

UNIT 43: CREATING A LINKEDIN ACCOUNT LESSON 2: STARTING YOUR PROFILE

LESSON OVERVIEW

When you create a LinkedIn account, you will be prompted to add profile information like location, your most recent job title, company name, and confirm your email.

Time: ~30 minutes

OBJECTIVE

Students will be able to complete the steps to creating a LinkedIn account.

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.

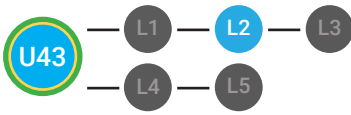
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 43**
5. Select **Lesson 2 - Starting Your Profile**

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 **“Join Now Button.”**

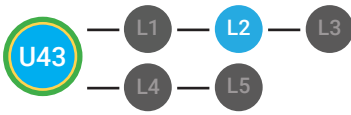
a. After you finish entering information, click the _____
_____.

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 **43.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** [43.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [43.2.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
- 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..."

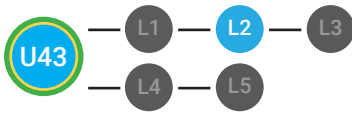


Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking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

Behaviors	Name								
Successful									
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									



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: Starting Your Profile

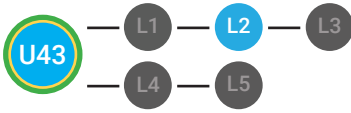


2. Distribute **43.BADGE** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [43.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**. [43.2.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
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- 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 **Profile**."*

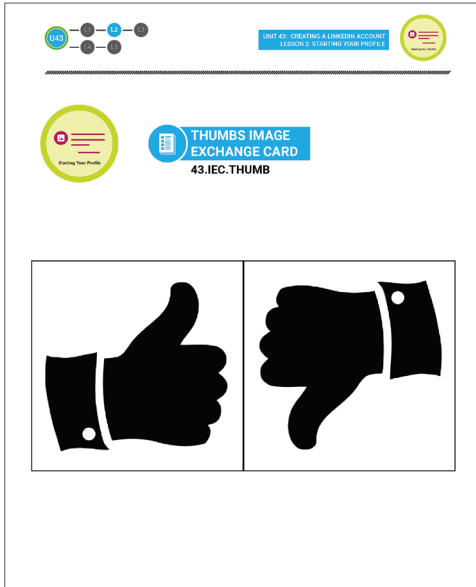
5. Ask students to give a thumbs up every time they hear and/or see the word **"Profile"** in the video.



6. Play video.

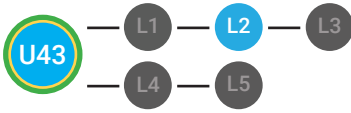


7. Distribute **43.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [43.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [43.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [43.2.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
- Following Directions/Staying on Task
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- Off-task
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- UMAPA
- Arguing

INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what pieces of information you will be prompted to add to your profile?"*

Possible Answers: location, most recent job title, company name

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



2. Ask, *"For a participation dollar, when will you be prompted to add this information?"*

Possible Answers: when you create a LinkedIn account



3. Ask, *"For a participation dollar, what else will you be prompted to do?"*

Possible Answers: confirm your email



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 **43.IMAGE.IEC** or **Yes or No Image Exchange Cards** **43.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 CREATE YOUR PROFILE
 EXIT TICKET | 43.2.6.1

Directions: Label and Put the steps to creating a LinkedIn profile in order (1-3).

1. Welcome, daniel! Let's start your profile, connect to complete your account, and engage with those on LinkedIn. (Screenshot of LinkedIn sign-up form)

2. (Screenshot of LinkedIn profile completion screen)

3. Your profile helps you discover the right people and opportunities. (Screenshot of LinkedIn profile completion screen)

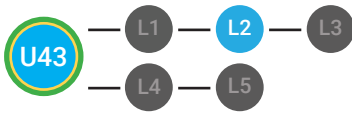
YES OR NO IMAGE EXCHANGE CARD
 43.IEC.Y/N

 Yes	 No
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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** [43.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**. [43.2.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
- Encouraging

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

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Starting Your Profile 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 43.2.5** Students that unlocked the badge will place the **Starting your Profile** printout on the classroom’s word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

WORD WALL PRINTOUT
 43.2.5

Starting Your Profile

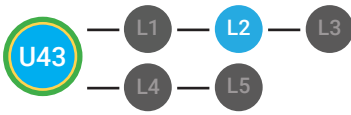
When you create a LinkedIn account, you will be prompted to add profile information like Location, your most recent job title, company name, and confirm your email.

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



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**. [43.2.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] 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

ASSESSMENT/EXIT TICKET



1. Distribute the **Starting your Profile** Exit Ticket **43.2.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 CREATE YOUR PROFILE
EXIT TICKET | 43.2.6.1

Directions: Label and Put the steps to creating a LinkedIn profile in order (1-3).

#

#

#

T2 CREATE YOUR PROFILE
EXIT TICKET | 43.2.6.2

Directions: Put the steps to creating a LinkedIn profile in order (1-3).

Enter your location # Confirm your Email #

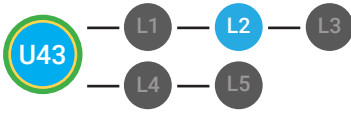
Your profile helps you discover the right people and opportunities.

Enter your most recent job and company #

T3 TRACE 'N' LEARN
EXIT TICKET | 43.2.6.3

Starting Your Profile

When you create a LinkedIn account, you will be prompted to add profile information like Location, your most recent job title, company name, and confirm your email.



DIFFERENTIATION

- T1** Using Tier 1 **Create Your Profile** Exit Ticket [43.2.6.1], student labels the steps to creating a LinkedIn profile in order (1-3).
- T2** Using Tier 2 **Create Your Profile** Exit Ticket [43.2.6.2], student puts the steps to creating a LinkedIn profile in order (1-3).
- T3** Student has option to complete **Create Your Profile** Exit Ticket [43.2.6.2] or **Trace 'n' Learn Card** Exit Ticket [43.2.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [43.2.DollarTracker]

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

+\$ SUCCESSFUL

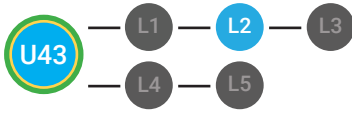
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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

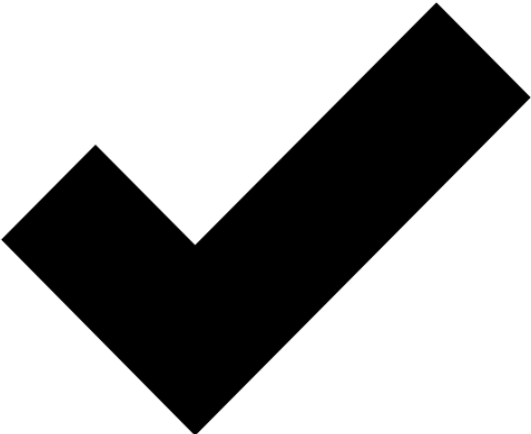
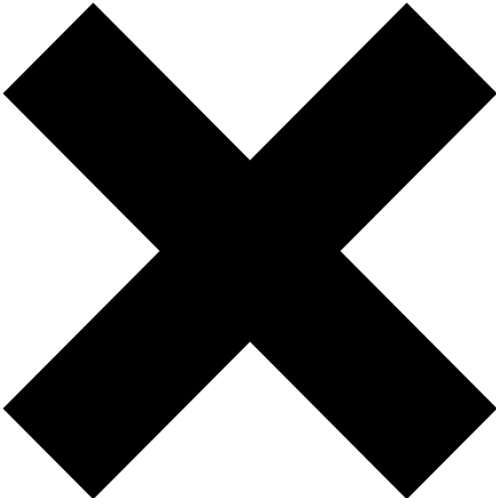
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	EX: Sam					
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**

43.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE
EXCHANGE CARD**
43.IEC.THUMB

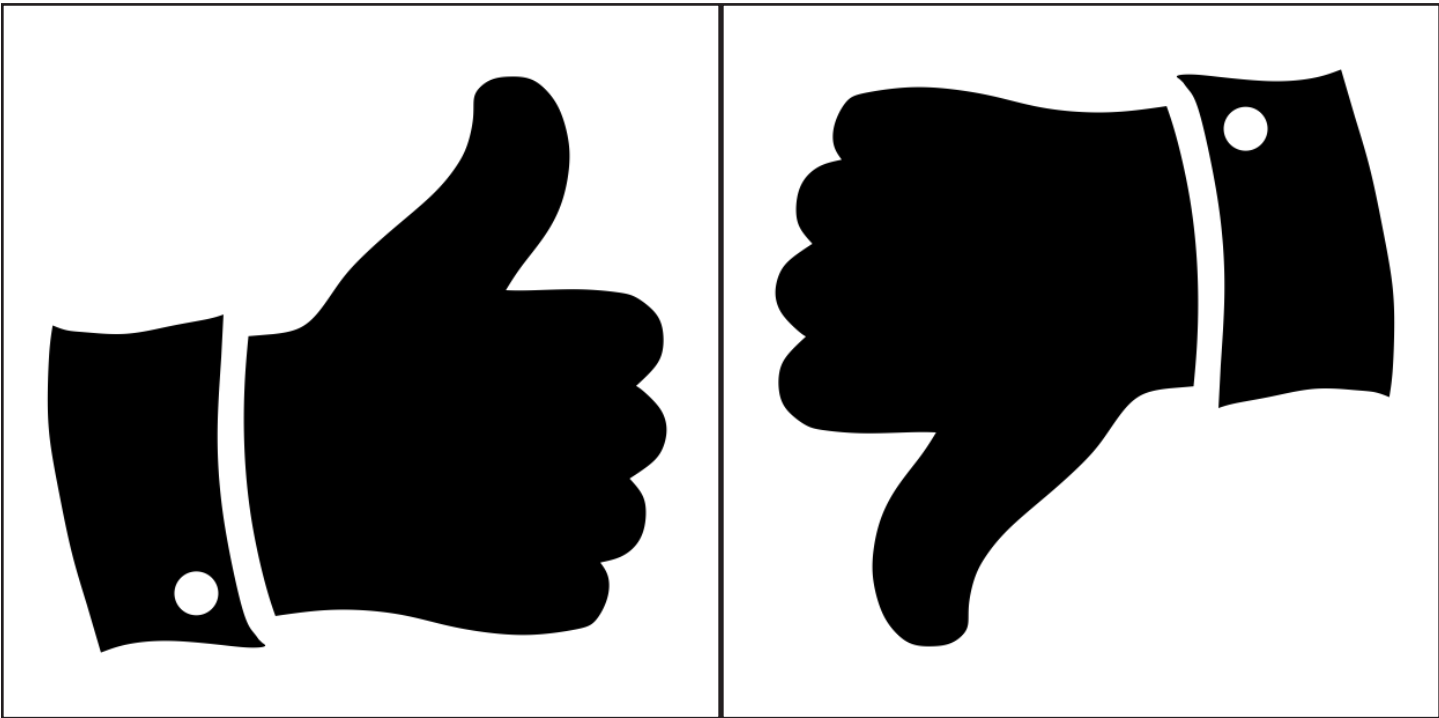




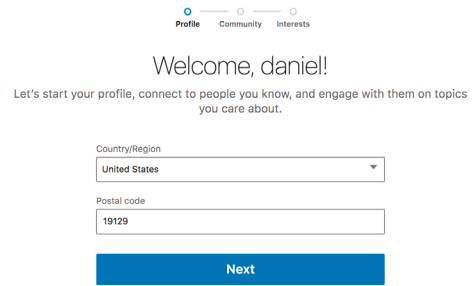
IMAGE EXCHANGE CARDS

43.IEC.IMAGE

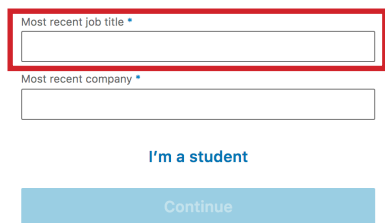
Join Now Button



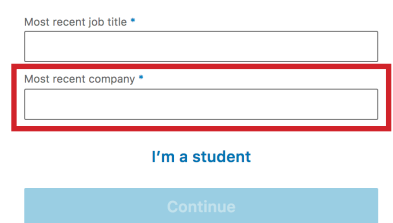
Location



Most Recent Job Title



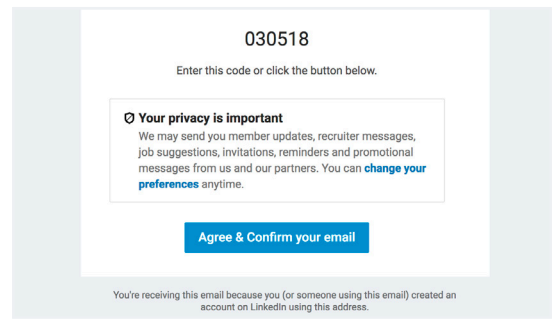
Company Name

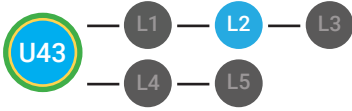


Create a LinkedIn Account

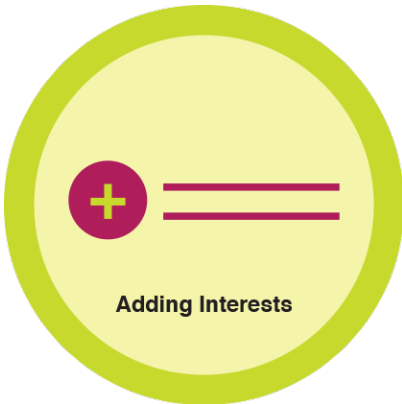
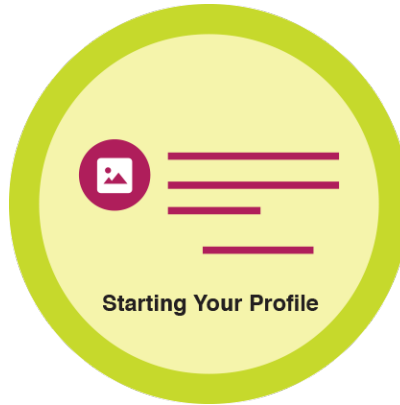


Confirm Your Email





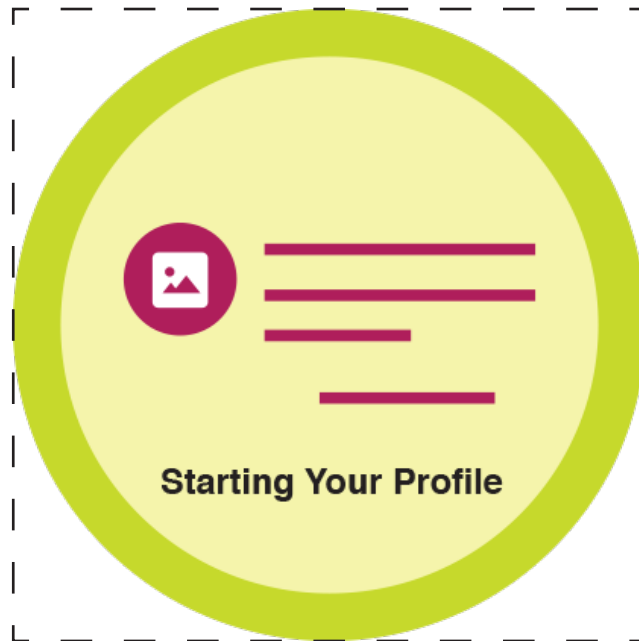
43.BADGE





WORD WALL PRINTOUT

43.2.5

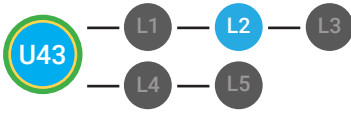


When you create a LinkedIn account, you will be prompted to add profile information like location, your most recent job title, company name, and confirm your email.



DIFFERENTIATION

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



T1 CREATE YOUR PROFILE

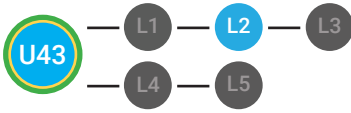
EXIT TICKET | 43.2.6.1

Directions: Label the steps to creating a LinkedIn profile in order (1-3).

#

#

#



T2 CREATE YOUR PROFILE

EXIT TICKET | 43.2.6.2

Directions: Label the steps to creating a LinkedIn profile in order (1-3).

Enter your location

#

Confirm your Email

#

Enter your most recent job and company

#



T3 TRACE 'N' LEARN

EXIT TICKET | 43.2.6.3

Starting Your Profile

When you create a LinkedIn account, you will be prompted to add profile information like location, your most recent job title, company name, and confirm your email.



MY DIGITABILITY EARNINGS TRACKER

Unit 43: Creating a LinkedIn Account | 43.2.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Getting Started with a LinkedIn Account		
LESSON 2: Starting Your Profile		
LESSON 3: Starting your Community		
LESSON 4: Adding Interests		
LESSON 5: Creating a LinkedIn Account Master Badge		

TOTAL DOLLARS EARNED: