



UNIT 42: LINKEDIN PROFILE INTERFACE LESSON 1: THE EDIT PROFILE ICON

LESSON OVERVIEW

The Edit Icon is located on the right side of each profile section.

Time: ~30 minutes

OBJECTIVE

Students will be able to identify the parts of LinkedIn's profile

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.

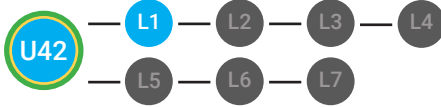
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 42**
5. Select **Lesson 1 - Edit Profile Icon**

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 phrase **“many different icons.”**

a. The toolbar 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 **42.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** [42.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. **[42.1.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




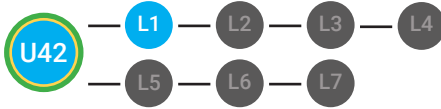
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



 **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.

[illegible]


 **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.

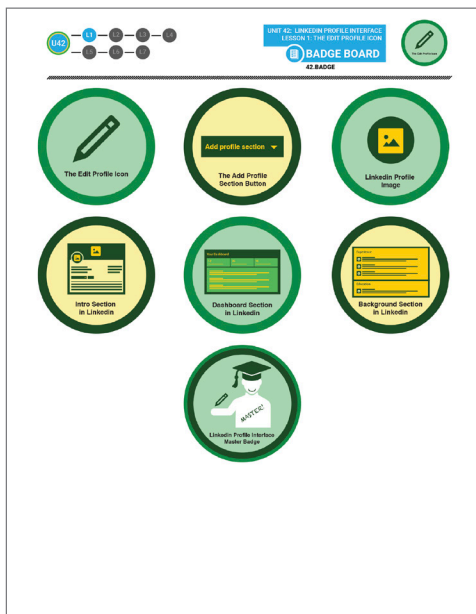


1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

Answer: Edit Profile Icon



2. Distribute **42.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** [42.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**. **[42.1.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.

<div>+\$ SUCCESSFUL</div> <div><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></div>	<div>-\$ PROBLEMATIC</div> <div><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></div>
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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

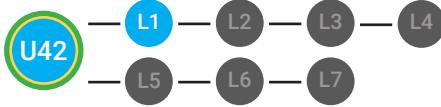



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase **Edit Profile Icon**."*

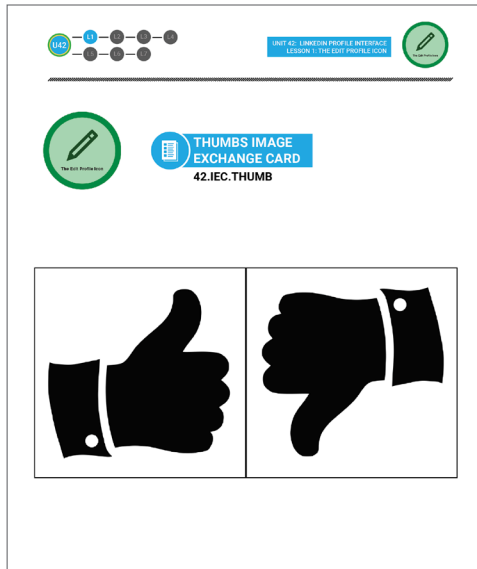
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Edit Profile Icon"** in the video.



6. Play video.

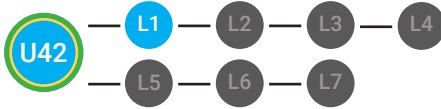


7. Distribute **42.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [42.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [42.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. **[42.1.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

INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell what the Edit Profile Icon looks like?"*

Possible Answers: a blue pencil

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



2. Ask, *"For a participation dollar, what are some of the parts of your profile that you can edit?"*

Possible Answers: name, headline, education, location, industry, contact information and profile summary



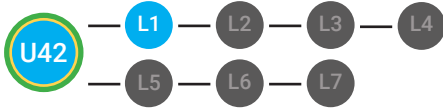
3. Ask, *"For a participation dollar, where is the Edit Profile Icon located?"*



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 **42.IMAGE.IEC** or **Yes or No Image Exchange Cards** **42.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** [42.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**. [42.1.DollarTracker]

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



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.

+\$ 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
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PLAY ACTIVITY VIDEO



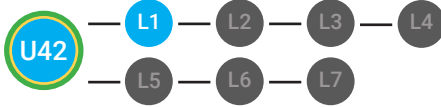
1. Ask the class, *"Who would like to unlock the Edit Profile Icon Badge for \$1?"*


Click Activity Button to Play Activity Video

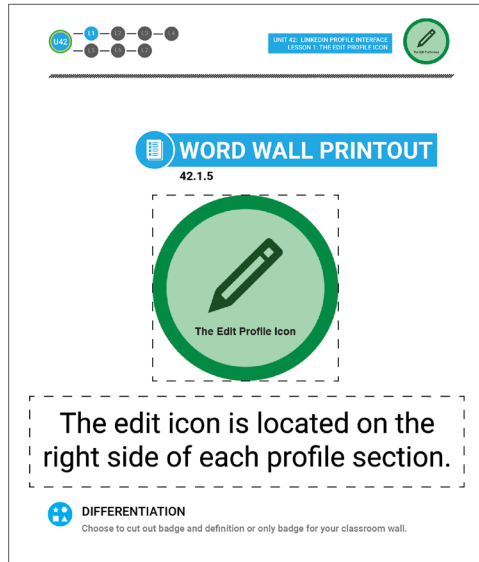
2. Student discusses with class to choose the correct answer.

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 42.1.5** Students that unlocked the badge will place the **Edit Profile Icon** printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

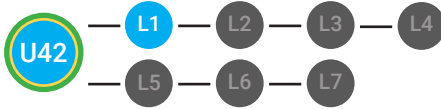
Student will use verbal prompting to unlock the badge with the class.

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.



UNIT 42: LINKEDIN PROFILE INTERFACE LESSON 1: THE EDIT PROFILE ICON



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [42.1.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

ASSESSMENT/EXIT TICKET



1. Distribute the **Edit Profile Icon Exit Ticket 42.1.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 FIND THE ICON
EXIT TICKET 42.1.6.1

Directions: circle the edit profile icon. Write the correct answer on the lines provided.

What happens when you click the edit profile icon?

T2 FIND THE ICON
EXIT TICKET 42.1.6.2

Directions: circle the edit profile icon. What happens when you click the edit profile icon? Circle the correct answer.

What happens when you click the edit profile icon?

a. You will be logged out

b. A window will appear

c. You will see your connections

d. None of the above

T3 TRACE 'N' LEARN
EXIT TICKET 42.1.6.3

The Edit Profile Icon

The edit icon is located on the right side of each profile section.



DIFFERENTIATION

T1

Using Tier 1 **Edit Profile Icon** Exit Ticket [42.1.6.1], students circle the edit profile icon. Write the correct answer on the lines provided.

T2

Using Tier 2 **Edit Profile Icon** Exit Ticket [42.1.6.2], student circles the Edit Profile Icon. Circle the correct answer.

T3

Student has option to complete **Edit Profile Icon** Exit Ticket [42.1.6.2] or **Trace 'n' Learn Card** Exit Ticket [42.1.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [42.1.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

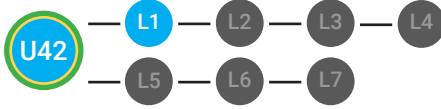
Disrespect/Teasing

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

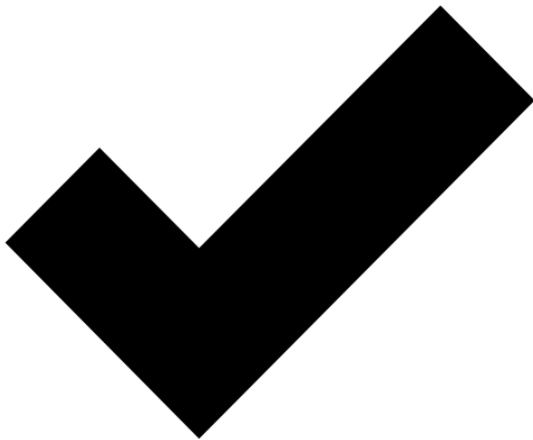
UMAPA

EX:
Sam

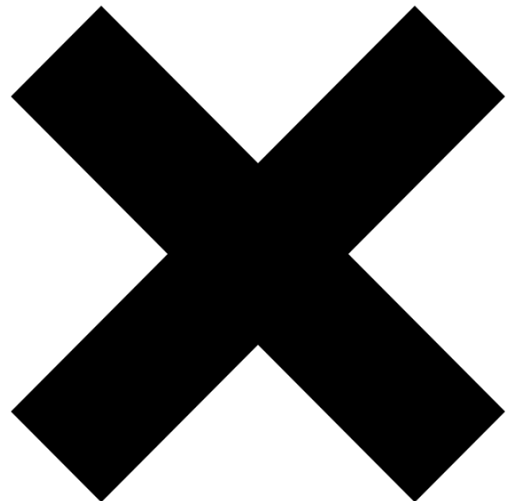




42.IEC.Y/N



Yes



No



THUMBS IMAGE EXCHANGE CARD

42.IEC.THUMB

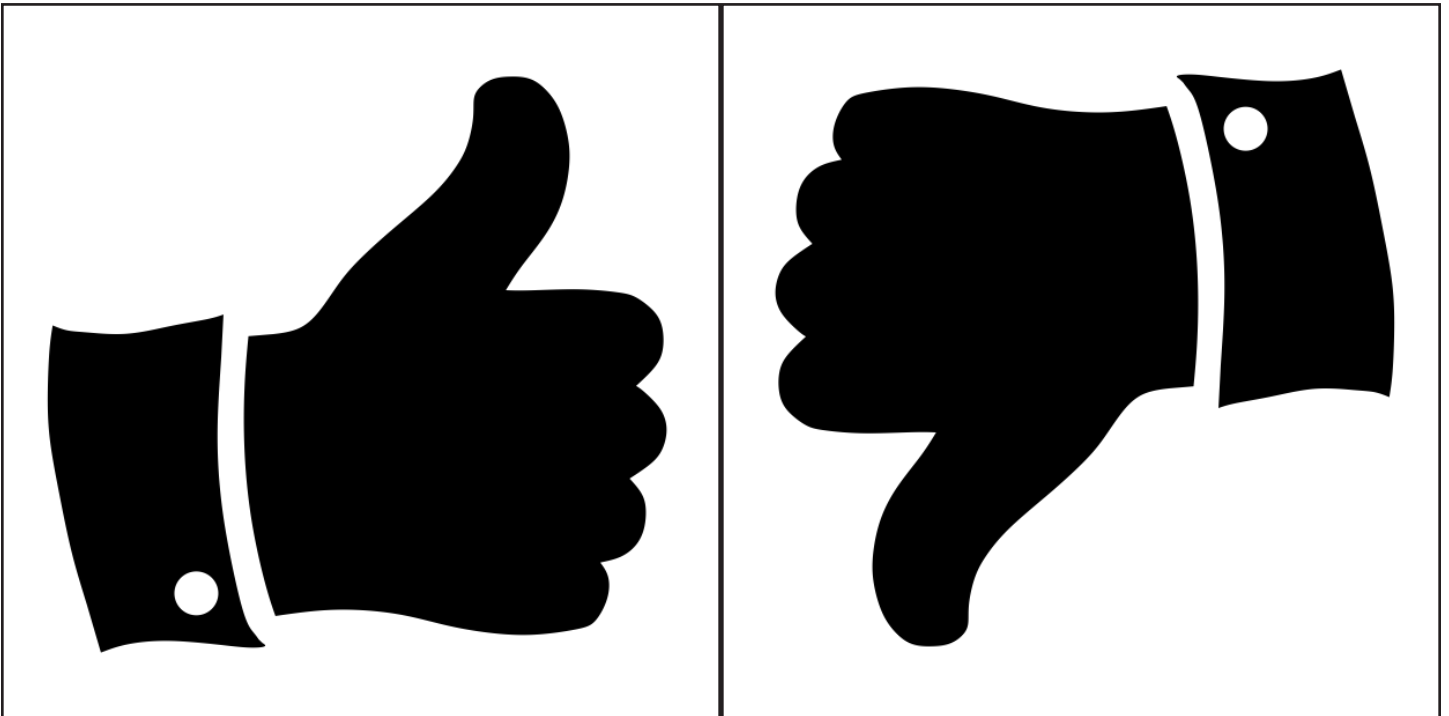




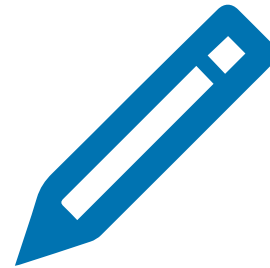
IMAGE EXCHANGE CARDS

42.IEC.IMAGE

Many Different Icons



Edit Profile Icon



Name



First Name * Daniel Last Name * Colon [Add former name](#)

Headline * Graphic Designer at Digitability

Headline



First Name * Daniel Last Name * Colon [Add former name](#)

Headline * Graphic Designer at Digitability

Current Position * Graphic Designer at Digitability [Add new position](#)

Education

Headline * Graphic Designer at Digitability

Current Position * Graphic Designer at Digitability [Add new position](#)

Education * The University of the Arts [Add new education](#)

☒ Show above education in my intro

Country/Region * ZIP code

Location

Education * The University of the Arts [Add new education](#)

☒ Show above education in my intro

Country/Region * United States ZIP code 19152

Locations within this area Philadelphia, Pennsylvania

Industry * E-learning

Contact info



Industry

☒ Show above education in my intro

[Add new education](#)

Country/Region *

United States

ZIP code

19152

Locations within this area

Philadelphia, Pennsylvania

Industry *

E-learning

Contact info

Profile URL, Phone, Email, WeChat ID



Summary

Profile Summary

Philadelphia, Pennsylvania

Industry *

E-learning

Contact info

Profile URL, Phone, Email, WeChat ID



Summary

I am the graphic designer for Digitability here in my hometown Philadelphia! I believe the energy in the room is really what brings great work out of people and I strive to bring great ideas and spirit to the table where ever I am.

Save

Contact Information

Country/Region *

United States

ZIP code

19152

Locations within this area

Philadelphia, Pennsylvania

Industry *

E-learning

Contact info

Profile URL, Phone, Email, WeChat ID

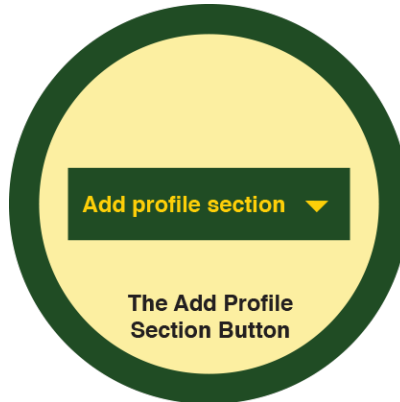
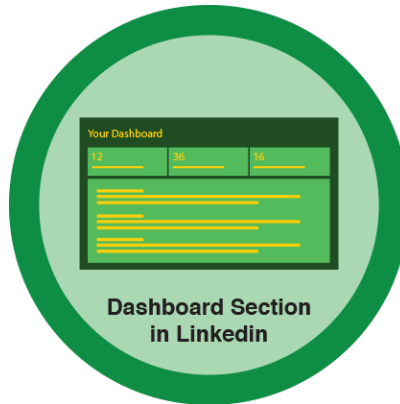


Summary

I am the graphic designer for Digitability here in my hometown Philadelphia! I believe the energy in the room is really what brings great work out of people and I strive to bring great ideas and spirit to the table where ever I am.



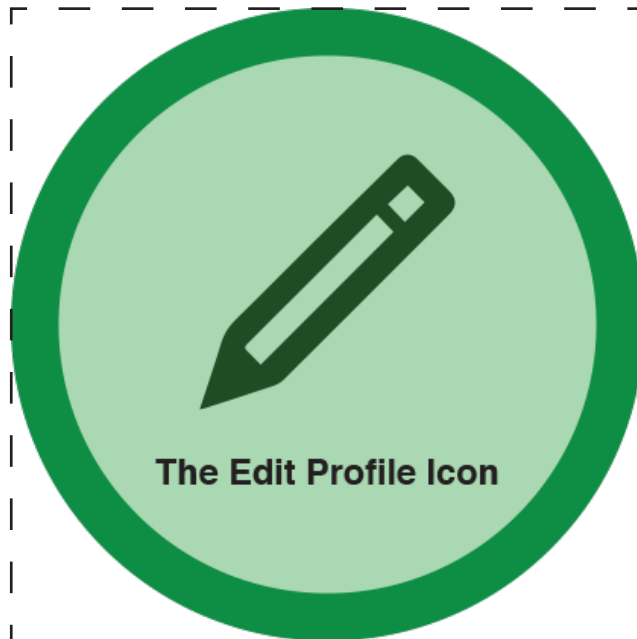
The Edit Profile Icon

The Add Profile
Section ButtonLinkedin Profile
ImageIntro Section
in LinkedInDashboard Section
in LinkedInBackground Section
in LinkedInLinkedIn Profile Interface
Master Badge



WORD WALL PRINTOUT

42.1.5



The Edit Icon is located on the right side of each profile section.



DIFFERENTIATION

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

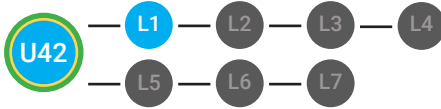


T1 FIND THE ICON

EXIT TICKET | 42.1.6.1

Directions: Circle the Edit Profile Icon. Then, answer the question below on the lines provided.

What happens when you click the Edit Profile Icon?



T2 FIND THE ICON

EXIT TICKET | 42.1.6.2

Directions: Circle the Edit Profile Icon. Then, circle the correct answer for the question below.

Top Federal Civilian Opps - [Report] Identify Top Federal Civilian Contracts for 2019. Get Free Report! Ad ...

Daniel Colon
Graphic Designer at Digitability
Philadelphia, Pennsylvania

Add profile section **More...**

Digitability
The University of the Arts
See contact info
See connections (369)

Edit public profile & URL

Add profile in another language

Promoted

- Top Federal Civilian Opps**
[Report] Identify Top Federal Civilian Contracts for 2019. Get Free Report!
- Master Design Thinking**
Earn a Design Thinking Certificate from Cornell. 100% Online. Apply Now!
- Network Segmentation**
Provide network segmentation assurance with automated AC management.

People Also Viewed

- Sarah Naji** • 1st
Graphic Designer
- Joi Waller** • 2nd

I am the graphic designer for Digitability here in my hometown Philadelphia! I believe the energy in the room is really what brings great work out of people and I strive to bring great ideas and spirit

What happens when you click the Edit Profile Icon?

- a. You will be logged out
- b. A window will appear
- c. You will see your connections
- d. None of the above



T3 TRACE 'N' LEARN

EXIT TICKET | 42.1.6.3

The Edit Profile Icon

The Edit icon is located on the right side of each profile section.



MY DIGITABILITY EARNINGS TRACKER

Unit 42: LinkedIn Profile Interface | 42.1.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: The Edit Profile Icon		
LESSON 2: The Add Profile Section Button		
LESSON 3: LinkedIn Profile Image		
LESSON 4: Intro Section in LinkedIn		
LESSON 5: Dashboard Section in LinkedIn		
LESSON 6: Background Section in LinkedIn		
LESSON 7: LinkedIn Profile Interface Master Badge		

TOTAL DOLLARS EARNED: