

## UNIT 39: UNDERSTANDING LINKEDIN: LESSON 9: UNDERSTANDING LINKEDIN MASTER BADGE

### LESSON OVERVIEW

A professional network is focused on building professional relationships. An example of a professional network is LinkedIn. You can use LinkedIn to create a profile, connect with professionals, search jobs and share content. Professionals use LinkedIn to make connections with other professionals. On LinkedIn, you can see your connections and their profiles. Your profile includes information like your work history, your education and your skills. Adding an image will help people find your profile in LinkedIn. When you connect with people on LinkedIn, they can endorse your skills, recommend you as a professional, and request a recommendation. When you go to the Jobs page, it will show you job openings that have been posted by companies and recruiters on LinkedIn. Recruiters will post jobs on LinkedIn. Recruiters may also contact you if they think you are a great fit for their company.

**Time:** ~30 minutes

### OBJECTIVE

Students will be able to manipulate the collaborating tools in Google Drive.

### 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 9 - Understanding LinkedIn Master Badge**

### 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 **“LinkedIn”** and **“Recruiters.”**

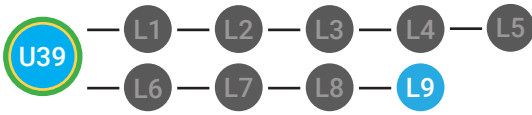
a. Recruiters will post jobs on \_\_\_\_\_. \_\_\_\_\_ may also contact you if they think you are a great fit for their company.

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**. [39.9.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..."*

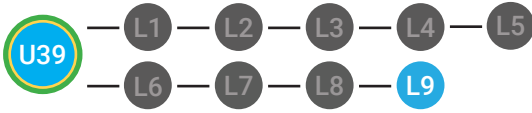


**Pro tip: Remember Rule #3** Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before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

Behaviors	Name								
Successful									
Participating/Contributing									
Sharing/Helping/Understanding									
Greeting a Guest									
Following Directions/Staying on Task									
Encouraging/Complimenting									
Problematic									
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 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:** Understanding LinkedIn Master Badge



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**. [39.9.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
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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 you learned in this unit."*

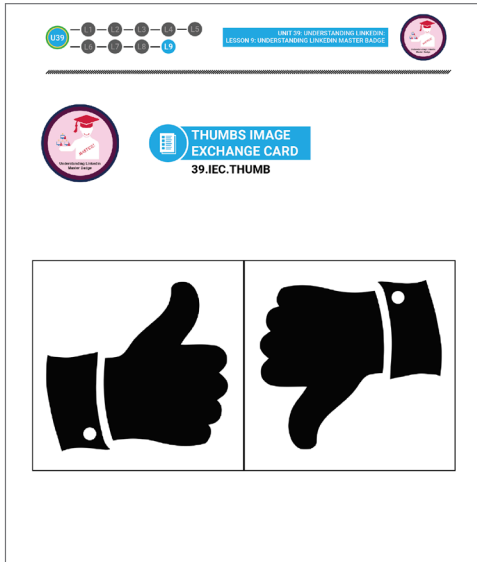
5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit in the video.



6. Play video.

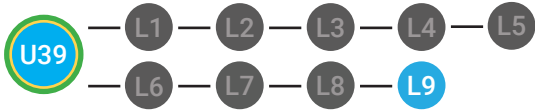


7. Distribute **39.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [39.9.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
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## INFORMAL ASSESSMENT



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

**Possible Answers:** a type of social network like Facebook or Instagram that is focused on building professional relationships

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



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

**Possible Answers:** a contact you added to your online network



3. Ask, *"For a participation dollar, who can tell me why you should add an image to your profile?"*

**Possible Answers:** it helps people find your profile 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. Ask, *“For a participation dollar, who can tell me what you should click in order to search for jobs on LinkedIn?”*

**Possible Answers:** the Jobs search tool



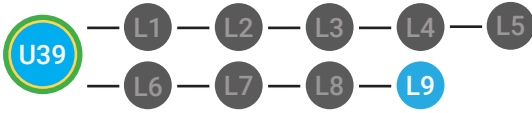
5. Distribute **39.IMAGE.IEC** or **Yes or No Image Exchange Cards 39.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [39.9.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]

<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
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- Disrespect/Teasing
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- Arguing

**PLAY ACTIVITY VIDEO**




1. Ask the class, *"Who would like to unlock the Understanding LinkedIn Master 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



3. Distribute and cut out **Word Wall Printout 39.9.5** Students that unlocked the badge will place the **Understanding LinkedIn Master Badge** printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 39: UNDERSTANDING LINKEDIN:  
 LESSON 9: UNDERSTANDING LINKEDIN MASTER BADGE

**WORD WALL PRINTOUT**

39.9.5

A professional network is focused on building professional relationships. You can use LinkedIn to create a profile, connect with professionals, search jobs and share content. Professionals use LinkedIn to make connections with other professionals. On LinkedIn, you can see your connections and their profiles. Your profile includes information like your work history, your education and your skills. Adding an image will help people find your profile in LinkedIn. When you connect with people on LinkedIn, they can endorse your skills and recommend you as a professional, and request a recommendation. When you go to the Jobs page, it will show you job openings that have been posted by companies and recruiters on LinkedIn. Recruiters will post jobs on LinkedIn. Recruiters may also contact you if they think you are a great fit for their company.



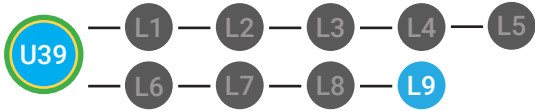
## DIFFERENTIATION

- 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**. [39.9.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 **Understanding LinkedIn Master Badge Exit Ticket 39.9.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 39: UNDERSTANDING LINKEDIN  
LESSON 9: UNDERSTANDING LINKEDIN MASTER BADGE

**T1**

**MULTIPLE CHOICE**

EXIT TICKET | 39.9.6.1

**1. What is a professional network focused on doing?**

- Having fun
- Build professional relationships
- Connecting with family
- Sharing photos

**2. What are things you can do on LinkedIn?**

- Look for your favorite food, play games, create a profile
- Play games, connect with professionals, share content & search jobs
- Create a profile, connect with professionals, share content & search jobs
- Look for your favorite food, play games, connect with professionals

**3. What is a connection?**

- A chain link
- A friend you added to your online network
- A contact you added to your online network
- None of the above

UNIT 39: UNDERSTANDING LINKEDIN  
LESSON 9: UNDERSTANDING LINKEDIN MASTER BADGE

**T2**

**VOCAB BLOCK**

EXIT TICKET | 39.9.6.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Define	Sentence
Examples	Draw

**Understanding LinkedIn**

UNIT 39: UNDERSTANDING LINKEDIN  
LESSON 9: UNDERSTANDING LINKEDIN MASTER BADGE

**T3**

**MULTIPLE CHOICE**

EXIT TICKET | 39.9.6.3

**1. Is a professional network focused on build professional relationships?**

Yes

No

**2. Create a profile, connect with professionals, share content & search jobs on LinkedIn?**

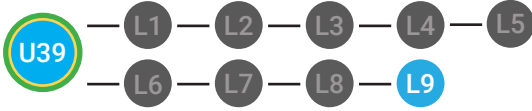
Yes

No

**3. Is a connection a contact you added to your online network?**

Yes

No



## DIFFERENTIATION

- T1** Using Tier 1 **Multiple Choice** Master Badge Exit Ticket [39.9.6.1], student circles the correct answers.
- T2** Using Tier 2 **Vocab Block** Exit Ticket [39.9.6.2]
- T3** Using Tier 3 **Multiple Choice** Exit Ticket [39.9.6.2]



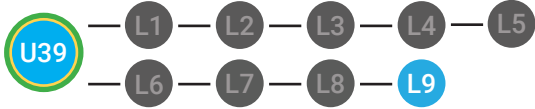
2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [39.9.DollarTracker]

[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

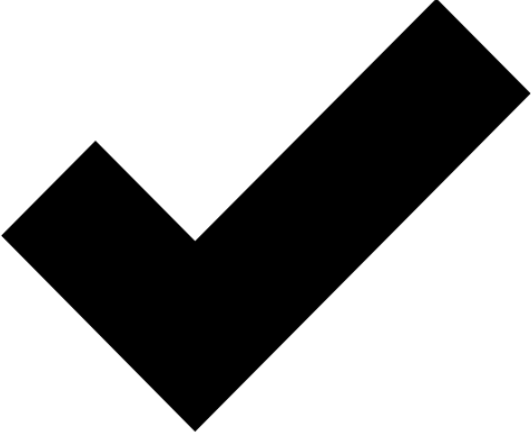
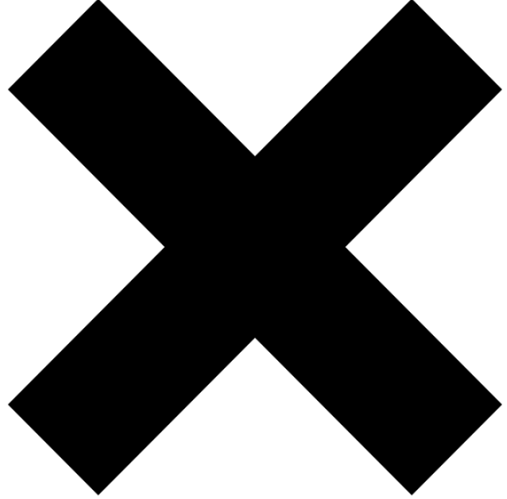
- Problematic**
- Off-task
  - Off-topic/Inappropriate Comment
  - Disrespect/Teasing
  - Complaining/Whining
  - Arguing
  - Interrupting
  - UMAPA

		Name					
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**

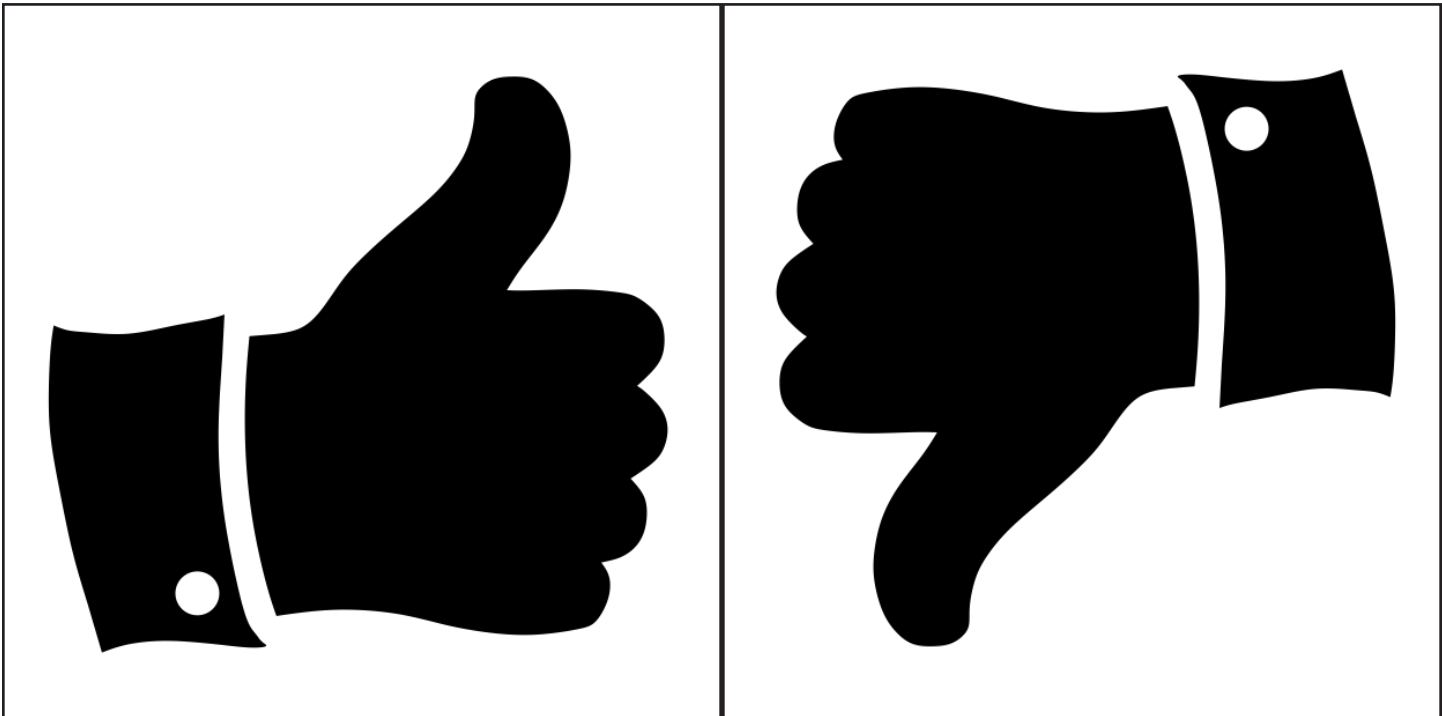
**39.IEC.Y/N**

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

**39.IEC.THUMB**



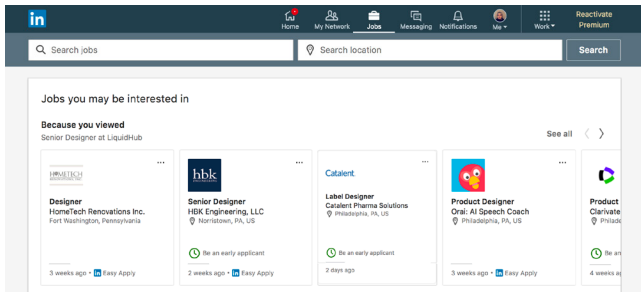




# IMAGE EXCHANGE CARDS

## 39.IEC.IMAGE

### 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?**

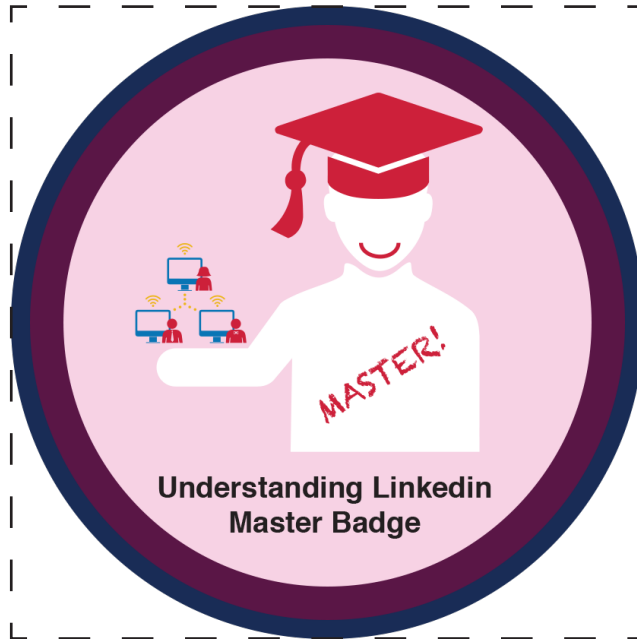


**Understanding LinkedIn Master Badge**



# WORD WALL PRINTOUT

39.9.5



A professional network is focused on building professional relationships. You can use LinkedIn to create a profile, connect with professionals, search jobs and share content. Professionals use LinkedIn to make connections with other professionals. On LinkedIn, you can see your connections and their profiles. Your profile includes information like your work history, your education and your skills. Adding an image will help people find your profile on LinkedIn. When you connect with people on LinkedIn, they can endorse your skills, recommend you as a professional, and request a recommendation. When you go to the Jobs page, it will show you job openings that have been posted by companies and recruiters on LinkedIn. Recruiters will post jobs on LinkedIn. Recruiters may also contact you if they think you are a great fit for their company.



# T1 MULTIPLE CHOICE

## EXIT TICKET | 39.9.6.1

### 1. What is a professional network focused on doing?

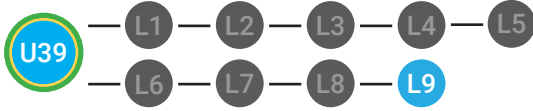
- a. Having fun
- b. Building professional relationships
- c. Connecting with families
- d. Sharing photos

### 2. What are things you can do on LinkedIn?

- a. Look for your favorite food, play games, create a profile
- b. Play games, connect with professionals, share content & search jobs
- c. Create a profile, connect with professionals, share content & search jobs
- d. Look for your favorite food, play games, connect with professionals

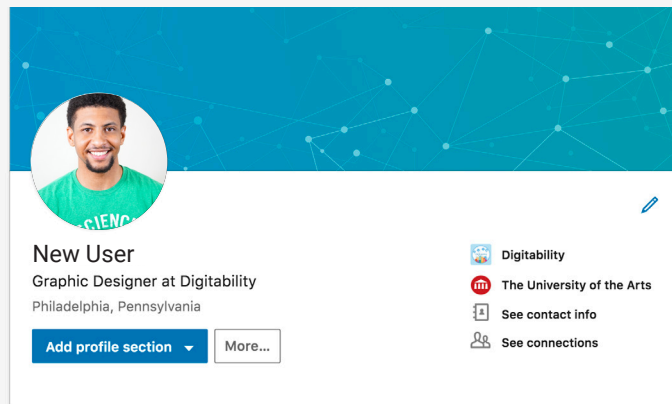
### 3. What is a Connection?

- a. A chain link
- b. A friend you added to your online network
- c. A contact you added to your online network
- d. None of the above

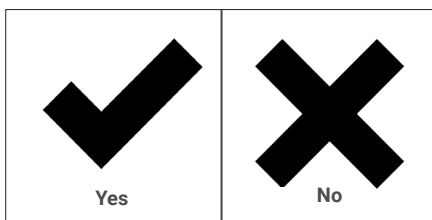


#### 4. What are the 3 sections on your profile?

- a. Food you can make, work history, education,
- b. Favorite movie, education, skills
- c. Work history, education, skills
- d. None of the above

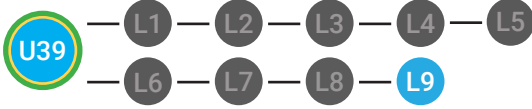


#### 5. Is the above profile image professional?



#### 6. When a connection endorse skills you've added to your LinkedIn profile, they are...

- a. Telling the rest of the workplace you can do these skills.
- b. Telling the rest of the network you can do these skills.
- c. Telling the rest of your household you can do these skills.
- d. None of the above



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## 7. What will you see when you go to the jobs page?

- a. Opinions by LinkedIn users
- b. Job openings that have been posted by companies and recruiters
- c. Pictures that have been posted by companies and recruiters
- d. All of the above

## 8. What does a Recruiter help a company do?

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



# T2 VOCAB BLOCK

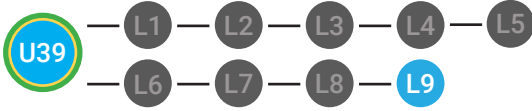
EXIT TICKET | 39.9.6.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Define</b>	<b>Sentence</b>
<b>Examples</b>	<b>Draw</b>



**Understanding  
LinkedIn**





# T3 MULTIPLE CHOICE

EXIT TICKET | 39.9.6.3



1. Is a professional network focused on build professional relationships?

 Yes	 No
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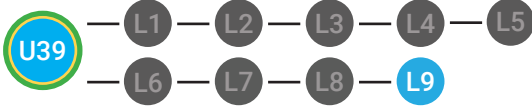
2. Can you create a profile, connect with professionals, share content & search jobs on LinkedIn?

 Yes	 No
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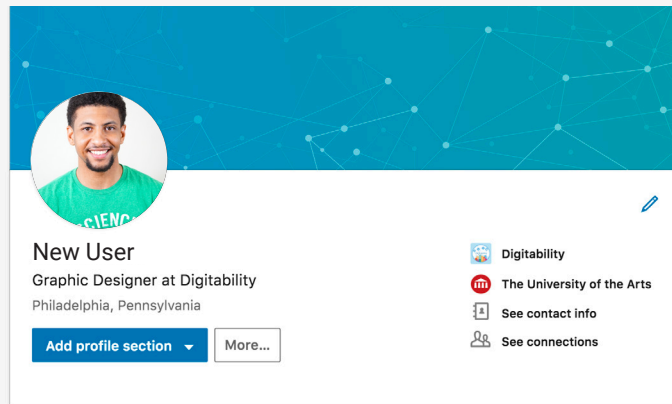
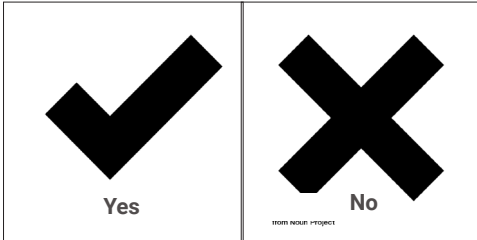
3. Is a Connection a contact you added to your online network?

 Yes	 No
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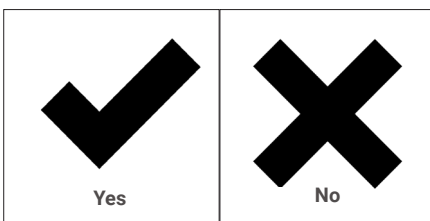




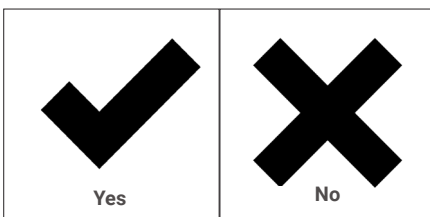
4. Are the 3 sections on your profile are work history, education, skills?

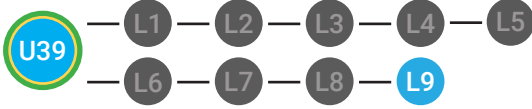


5. Is the above profile image professional?





6. When a connection endorses skills you've added to your LinkedIn profile, are they telling the rest of the network you can do these skills?







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**7. Will you see Job openings that have been posted by companies and recruiters on LinkedIn when you go to the Jobs page?**

 Yes	 No
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**8. Do recruiters help companies find new employees?**

 Yes	 No
---	--



# MY DIGITABILITY EARNINGS TRACKER

## Unit 39: Understanding LinkedIn | 39.9.7

**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:**