UNIT 43: CREATING A LINKEDIN ACCOUNT LESSON 5: CREATING A LINKEDIN ACCOUNT MASTER BADGE

LESSON OVERVIEW

After you finish entering information, click the Join Now Button. 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. After you have entered information for your new LinkedIn account, you can start adding contacts from your email. 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 5 - Creating a LinkedIn Account**

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/ phrases **"interest"** and **"Follow Button."**
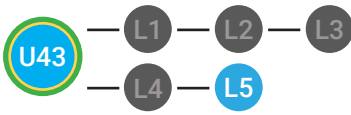
   a. To select an _____, click the _____ _____. You can select more than one interest.

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. [43.5.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.
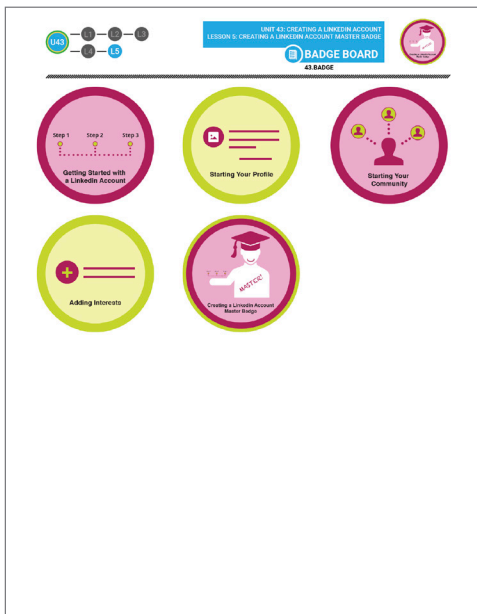
1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*
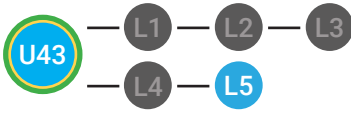
Answer: Creating a LinkedIn Account Master Badge

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. [43.5.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 words you learned in this unit."*

5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit in the video.
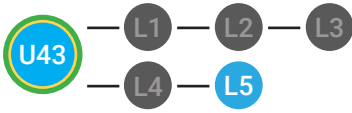
6. Play video.

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. [43.5.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, when creating a new account, what will you see fields for in the middle of the page?"*

Possible Answers: first/last name, email and password

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

? 2. 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

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

Possible Answers: Edit 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. 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

5. 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.
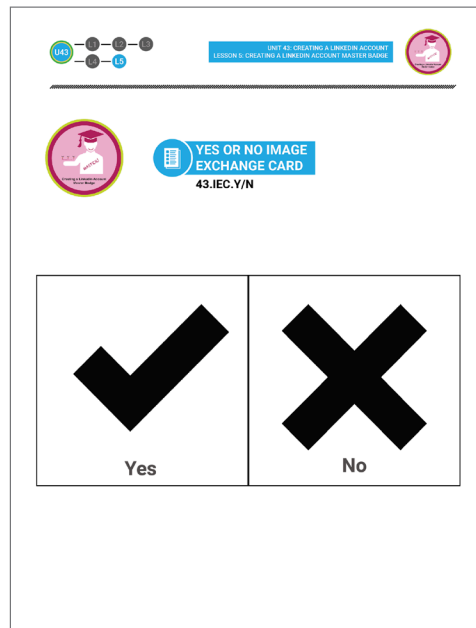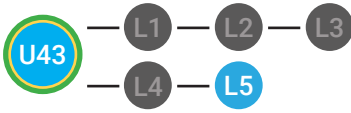

DIFFERENTIATION

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. [43.5.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	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the Creating a LinkedIn Account Master 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

3. Distribute and cut out **Word Wall Printout 43.5.5** Students that unlocked the badge will place the **Creating a LinkedIn Account Master Badge** printout on the classroom's word wall. 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** [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. [43.5.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

ASSESSMENT/EXIT TICKET

1. Distribute the **Creating a LinkedIn Account Master Badge** Exit Ticket **43.5.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Student completes Tier 1 **Multiple Choice** Exit Ticket [43.5.6.1].

T2 Student completes Tier 2 **Multiple Choice** Exit Ticket [43.5.6.2].

T3 Student completes Tier 2 **Multiple Choice** Exit Ticket [43.5.6.2].

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [43.5.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

Behaviors

Name

EX: Sam

Successful

Behavior	Sam					
Participation/ Contributing	ЖЖ III					
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complimenting						
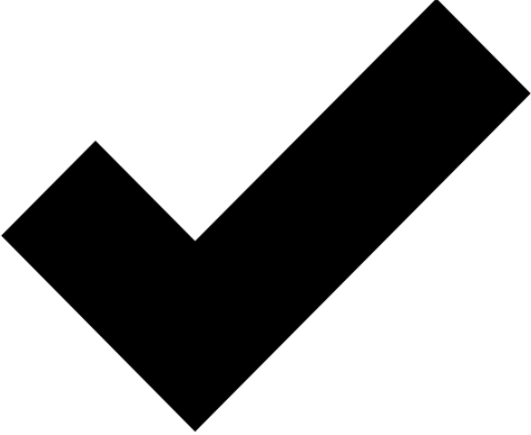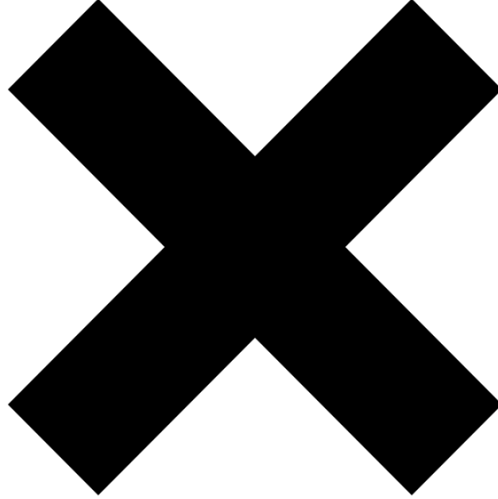
Problematic

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

YES OR NO IMAGE EXCHANGE CARD

43.IEC.Y/N

Yes	No
✔	✖

Creating a Linkedin Account Master Badge

THUMBS IMAGE EXCHANGE CARD
43.IEC.THUMB

IMAGE EXCHANGE CARDS

43.IEC.IMAGE

Interest

#graphicdesign

+ Follow

Follow Button

+ Follow

First and Last Name

Email and Password

Location

Most Recent Job Title

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.
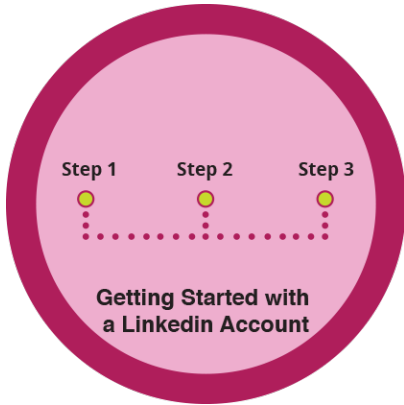Learn more

Continue

Skip
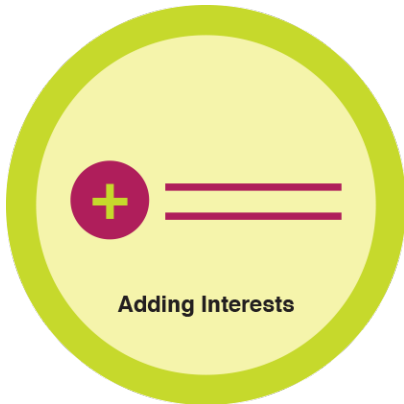
Getting Started with a Linkedin Account

Step 1   Step 2   Step 3

Starting Your Profile

Starting Your Community

Adding Interests

MASTER!
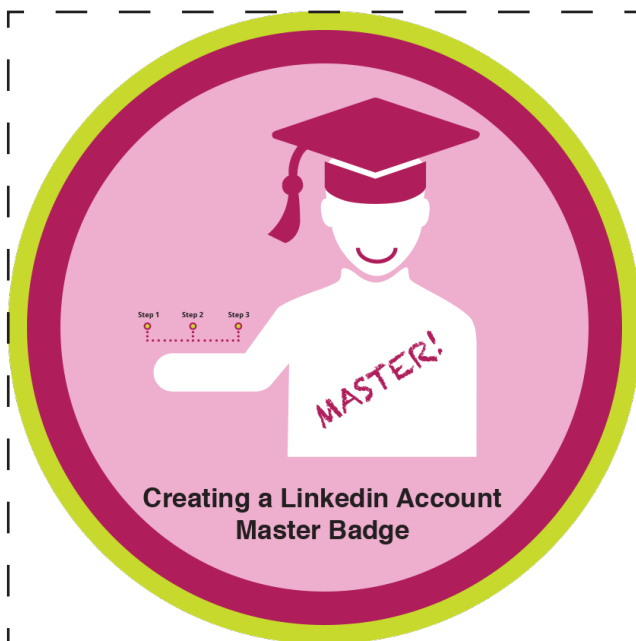
Creating a Linkedin Account Master Badge

WORD WALL PRINTOUT

43.5.5

Creating a Linkedin Account
Master Badge

After you finish entering information, click the Join Now Button. 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. After you have entered information for your new LinkedIn account, you can start adding contacts from your email. 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.
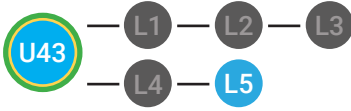
T1 MULTIPLE CHOICE

EXIT TICKET | 43.5.6.1

## 1. What fields do you need to fill out to create a LinkedIn account?

a. LinkedIn.com, email, password

b. First name, last name, email, password

c. LinkedIn, username, password

d. None of the above

2. What are the next steps to creating a LinkedIn account?

a. There are no other steps

b. Confirm email

c. Enter your location, your most recent job and company, and confirm email

d. None of the above

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

a. The Share Button

b. The Edit Button

c. The Sync Button
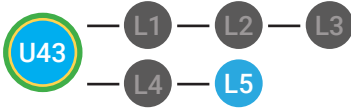
4. What does adding interests do for you?
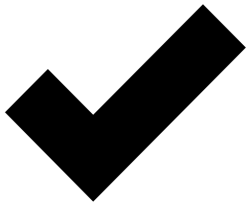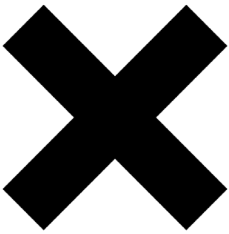
a. Help professionals understand what your favorite movies are

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

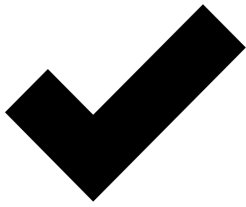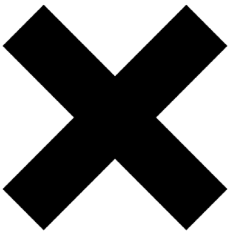c. Help your friends understand more about you

d. None of the above

T2 MULTIPLE CHOICE

EXIT TICKET | 43.5.6.2

1. Do you need to fill out your first name, last name, email, and password to create a LinkedIn account?
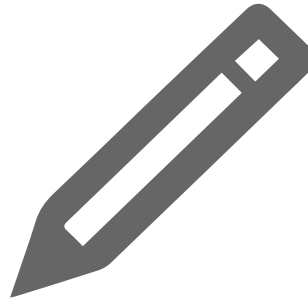
✔	✘
Yes	No

2. Are the next steps to creating a LinkedIn account to enter your location, your most recent job and company, and confirm email?
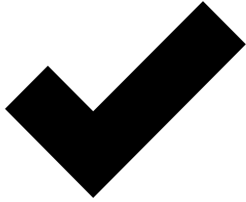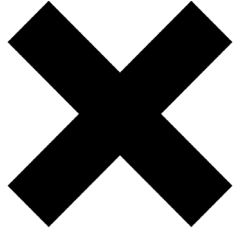
✔	✘
Yes	No

3. Which of these images is the Edit Button?

Share

4. Does adding interests help professionals understand what jobs you may be looking for?

Yes	No

MY DIGITABILITY EARNINGS TRACKER

Unit 43: Creating a Linkedin Account | 43.5.7

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: