UNIT 44: EDITING YOUR LINKEDIN PROFILE INFORMATION
LESSON 1: EDITING THE INTRO SECTION IN LINKEDIN

LESSON OVERVIEW

To edit the intro section, click the Edit Icon on the right of the intro section.

Time: ~30 minutes

OBJECTIVE

Students will be able to expand and revise their personal LinkedIn 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 44**

5. Select **Lesson 1 - Editing the Intro Section in LinkedIn**

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

Editing The Intro Section in Linkedin

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 **44.IMAGE.IEC** to students. See 🔲 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

IMAGE EXCHANGE CARDS
44.IEC.IMAGE

Join Now Button

Join Now

Edit Icon

Save Button

Save
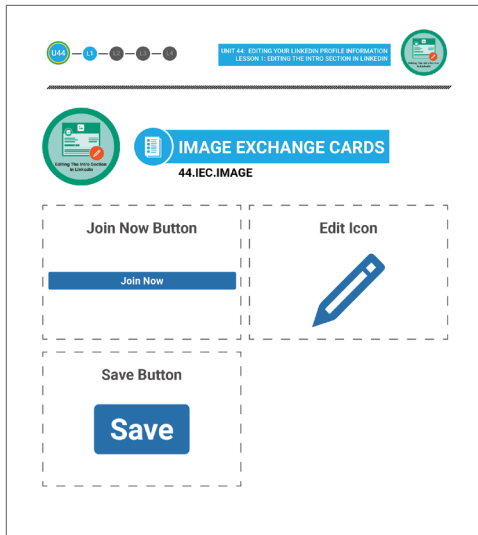
DIFFERENTIATION

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** [44.IMAGE.IEC]

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [44.1.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.
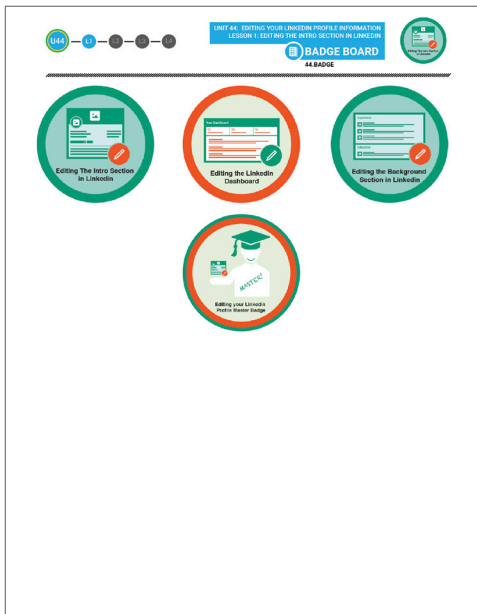
1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

Answer: Editing the Intro Section in LinkedIn

2. Distribute **44.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** [44.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. [44.1.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

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.

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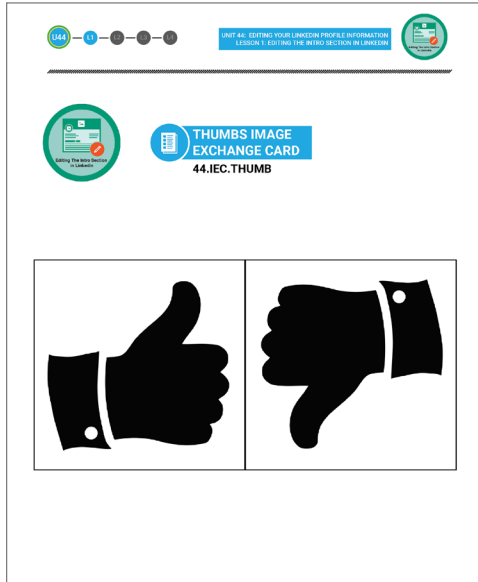
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Intro Section"** in the video.

