UNIT 43: CREATING A LINKEDIN ACCOUNT: LESSON 3: STARTING YOUR COMMUNITY

LESSON OVERVIEW

After you have entered information for your new LinkedIn account, you can start adding contacts from 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 3 - Starting Your Community**

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.

Starting Your
Community

LESSON PLAN

WARM UP

1. Write the following on the board, leaving a blank space for the words **"location," "most recent job," "title,"** and **"company name."**

    a. When you create a LinkedIn account, you will be prompted to add profile information like _____, your ____ _____ _____, and _____ _____.

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.
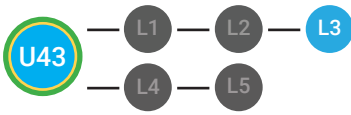
3. Distribute **43.IMAGE.IEC** to students. See 👥 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

U43 — L1 — L2 — L3 — L4 — L5

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. [43.3.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"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.

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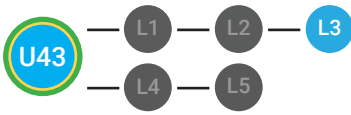
1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

Answer: Starting Your Community
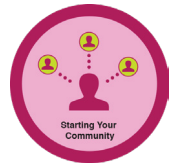
2. Distribute **43.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

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. [43.3.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.

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"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

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 "Community."*

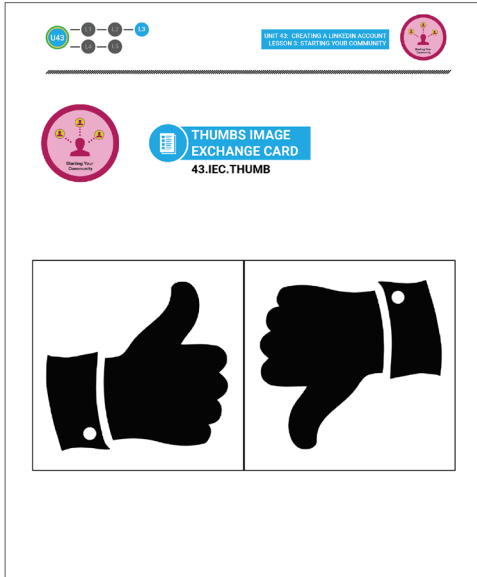5. Ask students to give a thumbs up every time they hear and/or see the word **"Community"** in the video.
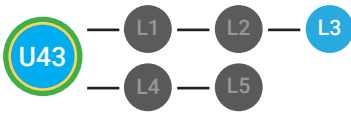
6. Play video.

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. [43.3.DollarTracker]**

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

+$ SUCCESSFUL	**-$ PROBLEMATIC**
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"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 me when you can start adding contacts from your email?"*

Possible Answers: after you have create your new LinkedIn account

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

? 2. Ask, *"For a participation dollar, what button can you use to change a contact's email address?"*

Possible Answers: Edit Button

? 3. Ask, *"For a participation dollar, when can you edit a contact's email address?"*

Possible Answers: after you sync contacts from 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.
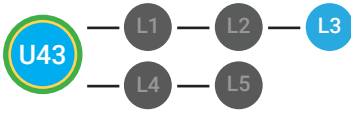

DIFFERENTIATION

T1 Puts thumbs up

T2 Uses **Thumbs Image Exchange Card** [43.IEC.THUMB]

T3 Uses **Thumbs Image Exchange Card** [43.IEC.THUMB]

5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [43.3.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
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"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

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the Starting Your Community 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 43.3.5** Students that unlocked the badge will place the **Starting Your Community** printout on the classroom's word wall. See 🔵 DIFFERENTIATION for this activity to identify supplements needed for your students.
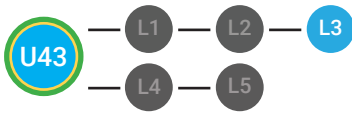
WORD WALL PRINTOUT
43.3.5

Starting Your Community

After you have entered information for your new LinkedIn account, you can start adding contacts from your email.

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

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

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [43.3.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"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 **Starting Your Community** Exit Ticket **43.3.6** to students. See 🔲 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 MULTIPLE CHOICE
EXIT TICKET | 43.3.6.1

1. When can you start adding contacts?
a. After you add a profile picture
b. After you have eneter your name
c. After you have entered information for your new Linkedin account
d. None of the above

2. What do you click to edit your synced email?
a. The share button
b. The edit button
c. The sync button
d. All of the above

3. When can you edit your email?
a. After you sync contacts from your email
b. After you add contacts from your email
c. After you create your profile
d. All of the above

T1 VOCAB BLOCK
EXIT TICKET | 43.3.6.2

Name: _____
Date: _____

Define	Sentence
Examples	Draw

Starting Your Company

T3 TRACE 'N' LEARN
EXIT TICKET | 43.3.6.3

Starting Your Community

After you have entered information for your new LinkedIn account, you can start adding contacts from your email.

DIFFERENTIATION

T1 Student completes **Multiple Choice** Exit Ticket [43.3.6.1].

T2 Student completes **Vocab Block** Exit Ticket [43.3.6.2].

T3 Student completes **Trace 'n' Learn Card** Exit Ticket [43.3.6.3].

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [43.3.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]
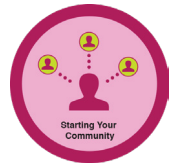
| +$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

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
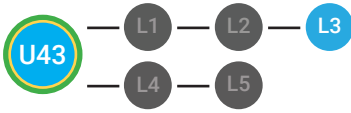
IMMEDIATE FEEDBACK/NEXT STEPS

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.

U43 — L1 — L2 — L3
L4 — L5

UNIT 43: CREATING A LINKEDIN ACCOUNT
LESSON 3: STARTING YOUR COMMUNITY

Dollar Tracker

43.3.Dollar tracker

Starting Your Community

Behaviors

Name

Behaviors	EX: Sam					
Successful						
Participation/ Contributing	卌					
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						
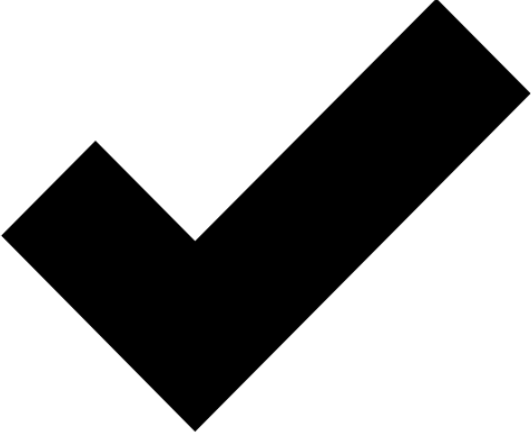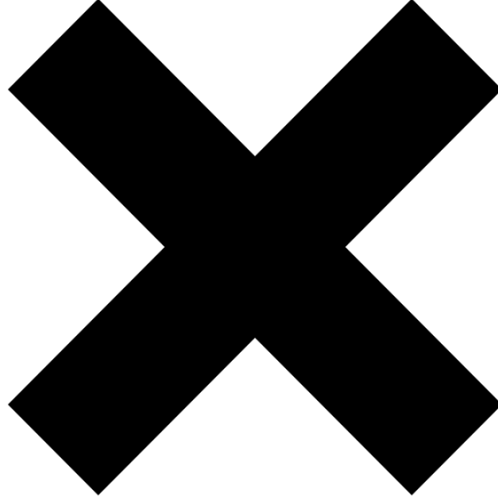
Starting Your Community

YES OR NO IMAGE EXCHANGE CARD

43.IEC.Y/N

Yes	No
✔	✘

Starting Your Community

THUMBS IMAGE EXCHANGE CARD
43.IEC.THUMB

Starting Your Community

IMAGE EXCHANGE CARDS

43.IEC.IMAGE

Location

Profile   Community   Interests

Welcome, daniel!

Let's start your profile, connect to people you know, and engage with them on topics you care about.

Country/Region
United States
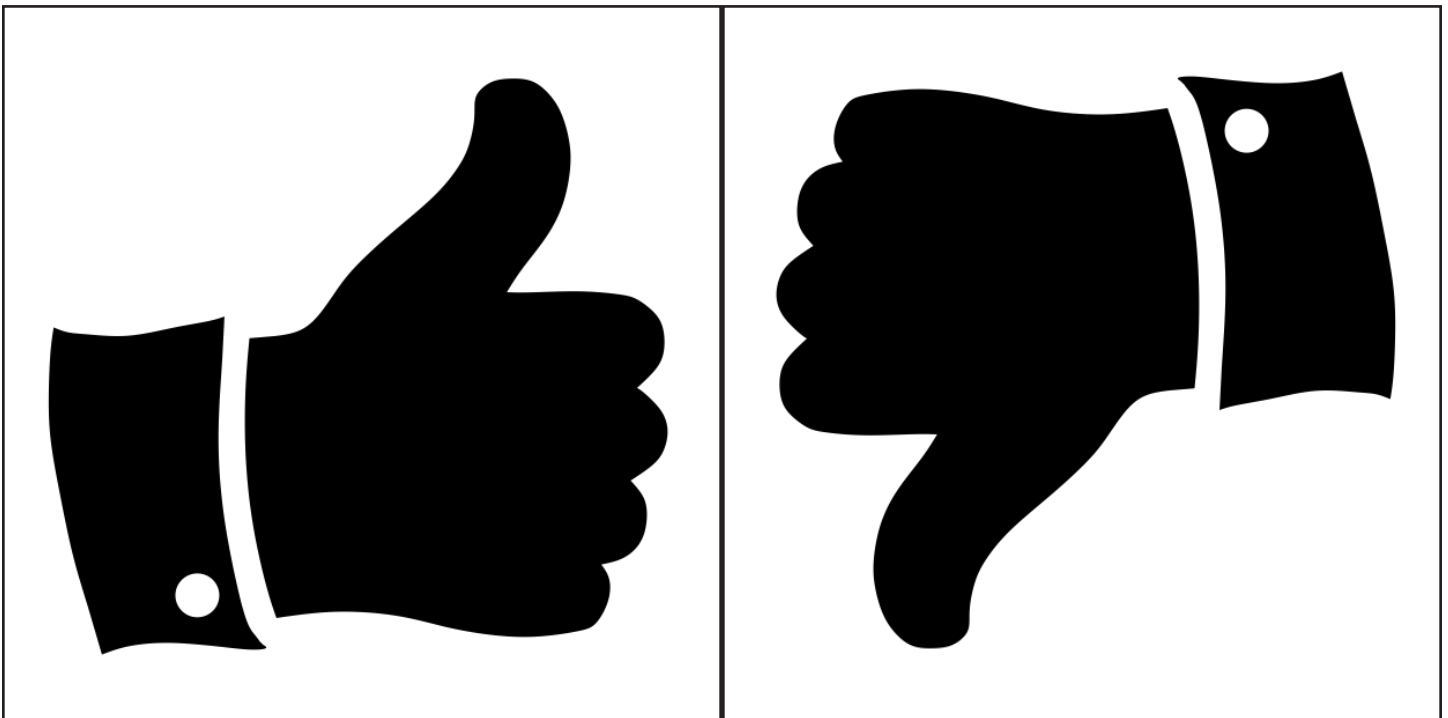
Postal code
19129

Next

Most Recent Job Title

Most recent job title *

Most recent company *

I'm a student

Continue

Company Name

Most recent job title *

Most recent company *

I'm a student

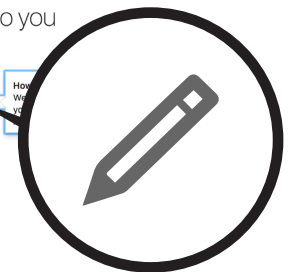Continue

---

Edit Button

Add your email contacts to see who you already know on LinkedIn

13danluis@gmail.com

We'll periodically import and store your contacts to suggest connections and show you relevant updates. You control who you connect to, and you can manage your contacts anytime. Learn more

Continue

Skip

After You Sync Contacts

Add your email contacts to see who you already know on LinkedIn

13danluis@gmail.com

How secure is my information?
We will never email any of your contacts until you specifically choose to connect with or invite them on LinkedIn.

We'll periodically import and store your contacts to suggest connections and show you relevant updates. You control who you connect to, and you can manage your contacts anytime. Learn more

Continue

Skip

U43 — L1 — L2 — L3
L4 — L5

UNIT 43: CREATING A LINKEDIN ACCOUNT
LESSON 3: STARTING YOUR COMMUNITY

BADGE BOARD

43.BADGE

Starting Your Community

Getting Started with a Linkedin Account

Step 1   Step 2   Step 3

Starting Your Profile

Starting Your Community

Adding Interests
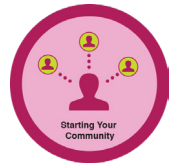
MASTER!

Creating a Linkedin Account Master Badge

📰 WORD WALL PRINTOUT

43.3.5

Starting Your Community

After you have entered information for your new LinkedIn account, you can start adding contacts from your email.

DIFFERENTIATION

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

T1 MULTIPLE CHOICE

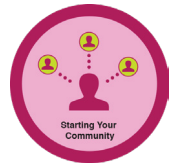**EXIT TICKET | 43.3.6.1**

1. When can you start adding contacts?

a. After you add a profile picture

b. After you enter your name

c. After you enter information for your new Linkedin account

d. None of the above

2. What do you click to edit your synced email?

a. The Share Button

b. The Edit Button

c. The Sync Button

d. All of the above

3. When can you edit your email?

a. After you sync contacts from your email

b. After you add contacts from your email

c. After you create your profile

d. All of the above

U43 — L1 — L2 — L3
— L4 — L5

Starting Your Community

T1 VOCAB BLOCK

EXIT TICKET | 43.3.6.2

Name: _____

Date: _____

Define	**Sentence**
Examples	**Draw**

Starting Your Community

T3 TRACE 'N' LEARN

EXIT TICKET | 43.3.6.3

Starting Your Community

After you have entered information for your new LinkedIn account, you can start adding contacts from your email.

MY DIGITABILITY EARNINGS TRACKER

Unit 43: Creating a Linkedin Account | 43.3.7

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: