



## Getting Started with dHL

This resource was designed to provide you with curriculum-based lesson ideas based on an inquiry-based model of learning, paired with dHL virtual content and subject-matter experts. *Tee it Up* by introducing a virtual tour/ virtual reality (vr) experience into a lesson, or *Run With It* by integrating virtual tours/ vr experiences with virtual field trips and video conferences with dHL Experts.

	Tee It Up	Get the Ball Rolling	Come Out Swinging	Run With It
Short Term (one time)	<p>Introduce a new topic or inquiry with a virtual tour/virtual reality experience.<sup>1</sup> Provide students with a link to a virtual tour/virtual reality experience<sup>2</sup> and have them preview it at home.</p> <p>Next, have students compare what they learned with what they already know, and bring their questions/ ideas/ new learning to class the next day.</p>	<p>Explore <a href="#">why and how to use VT/VR in the classroom</a>.</p> <p>Introduce a topic or inquiry with either a virtual tour/virtual reality experience<sup>3</sup> or a live-streamed educational program.<sup>4</sup></p> <p>Give students voice and choice by supporting them as they find a complimentary virtual tour/virtual reality experience<sup>5</sup> to further their inquiry. Then support students to become “experts” on their chosen topic, and share what they learned in small groups or with the rest of the class.</p>	<p>Integrate a virtual tour/virtual reality experience<sup>6</sup> into an inquiry.</p> <p>Follow up a virtual tour/ virtual reality experience<sup>7</sup> with a live-streamed educational program<sup>8</sup> on the same topic. Have students document their learning in a journal, blog, or sketchnote.</p> <p>Using the <a href="#">evaluate a virtual tour</a> resource in dHL’s teacher resources, have students evaluate the tour using the viewed tour as an example. Have students share what they learned, and next steps for learning using virtual tours/VR.</p>	<p>Launch an inquiry with a student-guided exploration of a virtual tour/ virtual reality experience.<sup>9</sup></p> <p>Extend this activity with a live-streamed educational program.<sup>10</sup> Then invite a dHL Expert<sup>11</sup> to join your class for a video conference to provide an educational program, career talk and/or follow-up Q&amp;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>



<p><b>Long Term</b> (ongoing)</p>	<p>Integrate one virtual tour/virtual reality experience<sup>12</sup> 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 experiences<sup>13</sup> 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 experiences<sup>14</sup> independently to build relevant background knowledge and add context to learning.</p> <p><a href="#">Evaluate the virtual tour</a> and document their learning.</p> <p>Have students apply their learning from a virtual tour/virtual reality experience<sup>15</sup> 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 experiences<sup>16</sup> with either a live-streamed educational program<sup>17</sup> or a video conference with a dHL Expert.<sup>18</sup></p> <p>Have students revisit those pairings throughout their cycle of inquiry in order to scaffold learning and build conceptual understanding between topics. Invite students to self-select additional virtual tours<sup>19</sup> and dHL Experts<sup>20</sup> to collaborate with students to aid in connecting the <i>conceptual dots</i> between topics.</p>	<p>Begin each inquiry with a student-guided exploration of various virtual tour/virtual reality experiences.<sup>21</sup> Engage the class in one or more complimentary live-streamed educational programs.<sup>22</sup></p> <p>Invite a dHL Expert<sup>23</sup> 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 <a href="#">dHL social innovation project</a>, and present their findings in a podcast, vlog, or Twitter conversation.</p>
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## K-12 Curriculum Links

### Short Term

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

### Long Term

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