UNIT 44: EDITING YOUR LINKEDIN PROFILE INFORMATION LESSON 4: EDITING YOUR LINKEDIN PROFILE MASTER BADGE

LESSON OVERVIEW

To edit the intro section, click the Edit Icon on the right of the intro section. To edit the dashboard section, click Career Interests or Salary Insights. 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 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 44**
5. Select **Lesson 5 - Editing your LinkedIn Profile Information Master Badge**

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

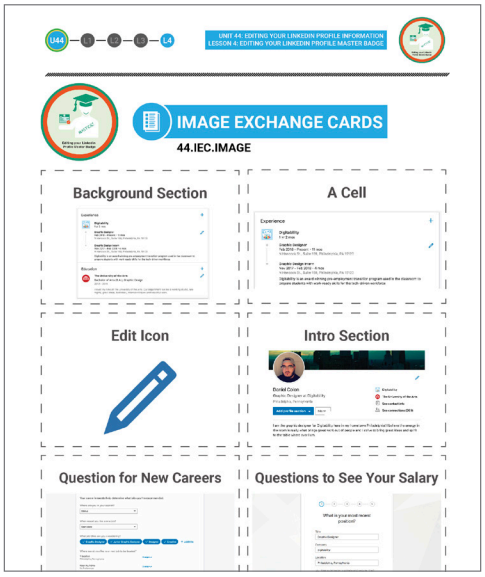
1. Write the following on the board, leaving a blank space for the phrases **"background section,"** and **"work history."**

a. It is important to update the _____ _____ when things change in 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 **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]

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. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [44.4.DollarTracker]**

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

+$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging

-$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."

- 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: 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 Your LinkedIn Profile Information Master Badge

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. [44.4.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

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 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 **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. [44.4.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

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 does the Career Interests page contain?"*

Possible Answers: questions to help you find new careers

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

Possible Answers: when things change in your work history

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:

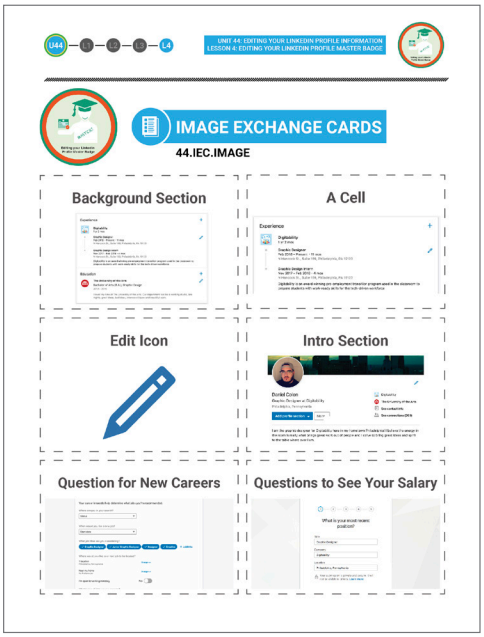
"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

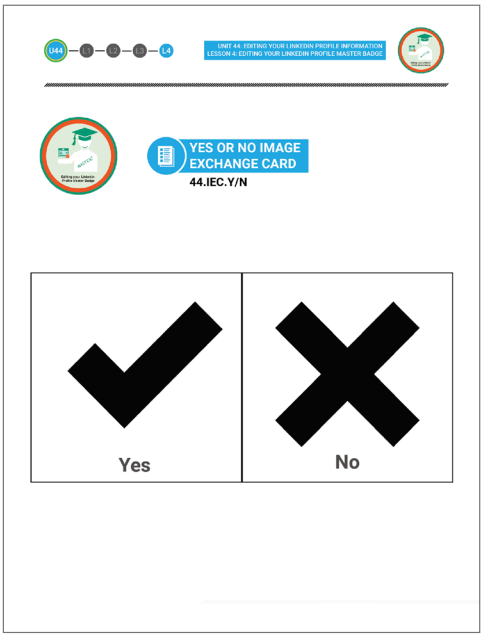
"Yes, nice job participating, [student]! You earned a participation dollar."

4. Ask, *"For a participation dollar, what should you click on when you are done editing any section?"*

Possible Answers: the Save Button

5. 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. [44.4.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

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 your LinkedIn Profile Master Badge for $1?"*

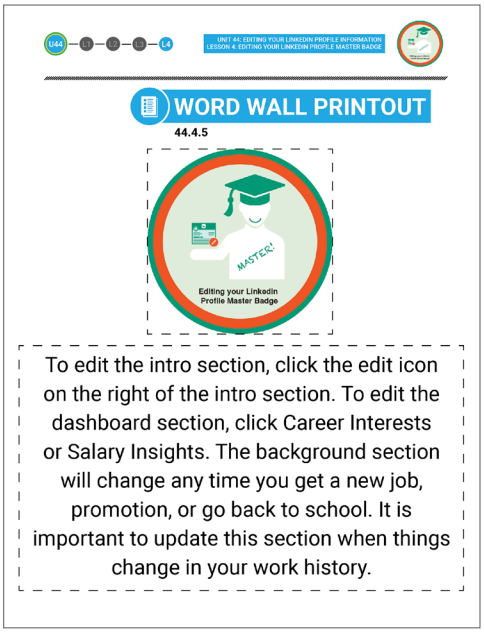
Click Activity Button to Play Activity Video

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 44.4.5** Students that unlocked the badge will place the **Editing your LinkedIn Profile Master Badge** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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.

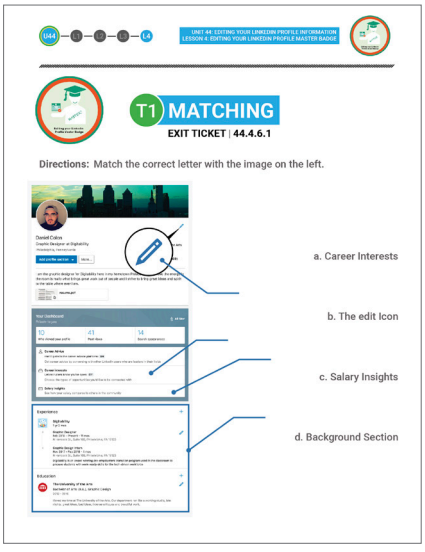
4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [44.4.DollarTracker]**

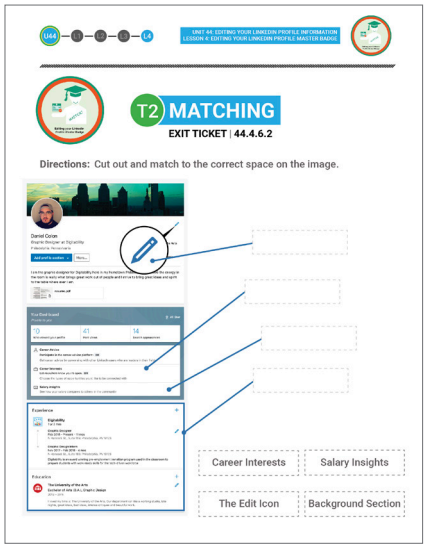
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ 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

ASSESSMENT/EXIT TICKET

1. Distribute 44.4.6 the **Editing your LinkedIn Profile Master Badge** Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.


T1 MATCHING
EXIT TICKET | 44.4.6.1
Directions: Match the correct letter with the image on the left.
a. Career Interests
b. The edit Icon
c. Salary Insights
d. Background Section


T2 MATCHING
EXIT TICKET | 44.4.6.2
Directions: Cut out and match to the correct space on the image.
Career Interests
Salary Insights
The Edit Icon
Background Section

DIFFERENTIATION

T1 Using Tier 1 **Matching** Exit Ticket [44.4.6.1], student matches the correct letter with the image on the left.

T2 Student has the option to complete Tier 1 **Matching** Exit Ticket [44.4.6.1] or Tier 2 **Matching** Exit Ticket [44.4.6.2].

T3 Using Tier 2 **Matching** Exit Ticket [44.4.6.2], student cuts out and matches the correct space on the image.

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [44.4.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

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.

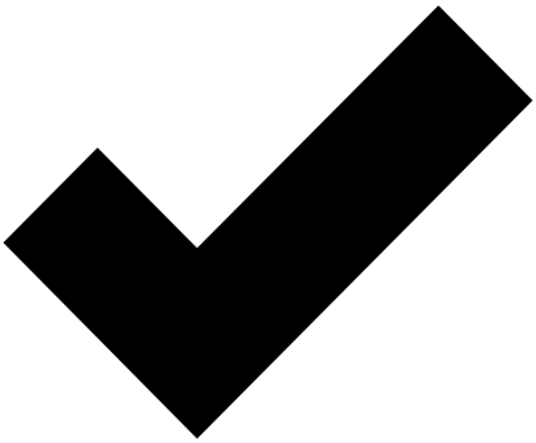
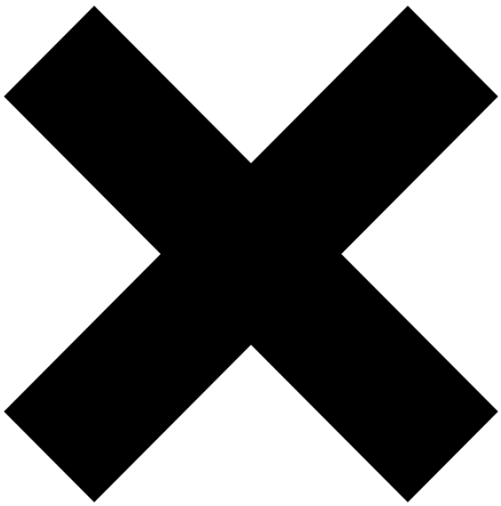
Dollar Tracker

44.4.Dollar tracker

Behaviors	Name						
Successful	EX: Sam						
Participation/ Contributing	𝍸						
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							

YES OR NO IMAGE EXCHANGE CARD

44.IEC.Y/N

 **Yes**	 **No**

THUMBS IMAGE EXCHANGE CARD

44.IEC.THUMB

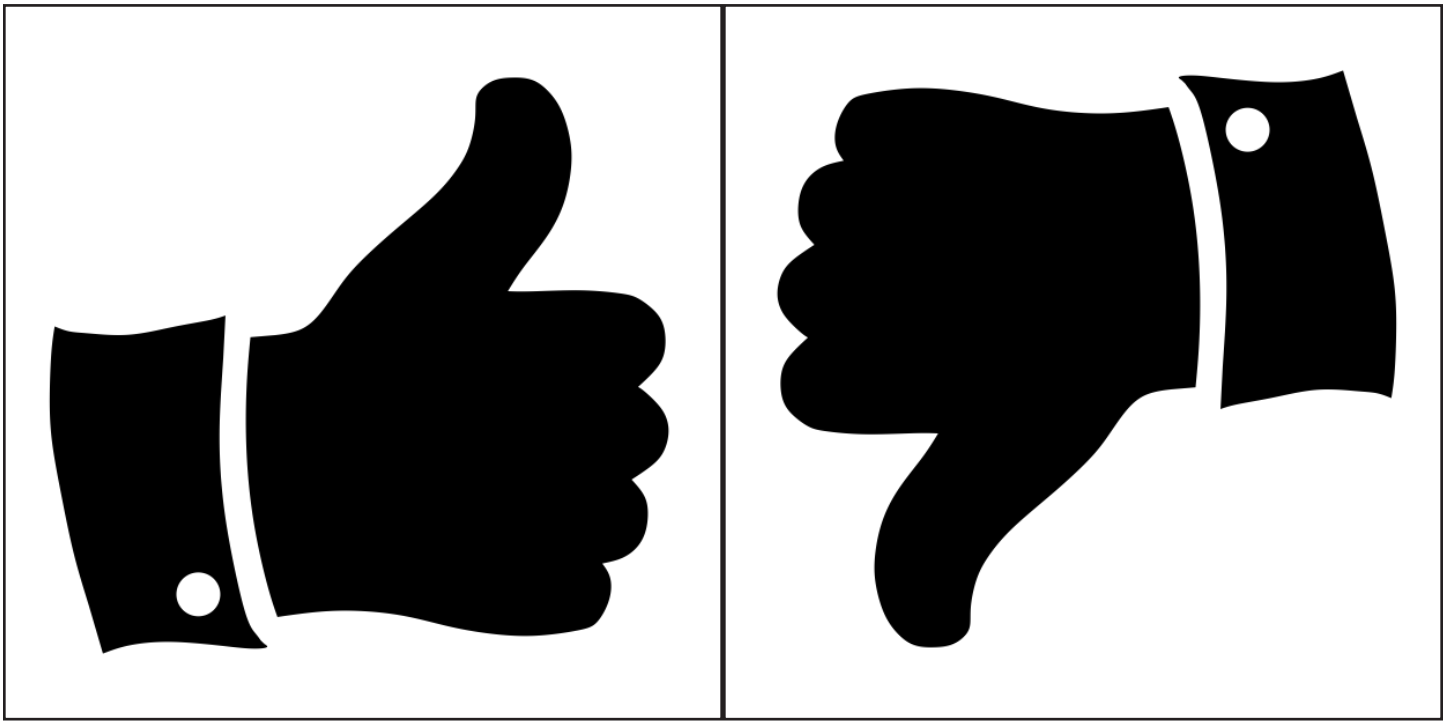
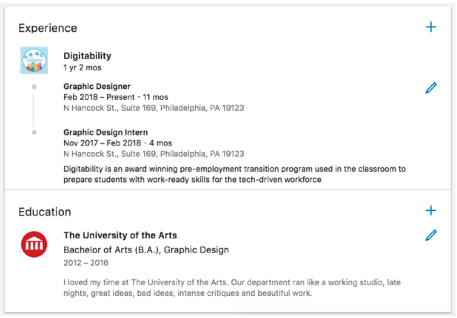


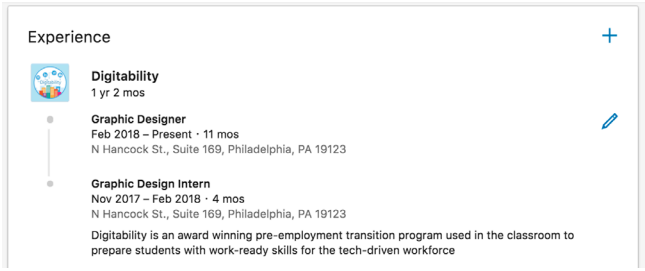
IMAGE EXCHANGE CARDS

44.IEC.IMAGE

Background Section

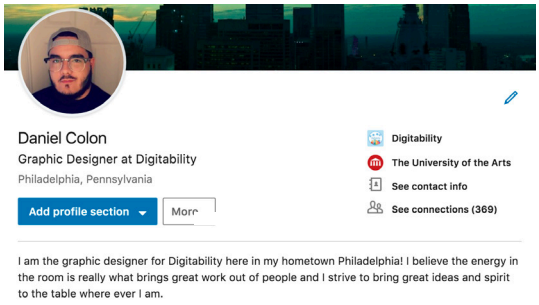


A Cell

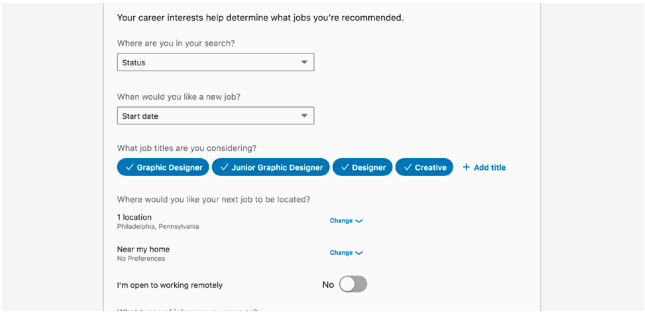


Edit Icon

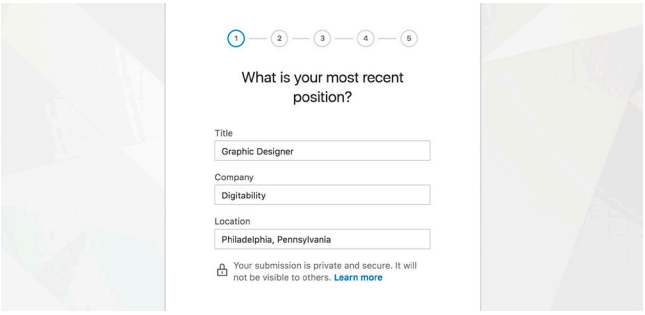
Intro Section



Question for New Careers



Questions to See Your Salary



Save Button

MASTER!
Editing your Linkedin Profile Master Badge

Editing The Intro Section in Linkedin

Your Dashboard
12
36
16
Editing the Linkedin Dashboard

Experience
Education
Editing the Background Section in Linkedin

MASTER!
Editing your Linkedin Profile Master Badge

WORD WALL PRINTOUT

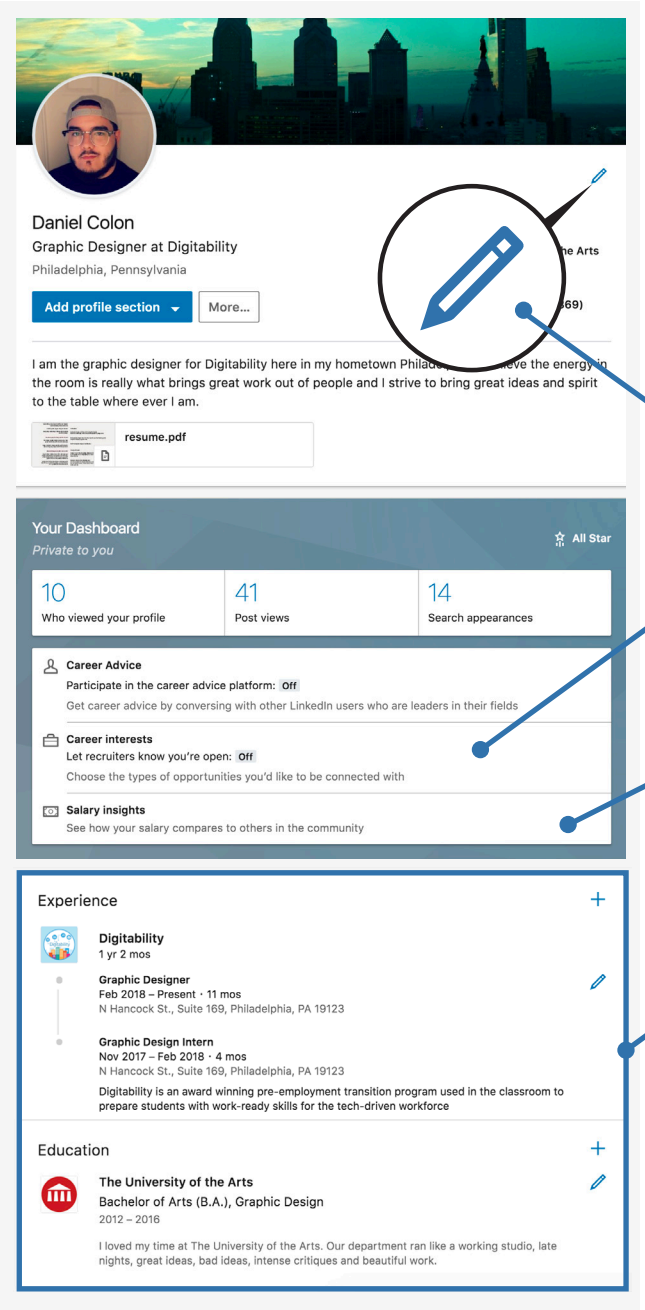
44.4.5

To edit the Intro Section, click the Edit Icon on the right of the intro section. To edit the Dashboard Section, click Career Interests or Salary Insights. 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.

T1 MATCHING

EXIT TICKET | 44.4.6.1

Directions: Match the correct letter with the image on the left.



a. Career Interests

b. The Edit Icon

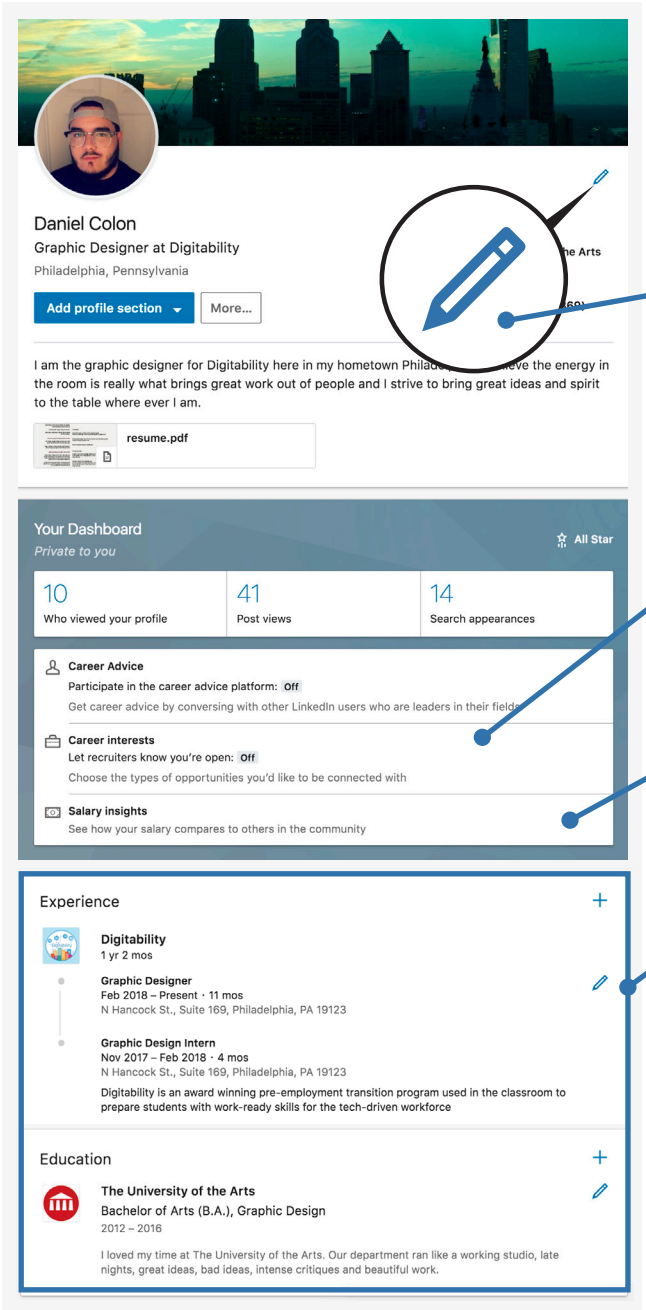
c. Salary Insights

d. Background Section

T2 MATCHING

EXIT TICKET | 44.4.6.2

Directions: Cut out and match to the correct space on the image.



Career Interests

Salary Insights

The Edit Icon

Background Section

MY DIGITABILITY EARNINGS TRACKER

Unit 44: Editing your LinkedIn Profile Information | 44.4.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: 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: