

UNIT 45: COMMUNICATING ON LINKEDIN: LESSON 2: WHO SHOULD I CONNECT WITH?

LESSON OVERVIEW

You can connect with friends, family or people you work with. You can also connect with someone you do NOT already know.

Time: ~30 minutes

OBJECTIVE

Students will be able to distinguish appropriate communication methods for professional online networking.

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.

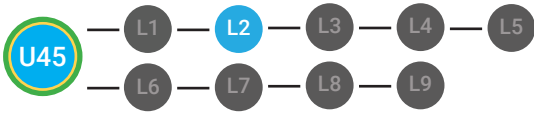
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 45**
5. Select **Lesson 2 - Who Should I Connect With?**

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 phrase **“communicating on LinkedIn.”**

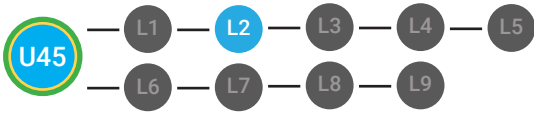
a. It is important to understand the rules for _____.

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 **45.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** [45.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [45.2.DollarTracker]

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

+\$ SUCCESSFUL

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

-\$ PROBLEMATIC

"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..."*

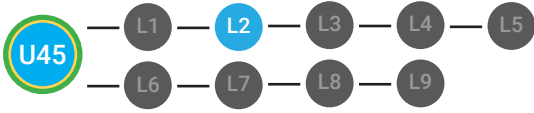


Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

Behaviors	Name						
Successful Participation/Contribution 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							




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: Who Should I Connect With?

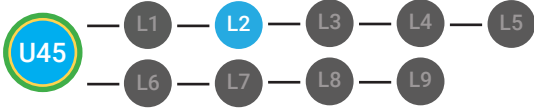


2. Distribute **45.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [45.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**. [45.2.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]

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</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
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- Interrupting
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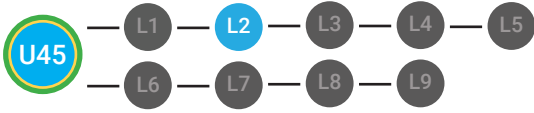



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the word **Connect**."*

5. Ask students to give a thumbs up every time they hear and/or see the word **Connect** in the video.



6. Play video.

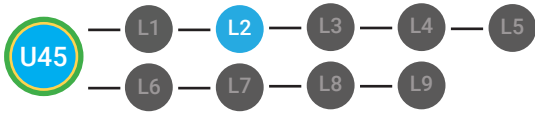


7. Distribute **45.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [45.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [45.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [45.2.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>

- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
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- Off-task
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- Arguing

INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, what kinds of people that you already know can you connect with?"*

Possible Answers: friends, family, and people you work with

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



2. Ask, *"For a participation dollar, can you connect with someone you do not know?"*



3. Ask, *"For a participation dollar, what will you need to do in order to connect with someone you do not know?"*

Possible Answers: request an introduction



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."

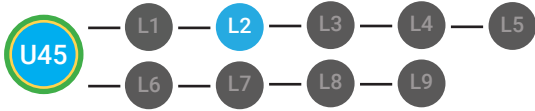


4. Distribute **45.IMAGE.IEC** or **Yes or No Image Exchange Cards** **45.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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** [45.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**. [45.2.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
- Off-topic/Inappropriate Comment
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- Interrupting
- UMAPA
- Arguing

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Who Should I Connect With 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 45.2.5** Students that unlocked the badge will place the **Who Should I Connect With?** printout on the classroom’s word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

WORD WALL PRINTOUT
 45.2.5

Who Should I Connect With?

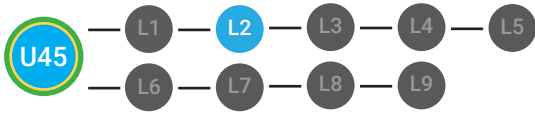
You can connect with friends, family or people you work with. You can also connect with someone you do NOT already know. By requesting an introduction.

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**. [45.2.DollarTracker]

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</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

ASSESSMENT/EXIT TICKET



1. Distribute the **Who Should I Connect With? Exit Ticket 45.2.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 2: WHO SHOULD I CONNECT WITH?

T1 CONNECTING CHECKLIST
EXIT TICKET | 45.2.6.1

Directions: Put a check on who you CAN connect with on LinkedIn.

Someone you DO NOT know	<input type="checkbox"/>
Your new dog	<input type="checkbox"/>
Friends	<input type="checkbox"/>
Your favorite movie	<input type="checkbox"/>
Family	<input type="checkbox"/>
Coworkers	<input type="checkbox"/>

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 2: WHO SHOULD I CONNECT WITH?

T2 CONNECTING CHECKLIST
EXIT TICKET | 45.2.6.2

Directions: Put a check on who you CAN connect with on LinkedIn.

Someone you DO NOT know		<input type="checkbox"/>
Your new dogs		<input type="checkbox"/>
Friends		<input type="checkbox"/>
Your favorite movie		<input type="checkbox"/>
Family		<input type="checkbox"/>
Coworkers		<input type="checkbox"/>

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 2: WHO SHOULD I CONNECT WITH?

T3 TRACE 'N' LEARN
EXIT TICKET | 45.2.6.3

Who I Should I Connect With?

You can connect with friends, family or people you work with. You can also connect with someone you do NOT already know.



DIFFERENTIATION

T1

Using Tier 1 **Connecting Checklist** Exit Ticket [45.2.6.1], student puts a check on who you CAN connect with on LinkedIn.

T2

Using Tier 2 **Connecting Checklist** Exit Ticket [45.2.6.2], student puts a check on who you CAN connect with on LinkedIn.

T3

Student completes **Trace 'n' Learn Card** Exit Ticket [45.2.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [45.2.DollarTracker]

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

+\$ SUCCESSFUL

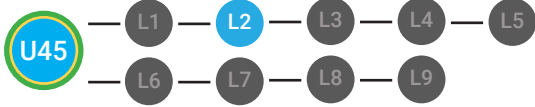
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"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



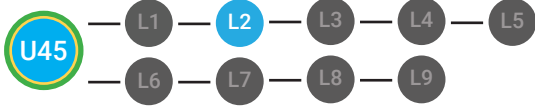
IMMEDIATE FEEDBACK/NEXT STEPS

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.



Behaviors

Name

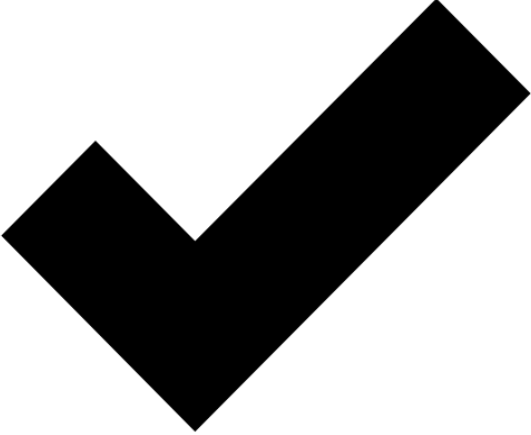
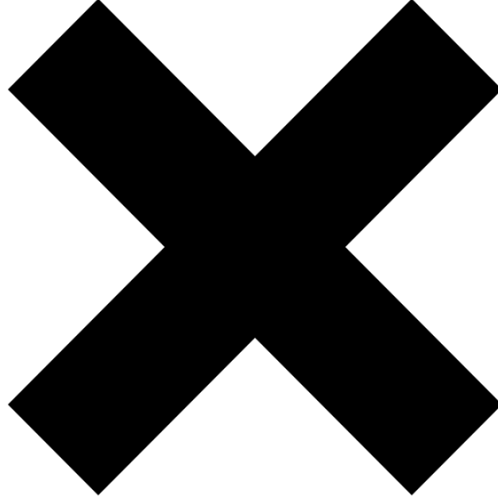
- Successful**
- Participation/
Contributing
- Sharing/Helping/
Collaborating
- Greeting a Guest
- Following Directions/
Staying on Task
- Encouraging/
Complimenting

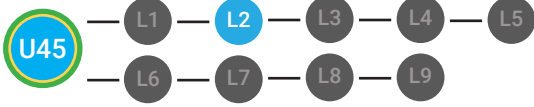
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<i>EX: Sam</i>					
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**
45.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE
EXCHANGE CARD**
45.IEC.THUMB

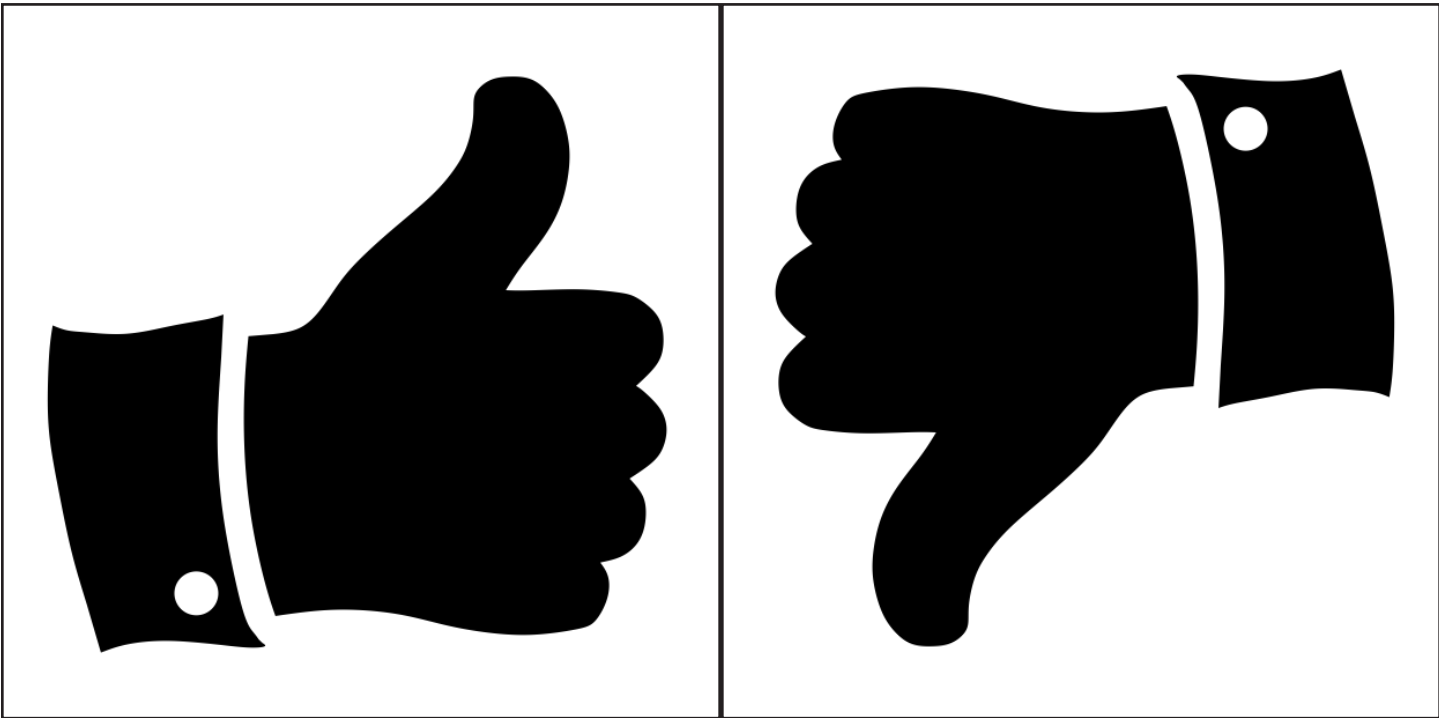




IMAGE EXCHANGE CARDS

45.IEC.IMAGE

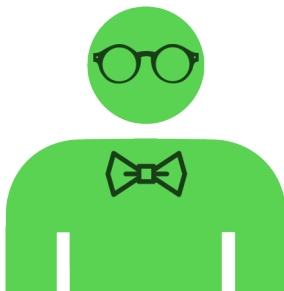
Communicating on LinkedIn



Friends



Coworkers



Family






Communicating on LinkedIn



Who Should I Connect With?



How to Request a Connection



Asking a Connection for an Introduction



Sharing Content on LinkedIn



Endorsing a Connection



Requesting a Recommendation



How to Write a Recommendation



Communicating on LinkedIn Master Badge



WORD WALL PRINTOUT

45.2.5



You can connect with friends, family or people you work with. You can also connect with someone you do NOT already know by requesting an introduction.



DIFFERENTIATION

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



T1 CONNECTING CHECKLIST

EXIT TICKET | 45.2.6.1

Directions: Put a check on who you CAN connect with on LinkedIn.

Someone you DO NOT know

Your new dog

Friends

Your favorite movie

Family

Coworkers

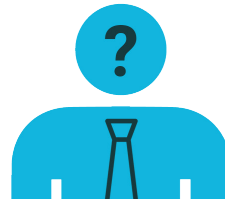


T2 CONNECTING CHECKLIST

EXIT TICKET | 45.2.6.2

Directions: Put a check on who you CAN connect with on LinkedIn.

Someone you DO NOT know



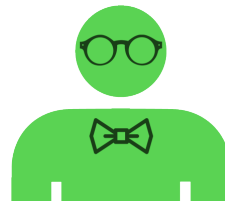
Your new dogs



Friends



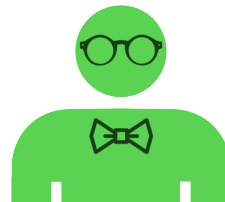
Your favorite movie



Family



Coworkers





T3 TRACE 'N' LEARN

EXIT TICKET | 45.2.6.3

Who I Should I
Connect With?

You can connect
with friends, family
or people you
work with. You can
also connect with
someone you do
NOT already know.



MY DIGITABILITY EARNINGS TRACKER

Unit 45: Communicating on LinkedIn | 45.2.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Communicating on LinkedIn		
LESSON 2: Connecting on LinkedIn		
LESSON 3: How to Request a Connection		
LESSON 4: Requesting an Introduction		
LESSON 5: Sharing Content on LinkedIn		
LESSON 6: Endorsing a Connection		
LESSON 7: Requesting a Recommendation		
LESSON 8: Writing a Recommendation		
LESSON 9: Communicating on LinkedIn Master Badge		

TOTAL DOLLARS EARNED: