



dHL Resource Implementation Continuum

The **dHL Resource Implementation Continuum** was designed to provide you with curriculum-based lesson ideas based on an inquiry-based model of learning that include links to dHL content and experts. *Get Started* by integrating a dHL virtual tour/ virtual reality experience into a lesson, or *Crush It* by pairing virtual tours/ virtual reality experiences with one or more virtual field trips and video conferences with dHL Experts.

| | Get Started | I'm Doing It! | I Got This!! | I'm Crushing It!!! |
|--------------------------|---|--|--|--|
| Short Term (one time) | <p>Introduce a new topic or inquiry to the class with a virtual tour/virtual reality experience.¹</p> <p>Provide students with a link to a virtual tour/virtual reality experience² and have them preview it at home.</p> <p>Next, have students compare what they learned with what they already knew, and bring their questions/ ideas/ new learning to class the next day.</p> | <p>Introduce one inquiry with either a virtual tour/virtual reality experience³ or a live-streamed virtual field trip.⁴</p> <p>Give students voice and choice by supporting them as they find a virtual tour/virtual reality experience⁵ to further their inquiry. Then support students to become "experts" on their chosen topic, and share what they learned with the rest of the class.</p> | <p>Integrate a virtual tour/virtual reality experience⁶ into an inquiry, exploring why and how to use VT/VR in the classroom.</p> <p>Follow up a virtual tour/ virtual reality experience⁷ with a live-streamed virtual field trip⁸ on the same topic. Have students document their learning in a journal, blog, or sketchnote.</p> | <p>Begin an inquiry with student-guided exploration of a virtual tour/ virtual reality experience.⁹ Then have students evaluate a virtual tour using the viewed tour as an example.</p> <p>Extend this activity with a live-streamed virtual field trip.¹⁰ Then invite an expert¹¹ to join your class for a follow-up Q&A.</p> <p>Have students investigate a topic/ inquiry question/ new learning that resulted from all three experiences—such as a career or social justice issue—and present their findings in a summative activity like a newscast, report, or video.</p> |



| | | | | |
|--------------------------------|---|---|---|--|
| Long Term (ongoing) | <p>Integrate one virtual tour/virtual reality experience¹² into every inquiry over the course of the year to bring context to learning, as a minds-on activity, and/or as a critical thinking prompt.</p> <p>Guide students as they learn to access virtual tours/virtual reality experiences¹³ independently to build schema, supplement their learning, conduct research, or just for fun and new learning!</p> | <p>Begin each inquiry by supporting students as they search for virtual tours/virtual reality experiences¹⁴ independently to build relevant background knowledge and add context to learning.</p> <p>Have students apply their learning from a virtual tour/virtual reality experience¹⁵ by responding to guiding questions and/or discussion prompts for both formative and summative assessments.</p> | <p>Pair a series of virtual tours/virtual reality experiences¹⁶ with either a live-streamed virtual field trips¹⁷ or a video conference with a dHL Expert.¹⁸</p> <p>Have students revisit those pairings throughout their cycle of inquiry in order to scaffold learning and build conceptual understanding between topics. Invite additional dHL Experts²⁰ to collaborate with students to aid in connecting the 'conceptual dots' between topics.</p> | <p>Begin each inquiry with a student-guided exploration of various virtual tour/virtual reality experiences.²¹ Engage the class in one or more complimentary live-streamed virtual field trips.²²</p> <p>Invite a dHL Expert²³ to collaborate with students on an inquiry project or mentorship (<i>series of video conferences</i>). Have students apply their learning by participating in a dHL social innovation project, and present their findings in a podcast, vlog, or Twitter conversation.</p> |
|--------------------------------|---|---|---|--|



K-12 Curriculum Links

Short Term

- ¹ [Montreal Museum of Archaeology and History](#), Grade 5 Social Studies: Histories and Stories of Ways of Life in Canada
- ² [Where It's Made: Crayons](#), Kindergarten English Language Arts: Explore Thoughts, Ideas, Feelings, & Experiences
- ³ [Scientific Drilling Applied Technologies Centre](#), Grade 7 Science: Planet Earth
- ⁴ [North Carolina Museum of Natural Sciences Presents Fossil Discoveries](#), Grade 7 Science: Planet Earth
- ⁵ [National Museum of Women's History](#), Grade 9 English Language Arts: Explore Thoughts, Ideas, Feelings, & Experiences
- ⁶ [Namib Desert, Sossusvlei, Namibia](#), Grade 2 Math: Shape & Space, 3D Objects and 2D Shapes
- ⁷ [High Museum of Art, Atlanta, Georgia](#), Social Studies 30-1: Perspectives on Ideology
- ⁸ [Manitoba Museum Presents Winnipeg General Strike of 1919](#), Social Studies 30-1: Perspectives on Ideology
- ⁹ [Funny Meerkats Playing in the Desert](#), Grade 1 Science: Needs of Animals and Plants
- ¹⁰ [Vancouver Aquarium Ocean Wise Initiative Presents Butterflies](#), Grade 1 Science: Needs of Animals and Plants
- ¹¹ [North Carolina Zoological Society](#), Grade 1 Science: Needs of Animals and Plants

Long Term

- ¹² [Glass Bottle Factory](#), Grade 4 Science: Waste and Our World
- ¹³ [The Geometry of Sustainable Architecture](#), Grade 8 Math: Shape and Space, Measurement
- ¹⁴ [Bangkok City](#), Grade 3 Social Studies: Communities in the World
- ¹⁵ [Women of the Mountains](#), Grade 3 Social Studies: Communities in the World
- ¹⁶ [Wave Energy Testing at the Navy's MASK Basin](#), Physics 20: Circular Motion, Work, and Energy
- ¹⁷ [Dudley Observatory at miSci Presents Black Holes & Gravitational Waves](#), Physics 20: Circular Motion, Work, and Energy
- ¹⁸ [Nathalie Ouellette, Astrophysicist](#), Physics 20: Circular Motion, Work, and Energy
- ¹⁹ [Athens Parthenon](#), Grade 6 Social Studies: Ancient Athens
- ²⁰ [J.L. Powers. Writer & Author of World Perspectives](#), Grade 6 Social Studies: Ancient Athens
- ²¹ [Water Laboratory-European Commission](#), Grade 9 Science: Matter & Chemical Change
- ²² [Science Museum of Virginia Presents Radical Reactions](#), Grade 9 Science: Matter & Chemical Change
- ²³ [Dr. Ray Clement, Chemical Analyst](#), Grade 9 Science: Matter & Chemical Change