6. Play video.

7. Distribute **44.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** [44.IEC.THUMB]

T3   Uses **Thumbs Image Exchange Card** [44.IEC.THUMB]

8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [44.1.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

INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, who can tell me what to click on in order to edit your intro section?"*

Possible Answers: Edit Icon on the right of the intro section

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

2. Ask, *"For a participation dollar, what happens when you click on the Edit Button?"*

Possible Answers: a window will appear

3. Ask, *"For a participation dollar, what do you click when you're done editing the intro section?"*

Possible Answers: the Save 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 **44.IMAGE.IEC or Yes or No Image Exchange Cards 44.IEC.Y/N** to students. See 🎯 **DIFFERENTIATION** for this activity to identify supplements needed for your students.
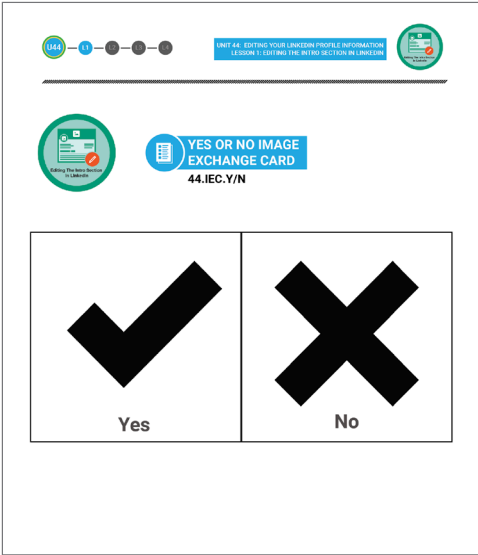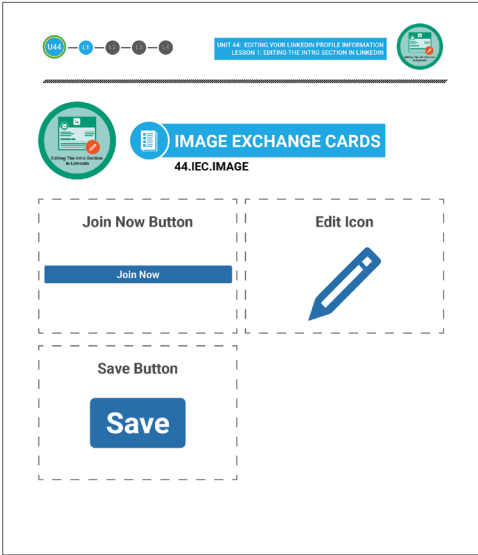
DIFFERENTIATION

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** [44.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. [44.1.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

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.

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the Editing the Intro Section in LinkedIn 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 44.1.5** Students that unlocked the badge will place the **Editing the Intro Section in LinkedIn** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

WORD WALL PRINTOUT
44.1.5

Editing The Intro Section In Linkedin

To edit the intro section, click the edit icon on the right of the intro section.

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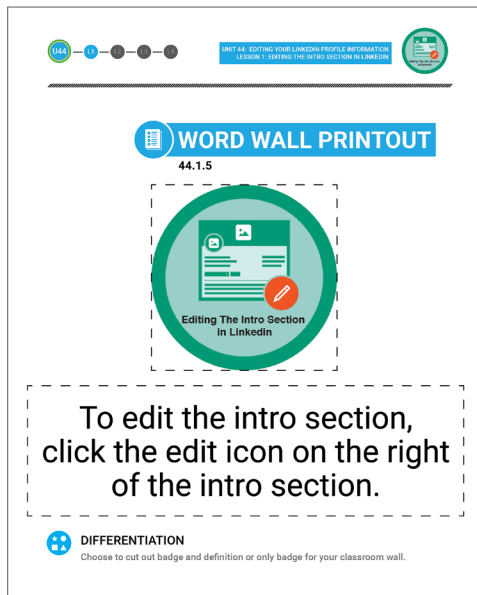
DIFFERENTIATION

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. [44.1.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 **Editing the Intro Section in LinkedIn** Exit Ticket **44.1.6** to students. See 🧑‍🤝‍🧑 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Edit the Intro** Exit Ticket [44.1.6.1], student circles what you click to edit the intro section in Image 1 and circles what you click to save the changes you make in Image 2. Then, they name what they circled on the lines provided.

T2 Using Tier 2 **Edit the Intro** Exit Ticket [44.1.6.2], student circles what you click to edit the intro section in Image 1 and circles what you click to save the changes you make in Image 2.

T3 Student has option to complete **Edit the Intro** Exit Ticket [44.1.6.2] or **Trace 'n' Learn Card** Exit Ticket [44.1.6.3].

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [44.1.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.

Dollar Tracker

44.1.Dollar tracker

Behaviors	Name						
	EX: Sam						
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							
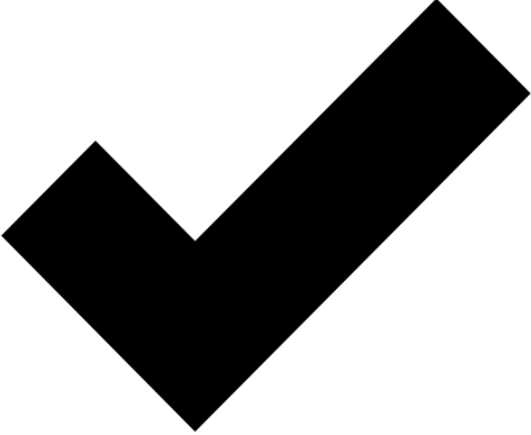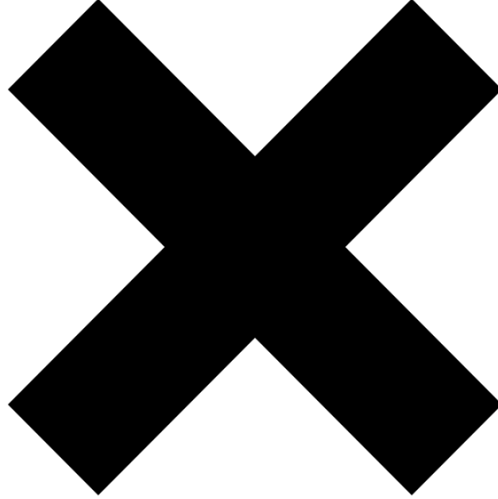
Editing The Intro Section
in Linkedin

YES OR NO IMAGE EXCHANGE CARD

44.IEC.Y/N

Yes	No

Editing The Intro Section in Linkedin

THUMBS IMAGE EXCHANGE CARD

44.IEC.THUMB

Editing The Intro Section in Linkedin

IMAGE EXCHANGE CARDS

44.IEC.IMAGE

Join Now Button

Join Now

Edit Icon

Save Button

Save

Editing The Intro Section in Linkedin

Editing the Linkedin Dashboard

Editing the Background Section in Linkedin

Editing your Linkedin Profile Master Badge

WORD WALL PRINTOUT

44.1.5

Editing The Intro Section in Linkedin

To edit the intro section, click the Edit Icon on the right of the intro section.

DIFFERENTIATION

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

T1 EDIT THE INTRO

EXIT TICKET | 44.1.6.1

Directions: Circle what you click to edit the intro section in the first image. Circle what you click to save the changes you make in image 2. Name what you circled on the lines provided.
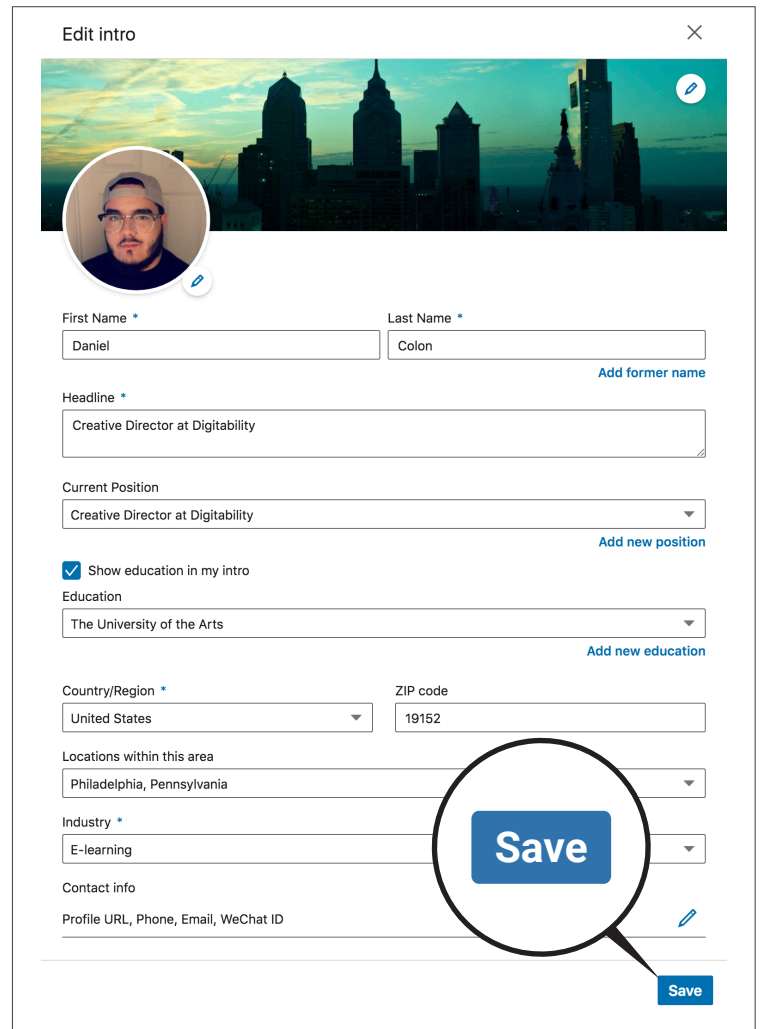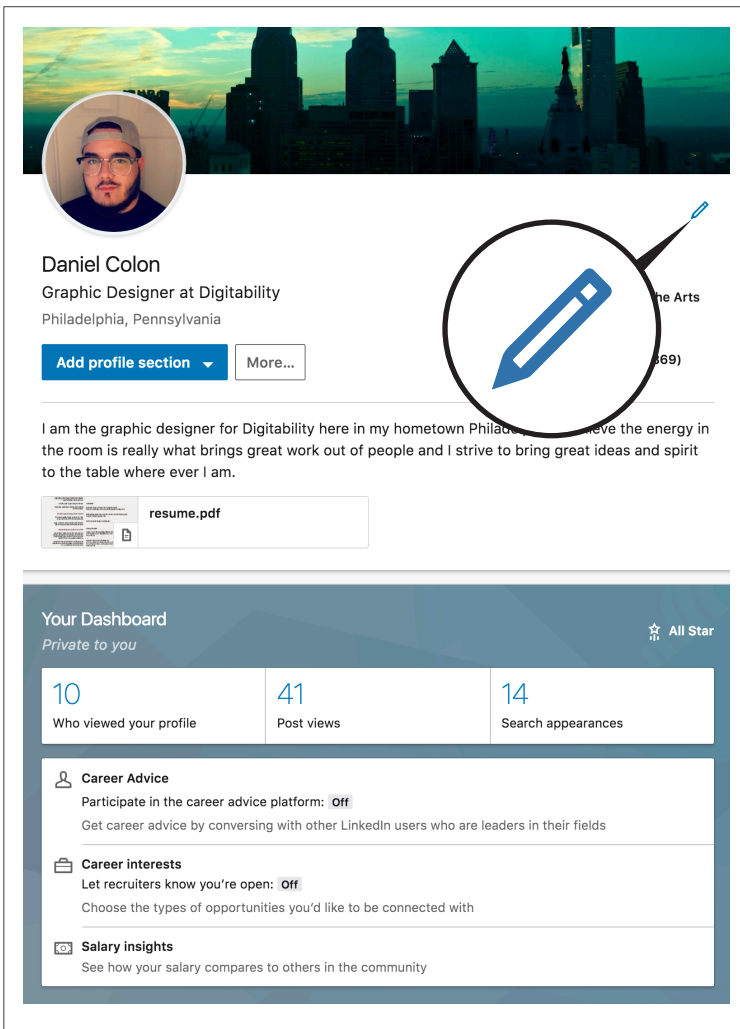
T2 EDIT THE INTRO
EXIT TICKET | 44.1.6.2

Directions: Circle what you click to edit the intro section in the first image. Circle what you click to save the changes you make in image 2.

Share button,   edit icon,   add profile section button

Continue button,   login button,   save button

Editing The Intro Section in Linkedin

T3 TRACE 'N' LEARN

EXIT TICKET | **44.1.6.3**

Editing the Intro Section

To edit the intro section, click the Edit Icon on the right of the intro section.

MY DIGITABILITY EARNINGS TRACKER

Unit 44: Editing your LinkedIn Profile Information | 44.1.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Editing the Intro Section in LinkedIn		
LESSON 2: Editing the LinkedIn Dashboard		
LESSON 3: Editing the Background Section in LinkedIn		
LESSON 4: Editing your LinkedIn Profile Information Master Badge		

TOTAL DOLLARS EARNED: