



UNIT 45: COMMUNICATING ON LINKEDIN LESSON 4: ASKING A CONNECTION FOR AN INTRODUCTION

LESSON OVERVIEW

To request an introduction, you will need to tell your connection why you want to connect with that person. Your connection will decide how to respond to your request.

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 4 - Asking a Connection for an Introduction**

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 **“professional message”** and **“connect.”**

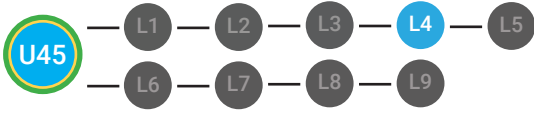
a. You will need to include a _____ when you request to _____.

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**. [45.4.DollarTracker]

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

Behaviors	Name								
Successful									
Participation/Contributing									
Sharing/Helping									
Greeting a Guest									
Following Directions/Staying on Task									
Encouraging/Complimenting									
Problematic									
Off Task									
Off Topic/Inappropriate Comment									
Disrespect/Teasing									
Complaining/Whining									
Arguing									
Interrupting									
UMAPA									
Arguing									

<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

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.

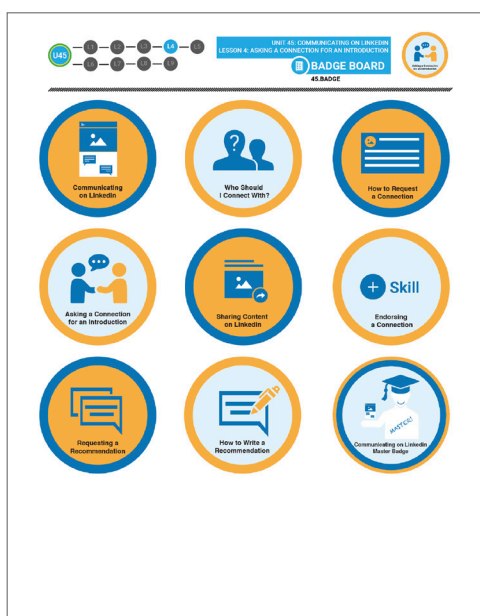


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Asking a Connection for an Introduction



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**. [45.4.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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- Arguing




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 'Introduction.'"**

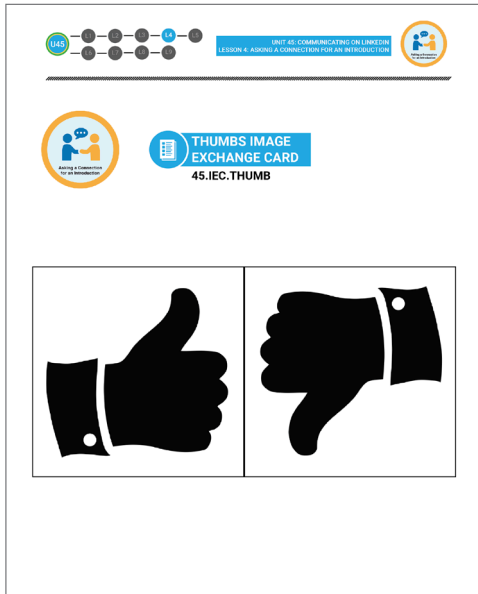
5. Ask students to give a thumbs up every time they hear and/or see the word **"Introduction"** in the video.



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**. [45.4.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
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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me a reason why you'd want to connect with someone you do not know?"*

Possible Answers: because they have a similar professional interest

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



2. Ask, *"For a participation dollar, what should you do first in order to request an introduction?"*

Possible Answers: message your connection and tell them why you want to connect with that person



3. Ask, *"For a participation dollar, what will your connection decide?"*

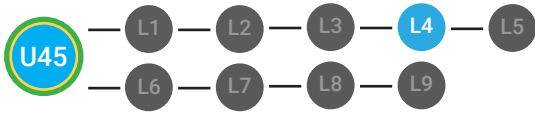
Possible Answers: they may either make the introduction OR they may tell you why they do not think an introduction is appropriate



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."

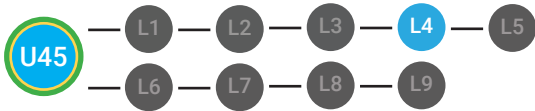


4. Distribute **45.IMAGE.IEC** or **Yes or No Image Exchange Cards** **45.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [45.4.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>

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PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Asking a Connection for an Introduction 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 45.4.5** Students that unlocked the badge will place the **Asking a Connection for an Introduction** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



WORD WALL PRINTOUT

45.4.5

To request an introduction, you will need to tell your connection why you want to connect with that person. Your connection will decide how to respond to your request.

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

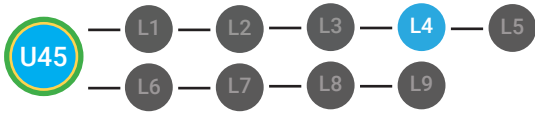
Student will use verbal prompting and hand signals to unlock the badge with the class.

T3

Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.

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10



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [45.4.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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ASSESSMENT/EXIT TICKET



1. Distribute the **Asking a Connection for an Introduction Exit Ticket 45.4.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 4: ASKING A CONNECTION FOR AN INTRODUCTION

T1 MULTIPLE CHOICE
EXIT TICKET | 45.4.6.1

1. Why would you connect with someone you do Not know?

- You want to be friends
- Similar professional interest
- You like their picture
- None of the above

2. What do you need to do to connect with someone you do Not know?

- Click the connect button
- Call the person you want to connect with
- Request an introduction from one of your LinkedIn network connections
- All of the above

3. What will your connection do after you request a connection?

- They may either make the introduction OR they may tell you why they do not think an introduction is appropriate
- They will make the introduction
- They will ignore you
- The person you want to connect with will get a notification

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 4: ASKING A CONNECTION FOR AN INTRODUCTION

T2 REQUEST CHECKLIST
EXIT TICKET | 45.4.6.2

Directions: Put a check on the appropriate introduction requests.

I see that you are connected with Dan. I would love to be introduced to him. I'd like to ask him a few questions about working for Netflix. I'm interviewing with them on Wednesday.

Hello Jordan, I see that you are connected with Michele. I would love to be introduced to her to talk about working at her company.

Hey! Connect me with Steven Smith!

Hello, I am interviewing with Google on Wednesday. I noticed you are connected with John Pemino, a creative director at Google. Can you connect me with John?

Hey, I really like Steven, Can you connect me with him?

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 4: ASKING A CONNECTION FOR AN INTRODUCTION

T3 TRACE 'N' LEARN
EXIT TICKET | 45.4.6.3

Asking a Connection For an Introduction

To request an introduction, you will need to tell your connection why you want to connect with that person.



DIFFERENTIATION

- T1** Using Tier 1 **Multiple Choice** Exit Ticket [45.4.6.1], student chooses the correct answer for each question.
- T2** Using Tier 2 **Request Checklist** Exit Ticket [45.4.6.2], student puts a check on the appropriate introduction requests.
- T3** Student has option to complete **Request Checklist** Exit Ticket [45.4.6.2] or **Trace 'n' Learn Card** Exit Ticket [45.4.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [45.4.DollarTracker]

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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



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

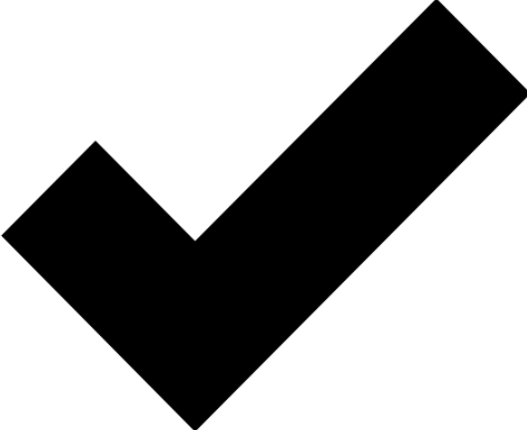
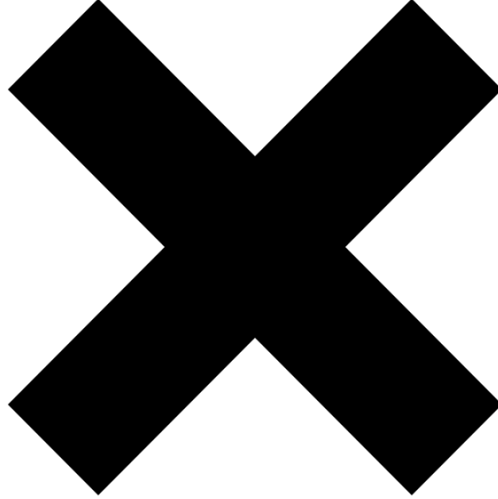
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<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

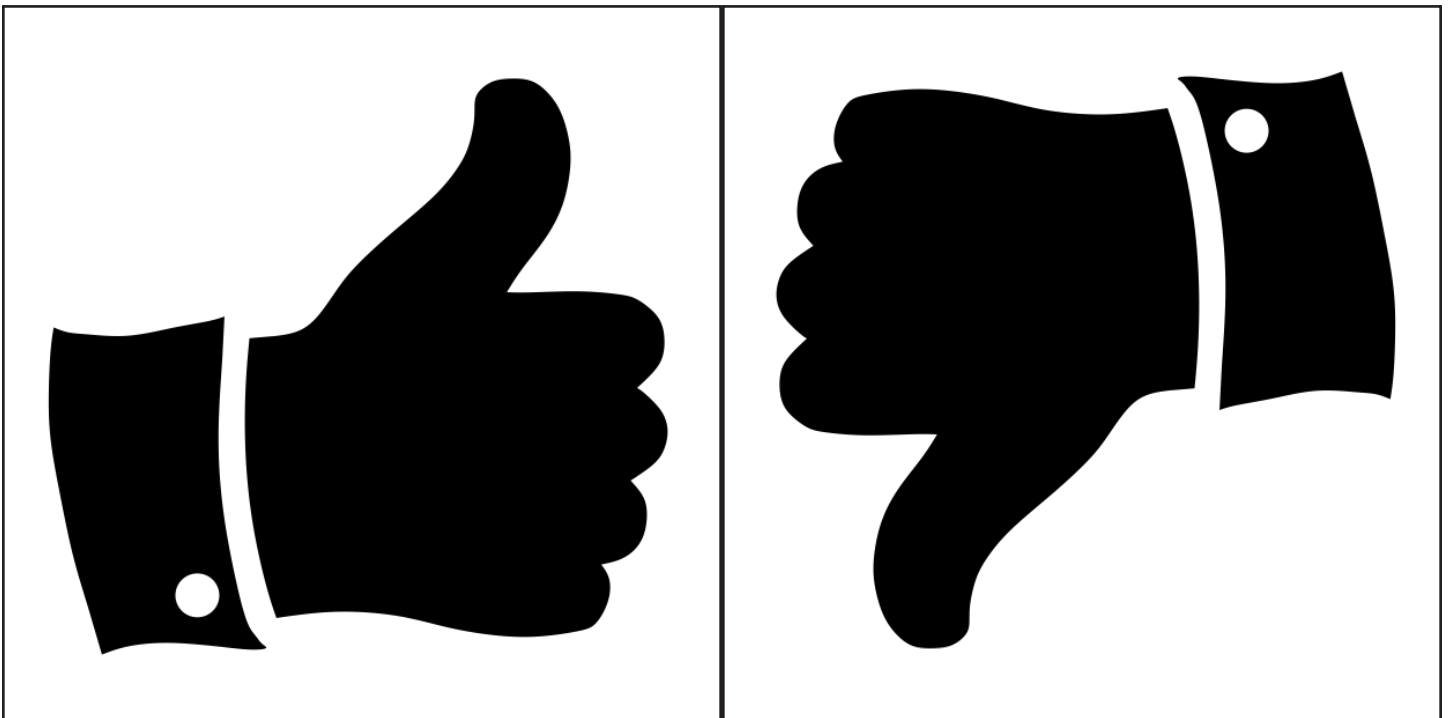
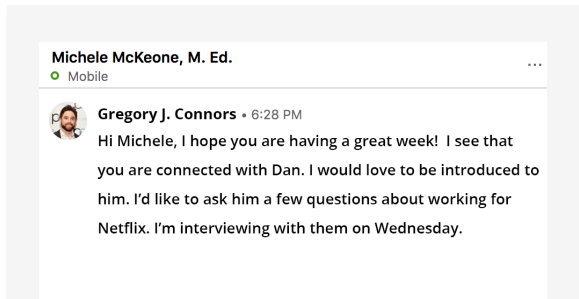




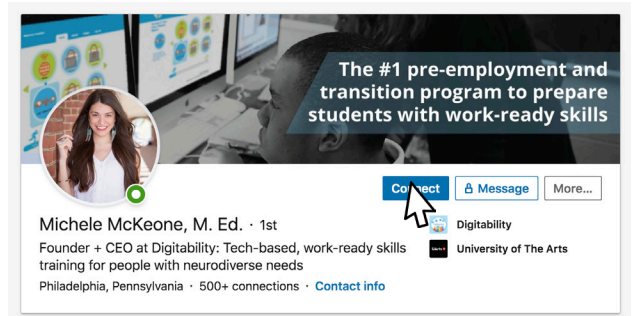
IMAGE EXCHANGE CARDS

45.IEC.IMAGE

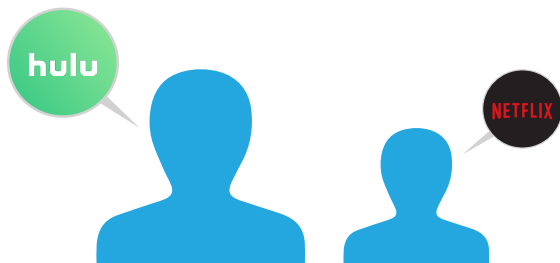
Professional Message



Connect



Similar Professional Interest



Message Your Connection





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

45.4.5



To request an introduction, you will need to tell your connection why you want to connect with that person. Your connection will decide how to respond to your request.



DIFFERENTIATION

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



T1

MULTIPLE CHOICE**EXIT TICKET | 45.4.6.1****1. Why would you connect with someone you do NOT know?**

- a. You want to be friends
- b. You have similar professional interest
- c. You like their picture
- d. None of the above

2. What do you need to do to connect with someone you do NOT know?

- a. Click the Connect Button
 - b. Call the person you want to connect with
 - c. Request an introduction from one of your LinkedIn network connections
 - d. All of the above
-
- a. They may either make the introduction OR they may tell you why they do not think an introduction is appropriate
 - b. They will make the introduction
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T2 REQUEST CHECKLIST

EXIT TICKET | 45.4.6.2

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Hey! Connect me with Steven Smith!

Hello, I am interviewing with Google on Wednesday. I noticed you are connected with John Pemino, a Creative Director at Google. Can you connect me with John?

Hey, I really like Steven. Can you connect me with him?

**T3 TRACE 'N' LEARN****EXIT TICKET | 45.4.6.3**

Asking a Connection
for an Introduction

To request an
introduction, you will
need to tell your
connection why you
want to connect
with that person.



MY DIGITABILITY EARNINGS TRACKER

Unit 45: Communicating on LinkedIn | 45.4.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: 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: