UNIT 45: COMMUNICATING ON LINKEDIN: LESSON 8: HOW TO WRITE A RECOMMENDATION

LESSON OVERVIEW

A connection can send you a recommendation 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 8 - How to Write a Recommendation**

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.

How to Write a Recommendation

LESSON PLAN

WARM UP

1. Write the following on the board, leaving a blank space for the words **"Recruiters"** and **"recommendations."**
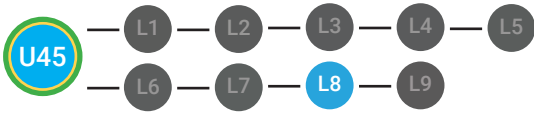
    a. _____ or companies can review your _____.

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. [45.8.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
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.

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.
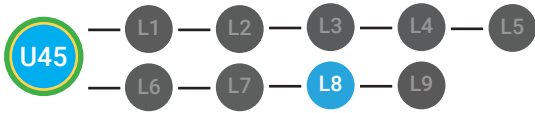
1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*
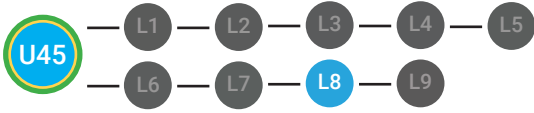
Answer: How to Write a Recommendation

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. [45.8.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
"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

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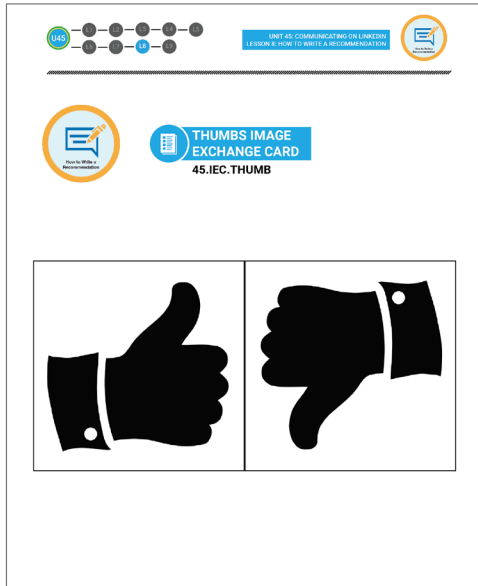
5. Ask students to give a thumbs up every time they hear and/or see the word **"Recommendation"** in the video.

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. [45.8.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, what can a connection send you?"*

Possible Answers: recommendation request

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

? 2. Ask, *"For a participation dollar, what is important that you do to this request?"*

Possible Answers: read it very carefully

? 3. Ask, *"For a participation dollar, is it appropriate to speak about anything else other than your connection's professional skills?"*

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. [45.8.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
"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

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the How to Write a Recommendation 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 45.8.5** Students that unlocked the badge will place the **How to Write a Recommendation** printout on the classroom's word wall. See 🎯 DIFFERENTIATION for this activity to identify supplements needed for your students.
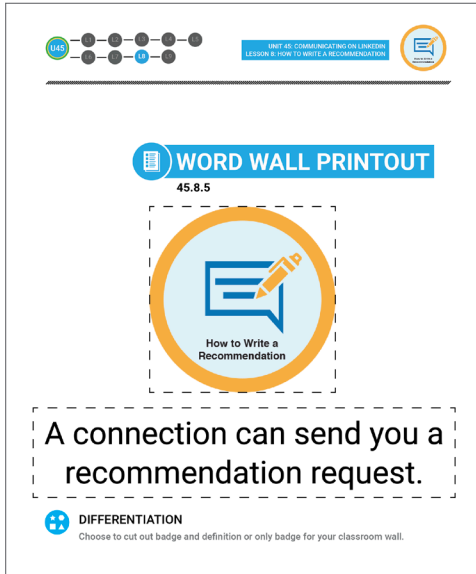
DIFFERENTIATION

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.

U45 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8 — L9

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 8: HOW TO WRITE A RECOMMENDATION

How to Write a
Recommendation

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [45.8.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
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 How to **Write a Recommendation** Exit Ticket **45.8.6** to students. See 👥 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T2 VOCAB BLOCK
EXIT TICKET | 45.8.6.2

Name: _____
Date: _____

Define	Sentence
	Writing a Recommendation
Examples	Draw

T3 TRACE 'N' LEARN
EXIT TICKET | 45.8.6.3

Writing a
Recommendation

A connection
can send you a
recommendation
request.

DIFFERENTIATION

T1   Student completes **Vocab Block** Exit Ticket [45.8.6.2].

T2   Student completes **Vocab Block** Exit Ticket [45.8.6.2].

T3   Student completes **Trace 'n' Learn Card** Exit Ticket [45.8.6.3].

+/–   2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [45.8.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.

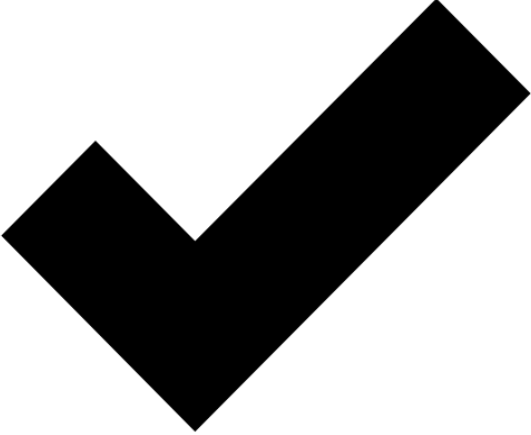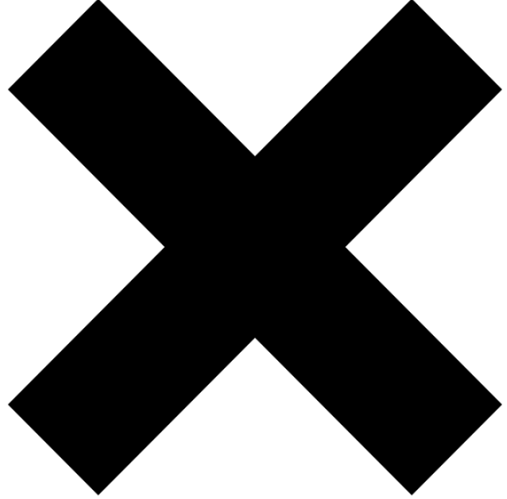**T3** Teacher or Tier 1 assistance to help student login using their password card.

U45 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8 — L9

UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 8: HOW TO WRITE A RECOMMENDATION

📃 **Dollar Tracker**

45.8.Dollar tracker

How to Write a Recommendation

Behaviors

Name

	EX: Sam						
Successful							
Participation/ Contributing	Ж						
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							

How to Write a Recommendation

YES OR NO IMAGE EXCHANGE CARD

45.IEC.Y/N

Yes	No
✔	✘

How to Write a
Recommendation

**THUMBS IMAGE
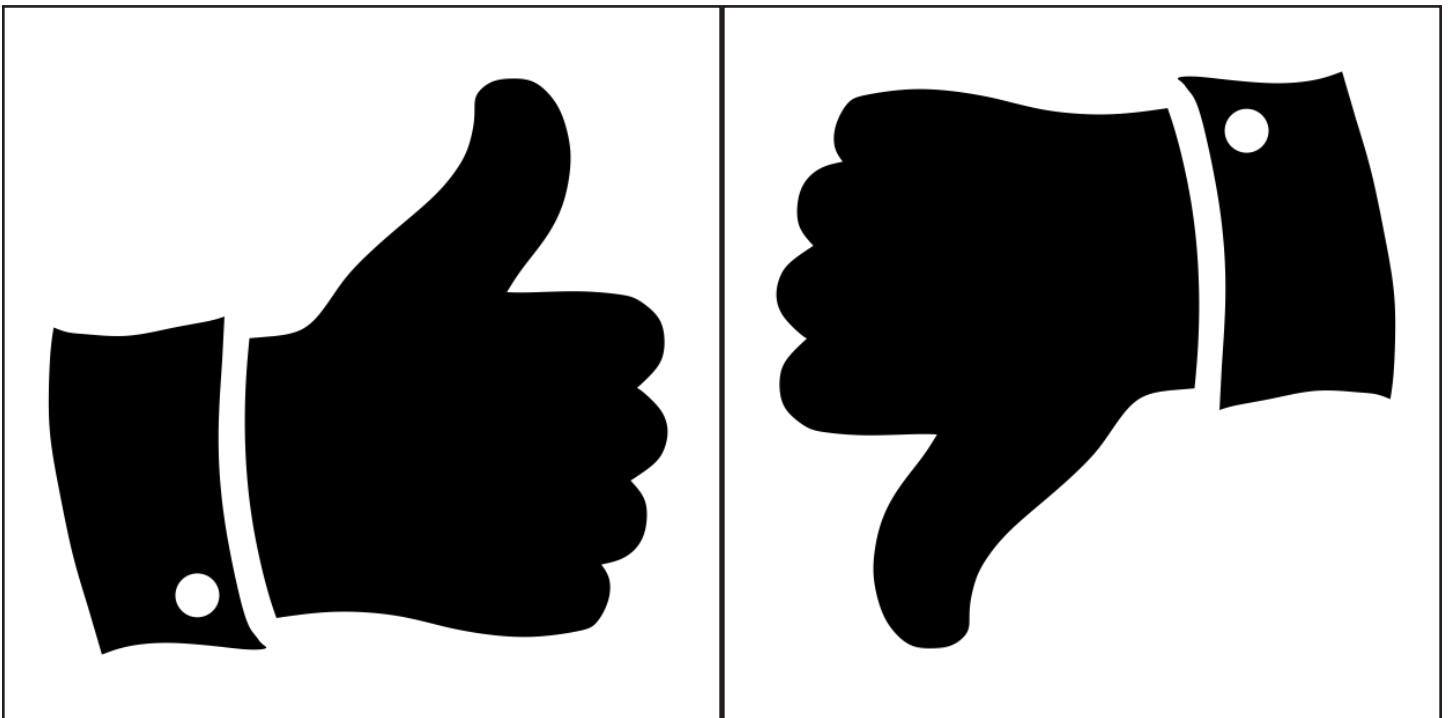EXCHANGE CARD**
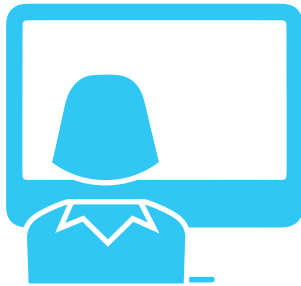**45.IEC.THUMB**

How to Write a Recommendation

IMAGE EXCHANGE CARDS

45.IEC.IMAGE

Recruiters

Recommendations

Recommendations

Ask for a recommendation   **Recommend Michele**

Received (4)   Given (1)

Dorothy Lemanski
Professional
September 22, 2011, Michele
was a client of Dorothy's

I've had the opportunity to work with Michele at South Philadelphia High School and discuss opportunities for her students with autism. She has passion, determination and necessary skills to make change a part of the lives of the students, with whom she was working. Sh... **See more**

Jane Cordero
Secondary Special
Education Coordinator at
The School District of

Michele is a true professional in every sense of the word. Michele teaches high school students with autism in a large urban school district. She has created a haven for these

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UNIT 45: COMMUNICATING ON LINKEDIN
LESSON 8: HOW TO WRITE A RECOMMENDATION

BADGE BOARD

45.BADGE

How to Write a
Recommendation

**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**

Skill

**Requesting a
Recommendation**

**How to Write a
Recommendation**

**Communicating on Linkedin
Master Badge**

MASTER!

📄 WORD WALL PRINTOUT

45.8.5

How to Write a Recommendation

A connection can send you a recommendation request.

DIFFERENTIATION

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

How to Write a Recommendation

T2 VOCAB BLOCK

EXIT TICKET | 45.8.6.2

Name: _____

Date: _____

Define	Sentence

Writing a Recommendation

Examples	Draw

How to Write a Recommendation

T3 TRACE 'N' LEARN

EXIT TICKET | 45.8.6.3

Writing a Recommendation

A connection can send you a recommendation request.

MY DIGITABILITY EARNINGS TRACKER

Unit 45: Communicating on LinkedIn | 45.8.7

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

How to Write a Recommendation

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: