UNIT 43: CREATING A LINKEDIN ACCOUNT LESSON 4: ADDING INTERESTS

Adding Interests

LESSON OVERVIEW

Adding interests can help professionals understand what jobs you may be interested in. To select an interest, click the Follow Button. You can select more than one interest.

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 4 - Adding Interests**

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.

Adding Interests
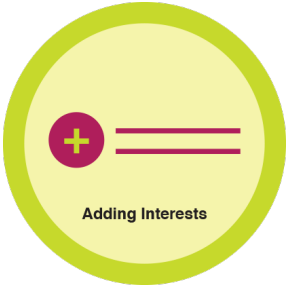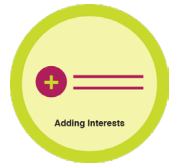
LESSON PLAN

WARM UP

1. Write the following on the board, leaving a blank space for the words **"adding contacts"** and **"email."**

   a. After you have entered information for your new LinkedIn account, you can start _____ _____ from your _____.

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. [43.4.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	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	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.
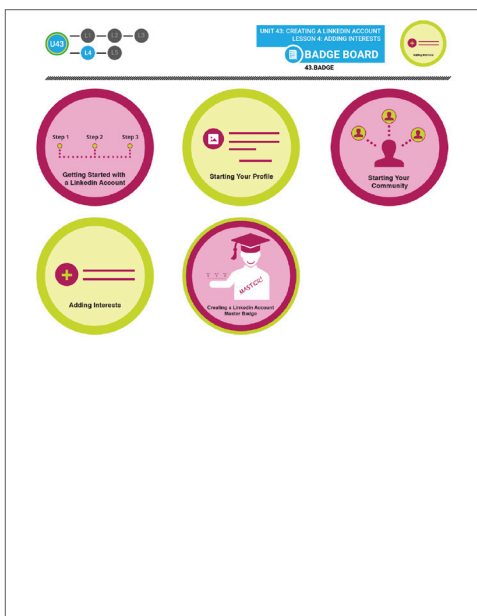
1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*
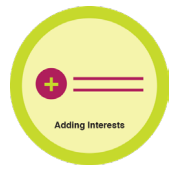
Answer: Adding Interests

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. [43.4.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**
"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 phrase "Adding Interests."*
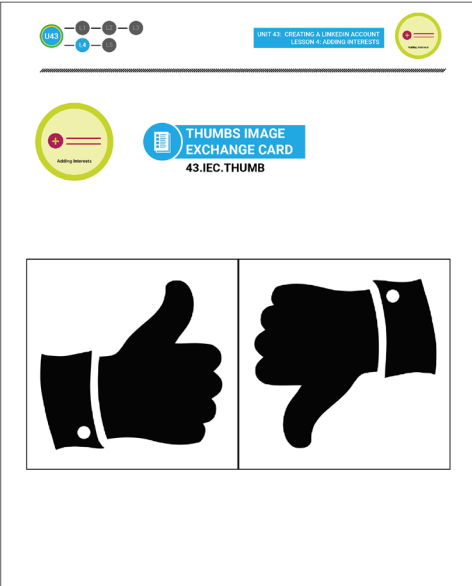
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Adding Interests"** in the video.
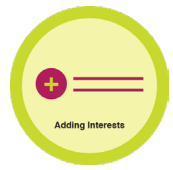
6. Play video.

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. [43.4.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
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Interrupting
UMAPA
Arguing

INFORMAL ASSESSMENT

? 1. Ask, *"For a participation dollar, who can tell me when you can Add Interests to your profile?"*

Possible Answers: after you sync contacts and add an image to your profile

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

? 2. Ask, *"For a participation dollar, why should you add interests to your profile?"*

Possible Answers: it can help professionals understand what jobs you may be interested in

? 3. Ask, *"For a participation dollar, what button do you click in order to select an interest?"*
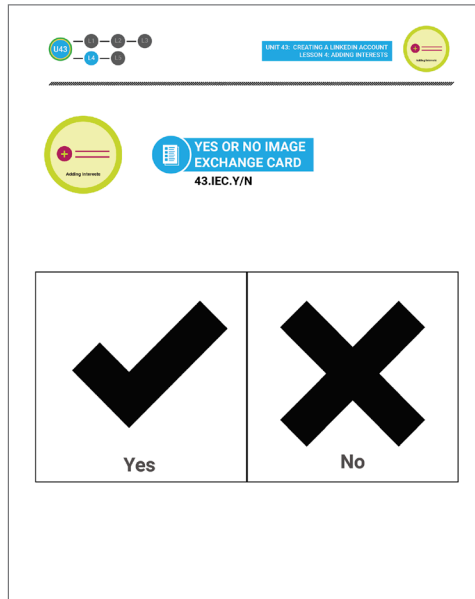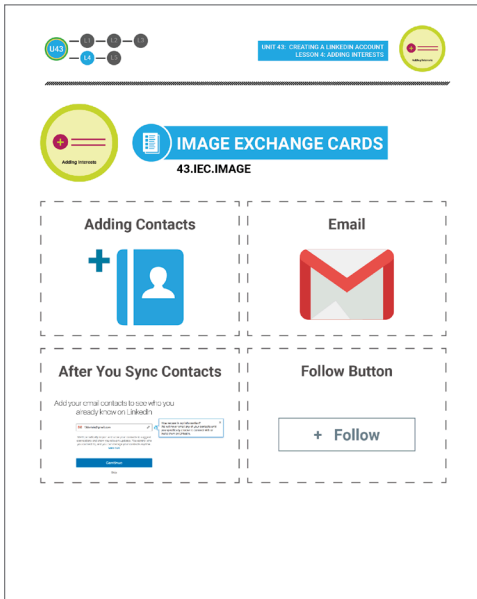
Possible Answers: the Follow Button

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!"

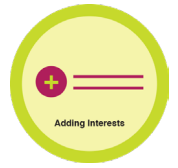"Yes, nice job participating, [student]! You earned a participation dollar."

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.

IMAGE EXCHANGE CARDS
43.IEC.IMAGE

Adding Contacts	Email
After You Sync Contacts	Follow Button
Add your email contacts to see who you already know on LinkedIn	+ Follow

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

✓	✗
Yes	No

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. [43.4.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 Adding Interests 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.
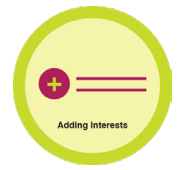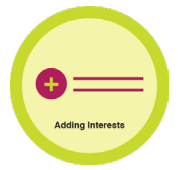
3. Distribute and cut out **Word Wall Printout 43.4.5** Students that unlocked the badge will place the **Adding Interests** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

WORD WALL PRINTOUT
43.4.5

Adding Interests

Adding interests can help professionals understand what jobs you may be interested in. To select an interest, click the follow button. You can select more than one interest.

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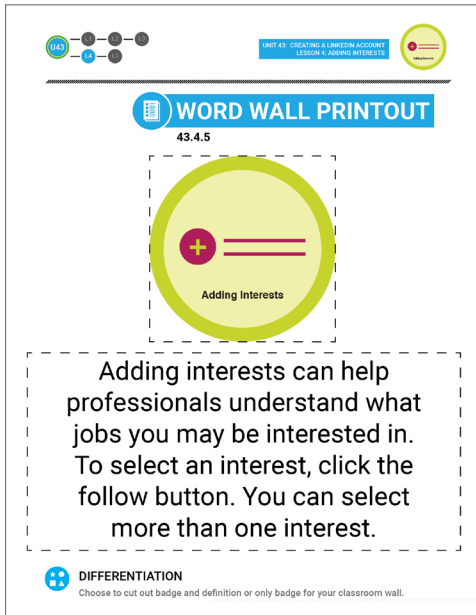
DIFFERENTIATION

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. [43.4.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 **Adding Interests** Exit Ticket **43.4.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

Adding Interests

DIFFERENTIATION

T1 Using Tier 1 **Adding Interests** Exit Ticket [43.4.6.1], students circle the design, entrepreneurship, and marketing interests. Write the correct answer on the lines provided.

T2 Using Tier 2 **Adding Interests** Exit Ticket [43.4.6.2], students circle the design, entrepreneurship, and marketing interests. Circle the correct answer.

T3 Student has option to complete **Adding Interests** Exit Ticket [43.4.6.2] or **Trace 'n' Learn Card** Exit Ticket [43.4.6.3].

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [43.4.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
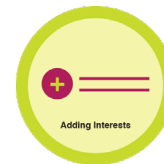
IMMEDIATE FEEDBACK/NEXT STEPS

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.

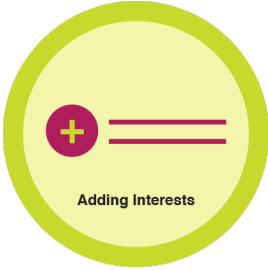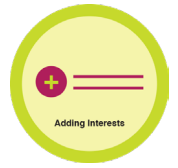**T3**   Teacher or Tier 1 assistance to help student login using their password card.

U43 — L1 — L2 — L3 — L4 — L5

UNIT 43: CREATING A LINKEDIN ACCOUNT
LESSON 4: ADDING INTERESTS

Dollar Tracker

43.4. Dollar tracker

Adding Interests

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							
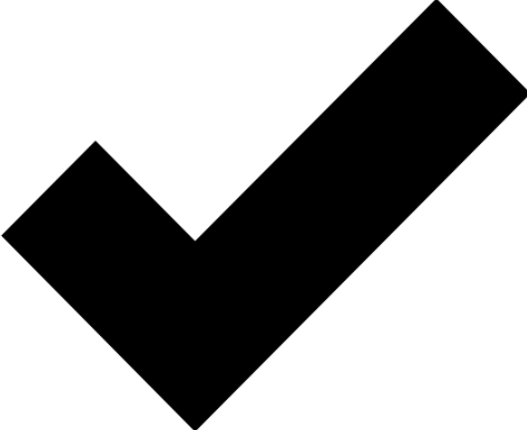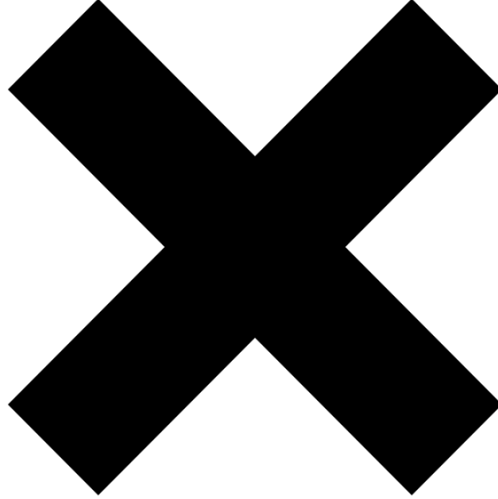
Adding Interests

YES OR NO IMAGE EXCHANGE CARD

43.IEC.Y/N

Yes	No
✔	✘

Adding Interests

THUMBS IMAGE EXCHANGE CARD
43.IEC.THUMB

Adding Interests

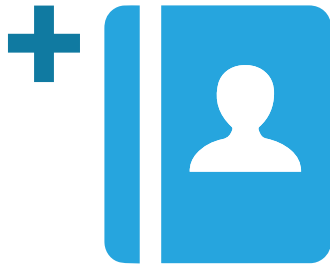## IMAGE EXCHANGE CARDS
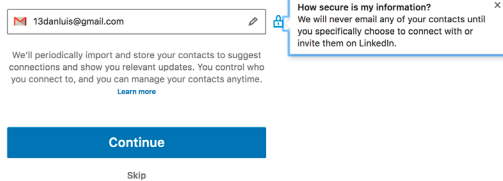
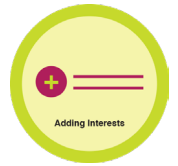### 43.IEC.IMAGE

Adding Contacts

Email

After You Sync Contacts

Add your email contacts to see who you
already know on LinkedIn
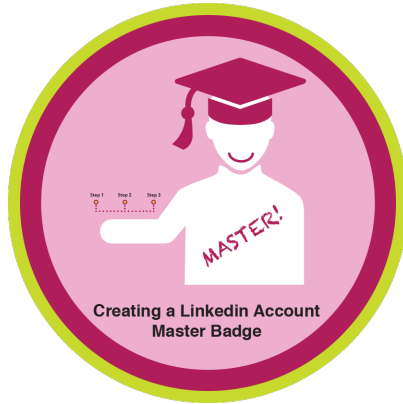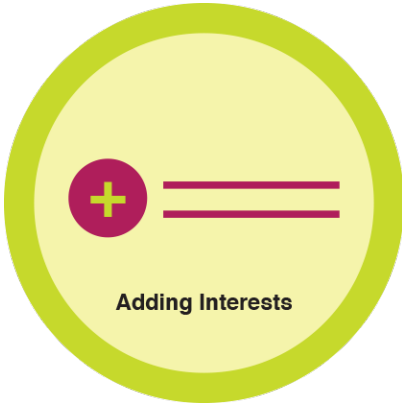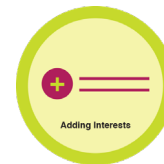
13danluis@gmail.com

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

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.

Continue

Skip

Follow Button

+ Follow

U43 — L1 — L2 — L3
L4 — L5

UNIT 43: CREATING A LINKEDIN ACCOUNT
LESSON 4: ADDING INTERESTS

BADGE BOARD

43.BADGE

Adding Interests

Getting Started with a Linkedin Account

Step 1   Step 2   Step 3

Starting Your Profile

Starting Your Community

Adding Interests

Creating a Linkedin Account Master Badge
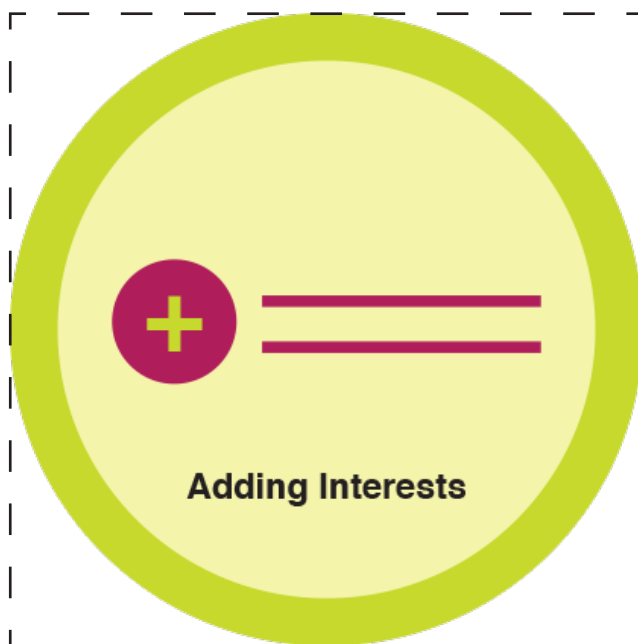
Step 1 Step 2 Step 3

MASTER!

WORD WALL PRINTOUT

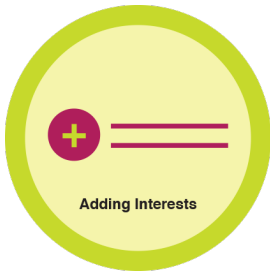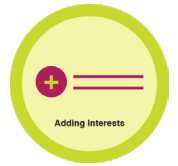**43.4.5**

Adding Interests

Adding interests can help professionals understand what jobs you may be interested in. To select an interest, click the Follow Button. You can select more than one interest.

DIFFERENTIATION

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

T1 ADDING INTERESTS

EXIT TICKET | 43.4.6.1

Adding Interests

Directions: Circle the design, entrepreneurship, and marketing interests. Then, answer the question below on the lines provided.
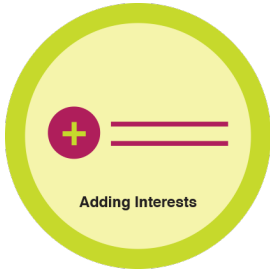
Linked in

What are you interested in?

Follow hashtags, people, and companies you are interested in to see their best content in your feed.

#creativity	#graphicdesign	#visualdesign	#design	#userexperience
+ Follow	+ Follow	+ Follow	+ Follow	+ Follow

#interactionde-sign	#creativeadvertis-ing	#interfacedesign	#entrepreneurship	#branding
+ Follow	+ Follow	+ Follow	+ Follow	+ Follow

#motivation	#jobinterviews	#marketing	#webdesign	#advertisingand-marketing
+ Follow	+ Follow	+ Follow	+ Follow	+ Follow

What does adding interests do for you?

_____

_____

U43 — L1 — L2 — L3
L4 — L5

Adding Interests

(T2) ADDING INTERESTS

EXIT TICKET | 43.4.6.2

Directions: Circle the design, entrepreneurship, and marketing interests. Then, circle the correct answer for the question below.
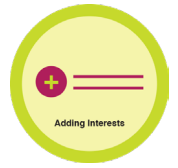
Linked in

What are you interested in?

Follow hashtags, people, and companies you are interested in to see their best content in your feed.

#creativity	#graphicdesign	#visualdesign	#design	#userexperience
+ Follow	+ Follow	+ Follow	+ Follow	+ Follow
#interactionde-sign	#creativeadvertis-ing	#interfacedesign	#entrepreneurship	#branding
+ Follow	+ Follow	+ Follow	+ Follow	+ Follow
#motivation	#jobinterviews	#marketing	#webdesign	#advertisingand-marketing
+ Follow	+ Follow	+ Follow	+ Follow	+ Follow

What does adding interests do for you?

a. Help professionals understand what your favorite movies are

b. Help professionals understand what jobs you may be interested in

c. Help your friends understand more about you
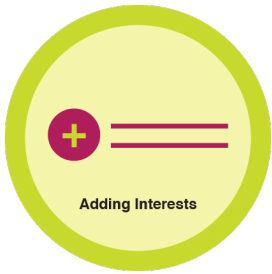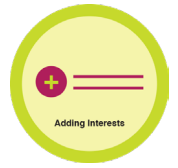
d. None of the above
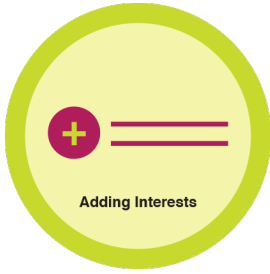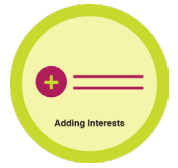
Adding Interests

T3 TRACE 'N' LEARN

EXIT TICKET | 43.4.6.3

Adding Interests

Adding interests can help professionals understand what jobs you may be interested in. To select an interest, click the Follow Button.

Adding Interests

MY DIGITABILITY EARNINGS TRACKER

Unit 43: Creating a Linkedin Account | 43.4.7

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: