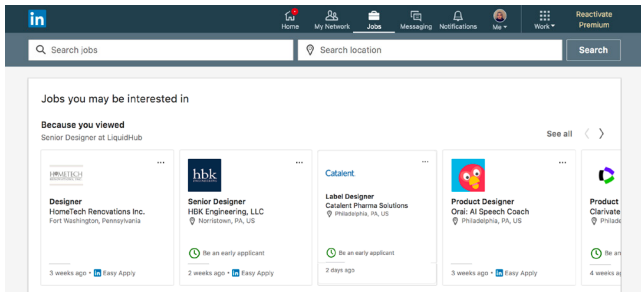




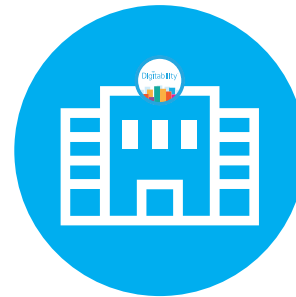
IMAGE EXCHANGE CARDS

39.IEC.IMAGE

Jobs Page



Companies



Recruiters





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

39.8.5



Recruiters will post jobs on LinkedIn. Recruiters may also contact you if they think you are a great fit for their company.



DIFFERENTIATION

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



T1 MULTIPLE CHOICE

EXIT TICKET | 39.8.6.1

1. What does a Recruiter help a company do?

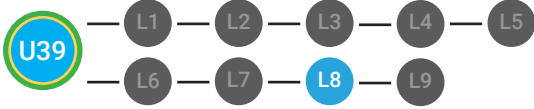
- a. Find new employees
- b. Find new friends
- c. Get paid
- d. All of the above

2. What does a Recruiter use to find new employees?

- a. Instagram
- b. Facebook
- c. LinkedIn
- d. Twitter

3. What will a Recruiter post on LinkedIn?

- a. Images
- b. Jobs
- c. Articles
- d. Videos



4. Why would a Recruiter contact you?

- a. If they like your new dog
- b. If they are interested in your profile picture
- c. If they think you are a great fit for a job at their company
- d. All of the above

5. You should speak to recruiters professionally.

- a. True
- b. False



T1 MULTIPLE CHOICE

EXIT TICKET | 39.8.6.1

1. What does a Recruiter help a company do?



Find new jobs



Get paid



Find new friends

2. What does a Recruiter use to find new employees?



Facebook



Instagram



LinkedIn



Twitter

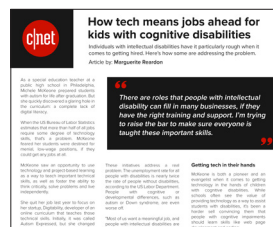
3. What will a Recruiter post on LinkedIn?



Images



Jobs



Articles



Videos



4. Why would a Recruiter contact you?



If they like your new dog

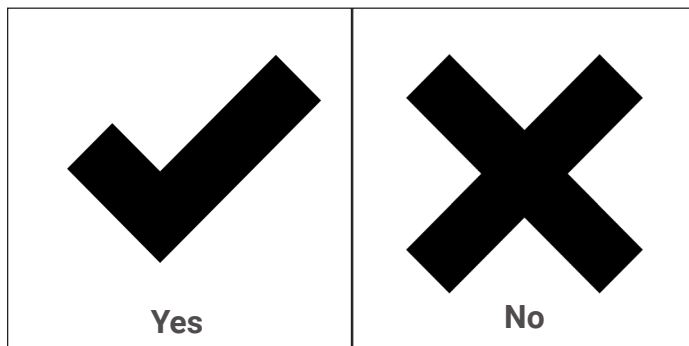


If they are interested in your profile picture



If they think you are a great fit for a job at their company

5. You should speak to Recruiters professionally.



**T3 TRACE 'N' LEARN****EXIT TICKET | 39.8.6.3**

What is a Recruiter?

Recruiters will post jobs on LinkedIn.

Recruiters may also contact you if they think you are a great fit for their company.



MY DIGITABILITY EARNINGS TRACKER

Unit 39: Understanding LinkedIn | 39.8.7

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: