



# UNIT 44: EDITING YOUR LINKEDIN PROFILE INFORMATION

## LESSON 3: EDITING THE BACKGROUND SECTION IN LINKEDIN

### LESSON OVERVIEW

The Background Section will change any time you get a new job, promotion, or go back to school. It is important to update this section when things change in your work history.

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 3 - Editing the Background 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

### WARM UP



1. Write the following on the board, leaving a blank space for the word **“Career Interests”** and **“Salary Insights.”**

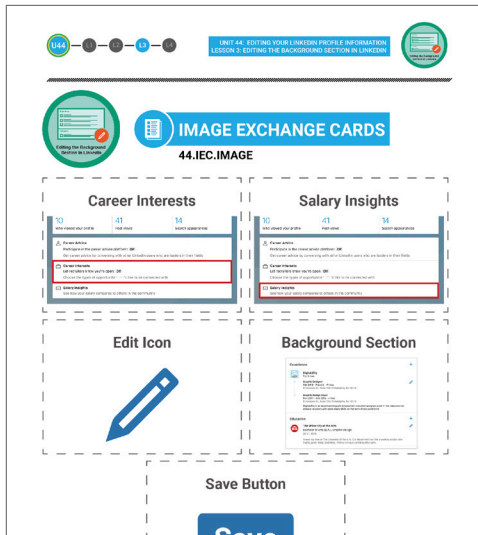
a. To edit the dashboard section, click \_\_\_\_\_ or \_\_\_\_\_.

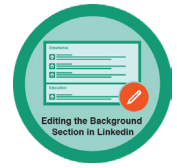
2. Have a student come up to the board to fill in the correct answer.

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.





## 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**. [44.3.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></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								
<b>Successful</b> Participation/Contributing Sharing/Helping/ Collaborating Greeting a Guest Following Directions/ Staying on Task Encouraging/ Complimenting									
<b>Problematic</b> 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:** Editing the Background Section on 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**. [44.3.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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- 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 "Background Section."*

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



6. Play video.

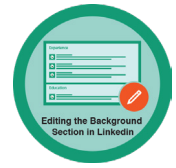


7. Distribute **44.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [44.3.DollarTracker]

[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>

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- Interrupting
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- Arguing

## INFORMAL ASSESSMENT



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

**Possible Answers:** Edit Icon on the right side of the Background Section

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



2. Ask, *"For a participation dollar, when should you update your Background Section?"*

**Possible Answers:** when things change in your work history



3. Ask, *"For a participation dollar, what do you click when you are done editing the Background Section?"*

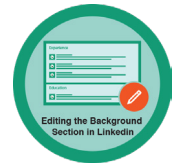
**Possible Answers:** Save Button



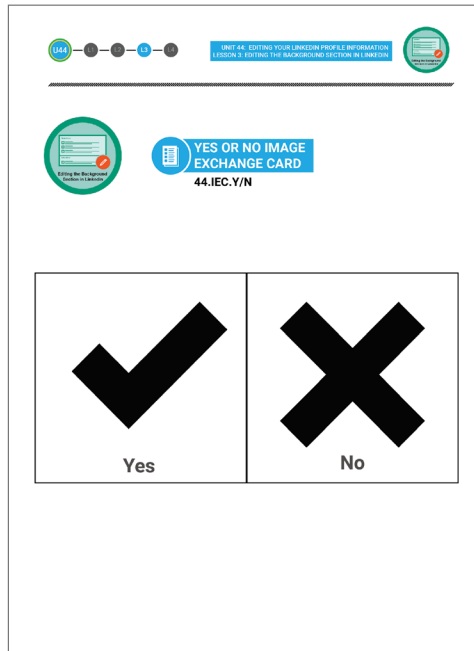
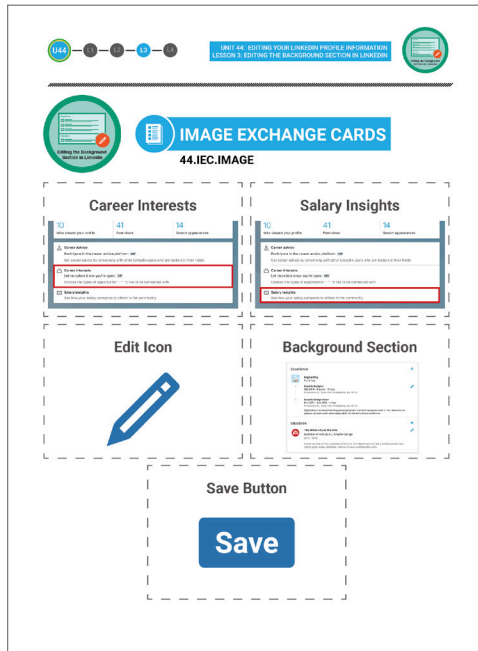
**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."



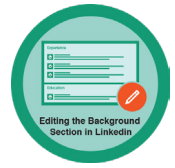
4. Distribute **44.IMAGE.IEC** or **Yes or No Image Exchange Cards** **44.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [44.3.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
<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
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- Interrupting
- UMAPA
- Arguing

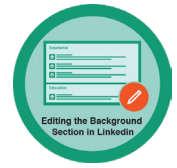
## PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Editing the Background 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 44.3.5** Students that unlocked the badge will place the **Editing the Background 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

44.3.5

The background section will change any time you get a new job, promotion, or go back to school.

**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**. [44.3.DollarTracker]

[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>

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## ASSESSMENT/EXIT TICKET



1. Distribute 44.3.6 the **Editing the Background Section in LinkedIn** Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 44: EDITING YOUR LINKEDIN PROFILE INFORMATION  
LESSON 3: EDITING THE BACKGROUND SECTION IN LINKEDIN

**T1** **MULTIPLE CHOICE**

EXIT TICKET | 44.3.6.1

1. When should your background section change?
  - a. Any time you get a new watch, dog, or sneakers
  - b. Any time you get a new job, promotion, or go back to school
  - c. Any time move to a new house
  - d. None of the above
2. Who has to update the background section?
  - a. Your boss update the background section
  - b. Your background section updates automatically
  - c. You have to update the background section
  - d. All of the above
3. What do you click to edit the background section?
  - a. The edit icon
  - b. The share button
  - c. The edit sections button
  - d. None of the above

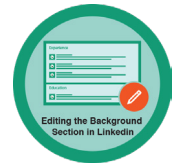
UNIT 44: EDITING YOUR LINKEDIN PROFILE INFORMATION  
LESSON 3: EDITING THE BACKGROUND SECTION IN LINKEDIN

**T3** **TRACE 'N' LEARN**

EXIT TICKET | 44.3.6.3

Editing the Background Section

The background section will change any time you get a new job, promotion, or go back to school.



## DIFFERENTIATION

- T1** Student completes **Multiple Choice** Exit Ticket [44.3.6.1].
- T2** Student completes **Multiple Choice** Exit Ticket [44.3.6.1].
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [44.3.6.3].



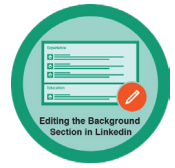
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+\$ SUCCESSFUL	-\$ PROBLEMATIC
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- Participation/Contribution
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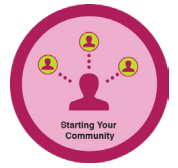
## IMMEDIATE FEEDBACK/NEXT STEPS

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

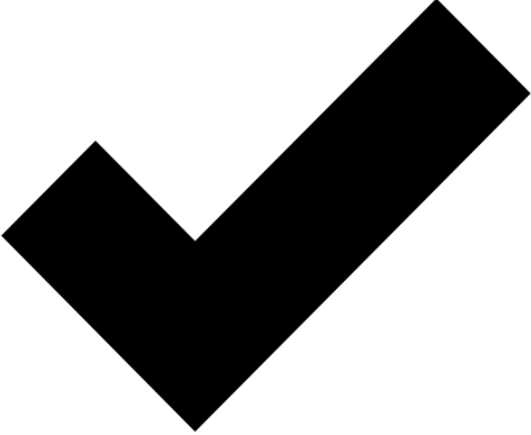
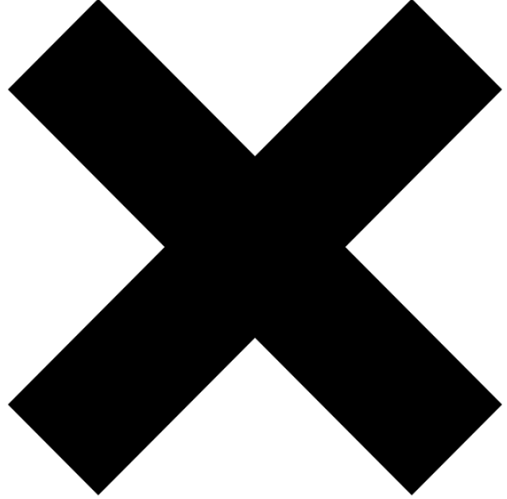
- Problematic**
- Off-task
- Off-topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

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**

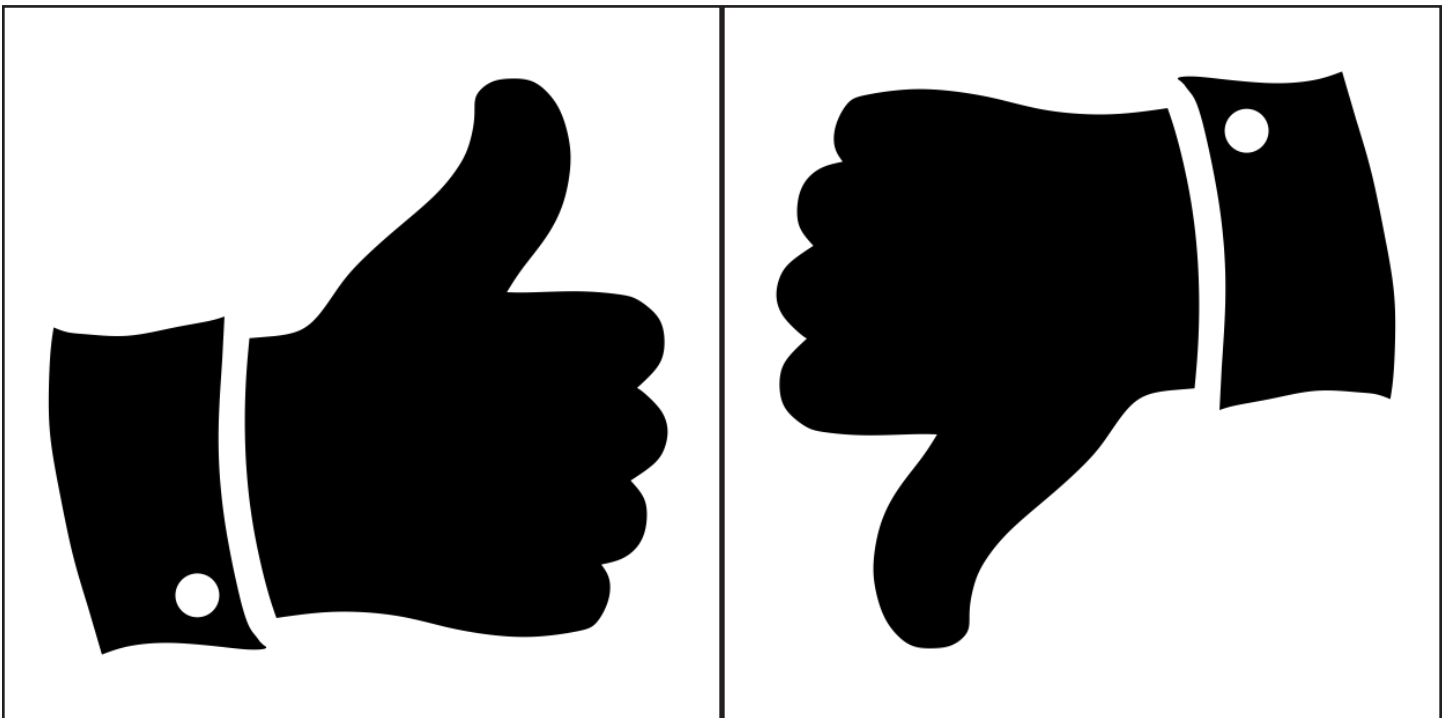
**44.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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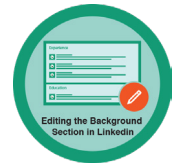


**THUMBS IMAGE EXCHANGE CARD**

**44.IEC.THUMB**







# IMAGE EXCHANGE CARDS

## 44.IEC.IMAGE

### Career Interests

10 Who viewed your profile | 41 Post views | 14 Search appearances

**Career Advice**  
Participate in the career advice platform: **Off**  
Get career advice by conversing with other LinkedIn users who are leaders in their fields

**Career interests**  
Let recruiters know you're open: **Off**  
Choose the types of opportunities you'd like to be connected with

**Salary insights**  
See how your salary compares to others in the community

### Salary Insights

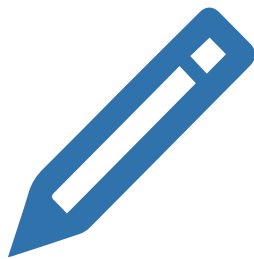
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**Career interests**  
Let recruiters know you're open: **Off**  
Choose the types of opportunities you'd like to be connected with

**Salary insights**  
See how your salary compares to others in the community

### Edit Icon



### Background Section

**Experience** +

**Digitability**  
1 yr 2 mos  
Graphic Designer  
Feb 2018 - Present - 11 mos  
N Hancock St., Suite 169, Philadelphia, PA 19123

**Graphic Design Intern**  
Nov 2017 - Feb 2018 - 4 mos  
N Hancock St., Suite 169, Philadelphia, PA 19123  
Digitability is an award winning pre-employment transition program used in the classroom to prepare students with work-ready skills for the tech-driven workforce

**Education** +

**The University of the Arts**  
Bachelor of Arts (B.A.), Graphic Design  
2012 - 2016  
I loved my time at The University of the Arts. Our department ran like a working studio, late nights, great ideas, bad ideas, intense critiques and beautiful work.

### Save Button





44.BADGE



**Editing The Intro Section in LinkedIn**



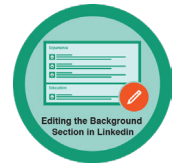
**Editing the LinkedIn Dashboard**



**Editing the Background Section in LinkedIn**



**Editing your LinkedIn Profile Master Badge**



## WORD WALL PRINTOUT

44.3.5

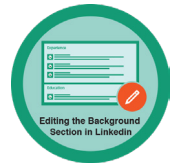


The Background Section will change any time you get a new job, promotion, or go back to school.



### DIFFERENTIATION

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



# T1 MULTIPLE CHOICE

## EXIT TICKET | 44.3.6.1

### 1. When should your Background Section change?

- a. Any time you get a new watch, dog, or sneakers
- b. Any time you get a new job, promotion, or go back to school
- c. Any time you move to a new house
- d. None of the above

### 2. Who has to update the Background Section?

- a. Your boss updates the Background Section
- b. Your Background Section updates automatically
- c. You have to update the Background Section
- d. All of the above

### 3. What do you click to edit the Background Section?

- a. The Edit Icon
- b. The Share Button
- c. The Edit Section Button
- d. None of the above



#### 4. What happens when you click the Edit Icon?

- a. You print out your resume
- b. Your window closes
- c. A window will appear
- d. An email is sent to your boss

#### 5. Will the fields on this window have your last information in them?

- a. Yes
- b. No

#### 6. What do you click when you are done updating the Background Section?

- a. The Edit Icon
- b. The Save Button
- c. The Share Button
- d. None of the above

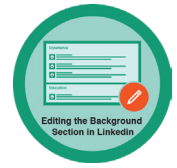


## T3 TRACE 'N' LEARN

EXIT TICKET | 44.3.6.3

Editing the  
Background Section

The Background  
Section will change  
any time you get a  
new job, promotion,  
or go back to school.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 44: Editing your LinkedIn Profile Information | 44.3.7

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

**Name:** \_\_\_\_\_

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

**TOTAL DOLLARS EARNED:**