**Social Media, Day 3: LinkedIn, Part B**

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| **Objectives** *Learners will be able to…* | **Materials** | |
| ***Computer skill:*** *run a job search on LinkedIn*  ***Computer skill:*** *recognize appropriate items to share on LinkedIn* | **Make Student Copies**   * **N/A**   **Props, Technology or Other Resources**   * Projector * Computer for every student * USB Drives | |
|  | | |
| **Lesson Plan** | | Vocabulary |
| **Review: Facebook - 30 minutes**  Description: students will practice creating posts on a friend’s timeline, liking posts, and commenting on posts.  **Activity 1: LinkedIn Job Search - 50 minutes**  Description: students will learn the difference between active and passive job search on LinkedIn and what to include on a LinkedIn profile. students will then run practice job searches on LinkedIn  **Activity 2: Social Media SWAT Game - 30 minutes**  Description: the class will compete in 2 teams to show what they have learned about social media  Materials/Prep: copy of Social Media SWAT Game Questions for teacher and Social Media Media SWAT Game Pictures cut out and posted to board during break (projector will be used during class) | | * Active Job Search * Passive Job Search * Profile * Timeline * Like * Post * Comment |

**Teacher Directions: Review: Facebook**

Step 1:Teacher Log-in

Navigate to Facebook.com and log in to the teacher’s fake account:

Username: [comp.lit.opendoor@gmail.com](mailto:comp.lit.opendoor@gmail.com)

Password: Volunteer12

Step 2: Modeling - I

Use the I-We-You model to demonstrate. Choose a volunteer from the class. Search for the student in the search bar and click on their profile. **NOTE: If you have not added the student as a friend you will need to do so at this time.** Once you have up their profile, make a post on their timeline to say, “Hello, how are you?” Then ask the student to like the post and show up on the screen where to click on “Like.” Then ask the student to make a comment on the post to say, “I am good. How are you?”

Step 3: Modeling - We

Have all of the students make a post on the Open Door timeline to say, “We are learning Facebook.” **NOTE: Again you will need to add the students as friends if you haven’t already.** Demonstrate liking each of their posts and making a comment on one or two to say, “Isn’t it fun?”

Step 4: Modeling - You

Have students work in pairs. The students should 1) post on each other’s timeline 2) like each other’s post and 3) write a comment. Write these 3 steps on the board so that students will remember.

**Teacher Directions: Activity 1: LinkedIn Job Search**

Step 1: Passive Job Search

**Explain** that as social media becomes more and more integrated into our lives, it is changing the way we do things. It is now possible to get a job just because of a LinkedIn profile. Many professional recruiters are using LinkedIn to find candidates for their open positions. In fact, it is estimated that **for recruiters using social media, around 48% say they use LinkedIn only.**

**Ask** if students have any ideas as to how you would get a job with a LinkedIn profile.

**Explain** that this means that you can put up a professional profile on LinkedIn and receive private messages from recruiters who will invite you to apply for their jobs and interview. If recruiters reach out to you, they are very interested in you for their open position.

**Ask** if students think if you already have a job you like whether or not you should create a LinkedIn profile.

**Explain** that you may already have a job that you are satisfied with, but it is possible that you will learn about a position that you would love even more. Therefore, professionals are finding it useful to maintain current profiles keeping in mind that you never know what job opportunity could come along to you.

Step 2: LinkedIn Profile

**Explain** that to be successful in passive job search, you’ll need to have a good profile.

**Ask** students what they think would make a good profile.

**Write their responses on the board.**

**Point out** any key examples they may have missed and add them to the board:

* Professional head shot as a profile picture
* Professional summary that allows you to explain in a few short paragraphs how you shine in your industry - you can also add videos, photos, presentations, and other media you’ve created to demonstrate this
* Just like with a resume, include your relevant work experience with detailed responsibilities and accomplishments.
* It is recommended that you have at least 50 connections

Step 3: Active Job Search

**Explain** that when you think of job search, you’re probably thinking more about an active job search. With this we will be searching for open positions and finding the links to applications.

**Instruct** the class to open Google Chrome and navigate to [www.linkedin.com/job/](http://www.linkedin.com/job/) **Note - the final / is necessary for the link to work**

First, you will be demonstrating a search. Students should have their eyes on the board and not be attempting their search on their own, yet.

As an example search, **type in teacher** for the job title and **Minneapolis, MN** for location. You’ll then see the results. **Click on the first result** - it doesn’t matter what it is. Show the class how it looks like any typical job posting they might have seen. Near the top of the page, there most likely will be a big blue button that says “Apply on Company Website.”

**Explain** that for many postings, you will just click on the button and it will take you to the company website where you can fill out an application. However, for some of the postings, the button will say “Apply Now.” With those postings, you will can apply directly through LinkedIn.

If you are applying directly through LinkedIn you will need to have a complete, professional profile available for recruiters to view. There is an option of uploading a resume, but recruiters will be looking at your profile, so it needs to be good.  **If you created a fake profile for this class, do not apply directly through LinkedIn.**

And always remember It is important to read through the job description for any additional instructions on how to apply.

Now the class will try the search with you. **Run another search for a driver in St. Paul**. Note there is a specific choice for Minneapolis, but other cities in the metro fall under Greater MSP. Have everyone click on the first result. Make sure that the class can successfully run a search and click on a link.

Finally, students will run some searches on their own. **Write the following searches on the board**.

Lab Technician - Minneapolis

Accounting Supervisor - St. Paul

RN - Minneapolis

Students should click on one job posting for each of the three searches and write down the **full job title and one other fact for each, could be education required, experience required, or a responsibility.**

**Ask** students to share about the jobs they found.

**Teacher Directions: Activity 2: Social Media SWAT Game**

Step 1: Print Questions

Print out the Social Media SWAT Game Questions for yourself.

Step 2: Print & Cut Pictures

Print out the picture pages for the Social Media SWAT Game. Cut them out.

Step 3: Post Pictures

As we will be using the projector for Activity 1, you may wish to wait until break to post the pictures on the board. Alternatively, you could post the photos off to the side, use another board, or project over some of the photos.

Step 4: Team Up

Instruct the class to divide up into 2 teams (perhaps by dividing the room in half, or counting off by ones and twos.)

Step 5: Play the Game!

One person from each team will approach the board with a flyswatter. The teacher will read the question and the player at the board must try to ‘slap’ the correct answer with a flyswatter. Whichever player slaps the correct picture or word first earns a point for his/her team. Then both players sit down and a new player from each team approaches the board for the next question. Whichever team has the most points at game’s end is the winning team.

**SWAT Game Questions**

(For teacher—read questions only. Answers and explanations are in bold.)

1. It is generally acceptable to post personal status updates (such as what you ate for dinner) on LinkedIn. True or false? **False - leave personal updates for Facebook. Only use LinkedIn to post about jobs and your professional industry.**
2. Facebook is the world’s largest social media network. True or false? **True - it has around 1 billion users.**
3. If a post on Facebook is interesting to you, what button would you click? “**Like”**
4. About 48% of job recruiters are using social media use this website to find job candidates. **LinkedIn**
5. This social media network is a place where you can connect with family, friends, and others to share status updates, photos, videos, music, new articles, private messages, games, and more. **Facebook**
6. If you receive a friend request on Facebook, you would click on this button to confirm or delete it. **Button that looks like people with a number in a box**
7. Which of these pictures show a Facebook timeline? **Priit Kallas photo**
8. Which of these pictures show a LinkedIn profile? **Brianna Inouye photo**
9. Which of these pictures show where to post a status update on Facebook? **Status photo with Post button**
10. Which of these pictures show a posted status update on Facebook with comments? **Picture with Matthew followed by Katherine’s comment about Jeopardy**
11. On Facebook, if you want to add someone to your network, you would click on what? **Add Friend**
12. On LinkedIn, if you want to add someone to your network, you would click on what? **Connect**
13. Find the two pictures of social media websites that are **NOT** Facebook or LinkedIn? **Twitter** and **Instagram**





