



UNIT 45: COMMUNICATING ON LINKEDIN LESSON 6: ENDORSING A CONNECTION

LESSON OVERVIEW

To Endorse your connection, click on the plus sign next to the skill.

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.

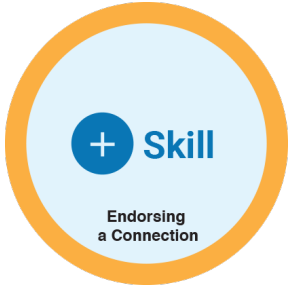
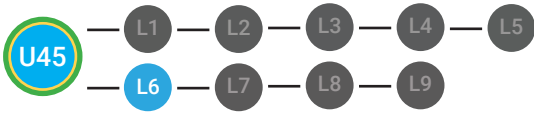
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 45**
5. Select **Lesson 6 - Endorsing 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 **“news,” “recent changes,”** and **“professional interest.”**

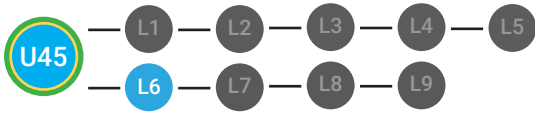
a. Sharing content on LinkedIn will update your network on topics like exciting _____, _____, and your _____.

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 **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**. [45.6.DollarTracker]

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



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.

+\$ 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

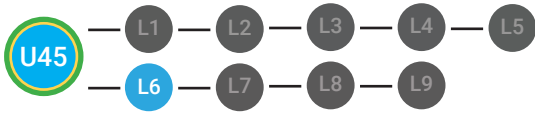
GUIDED WATCHING



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: Endorsing a Connection



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



DIFFERENTIATION

T1

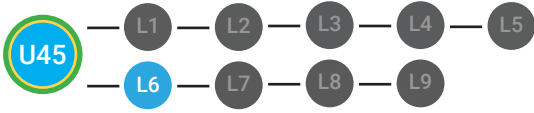
On-topic shared verbal response

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**. [45.6.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>



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.

- 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




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 "Endorsing a Connection."*

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



6. Play video.

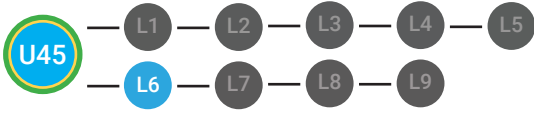


7. Distribute **45.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [45.6.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
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- Off-task
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- Interrupting
- UMAPA
- Arguing

INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what you are doing when you endorse a connection?"*

Possible Answers: sharing your support for your connection's skill

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



2. Ask, *"For a participation dollar, why might recruiters or companies review your endorsements?"*

Possible Answers: to match you with job opportunities



3. Ask, *"For a participation dollar, what do you click on in order to endorse your connection?"*

Possible Answers: the plus sign



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.

45.IEC.IMAGE

News

Professional Interest

Recent Changes

To Match You With Jobs

Plus Sign

+

45.IEC.Y/N

Yes

No



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**. [45.6.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
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- Off-task
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- Arguing

PLAY ACTIVITY VIDEO



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

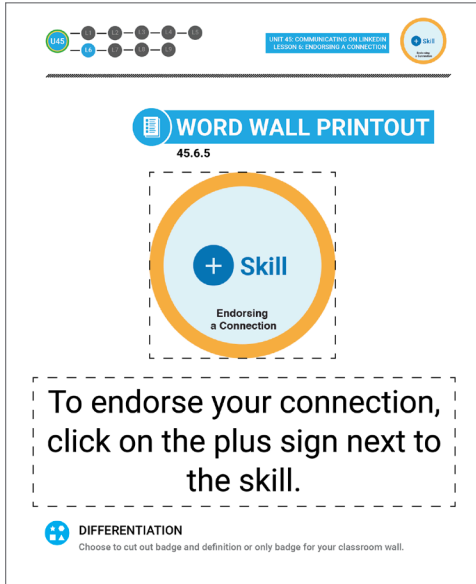
Click Activity Button to Play Activity Video

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.

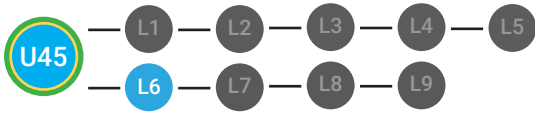


3. Distribute and cut out **Word Wall Printout 45.6.5** Students that unlocked the badge will place the **Endorsing a Connection** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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. [45.6.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
- Encouraging

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

ASSESSMENT/EXIT TICKET



1. Distribute the **Endorsing a Connection** Exit Ticket **45.6.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 6: ENDORSING A CONNECTION

Skill Endorsing a Connection

T1

ENDORSING A CONNECTION

EXIT TICKET | 45.6.6.1

Directions: Endorse Staff Development by coloring in the plus sign. Write the correct answer on the lines provided.

- +

Special Education - 59

Endorsed by Jane Cordero and 1 other who is highly skilled at this
- +

Staff Development - 48

Endorsed by Brandon Lutz and 2 others who are highly skilled at this
- +

Curriculum Design - 37

Endorsed by Reed aka Samuel Reed III, who is highly

What happens when you endorse a connection?

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 6: ENDORSING A CONNECTION

Skill Endorsing a Connection

T2

ENDORSING A CONNECTION

EXIT TICKET | 45.6.6.2

Directions: Endorse Staff Development by coloring in the plus sign. Circle the correct answer.

- +

Special Education - 59

Endorsed by Jane Cordero and 1 other who is highly skilled at this
- +

Staff Development - 48

Endorsed by Brandon Lutz and 2 others who are highly skilled at this
- +

Curriculum Design - 37

Endorsed by Reed aka Samuel Reed III, who is highly

What happens when you endorse a connection?

- a. People see your profile
- b. People know you are friends
- c. You are sharing your support for the connection's skills
- d. None of the above

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 6: ENDORSING A CONNECTION

Skill Endorsing a Connection

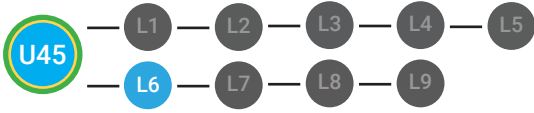
T3

TRACE 'N' LEARN

EXIT TICKET | 45.6.6.3

Endorsing a Connection

To endorse your connection, click on the plus sign next to the skill.



DIFFERENTIATION

T1

Using Tier 1 **Endorsing a Connection** Exit Ticket [45.6.6.1], student endorses Staff Development by coloring in the plus sign and writes the correct answer to the question.

T2

Using Tier 2 **Endorsing a Connection** Exit Ticket [45.6.6.2], student endorses Staff Development by coloring in the plus sign. Then, student circles the correct answer to the question.

T3

Student has option to complete **Endorsing a Connection** Exit Ticket [45.6.6.2] or **Trace 'n' Learn Card** Exit Ticket [45.6.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [45.6.DollarTracker]

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

+\$ SUCCESSFUL

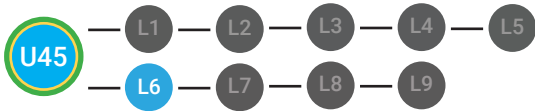
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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
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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

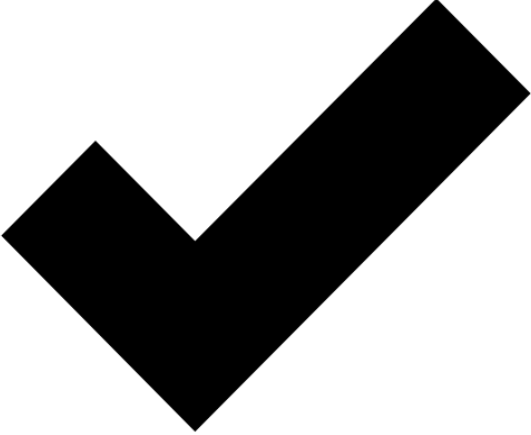
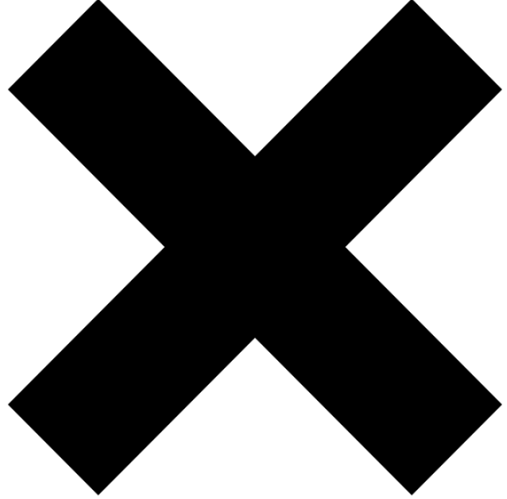
- Successful**
- Participation/
Contributing
- Sharing/Helping/
Collaborating
- Greeting a Guest
- Following Directions/
Staying on Task
- Encouraging/
Complimenting

- 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

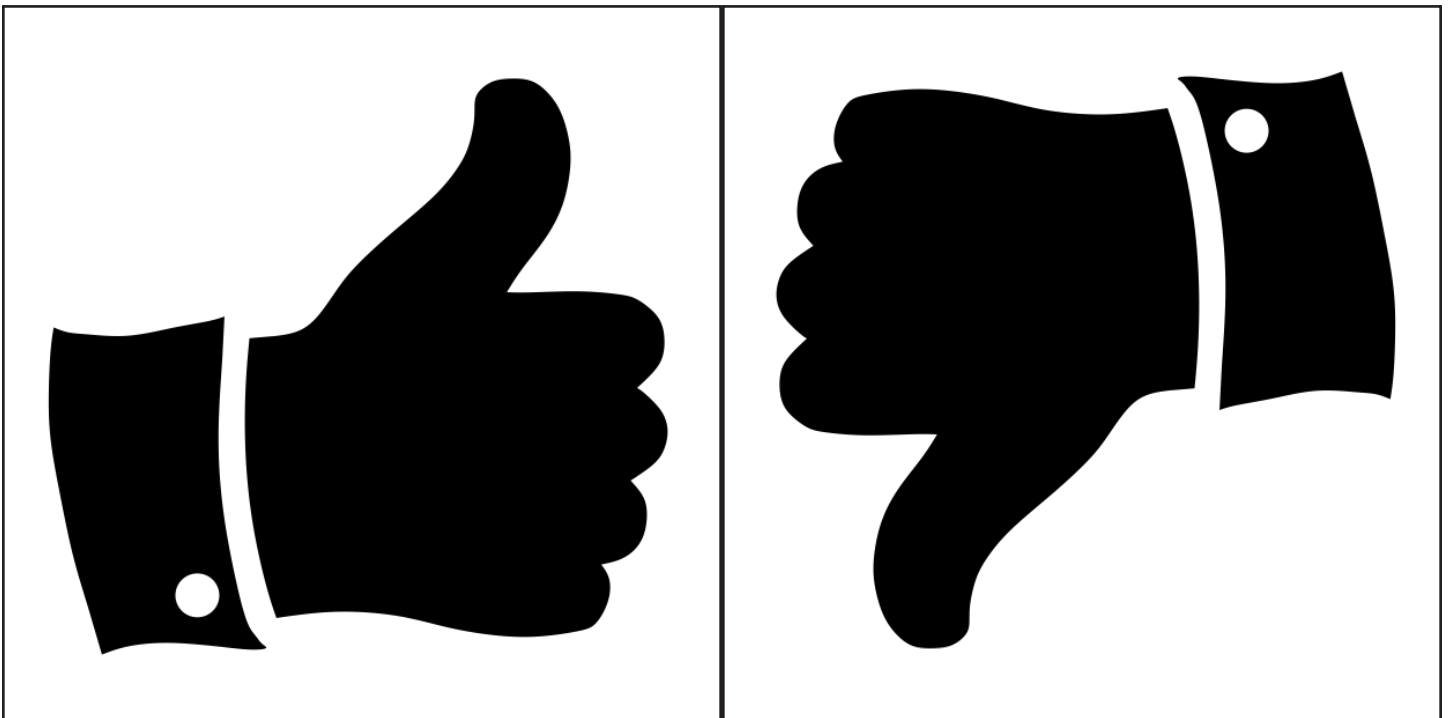
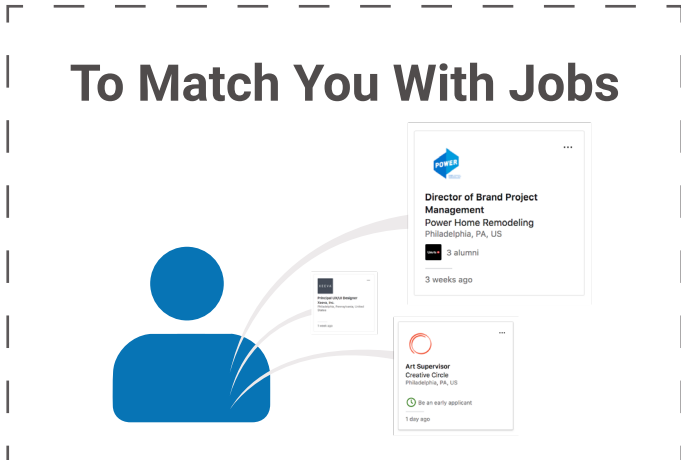
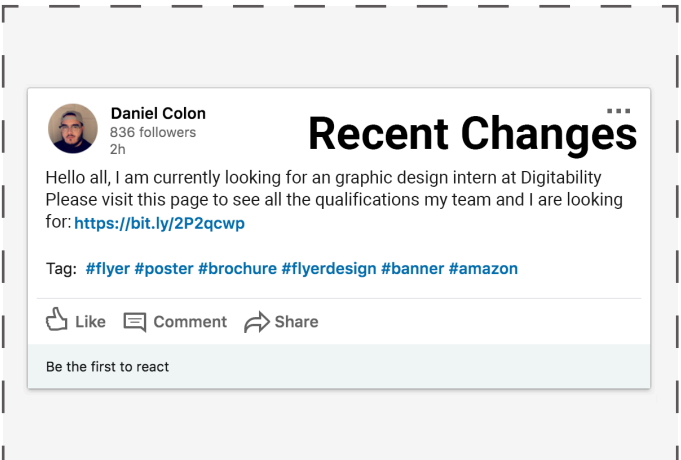
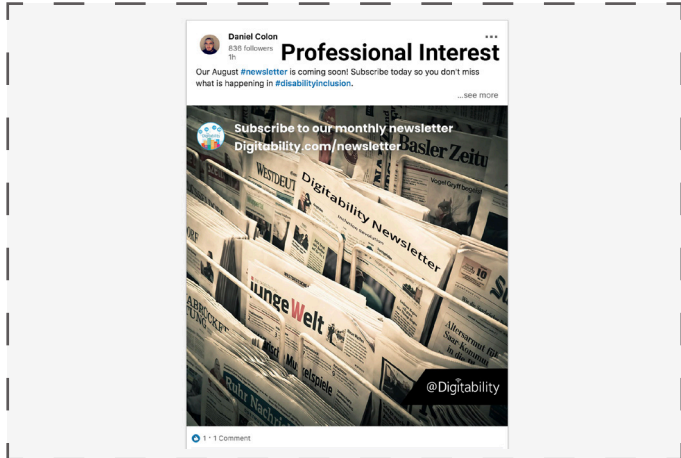
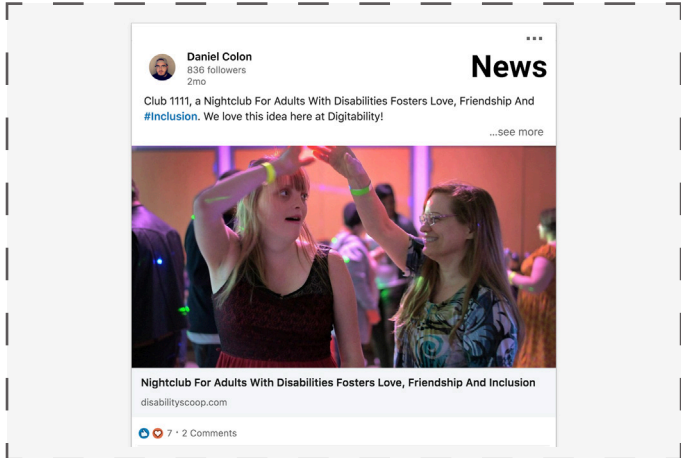


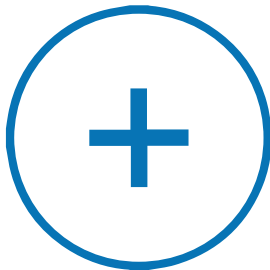


IMAGE EXCHANGE CARDS

45.IEC.IMAGE



Plus Sign





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

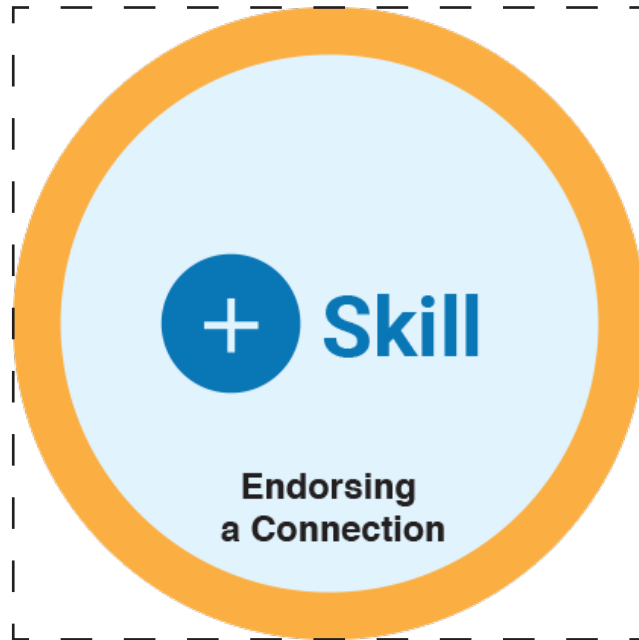


Communicating on LinkedIn Master Badge



WORD WALL PRINTOUT

45.6.5



To Endorse your connection, click on the plus sign next to the skill.



DIFFERENTIATION

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




T1 ENDORSING A CONNECTION


EXIT TICKET | 45.6.6.1

Directions: Endorse Staff Development by coloring in the plus sign. Then, answer the question below on the lines provided.

+ Special Education · 59

 Endorsed by **Jane Cordero** and **1 other** who is highly skilled at this

+ Staff Development · 48

 Endorsed by **Brandon Lutz** and **2 others** who are highly skilled at this

+ Curriculum Design · 37

 Endorsed by **Reed aka Samuel Reed III**, who is highly

What happens when you Endorse a connection?




T2 ENDORSING A CONNECTION


EXIT TICKET | 45.6.6.2

Directions: Endorse Staff Development by coloring in the plus sign. Then, circle the correct answer to the question below.

+ Special Education · 59

 Endorsed by **Jane Cordero** and **1 other** who is highly skilled at this

+ Staff Development · 48

 Endorsed by **Brandon Lutz** and **2 others** who are highly skilled at this

+ Curriculum Design · 37

 Endorsed by **Reed aka Samuel Reed III**, who is highly

What happens when you Endorse a connection?

- a. People see your profile
- b. People know you are friends
- c. You are sharing your support for the connection's skills
- d. None of the above



T3 TRACE 'N' LEARN

EXIT TICKET | 45.6.6.3

Endorsing a
Connection

To endorse your
connection, click on
the plus sign next
to the skill.



MY DIGITABILITY EARNINGS TRACKER

Unit 45: Communicating on LinkedIn | 45.6.7

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: