



## UNIT 45: COMMUNICATING ON LINKEDIN LESSON 9: COMMUNICATING ON LINKEDIN MASTER BADGE

### LESSON OVERVIEW

It is important to understand the rules for communicating on LinkedIn. You can connect with friends, family or people you work with. You can also connect with someone you do NOT already know. 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. To request an introduction, you will need to tell your connection why you want to connect with that person. Sharing content on LinkedIn will update your network on topics like exciting news, recent changes, and your professional interests. To endorse your connection, click on the plus sign next to the skill. Recruiters or companies can review your recommendations. 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.

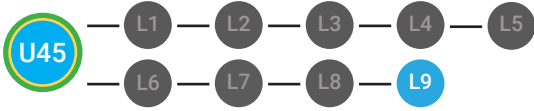
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 45**
5. Select **Lesson 9 - Communicating in LinkedIn Master Badge**

### 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 **“recommendation request.”**

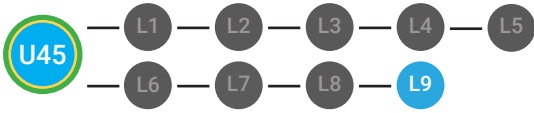
a. A connection can send you a \_\_\_\_\_.

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**. [45.9.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..."*

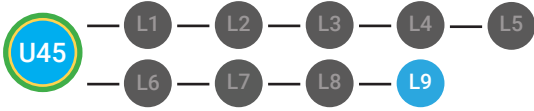


**Pro tip:** Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before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

Behaviors	Name								
<b>Successful</b>									
Participating/Contributing									
Sharing/Helping/ Collaborating									
Greeting a Guest									
Following Directions/ Staying on Task									
Encouraging/ Complimenting									
<b>Problematic</b>									
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:** Communicating on LinkedIn Master Badge

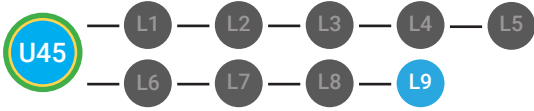


2. Distribute **45.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [45.9.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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**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 words you learned in this unit."*

5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit in the video.



6. Play video.

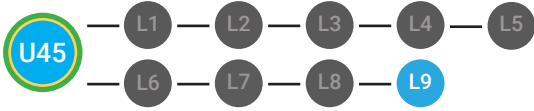


7. Distribute **45.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [45.9.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
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- Interrupting
- UMAPA
- Arguing

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, why is it important to understand the rules of communicating on LinkedIn?"*

**Possible Answers:** so you are communicating professionally

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 topics or content can you update your network on?"*

**Possible Answers:** exciting news, recent changes, and your personal interest



**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."

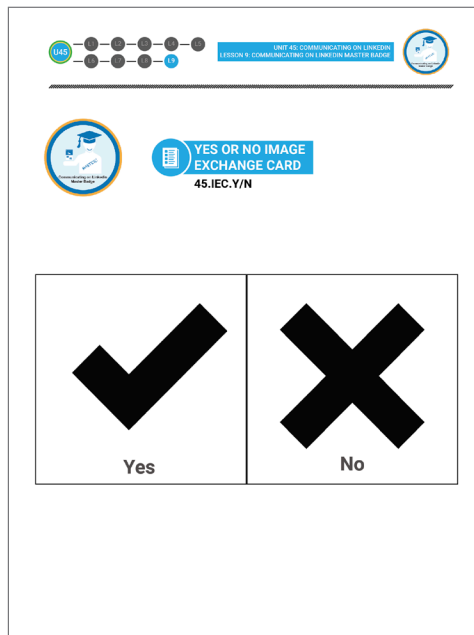
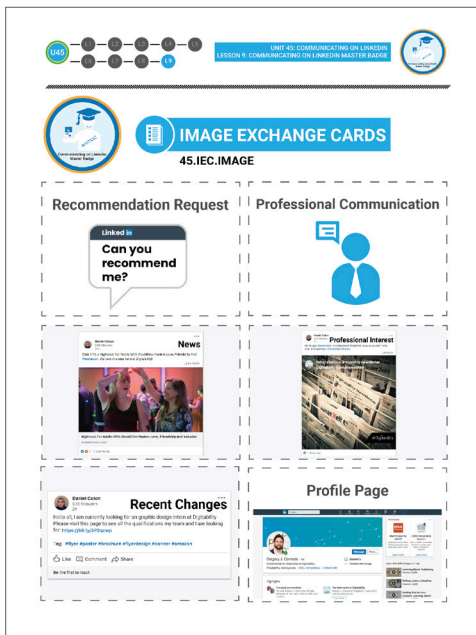


4. Ask, *“For a participation dollar, what is the first thing you should do in order to request a recommendation?”*

**Possible Answers:** go to the connection’s profile page



5. 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**. [45.9.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
- Disrespect/Teasing
- Complaining/Whining
- Interrupting
- UMAPA
- Arguing

## PLAY ACTIVITY VIDEO




1. Ask the class, *"Who would like to unlock the Communicating on LinkedIn Master Badge for \$1?"*

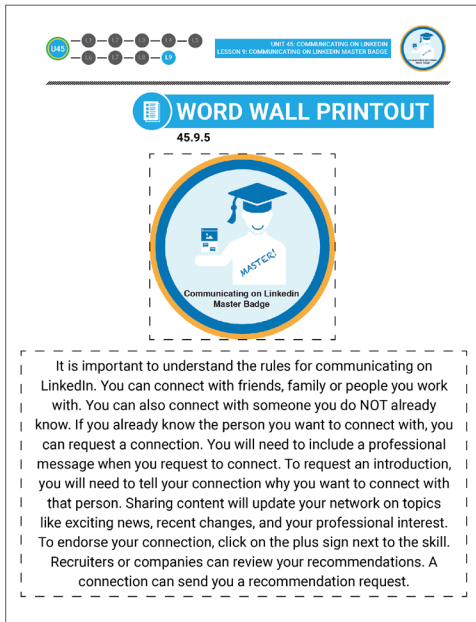
Click Activity Button to Play Activity Video

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**



3. Distribute and cut out **Word Wall Printout 45.9.5** Students that unlocked the badge will place the **Communicating on LinkedIn Master Badge** printout on the classroom’s word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



**WORD WALL PRINTOUT**  
 45.9.5

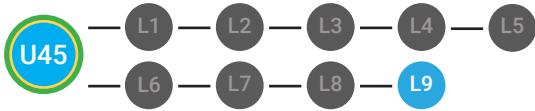
**Communicating on LinkedIn Master Badge**

It is important to understand the rules for communicating on LinkedIn. You can connect with friends, family or people you work with. You can also connect with someone you do NOT already know. If you already know the person you want to connect with, you can request a connection. You will need to include a professional message when you request to connect. To request an introduction, you will need to tell your connection why you want to connect with that person. Sharing content will update your network on topics like exciting news, recent changes, and your professional interest. To endorse your connection, click on the plus sign next to the skill. Recruiters or companies can review your recommendations. A connection can send you a recommendation request.



## 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**. [45.9.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
- 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 **Communicating on LinkedIn Master Badge Exit Ticket 45.9.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

UNIT 45: COMMUNICATING ON LINKEDIN  
LESSON 9: COMMUNICATING ON LINKEDIN MASTER BADGE

**T1 COMMUNICATION CHECKLIST**  
EXIT TICKET | 45.9.6.1

Directions: Put a check on every way you can communicate on LinkedIn.

Speaking with them on the phone	<input type="checkbox"/>
Connect with them	<input type="checkbox"/>
Request a recommendation	<input type="checkbox"/>
Request a introduction	<input type="checkbox"/>
Yell their name	<input type="checkbox"/>
Message them Professionally	<input type="checkbox"/>
Endorse people	<input type="checkbox"/>
Write a recommendation or introduction	<input type="checkbox"/>

UNIT 45: COMMUNICATING ON LINKEDIN  
LESSON 9: COMMUNICATING ON LINKEDIN MASTER BADGE

**T2 COMMUNICATION CHECKLIST**  
EXIT TICKET | 45.9.6.2

Directions: Circle or point to every way you can communicate on LinkedIn.

Speaking with them on the phone	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Connect with them	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Request a recommendation	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Request a introduction	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Yell their name	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Message them Professionally	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Endorse people	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Write a recommendation or introduction	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>



## DIFFERENTIATION

- T1** Using Tier 1 **Communication Checklist** Master Badge Exit Ticket [45.9.6.1], student puts a check on every way you can communicate on LinkedIn.
- T2** Using Tier 2 **Communication Checklist** Exit Ticket [45.9.6.2], student circles or points to every way you can communicate on LinkedIn.
- T3** Using Tier 2 **Communication Checklist** Exit Ticket [45.9.6.2], work with a staff or Tier 1 partner to read and complete this checklist.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [45.9.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

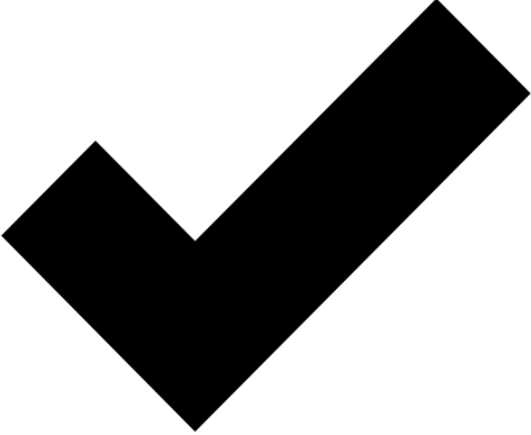
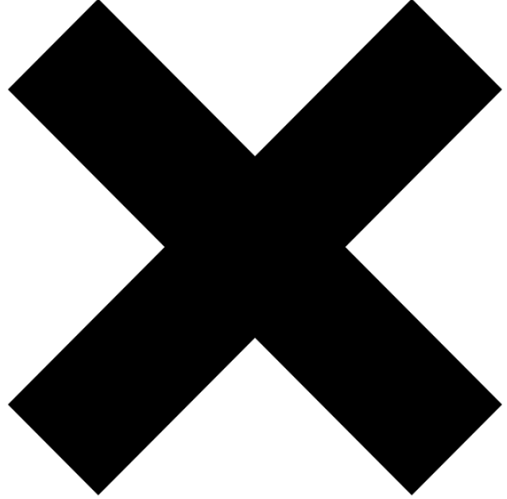
- Problematic**
- Off-task
- Off-topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	EX: Sam					
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complimenting						
<b>Problematic</b>						
Off-task						
Off-topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						




 **YES OR NO IMAGE EXCHANGE CARD**

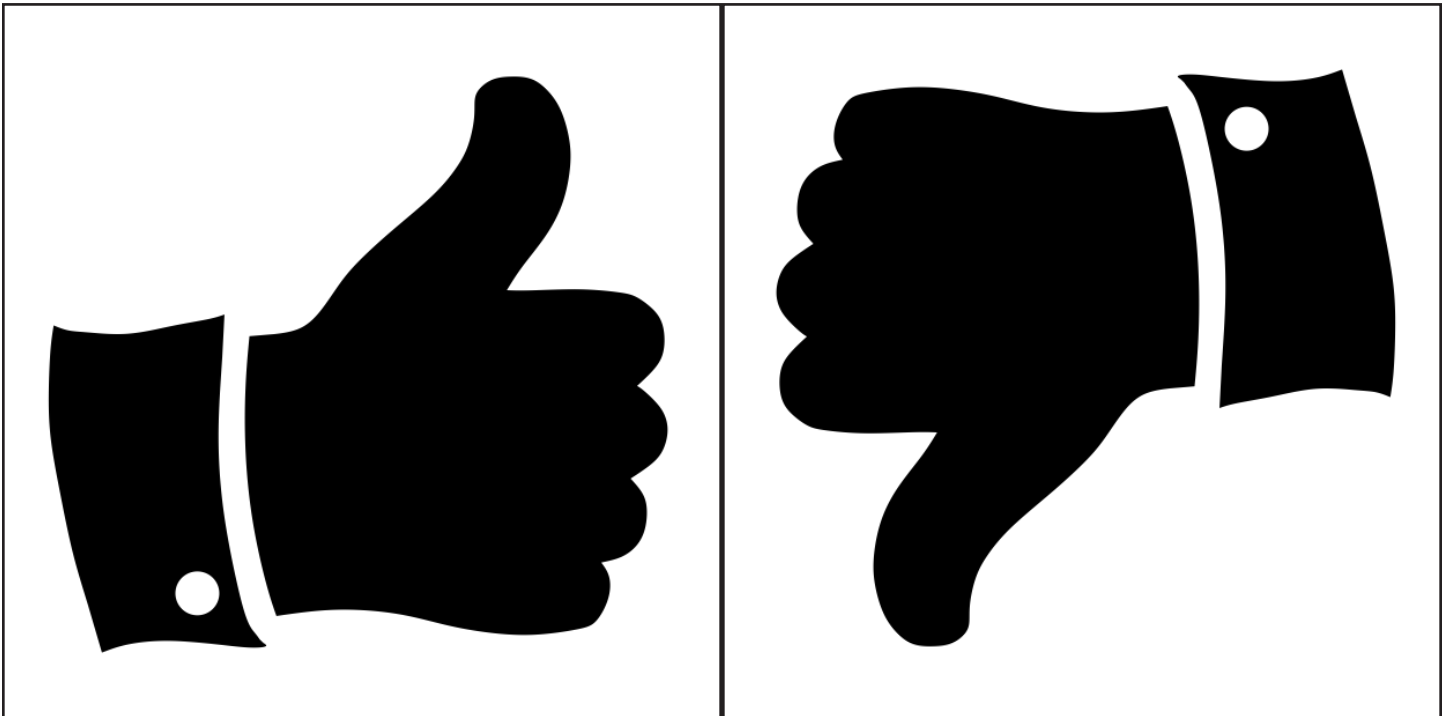
**45.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE  
EXCHANGE CARD**

**45.IEC.THUMB**







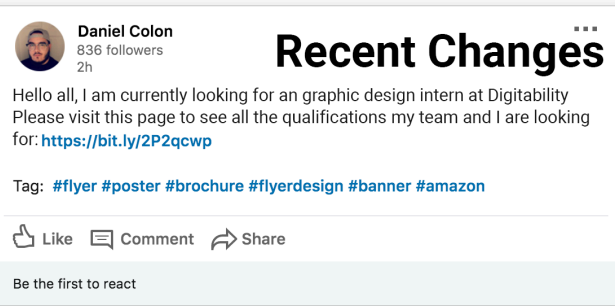
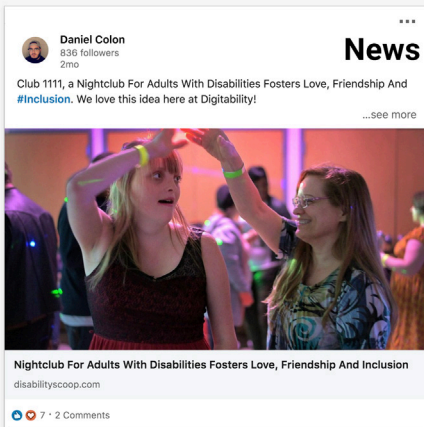
# IMAGE EXCHANGE CARDS

45.IEC.IMAGE

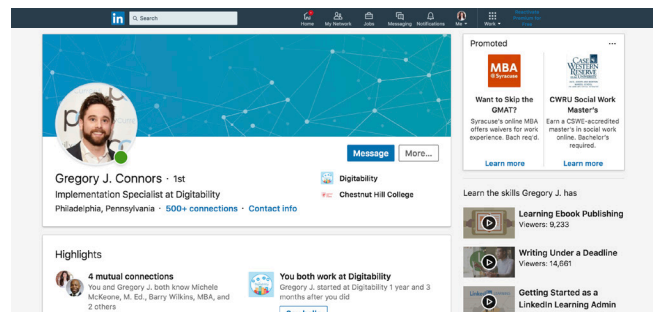
## Recommendation Request



## Professional Communication



## Profile Page





**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**

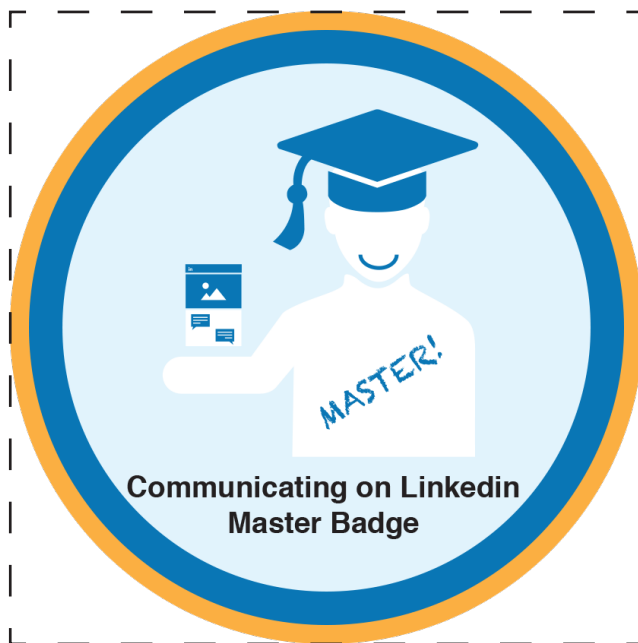
**How to Write a Recommendation**

**Communicating on LinkedIn Master Badge**

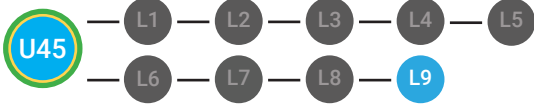


# WORD WALL PRINTOUT

45.9.5



It is important to understand the rules for communicating on LinkedIn. You can connect with friends, family or people you work with. You can also connect with someone you do NOT already know. If you already know the person you want to connect with, you can request a connection. You will need to include a professional message when you request to connect. To request an introduction, you will need to tell your connection why you want to connect with that person. Sharing content will update your network on topics like exciting news, recent changes, and your professional interests. To endorse your connection, click on the plus sign next to the skill. Recruiters or companies can review your recommendations. A connection can send you a recommendation request.



# T1 COMMUNICATION CHECKLIST

## EXIT TICKET | 45.9.6.1

Directions: Put a check on every way you can communicate on LinkedIn.

Speaking with them on the phone

Connect with them

Request a recommendation

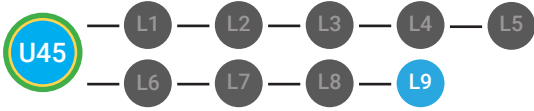
Request an introduction

Yell their name

Message them professionally

Endorse people

Write a recommendation or introduction



# T2 COMMUNICATION CHECKLIST

## EXIT TICKET | 45.9.6.2

Directions: Circle or point to every way you can communicate on LinkedIn.

Speaking with them on the phone

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No

Connect with them

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No

Request a recommendation

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No

Request an introduction

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No

Yell their name

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No

Message them professionally

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No

Endorse people

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No

Write a recommendation or introduction

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes	No



# MY DIGITABILITY EARNINGS TRACKER

## Unit 45: Communicating on LinkedIn | 45.9.7

**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:**