

## UNIT 41: CREATING CONTENT IN LINKEDIN LESSON 1: MY NETWORK PAGE IN LINKEDIN

### LESSON OVERVIEW

You can view your connections on LinkedIn. To see your connections, click on the My Network Icon on the Toolbar.

Time: ~30 minutes

### OBJECTIVE

Students will be able to identify helpful tools 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 41**
5. Select **Lesson 1 - My Network Page on 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 **“Toolbar”** and **“many different icons.”**

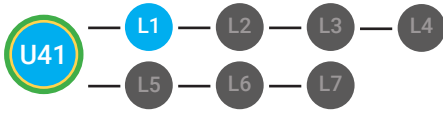
a. The \_\_\_\_\_ is made up of \_\_\_\_\_.

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 **41.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** [41.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [41.1.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
- 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



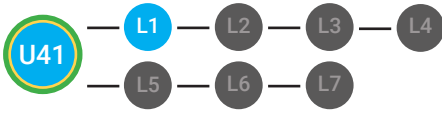
Call out earnings to the class, *"[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*



**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.




**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:** My Network Page in LinkedIn



2. Distribute **41.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

**T1**

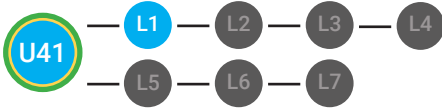
On-topic shared verbal response

**T2**

Writes down badge name or walks up to point to badge

**T3**

Uses **Badge Board** [41.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**. [41.1.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><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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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 phrase "My Network Page."*

5. Ask students to give a thumbs up every time they hear and/or see the phrase **"My Network Page"** in the video.



6. Play video.

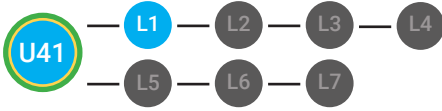


7. Distribute **41.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



**DIFFERENTIATION**

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card [41.IEC.THUMB]**
- T3** Uses **Thumbs Image Exchange Card [41.IEC.THUMB]**



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [41.1.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 what you click in order to view your connections on LinkedIn?"*

**Possible Answers:** My Network icon

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



2. Ask, *"For a participation dollar, what will happen when you click on the My Network Icon?"*

**Possible Answers:** you'll be taken to a new page



3. Ask, *"For a participation dollar, what will the My Network page display?"*

**Possible Answers:** the number of connections you have



**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 **41.IMAGE.IEC** or **Yes or No Image Exchange Cards** **41.IEC.Y/N** to students. See **+** **\$** **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**IMAGE EXCHANGE CARDS**  
41.IEC.IMAGE

Many Different Icons

Toolbar

Taken to New Page

My Network Icon

**YES OR NO IMAGE EXCHANGE CARD**  
41.IEC.Y/N

Yes

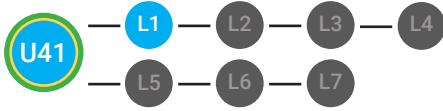
No



## 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** [41.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**. [41.1.DollarTracker]



**Pro tip** Stick to the script!

Help your students develop self-regulations 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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**PLAY ACTIVITY VIDEO**



1. Ask the class, *"Who would like to unlock the My Network Page on 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.

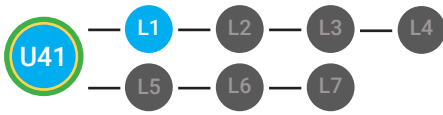


3. Distribute and cut out **Word Wall Printout 41.1.5** Students that unlocked the badge will place the **My Network Page in LinkedIn** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [41.1.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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## ASSESSMENT/EXIT TICKET



1. Distribute the **My Network Page in LinkedIn** Exit Ticket 41.1.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 41: CREATING CONTENT IN LINKEDIN  
LESSON 1: MY NETWORK PAGE

**T1 FINDING CONNECTIONS**

EXIT TICKET | 41.1.6.1

How many connections does this user have?

\_\_\_\_\_

How do you see your connections?

\_\_\_\_\_

UNIT 41: CREATING CONTENT IN LINKEDIN  
LESSON 1: MY NETWORK PAGE

**T2 FINDING CONNECTIONS**

EXIT TICKET | 41.1.6.2

How many connections does this user have?

a. 3  
b. 27  
c. 379  
d. 33

How do you see your connections?

a. Click home  
b. Click the number of connections  
c. Click teammates  
d. None of the above

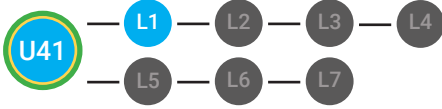
UNIT 41: CREATING CONTENT IN LINKEDIN  
LESSON 1: MY NETWORK PAGE

**T3 TRACE 'N' LEARN**

EXIT TICKET | 41.1.6.3

My Network Page

You can view your connections on LinkedIn. To see your connections, click on the My Network icon on the toolbar.



## DIFFERENTIATION

- T1** Using Tier 1 **Finding Connections** Exit Ticket [41.1.6.1], student answers the questions on the lines provided.
- T2** Using Tier 2 **Finding Connections** Exit Ticket [41.1.6.2], student answers the questions by circling the correct answer.
- T3** Student has option to complete **Finding Connections** Exit Ticket [41.1.6.2] or **Trace 'n' Learn Card** Exit Ticket [41.1.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [41.1.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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UMAPA  
Arguing



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## 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

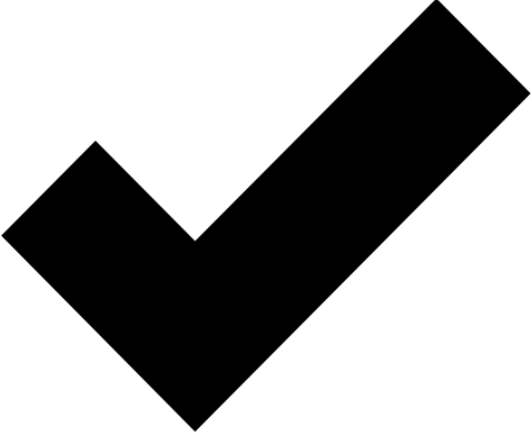
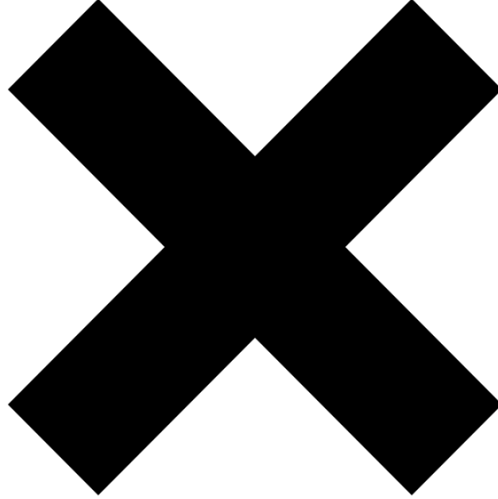
- Problematic**
- Off-task
- Off-topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<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						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						




 **YES OR NO IMAGE EXCHANGE CARD**

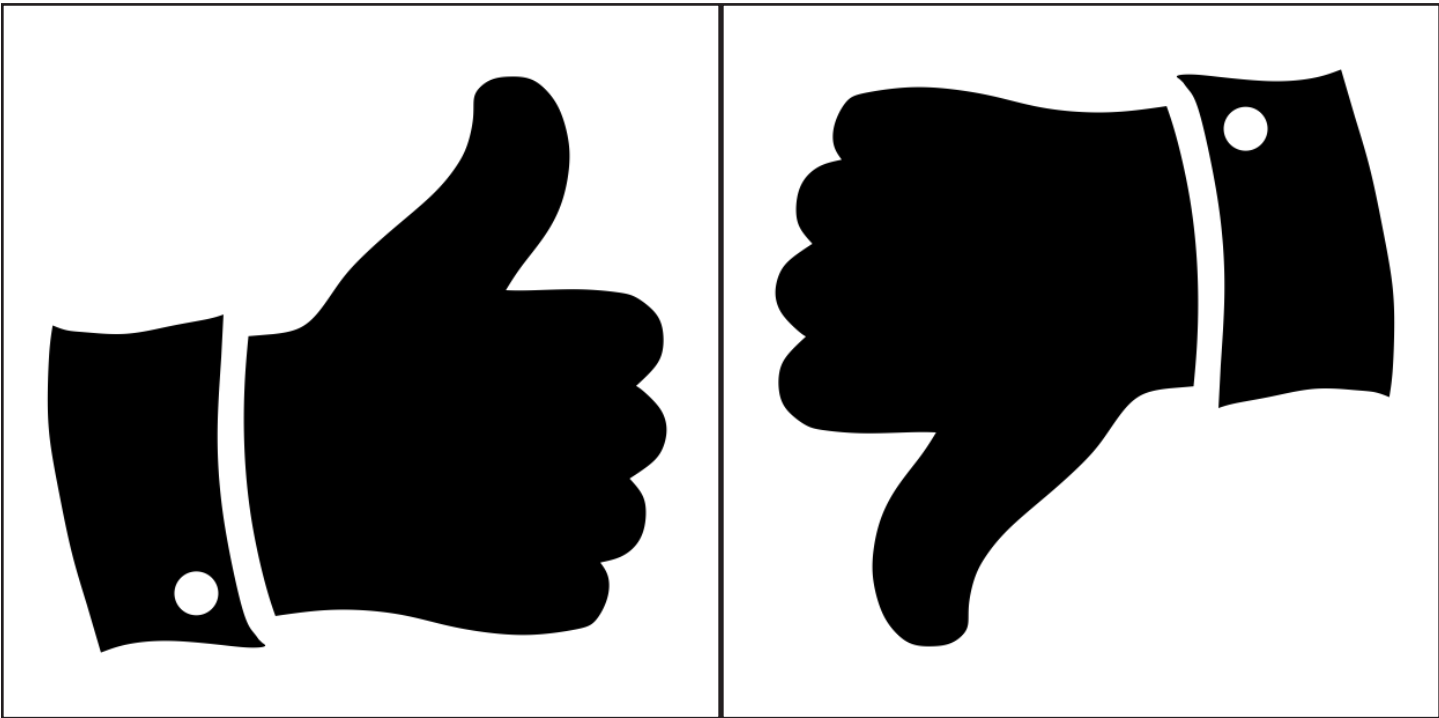
**41.IEC.Y/N**

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

**41.IEC.THUMB**







# IMAGE EXCHANGE CARDS

## 41.IEC.IMAGE

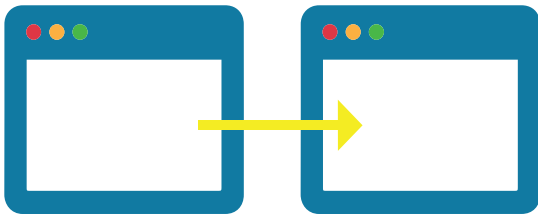
### Many Different Icons



### Toolbar



### Taken to New Page



### My Network Icon





41.BADGE





# WORD WALL PRINTOUT

41.1.5

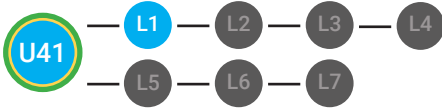


You can view your connections on LinkedIn. To see your connections, click on the My Network Icon on the toolbar.



## DIFFERENTIATION

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



# T1 FINDING CONNECTIONS

## EXIT TICKET | 41.1.6.1

How many connections does this user have?

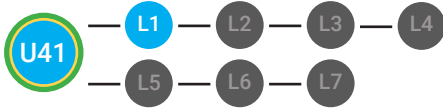
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How do you see your connections?

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## T2 FINDING CONNECTIONS

### EXIT TICKET | 41.1.6.2

**Business Insurance** - Find out how much you could save on business insurance. Get a free quote. Ad ...

Connections	Teammates	Groups	Pages	Hashtags
379		3	33	27

**Invitations** See all 4

	<b>Jeff Herbert</b> Herbert Studios - Architectural & Advertising Photographer Brenda Bittinger and 5 others	Ignore	Accept
	<b>CT Hart</b> Adobe CS / Illustrator / Photoshop / InDesign / Acrobat / Change Agent / Production / Project Management / Web / Print Jay Fuegel and 8 others	Ignore	Accept
	<b>Danielle Farrell</b> Graphic Design Manager at Camelback Resort Lou Stuber and 9 others	Ignore	Accept

How many connections does this user have?

- a. 3
- b. 27
- c. 379
- d. 33

How do you see your connections?

- a. Click home
- b. Click the number of connections
- c. Click teammates
- d. None of the above



## T3 TRACE 'N' LEARN

EXIT TICKET | 41.1.6.3

My Network Page

You can view your connections on LinkedIn. To see your connections, click on the My Network icon on the toolbar.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 41: Creating Content in LinkedIn | 41.1.7

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

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

	DATE:	DOLLARS EARNED:
LESSON 1: My Network Page		
LESSON 2: Jobs Page		
LESSON 3: Messaging Page		
LESSON 4: Notification Page		
LESSON 5: Settings and Privacy Page		
LESSON 6: Signing Out of Your Account		
LESSON 7: Creating Content in LinkedIn Master Badge		

**TOTAL DOLLARS EARNED:**