

## UNIT 45: COMMUNICATING ON LINKEDIN: LESSON 3: HOW TO REQUEST A CONNECTION

### LESSON OVERVIEW

If you already know the person you want to connect with on LinkedIn, you can request a connection.

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.

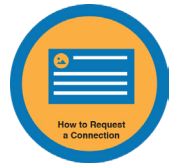
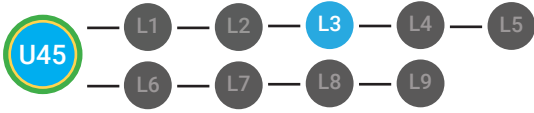
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 45**
5. Select **Lesson 3 - How to Request a Connection**

### 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 **“friends,” “family,”** and **“people you work with.”**

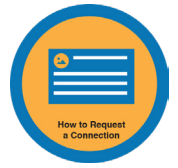
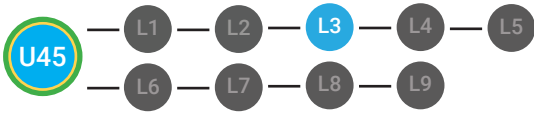
a. You can connect with \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

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 **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]



**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**. [45.3.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

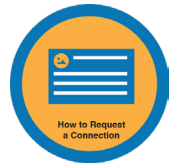
## GUIDED WATCHING



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:** 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:** How to Request a Connection



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**. [45.3.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]

+ \$ 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
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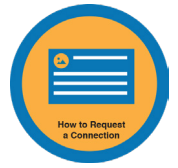
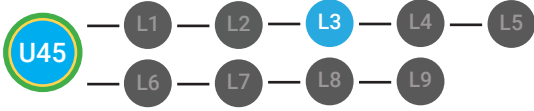



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the word **Connection**."*

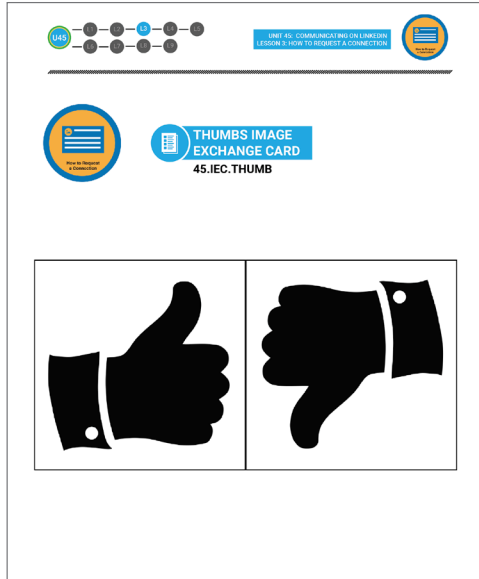
5. Ask students to give a thumbs up every time they hear and/or see the word **Connection** in the video.



6. Play video.

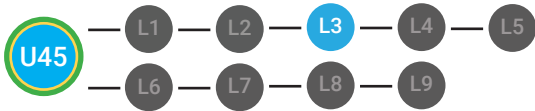


7. Distribute **45.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [45.3.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
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## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what you should do to a potential connection that you already know?"*

**Possible Answers:** request a connection

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



2. Ask, *"For a participation dollar, what should you include when you request to connect?"*

**Possible Answers:** a professional message



3. Ask, *"For a participation dollar, what are professional messages focused on?"*

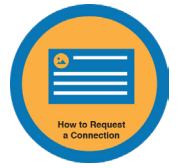
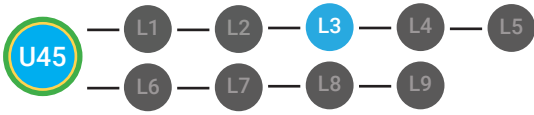
**Possible Answers:** work-related topics



**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."



3. Ask, *“For a participation dollar, what are professional messages focused on?”*

**Possible Answers:** work-related topics



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.

**45.IEC.IMAGE**

Friends: [Icon of two people]

Family: [Icon of three people]

Coworkers: [Icon of a person with glasses]

Professional Message: [Screenshot of a LinkedIn message]

Request a Connection: [Screenshot of a LinkedIn connection request]

Work Related Topics: [Icon of a briefcase]

**45.IEC.Y/N**

Yes: [Large checkmark]

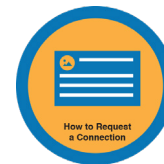
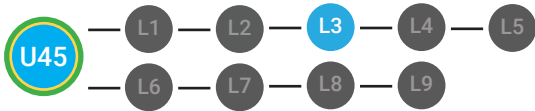
No: [Large X]



## 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**. [45.3.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]

<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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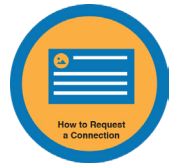
## PLAY ACTIVITY VIDEO




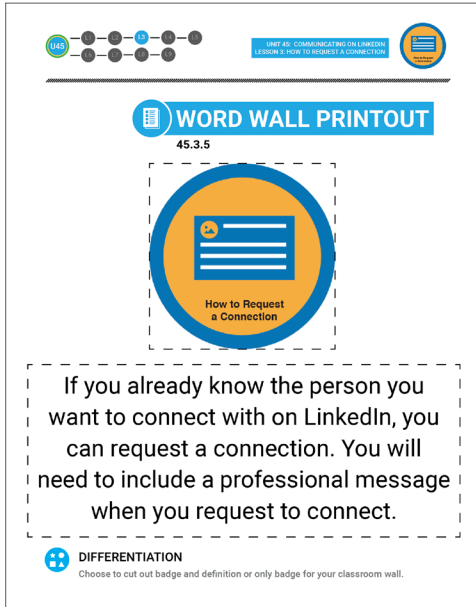
1. Ask the class, *"Who would like to unlock the How to Request a Connection Badge for \$1?"*

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.

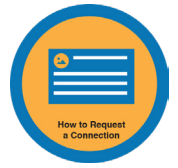
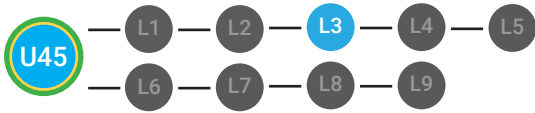


3. Distribute and cut out **Word Wall Printout 45.3.5** Students that unlocked the badge will place the **How to Request a Connection** printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.




## 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**. [45.3.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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- Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute the **How to Request a Connection** Exit Ticket 45.3.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**T1 WRITING A REQUEST**  
EXIT TICKET | 45.3.6.1

Directions: Pick a classmate. Write them a connection request with a professional message. Cut this request out and give it to your classmate.

You can customize this invitation

Include a personal message (optional):

Cancel Send Invitation

**T2 REQUEST CHECKLIST**  
EXIT TICKET | 45.3.6.2

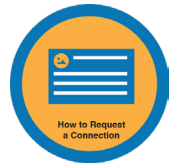
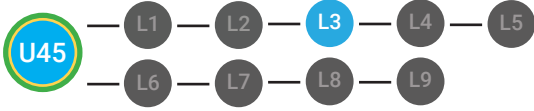
Directions: Put a check on the requests that are professional messages.

<p>You can customize this invitation</p> <p>Include a personal message (optional):</p> <p>We met last year during the animation conference. I saw that you are working for Netflix now. Congrats! I'd love to connect!</p> <p><input type="checkbox"/> Cancel Send Invitation</p>	<p>You can customize this invitation</p> <p>Include a personal message (optional):</p> <p>Hi, I think your nice. We should connect.</p> <p><input type="checkbox"/> Cancel Send Invitation</p>
<p>You can customize this invitation</p> <p>Include a personal message (optional):</p> <p>Let's be Friends!</p> <p><input type="checkbox"/> Cancel Send Invitation</p>	<p>You can customize this invitation</p> <p>Include a personal message (optional):</p> <p>Your lecture on marketing was so insightful. We spoke after it was over and I was hoping we could connect to possibly collaborate in fall.</p> <p><input type="checkbox"/> Cancel Send Invitation</p>

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 45.3.6.3

How to Request a Connection

If you already know the person you want to connect with on LinkedIn, you can request a connection.



## DIFFERENTIATION

T1

Using Tier 1 **Writing a Request** Exit Ticket [45.3.6.1], student picks a classmate and writes them a connection request with a professional message. Then, student cuts out this request and gives it to their classmate.

T2

Using Tier 2 **Request Checklist** Exit Ticket [45.3.6.2], student puts a check on the requests that are professional messages.

T3

Student has option to complete **Request Checklist** Exit Ticket [45.3.6.2] or **Trace 'n' Learn Card** Exit Ticket [45.3.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [45.3.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



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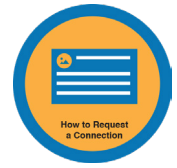
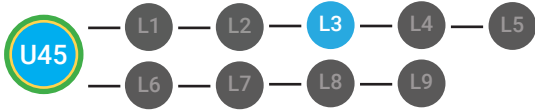
## IMMEDIATE FEEDBACK/NEXT STEPS

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.



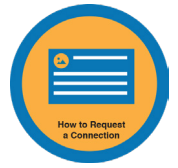
**Behaviors**

**Name**

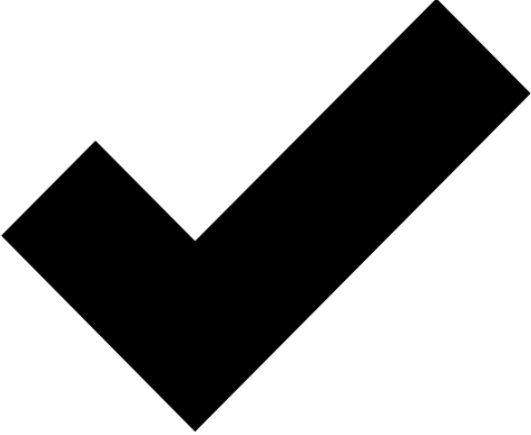
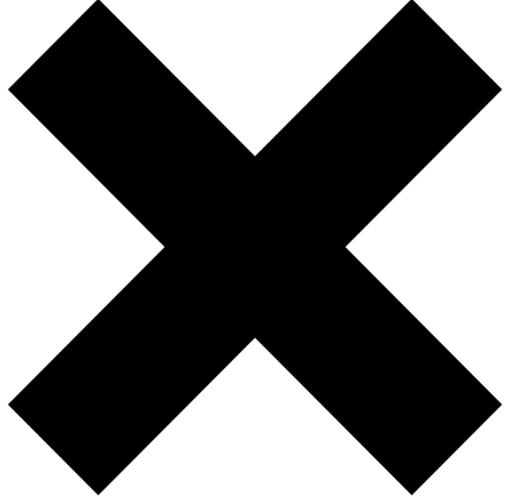
- Successful**
- Participation/  
Contributing
- Sharing/Helping/  
Collaborating
- Greeting a Guest
- Following Directions/  
Staying on Task
- Encouraging/  
Complimenting

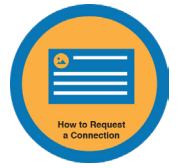
- Problematic**
- Off-task
- Off-topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<i>EX:</i> 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						

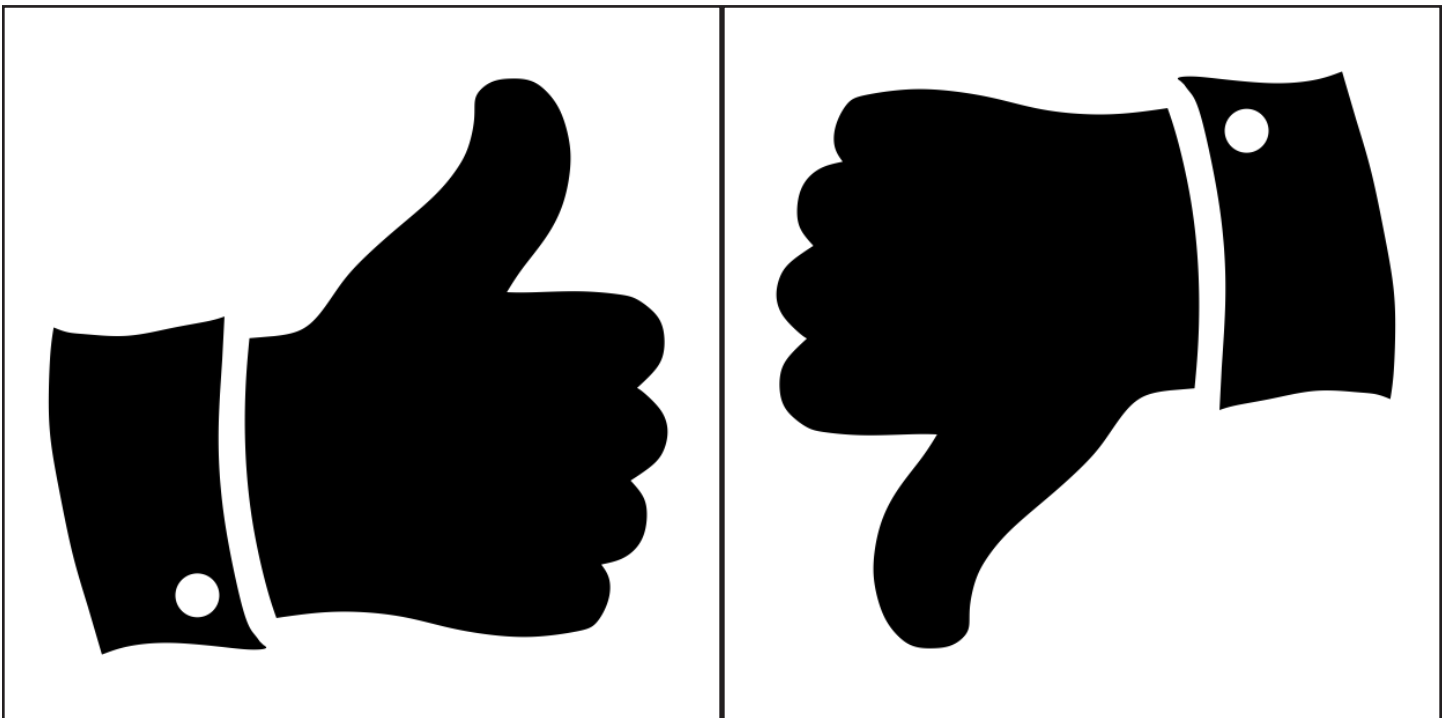


 **YES OR NO IMAGE EXCHANGE CARD**  
**45.IEC.Y/N**

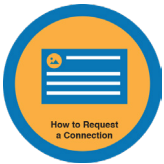
 <p><b>Yes</b></p>	 <p><b>No</b></p>
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**THUMBS IMAGE  
EXCHANGE CARD**  
**45.IEC.THUMB**







# IMAGE EXCHANGE CARDS

45.IEC.IMAGE

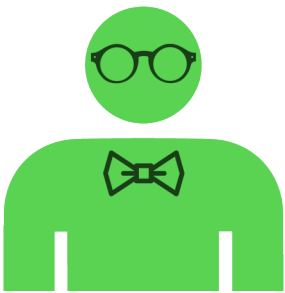
Friends



Family



Coworkers



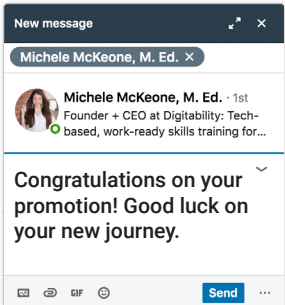
Request a Connection

You can customize this invitation ×

Include a personal message (optional):

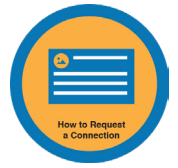
It's been great working with you this year. I'd like to connect with you on LinkedIn.

Professional Message



Work-related Topics





**Communicating on LinkedIn**

**Who Should I Connect With?**

**How to Request a Connection**

**Asking a Connection for an Introduction**

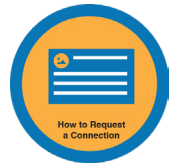
**Sharing Content on LinkedIn**

**Endorsing a Connection**

**Requesting a Recommendation**

**How to Write a Recommendation**

**Communicating on LinkedIn Master Badge**



# WORD WALL PRINTOUT

45.3.5

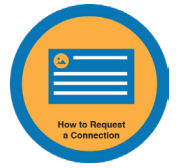


If you already know the person you want to connect with on LinkedIn, you can request a connection. You will need to include a professional message when you request to connect.



## DIFFERENTIATION

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



# T1 WRITING A REQUEST

## EXIT TICKET | 45.3.6.1

**Directions:** Pick a classmate and write them a connection request with a professional message. Cut this request out, and give it to that classmate.

You can customize this invitation ✕

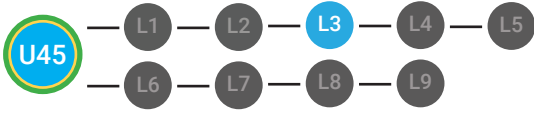
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✂ Include a personal message (optional):

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Cancel

Send invitation



# T2 REQUEST CHECKLIST

## EXIT TICKET | 45.3.6.2

**Directions:** Put a check on the requests that are professional messages.

You can customize this invitation ✕

Include a personal message (optional):

We met last year during the animation conference. I see that you are working for Netflix now. Congratulations! I'd love to connect!

Cancel Send invitation

You can customize this invitation ✕

Include a personal message (optional):

Hi, I think your nice. We should connect.

Cancel Send invitation

You can customize this invitation ✕

Include a personal message (optional):

Letz be Friends!

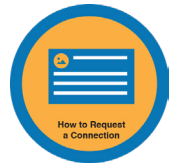
Cancel Send invitation

You can customize this invitation ✕

Include a personal message (optional):

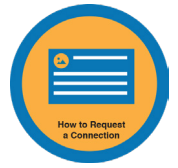
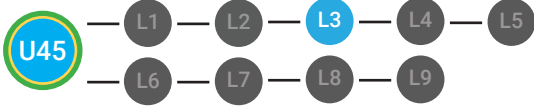
Your lecture on marketing was so insightful. We spoke after it was over and I was hoping we could connect to possibly collaborate in fall.

Cancel Send invitation

**T3 TRACE 'N' LEARN****EXIT TICKET | 45.3.6.3**

How to Request a  
Connection

If you already know  
the person you want  
to connect with on  
LinkedIn, you can  
request a connection.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 45: Communicating on LinkedIn | 45.3.7

**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:**