User
+ Need
+ insight
―――――――
= POV
(point of view)

EMPATHIZE

BUILD to
LAST LEARN

IDEATE

SHOW,
don't tell

DEFINE

PROTOTYPE

Search for rich
stories and find some
LOVE

YES! and...
YES! and...
YES! and...
YES! and...
YES! and...
YES! and..
YES! and..

TEST

start all over
(do it as many times as possible)

A Guide to Authentic Learning at Home

Purpose and Background

This toolkit provides a guide to support your learning community as you consider virtual instruction, asynchronous learning experiences, and remote learning options.

We have compiled a list of common considerations and resources that communities of educators and leaders are using as they navigate distance learning.

Table of Contents

Empathize

Understand the Needs of Your Community

IDENTIFY KEY QUESTIONS

- Questions for families and learners:
  - How are you doing?
  - What is working well?
  - What is challenging?
  - What suggestions or ideas do you have?
  - What resources or support do you need?
- Questions for educators:
  - What is working well?
  - What is challenging?
  - What support do you need?
  - What are the new responsibilities and expectations for educators and staff?
  - What are the new opportunities that may arise from learning at home?
  - What are the practical considerations and restraints of your school community?

KEY CONSIDERATIONS

- How might you leverage the strengths of your staff? i.e. create teams to support students
- How might you redesign the roles and responsibilities of educators?
- How might you focus on authentic learning at home?
- How might your plan be flexible to meet the needs of diverse family contexts?
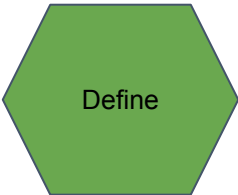
Guiding Principles

Principles	Considerations
Keep Students at the Center	✓ Start with a focus on safety, well-being, and mental health ✓ Plan for Student Learning: Build on each student's strengths, interests, and needs and use this knowledge to positively impact learning. ✓ Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance think time, work time, and play time for health and well-being. ✓ Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.
Design Learning for Equity, Experience, and Access	✓ Identify Learner Outcomes: What are the essential knowledge, skills and dispositions? ✓ Design Flexible Experiences: Consider how to deliver content depending on tools and resources accessible to each student. Learning resources may include printed learning materials, phone contact, email, technology-based virtual instruction, or a combination to meet diverse student needs. ✓ Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.
Assessment for Learning	✓ Focus on Outcomes not Activities: Assessment should focus on evidence of outcomes not minutes or amount of work completed. ✓ Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning. ✓ Engage Families: Communicate with and seek input from families about assessment results in order to inform next steps. Provide translations as necessary.

Guiding Principles

Take time to get clear on the goals, outcomes, and timing for which you are designing. Creating a 6 week plan when the future is still fairly unstable is unnecessary. Time is better spent designing for the short term and then modifying, adjusting, and enriching the plan as time extends.

Keep Students at the Center *Identify Goals*		
	Short Term (2-3 weeks)	Long term (after launching plan)
✓ Plan for Student Learning: Work with students to build on their strengths, interests, and needs and use this knowledge to positively impact learning.		
✓ Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance think time, work time, and play time for health and well-being.		
✓ Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.		

Define

Guiding Principles

Design Learning for Equity, Experience, and Access *Identify Goals*		
	Short Term (2-3 weeks)	**Long term (after launching plan)**
✓ Identify Learner Outcomes: What are the essential knowledge, skills and dispositions?		
✓ Design Learning Experiences & Essential Questions. Curate a variety of resources to support learning. (Resources may include printed learning materials, phone contact, email, technology-based virtual instruction, or a combination to meet diverse student needs.) Provide choice in how students demonstrate knowledge.		
✓ Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.		

Define

Guiding Principles

Assess Student Learning *Identify Goals*		
	Short Term (2-3 weeks)	**Long term (after launching plan)**
✓ Focus on Outcomes not Activities: What evidence of learning will students be able to provide? Consider: ● Portfolio of evidence ● Self Assessment ● Performance-based Assessment ● Foundational Skills Screener + Rubrics (if available)		
✓ Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.		
✓ Engage Families: Communicate with and seek input from families about assessment results in order to inform next steps. Provide translations as necessary.		

Define

Learner-Centered Design Process

Ideate

Understand learner's needs for access, methods, and technology

Student and family access to:
- Computer, laptop, or tablet
- Internet access or Wi-Fi hotspot
- Streaming/ download capability
- Websites
- Books
- Printed learning materials

Begin communication planning and determine essential learning outcomes

Establish two-way communication between district staff and student and/or family:
- Email, phone, or other type of messaging
- Designated times
- Ongoing

What essential learning should take place for each grade/age? How will you evaluate? How will you support one another?

Prototype

Determine learning experiences and curricular needs

In crafting experiences, think about the amount of time children will join for synchronous learning and what they may be able to work on asynchronously.

Consider:
- Age and attention span of students
- Continued need for social connection
- Learning goals
- Parts of the learning goals that require direct instruction
- Needs of caregivers
- Curricular resources
- Evolving role of the educator

Create and launch learning plans

- Launch learning activities with clear routines and strategies for success
- Provide timelines
- Use student friendly language to articulate the learning goal

Monitor progress and make adjustments as needed

Review student progress:
- Evaluating learning
- Monitoring and supplementing online courseware
- Providing supports and interventions as needed to keep students on track
- Continued focus on emotional well being
- Provide regular opportunities for feedback from all stakeholders (students, parents, staff)

Test

Altitude
LEARNING

Reimagining Schedules

What if, instead of thinking about uniform "courses," we oriented the schedule around the goals of each student and ensured that there was time for mentoring and for group projects that developed communication, critical thinking, curiosity, and application of knowledge? What if we allowed for students to demonstrate mastery of core competencies and move at their own rate?

In this new model, the building blocks for teachers become as follows:

- Morning Meeting
- Individual Check-Ins
- Class Meetings
- Planning & Assessment
- Teacher Team Meeting

While the distribution of these functions is going to vary by context and by the developmental levels of the students, these building blocks represent the general functions of a teacher in a home-learning environment. For students, this provides for whole group time, individual check-ins for mentoring, and also flexible work blocks for playlists or projects.

As an illustration, consider the following mock-schedule for a team of four teachers. These could be four teachers who currently teach the same grade level (elementary) or four teachers from the same subject area (secondary). What becomes clear in this example is that **teams of teachers are going to be more responsive and can provide greater flexibility for learners than any one individual could possibly achieve.**

Teacher A	Teacher B	Teacher C	Teacher D
	Morning Meeting	Planning & Assessment	
Morning Meeting		Individual Check-Ins	
Individual Check-Ins		Morning Meeting	
Individual Check-Ins	Class Meeting		Morning Meeting
Class Meeting	Planning & Assessment		
	Individual Check-Ins	Class Meeting	
Teacher Team Meeting			
	Class Meeting	Individual Check-Ins	
Planning & Assessment	Individual Check-Ins		Class Meeting
	Planning & Assessment	Class Meeting	Planning & Assessment
Class Meeting		Planning & Assessment	Planning & Assessment
			Class Meeting
			Individual Check-Ins
Planning & Assessment			Individual Check-Ins

Sample Schedules

For each section of the schedule, identify the new processes and routines that will be required. Plan how you will introduce and practice those routines so that learners can become increasingly independent. Aim for daily schedule regularity to avoid confusion, while recognizing that new routines will likely require iteration. Invite learners to share what is working for them and what is not.

A strong distance learning schedule is a balancing act. We want to help learners continue to progress on identified goals, while being aware of screen time recommendations. We want learners to be free to explore their own interests, but large swaths of unstructured time may strain caregivers. The Altitude Learning platform is designed to support this balance, so lean in!

K - 2nd

9:00 - Community Meeting
9:20 - Playlist Time
12:00 - Lunch and Break
1:00 - Community Meeting*
1:20 - Afternoon Activity*

*Alternatives:
1. Shorten the day
2. Extend the morning playlist time through the afternoon

> Some Family Support Required

3rd - 5th

9:00 - Community Meeting
9:20 - Expectations for Morning Work
9:30 - Playlist Time + Small Groups
12:00 - Lunch and Break
1:00 - Community Meeting
1:20 - Expectations for Afternoon Work
1:30 - Playlist Time + Teacher Office Hours

MS and HS Schedule Ideas

9:00 - Choose your own Fitness Activity
10:00 - Community Meeting*
9:20 - Mini-Lesson
9:30 - Playlist + Small Group Lessons
12:00 - Lunch and Break
1:00 - Community Meeting
1:20 - Mini-Lesson
1:30 - Playlist + Teacher Office Hours
2:15 - Passion Project

*a later start will help families with children of varied ages and follows adolescent learning recommendations
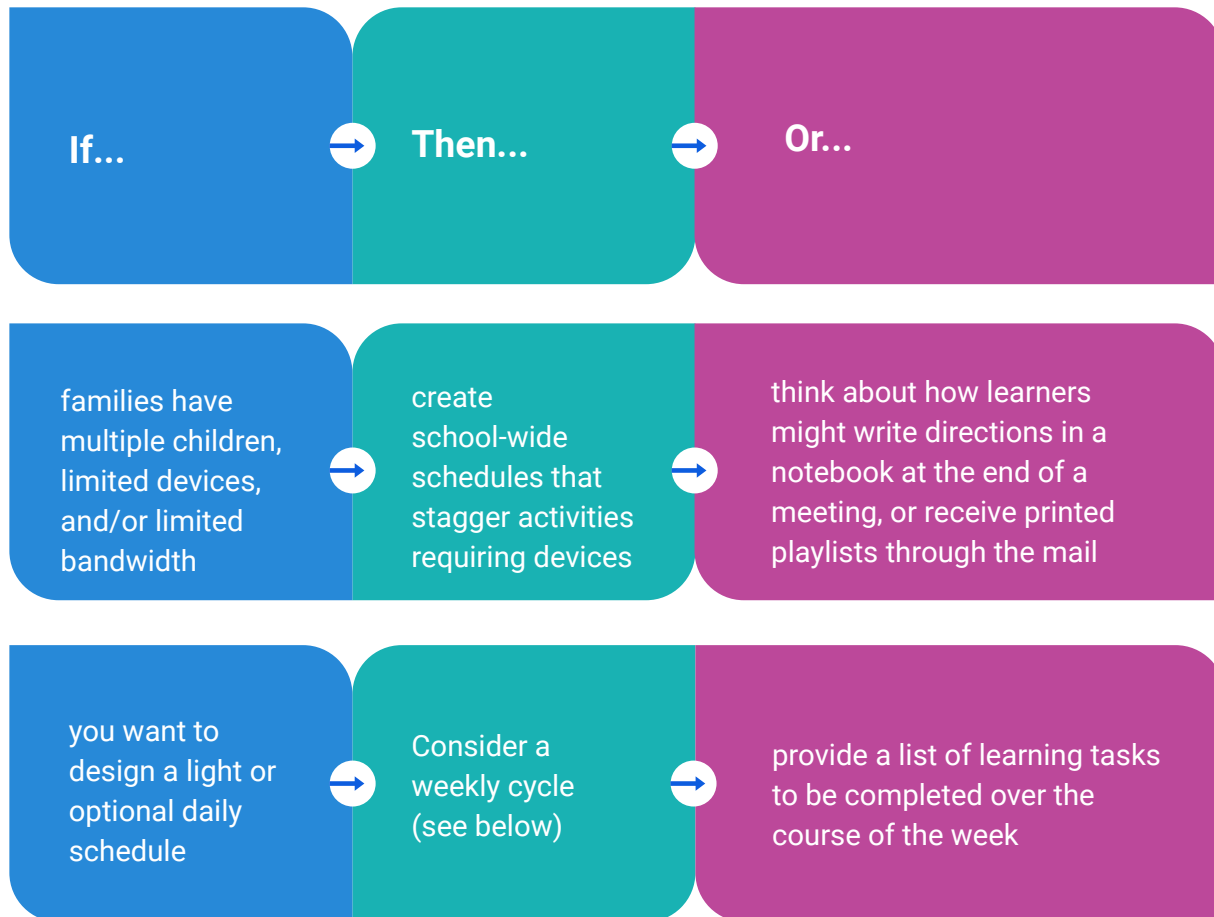
By Period/Block
10-20 minutes: Mini-Lesson
30-60 minutes: Indiv/Collab Work
5-10 minutes: Closing/Exit ticket

Learner Determined Scheduling
9:00 - Community Meeting
9:30 - Lesson Sign Up
9:40 - Independent Study + Lessons
1:00 - Community Refresh
1:20 - Independent Study + Lessons

If, then...

Your community will likely have unique and diverse needs. Creating an "if/then" as you designing can help anticipate potential needs and solutions. Here's a few examples to get you started.

If...	→	Then...	→	Or...
families have multiple children, limited devices, and/or limited bandwidth	→	create school-wide schedules that stagger activities requiring devices	→	think about how learners might write directions in a notebook at the end of a meeting, or receive printed playlists through the mail
you want to design a light or optional daily schedule	→	Consider a weekly cycle (see below)	→	provide a list of learning tasks to be completed over the course of the week

Monday	Tuesday	Wednesday	Thursday	Friday
Plan + Set Goals ● What are the learning goals? ● Where am I? ● What am I curious about? ● What resources do I have? ● What resources might I need?	**New Knowledge and Skills** ● Read articles from Newsela, a novel, or short stories on helper ● Watch YouTube videos or newspaper stories ● What new language can I learn?	**Create** Create something: ● videos ● write a letter ● journals ● build models ● art work ● skits ● role play	**Create** Create something: ● videos ● write a letter ● journals ● build models ● art work ● skits ● role play	**Reflect** ● What did you accomplish? ● How did you make an impact? ● How did you learn? ● What new learning can you share with others?

Tips & Tricks

INSPIRATION

What additional content/curriculum resources might support my lessons? Explore some of the tools and ideas that you can include within your daily activities and lessons with learners.

K-2

Create work plans (or choice boards) that can be printed.

During community meetings, help learners set goals for the day and write/draw their own plans.

Collect audio recordings of stories and record yourself giving activity directions. Add the audio links to Cards. Create audio versions of reading practice that learners can use to self-correct.

Send home additional resources such as links to **live storytimes,** digital fitness for kids, craft ideas, cooking shows, etc.

Share class phone numbers and encourage learners to check in with each other.

Have parents or caretakers log into the Altitude Learning platform as students to get more detailed directions (and for an easier way for students to Capture evidence of learning at home).

Children can demonstrate their learning to an authentic audience (ie family members) by writing books and reading them to others, creating and performing plays and songs, and constructing structures and art for home gallery experiences.

Schedule weekly/bi-monthly conferences with parent, student, and teacher to review goals and progress.

Click here for more ideas.

3rd - 12th

To shorten prep time, create Card templates, then copy, switch out links, and assign.

Encourage student collaboration with group projects/activities. Create a Card and assign it to a small group. Link a Google Doc/Sheet/Slide for the collaborative product. Groups can sync through the Card Message Board.

Have kids journal about their experience.

Check out Amazing Educational Resources' **list** of free edtech tools to change up your Card activities.

Use what would have been instructional time to instead review student work and provide formative feedback.

Create a Passion Project Card or series of Cards connected by Next Steps to guide learners in exploring areas of interest - from a research project on contagion to learning how to play piano.

Create a collaborative space where students can share music playlists, apps that are helping them cope, etc. Streamline your tools by using the Card Message Board or try some others (Google Doc/Padlet).

Places you would visit on a field trip - museums, zoos, landmarks - have resources on their websites. Send learners on virtual field trips or have them create travel guides.

Earn parental goodwill by adding a laundry folding or lunch preparing Card.

Invite learners to lead small group meetings for peers.

Click here for a list of free online teaching resources from *We Are Teachers*.

Sample Plan-Stage 1

Communication

- ❏ Evaluate previous guidance as well as communications about expectations from district leaders to their workforce and families.
- ❏ Determine which, if any, messages need to be updated.
- ❏ Celebrate successes with your community, including your efforts to continue food services and childcare.
- ❏ Create feedback loops for what is working to inform next steps. Send out surveys to families about access to technology and educational resources to determine resources available in student homes. As examples, these surveys may include questions about preferred method of communication, access to technology, access to learning supplies, device capabilities, and internet reliability, among others.
- ❏ Create feedback loops for what is working to inform next steps with educators and support personnel about access to technology, educational resources, and supports needed to use during instruction.
- ❏ Review applicable district/school policies dictating communication between staff and students.

Support for Staff

- ❏ Schedule and hold relevant, small group meetings (i.e. elementary, middle, and high school leaders) to collaborate and learn.
- ❏ Convene remotely to discuss expectations and develop and prepare for continuity of learning.
- ❏ Create modified schedules to ensure teachers have opportunities to collaborate and teams that can support students and families at various times.
- ❏ Identify and prepare to connect with teacher leaders in curriculum and technology integration, including those who work with special populations.
- ❏ Identify learning platforms and existing print materials already in place for teachers to utilize to support instruction.

Student Learning

- ❏ Establish plans to reach special populations of students, including students with disabilities, English learners, migrant students, those who are medically fragile, and students experiencing homelessness.
- ❏ To honor student work, consider adoption of pass/no credit grading, competency-based credit, or other grading methods.

Sample Plan-Stage 2

Communication

- ❏ Continue and complete any Stage 1 tasks that remain.
- ❏ Administration communicates school community expectations for each building, including developing a plan for each student to receive at least one contact prior to the end of the week. For example, using email or another notification method to send a class-wide message.
- ❏ Create a communications plan for ongoing updates and feedback cycles
  - ❏ How often should families expect an update?
  - ❏ How will they be able to give feedback?
  - ❏ Who is their point of contact for questions/needs?
  - ❏ How will you keep track of student/teacher contact?
    Here's an example of a video [update](#) to families

Support for Staff

- ❏ Continue to schedule and hold building-level small group meetings with elementary, middle, and high school leaders. Convene remotely to discuss expectations and develop and prepare for continuity of learning.
- ❏ Principals plan to provide daily updates to building staff on health and safety circumstances and available resources; and define continuity plans (back-up plans in the event of staff illness).

Student Learning

- ❏ Adjust plans to reach special populations of students, such as students with disabilities, English learners, migrant students, those who are medically fragile, or students experiencing homelessness.

Sample Plan-Stage 3

Communication

- ❏ Continue and complete any Stage 1 and 2 tasks that remain.
- ❏ Administration communicates school community expectations for each building, including developing a plan for each student/grade.
- ❏ Identify which staff will be contacting which students, partnering with Educational Services (Special Ed, EL, Migrant, etc) for routine communication.
  - ❏ Track and ensure ALL students are accounted for: outreach has been made and contact established with the family.
- ❏ School teams establish and communicate a daily or weekly routine for students and adjust for learners with unique needs. Answer new questions and problem solve.

Support for Staff

- ❏ Continue to schedule and hold building-level small group meetings with elementary, middle, and high school leaders. Convene remotely to discuss expectations and develop and prepare for continuity of learning.
- ❏ Train staff on technology/curriculum as needed.

Student Learning

- ❏ Review survey results (if available) and feedback to identify and fill gaps for families and educators.
- ❏ Plan to deliver learning in a flexible and adaptable way that is accessible for all students (e.g., printed learning materials, phone, email, videos, or other online means).
- ❏ Begin planning for using specialized certificated personnel to provide support for differentiated instruction and accessibility

Reflect   Refine
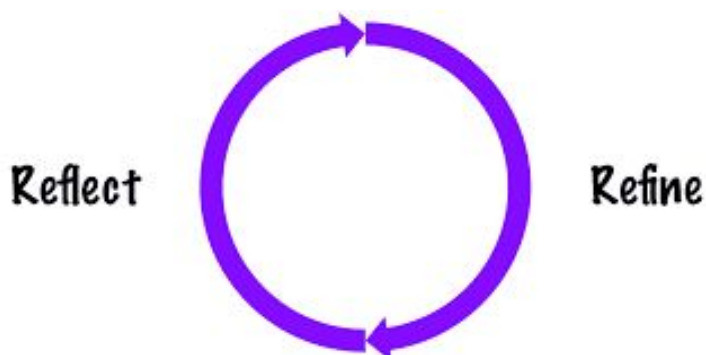
Help Educators Establish a Virtual Home Base

SYNCHRONOUS RESOURCES

Students will likely be unaccustomed to logging into a virtual meeting space. Plan how you might make this process as easy as possible. Choose one platform - such as Zoom or Google Hangout - that you will use consistently and think about how students will access the meeting links.

Provide clear guidelines to students and families, including expectations for participation.
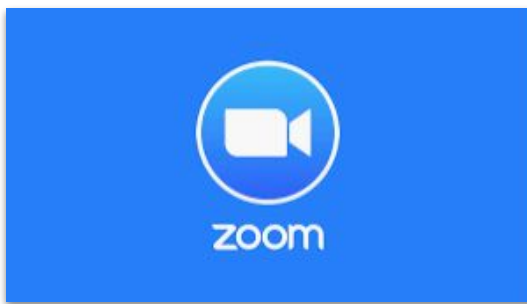
To get started, download Zoom onto your computer.

- Watch this video on how to create a meeting and invite participants.
- Use Zoom to screencast and chat with learners
- Additional Features: Breakout Rooms and Whiteboard with annotation

To get started, go to Google Hangouts

- At the top, click New conversation
- Enter name, email or phone
- Type your message
- Press Enter

To launch a Google Hangouts from Google Calendar click here

Note: Bullying and unkind behavior can occur during distance learning just as easily as on a school bus; be sure to review digital citizenship expectations and clarify how learners might get help if they need it.

Resource for Families

How Families Can Make the Most of School Closures
by Katie Martin & Catina Hancock

In light of the COVID-19 outbreak and the recommendations for social distancing, we have found ourselves working from home, with our kids.

Here are several ideas to get you started on being both parent, teacher, and maybe even remote employee:

Co-create the Schedule and Activities

We are pretty sure that if you go to your kids with all of these ideas and a predetermined schedule they will push back. Odds are they won't win but is it a power struggle you want to start? Instead, plan to co-create the schedule with them. List all the things that you might want to do, the things you know you need to do and think about how to organize your days/weeks. A little choice and agency go a long way to building buy-in.

Here's a sample schedule to think about how you might organize your day. You also might consider creating a "task" list for monitoring independent and academic work time, similar to this one shown here:

COVID-19 DAILY SCHEDULE

© Jessica McHale Photography

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog. Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS. Soduku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnatiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A- wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK. Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight

Set Boundaries for Technology

Each family and parent is different but structure and boundaries are really important! Kids and teens (and many adults) don't always know how to manage their time and when to put the devices away- go back and re-read executive functioning on page 1). If kids know what to expect and have time when electronics are not allowed, they may not like it but it is easier to manage.

Play is so good for the brain and the kids need to have time for unstructured play. Often, kids do not always initiate play on their own, especially if the TV or iPads are available. Make sure that you create the time daily, without structure or technology, to make up games, play cards, climb trees, make forts, draw and let them be bored. It usually takes less than 5 minutes for them to find something to do (or stop complaining) when electronics are not available.

BREAKING:

GETTING OUTDOORS NOT CANCELLED
MUSIC NOT CANCELLED
FAMILY NOT CANCELLED
READING NOT CANCELLED
SINGING NOT CANCELLED
LAUGHING NOT CANCELLED
HOPE NOT CANCELLED

LET'S EMBRACE WHAT WE HAVE.

unsinkable.

Personal Work Time and Skill Building

Although we know kids will be engaged in activities and learning throughout the day, while also relaxing and playing, make sure to create a designated, personal, work time where they can manage their goals and tasks. This should include skill-building work in math, writing, and some foundational literacy and word work. Also make plenty of time to curl up and read your favorite books independently and together:). This article, "Setting up Norms for Independent Work" highlights some look and listen fors but we like these as a start:

Independent work looks like:
- Electronics turned off and put away, unless being used for a specific task, such as research, writing, creating or listening/reading literature.
- Many kids love to listen to music while working. Have a conversation on whether this really is productive for your child.
- Focusing on a task or assignment that you both have agreed on.
- Selecting an alternate task/activity once they have completed the initial task.

Independent work sounds like:
- Being fairly quiet (reading or self-talk are perfectly acceptable)

Practicing independence takes time, clear expectations and practice. Start with small blocks of time, reflect with your child on how they did, make adjustments as needed and then add time as appropriate to their age and the task.

Help Out

This might go without saying but this is a great time for the kids to help out in the house: extra spring cleaning projects or even making meals or just doing a few extra chores to chip in. It's also an opportunity to think about how we can help others who need it both locally and globally. Can you help out the neighbors who need to run an errand? Can the kids teach the younger kids next door about math or do a project with them (with appropriate distance, of course!) Can you call and check in on someone who might be lonely?

GET UP AND
Get moving!

Slow Down and Connect

Although it will be helpful to have a schedule as we reset our new normal for the coming months, it's probably most important to use this time to slow down and connect. With practices, games, school events, work trips, and many other commitments canceled, we can use this rare opportunity to recharge personally, catch up on our to-do lists, connect and enjoy being together as a family.

Depending on the weather these activities may vary but regardless make time to move each day:
- hikes, long walks, running around outside
- indoor scavenger hunts
- have a family dance party
- GoNoodle is an awesome indoor movement and mindfulness site.

Recommended Online Resources

TK-2nd Grade Resources

- [KPBS will broadcast 12 hours](#) of programming selected to meet California educational standards. From 6 to 8 a.m., grades from transitional kindergarten through third and from 8 a.m. to 1 p.m. grades four through eight
- [Freckle](#): Adaptive math and ELA courses are always available for free for teachers and students. [Sign up here.](#)
- [GoNoodle®](#) engages 14 million kids every month with movement and mindfulness videos created by child development experts. Available for free at school, home, and everywhere kids are!
- [Story Online](#): A huge selection including all the important info and activities to go with the story!

3rd-5th Grade Resources

- [Legends of Learning:](#) Thousands of curriculum aligned math and science games for elementary and middle school students along with epic quests and battles.
- [Mystery Science:](#) Free, easy science for remote learning
- [Adventure Academy:](#) This game gives kids something other online learning resources may lack: a sense of community. Students up to age 13 play games to learn across a range of topics (math, reading, social studies, science, and more), while also creating their own online persona and interacting with others in the game.
- [BrainPOP](#): Helping kids understand their world through engaging learning games, animated movies, and activities.

6th-12th Grade Resources

- [Legends of Learning:](#) Thousands of curriculum aligned math and science games for elementary and middle school students along with epic quests and battles.
- [KPBS will broadcast 12 hours](#) of programming selected to meet California educational standards. From 8 a.m. to 1 p.m. grades four through eight;
- [Everydae SAT Prep](#): Everydae is an online SAT math prep program. 10-minute micro lessons match busy schedules. Built by industry experts with 17+ years industry experience.
- [Banzai](#): Banzai is a financial education program that helps students learn the value of a dollar. There are real-life scenarios available in three interactive courses (3rd grade-12th grade). The program includes tests, games, activities, an entire interactive library, embedded calculators, and more.
- [EVERFI](#): EVERFI offers courses for K-12 on real-world topics like mental health, financial planning, career readiness, and more.

Altitude
L E A R N I N G

Created by @rhonimcfarlane   wirreandaunit.edublogs.org (CC)
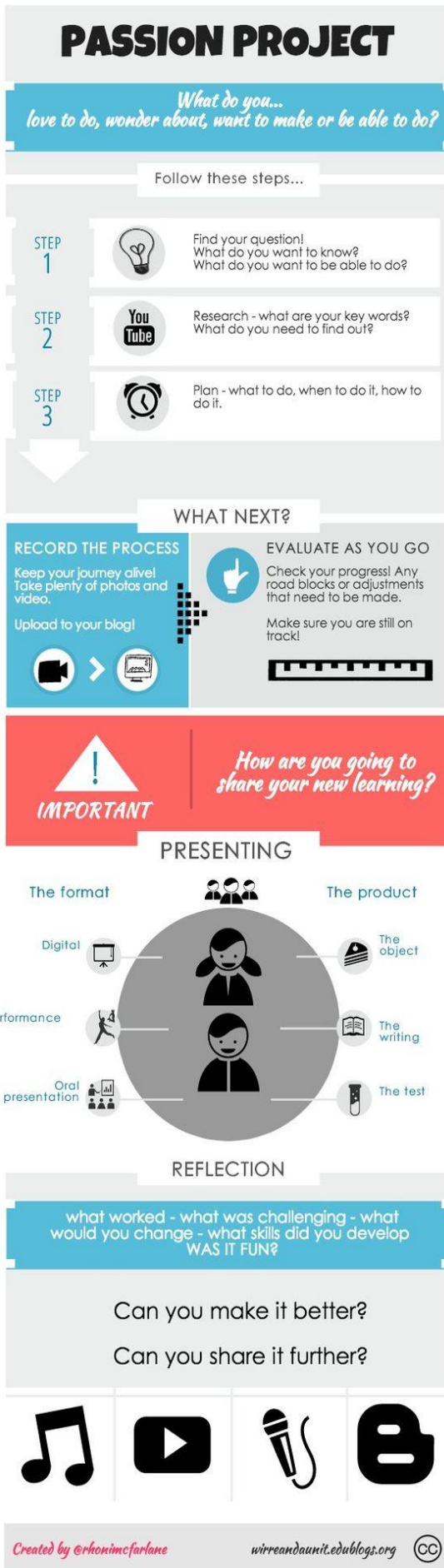
ST Math: ST Math uses the Spatial-Temporal patented approach, manipulating objects in space and time. The program starts by teaching the foundational concepts visually, then connects the ideas to the symbols, language, and robust discourse.

PenPal Schools: Schools that have already closed for weeks note that students quickly become lonely outside the classroom. PenPal Schools not only lets you engage your own students, but those from around the world, on a wide variety of subjects.

Khan Academy: Khan Academy is well-known for providing an incredibly wide range of lessons for students at every level. Chances are you'll find at least some of what you need for your virtual classroom here.

Education Companies Offering Free Subscriptions due to school closings.

Common Sense has compiled media and tech that can keep kids engaged, entertained, and learning.

Write and code interactive stories: A unique (and super fun) method to help your child learn Spanish as a second language.

Virtual Field Trips:
- San Diego Zoo
  https://kids.sandiegozoo.org/videos
- Zoo Atlanta Panda Cam
  https://youtu.be/_6wbfVWVk8Q
- Smithsonian's National Zoo
  https://nationalzoo.si.edu/webcams
- Reid Park Zoo Lion Cam in Tuscon, AZ
  http://reidparkzoo.org/cameras/lion-cam/
- Ouwehand Park Polar Bear Cubs Rhenen, Netherland
  https://explore.org/livecams/polar-bears/polar-bear-ouwehand-twin-cubs-cam-2
- Monterey Bay Aquarium
  https://www.montereybayaquarium.org/animals-and-exhibits/live-web-cams
- Georgia Aquarium
  https://www.georgiaaquarium.org/webcam/ocean-voyager/
- National Aquarium Virtual Tour
  http://samuraivirtualtours.com/example/nadc/index.html
- Virtual Tour of the Seattle Aquarium