

## **Safety First: Kids Guide to COVID-19**

Czarina Cezilah Calibara, Celia Tibayan  
*Bachelor of Arts in Multimedia Arts*

### **ABSTRACT**

COVID-19 has paralyzed and immobilized the world. Wearing of face mask and face shield, frequent hand washing, and implementation of public safety health protocols are things to keep in mind while navigating to this new normal. As the virus continuously infects people of all ages, kids are among the vulnerable sectors of the society. This multimedia project contains essential information COVID-19 safety protocols for children. The multimedia project consists of graphic book, activity book and infographic video written in Filipino and English. The graphic book explains COVID-19 safety health protocols for kids using the fictional story of Carlo and her mother. The activity book contains four activities such as coloring images, finding words, matching pictures and finding the right puzzle that children can enjoy answering. Infographic video is the audiovisual counterpart of the graphic book. A kid was tapped to do the voice over. In disseminating the project, the researcher collaborated with school organizations in order to publish the marketing materials on their Facebook pages. The marketing materials are composed of a digital poster and a 45-second video teaser that contains a sneak preview of the multimedia outputs. In order to measure the effectiveness of these multimedia outputs, 15 respondents from grades one to three from Makiling Elementary School were asked to answer a survey. Results revealed that all multimedia outputs are outstanding in terms of attractiveness, comprehensibility, persuasiveness, self-involvement and acceptability.

**Keywords:** Safety health protocols, COVID-19, children

### **INTRODUCTION**

The outbreak of coronavirus disease 2019 (COVID-19) has resulted to a huge impact to human life. It has spread quickly over the world, causing serious health, economic, environmental, and social risks to the whole human population. As stated by the Centers for Disease Control and Prevention (CDC), COVID-19 is caused by novel coronavirus which is a communicable disease that is new to humans. In addition, COVID-19 is a corona virus infection; it is a droplet from an infected person's cough, sneeze or shortness of breath. The virus could be on a surface or air, the tendency of it may approach into the nose, hands, eyes or even mouth. This enables to infect the throat's mucous membrane afterwards person's immune system may react on the virus and started to feel the symptoms in the second to fourteen days (Bhargava, 2021).

Cohut (2020) mentioned that many countries have taken steps to prevent the spread of COVID-19. There is a fair chance following preventive steps that will reduce of getting COVID-19 (Health Matters, 2021). Moreover, as stated by Almuran (2020), there is a possibility that individuals may violate the protocols without having enough knowledge on those preventive measure which in effect will impact their health. Many governments have announced restrictive actions like staying at home and lockdown in every place. In order to control the cases of the virus, they took a number of actions in the Philippines, such as implementing a community quarantine in Metro Manila, which eventually followed to the island of Luzon and other parts of the country (WHO, 2020).

The virus spreads easily to a number of individuals that people who carry it can cause serious disease and much worse even death. There are studies that adult have a higher risk to get ill. But children could also be infected with the disease that can cause COVID-19 (WHO,

2020). In the Philippines, the Department of Health (DOH) reported 48,411 confirmed COVID-19 cases in people aged 19 and under as of February 6, 2021. The age group of 5 to 9 years old accounted for 17.4% of the total. It is important for children to understand how COVID-19 spreads so that they can protect themselves against infection. As mentioned by Saxena (2021), it is important that children need to understand how COVID-19 spreads because they usually touch things or surfaces as a result, they have a probability of catching the virus and act as the primary disease transmitters that may infect others with low immune system. It is essential that they know how to cope up with the situation and make them understand the circumstances.

It is also important that children should know information about the coronavirus that uses language that the child can understand (PSDBP, 2020). There are existing projects about safety guides in children. The difference between the researcher's study are its design, theme and language are based in the Philippines setting.

It is also important that children should know information about the coronavirus that uses language that the child can understand (PSDBP, 2020). There are existing projects about safety guides in children. The difference between the researcher's study are its design, theme and language are based in Philippine setting. Educating children about the safety protocols of COVID-19 is the main goal of the researcher. In order to do this, the researcher will produce educational materials in an engaging approach for them to enjoy. The researcher will produce an educational material in the form of graphic books, which enhance the student's motivation, participation and strengthen the comprehension skills (Melinis, 2011). Activity books enables them to improve their reading skills while engaging in a variety of literacy and critical thinking (Scarlet, 2012). Lastly, an infographic video which will help the kids to see visual images. In the published article of Copypress (2020), flashing of visual content has an ability to capture attention, communicate information, and can increase retentions of data.

## **Review of Literature**

### *The Corona Virus*

In a 2020 study, Bhargava (1965), scientists discovered the first human coronavirus that resulted to a usual cold. They found out that their crown-like appearance is related to the category of animal and human viruses. In addition to that, there are 7 different coronaviruses that human can be diseased. Severe Acute Respiratory Syndrome (SARS) is one of the diseases. In southern China, it was first recognized back in 2002 until it spread to 28 countries. The virus spread first on other countries back in 2002 until the month of July in 2003 a total of 8,000 individuals had been infected while 774 of them died.

In 2012, Middle East Respiratory Syndrome (MERS) was first known in the middle east specifically in Saudi Arabia. Comparing COVID to SARS, it is less infectious however, it is more deadly that killed 858 individuals. The symptom of cold corresponds to the respiratory and can cause renal failure. Meanwhile, in reference to Santos's article in 2020, the first coronavirus was detected on the 26th of February in the place of Wuhan in the province of Hubei. COVID19's etiologic agent was genetically sequenced related to SARS that became an outbreak in 2003. The virus has been given the name coronavirus-2 by the International Committee for Virus Taxonomy (SARS-CoV-2). The original source of the virus remains unknown although experts say it was originated in bats. In Wuhan China, there are "wet markets" wherein customer tends to purchase fresh fish and meat plus animals that are killed immediately. Animals like racoon dogs, snakes like cobra, wild boars and other wild animal are illegal on their market which in effect the spread is transmitted from one person to another.

### *Awareness and Preparedness of people*

According to a study titled "Protection A Generation" (2020), more than 2.3 billion children, or 99% of the world's children, live in one of the 186 nations that have implemented COVID-19-related restrictions. It is essential to understand children's present levels of knowledge, perceptions, and practices about COVID-19 in order to ensure their safety while left alone in the community (Shaikh and Likhite, 2020). In the published article of the International Journal of Health Sciences and Research in 2020, researchers conducted a study about the current knowledge, perception and practices about COVID-19 of children, 786 children aged 6 to 16 years old participated in the survey. The overall findings show that children had a high result of awareness about coronavirus symptoms and warnings. TV/social media appears to be a good way to raise awareness and provide information to this group.

According to a survey in the Philippines, in a total of 2,090 people, 89.9% are familiar in washing of hand as a safety measure against coronavirus disease. While avoiding crowded places resulted a 62.9%. As a response to the virus, 32.4% of them chose social distancing as a choice, and 28.0% said they wore face masks.

### *Educating the Children about the Pandemic*

In today's citizens children and teenagers are the future caregivers, doctors, and scientists. Many catastrophes provide an opportunity to teach kids new skills. Shaping their resilience and compassion and also building a safer caring society. Children must continue to learn while taking care to protect themselves, their families, and their communities against coronavirus. In this, schools and teachers have an important task to comply. Students' fears and anxiety about COVID- 19 will be reduced if proper knowledge and science-based facts regarding the condition are shared, as will their ability to manage with any effects in their life. COVID-19 information and facts will help students reduce their anxieties and fear about the virus. An ability to cope to other circumstances in their life (UNICEF, 2020).

### **Review of Related Project**

Hablando sobre el CORONA VIRUS-19 con los niños y niñas más pequeños, prepared by UNICEF Spanish (2020), is an informative book written in Spanish. In the book, there are series of different scenarios that are related to safety protocols.

Furthermore, an activity book titled "What Can You Do About COVID-19?" organized by the Medecins Sans Frontieres (2020), includes crossword puzzles, guessing games, and mazes that illustrate how kids can defend themselves from the virus.

Moreover, First Aid for Feelings, written by Daniels (2020), is a workbook for children designed to help them to share their feelings through answering the provided questions in the book.

## Research Framework

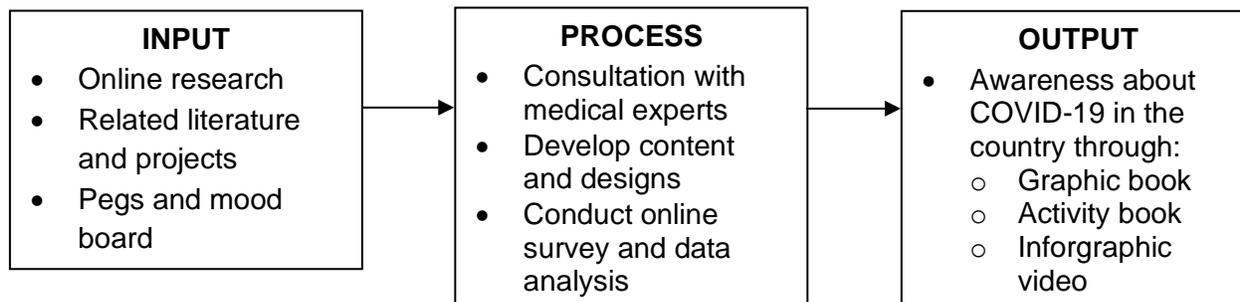


Figure 1. Research framework of the Study

In finding the right information and materials for the project, the researcher searched through online platforms and consultation with experts. The collected data were used for review of related literature. She also searched online projects for pegs and mood board.

In order to get the solution to the inquiries above, the researcher performed an online interview with an expert on the study. The researcher conducted online research about the content of the graphic and activity book. The researcher also conducted an online survey and gathered data in order to validate the respondent's analysis.

The three outputs are graphic book that contains a story about coronavirus and activity books that will exercise their mind in solving those challenges. Lastly, infographic video on what are the things that they should know especially on topics about the safety during COVID-19 pandemic.

## Objectives of the Study

The study seeks to promote awareness to children about the safety protocols during COVID-19 pandemic, educate children about COVID-19 safety protocols, produce educational materials about safety protocols in the form of graphic book, activity book, and infographic video. The produced multimedia outputs will also be promoted through video teaser, digital poster, and Facebook page. Lastly, the target audience's assessment of the multimedia outputs and marketing materials will be evaluated in terms of their attractiveness, comprehensibility, acceptability, self-involvement, and persuasion.

## METHODOLOGY

The researcher considered the current situation in choosing the topic. In order to finish the project, the researcher first gathered some ideas through online research. Afterwards, the researcher searched articles or studies for information that are related to the project. The researcher also began to look for pegs and mood board on the Internet.

For the content to make the information credible, the researcher consulted a medical expert, to give possible suggestions and ideas to the content. After gathering all the content and concept of the output, the researcher produced an educational material in the form of graphic book, activity book and an infographic video about safety during COVID-19 pandemic.

The software that the researcher used were Adobe software and an online website guide such as Google font and Colors that served as a guide in choosing the right font and color palette. Adobe Photoshop to layout art assets that were used in graphic and activity book. Adobe

Illustrator for sketching the character design, vectors and other art assets. Lastly, Adobe After Effects, Audition and Adobe Premiere for compiling and animating the art assets that were used in the infographic video of the researcher.

## RESULTS AND DISCUSSIONS

The project entitled Safety First: Kids Guide to COVID-19 is to educate children on safety protocols during COVID-19 pandemic. The following multimedia outputs are graphic book, activity book, and infographic video. For the graphic book, the researcher used Smart Kid and Bubblegum Sans as typefaces because of the soft edges and minimal strokes of the design. The researcher used bright colors because they engage the children's eyesight. Mooreco (2019) stated that using bright colors will help children stimulate their brain and boost the memory. The shape of the canvas is 7"x8.5" just in case the target audience will print the book. This paper size is accessible, thus, making it convenient for printing hard copies. The researcher's art assets and characters are a cartoonish looking Pinoy to attract the Filipino children. Relatively, it has a Filipino and English version to cater to different children.

For the activity book, the typefaces that the researcher used are the same as the fonts on the graphic book to be consistent in the design. The colors of the book are bright colors but lesser compared to graphic book. The papers size is 7"x 8.5". This size will be convenient if the target audience will print a hard copy. The researcher's illustrations and characters were minimal but has more text because of the instructions and questions written for the activity. This was also produced in Filipino and English versions

For the infographic video, the researcher's typefaces are Smart Kid and Bubblegum Sans, the same typeface that the researcher used in the book. When it comes to the color palette, the researcher used bright colors for consistency of the multimedia outputs. Simple yet interesting approach were used on the infographic video, less art assets but more on animation effects. The audio-visual presentation runs for 3 minutes and 14 seconds with a resolution of 1920px by 1080px. Filipino was used as a language to cater to a large number of target audience whose main language is Filipino. English subtitle is also available to cater English-speaking target audience.

For the marketing materials, the researcher produced a video teaser and a digital poster of the three multimedia outputs. The duration of the video teaser is 48 seconds, while the digital poster is 1080x1080-pixel resolution. The digital poster is a sneak preview of the multimedia outputs. The video teaser content is an overview of the researcher's output. The color combination is a colorful scheme while the font text is the same that was used in the multimedia output.



Figure 2. Screenshots of graphic book (Available at <https://anyflip.com/oывgk/sztk/> (tagalog version) and <https://anyflip.com/oывgk/ehki/> (english version))



Figure 3. Screenshots of activity book (Available at <https://anyflip.com/oyvgk/hbzt/> (tagalog version) and <https://anyflip.com/oyvgk/pzzh/> (english version)



Figure 4. Screenshot of infographic video (Available at <https://www.facebook.com/lyscesco.lpusc/videos/415408503557249>)



Figure 5. Screenshot of digital poster (Available at [https://www.facebook.com/permalink.php?story\\_fbid=1875900529249682&id=267505843422500](https://www.facebook.com/permalink.php?story_fbid=1875900529249682&id=267505843422500))



Figure 5. Screenshot of video teaser (Available at <https://fb.watch/ac1JUVKVZw/>)

The researcher used Bertrand’s study as a basis for the pre-testing. Pretesting is the process of determining how a group of people will react to a given case. Prior to widespread diffusion, a communication or combination of communications. Its goal is to evaluate which of multiple possible versions of a communication will be the most effective or to find parts of a single communication that may be altered to make it more effective using a systematic approach (Bertrand, 1978). There are 15 target audience who were surveyed to assess the multimedia outputs: graphic book, activity book, infographic video, digital poster and video teaser.

*Assessment of graphic book, activity book, infographic video, and marketing materials*

Table 1 shows that overall assessment of the graphic book. The results show that all the components such as self-involvement (3.97), comprehensibility (3.95), attractiveness (3.91), acceptability (3.91), and persuasion (3.90), received an outstanding rating. It can be inferred that the graphic book is an effective material for children since it displays content about COVID-19 information that are easy for the respondents to understandable.

Table 1. Overall assessment of graphic book

	Weighted Mean	Interpretation
Self-involvement	3.97	Outstanding
Comprehensiveness	3.95	Outstanding
Attractiveness	3.91	Outstanding
Acceptability	3.91	Outstanding
Persuasion	3.90	Outstanding
Overall Weighted Mean	3.93	Outstanding

*Interpretation: 3.26 - 4.00 – Outstanding (O); 2.51 - 3.25 – Satisfactory (S); 1.76 - 2.50 – Fair (F); 1.00 - 1.75 – Needs Improvement (NI)*

In table 2 shows overall assessment of the activity book. The results appeared that all the components such as comprehensibility (3.98), persuasion (3.97), acceptability (3.96),

attractiveness (3.95), and self-involvement (3.93), received an outstanding rating. It can be concluded that the activity book is an effective multimedia output for the respondents since it does not only show information about COVID-19, but also practices their mind in solving puzzles and activities written in the book.

Table 2. Overall assessment of activity book

	Weighted Mean	Interpretation
Comprehensibility	3.98	Outstanding
Persuasion	3.97	Outstanding
Acceptability	3.96	Outstanding
Attractiveness	3.95	Outstanding
Self-involvement	3.93	Outstanding
Overall Weighted Mean	3.96	Outstanding

*Interpretation: 3.26 - 4.00 – Outstanding (O); 2.51 - 3.25 – Satisfactory (S); 1.76 - 2.50 – Fair (F); 1.00 - 1.75 – Needs Improvement (NI)*

Table 3 shows the overall assessment of the infographic video. The results disclosed that all the components such as comprehensibility (4.00), attractiveness (3.98), acceptability (3.98), self-involvement (3.93), persuasion (3.90), received an outstanding rating. It can be interpreted that the infographic video is an effective multimedia output for children and parents because it is suitable in both languages and that it can be easily understood by the respondents.

Table 3. Overall assessment of infographic video

	Weighted Mean	Interpretation
Comprehensibility	4.00	Outstanding
Persuasion	3.98	Outstanding
Acceptability	3.98	Outstanding
Attractiveness	3.93	Outstanding
Self-involvement	3.90	Outstanding
Overall Weighted Mean	3.96	Outstanding

*Interpretation: 3.26 - 4.00 – Outstanding (O); 2.51 - 3.25 – Satisfactory (S); 1.76 - 2.50 – Fair (F); 1.00 - 1.75 – Needs Improvement (NI)*

Table 4 shows the overall assessment of the digital poster. The results appeared that all the components such as persuasion (3.97), acceptability (3.93), self-involvement (3.93), comprehensibility (3.92), and attractiveness (3.92), received an outstanding rating. It can be inferred that the digital poster shows that the three multimedia outputs are all useful and effective to promote awareness to children about COVID-19 information.

Table 4. Overall assessment of digital poster

	Weighted Mean	Interpretation
Persuasion	3.97	Outstanding
Acceptability	3.93	Outstanding
Self-involvement	3.93	Outstanding
Comprehensibility	3.92	Outstanding
Attractiveness	3.92	Outstanding
Overall Weighted Mean	3.93	Outstanding

*Interpretation: 3.26 - 4.00 – Outstanding (O); 2.51 - 3.25 – Satisfactory (S); 1.76 - 2.50 – Fair (F); 1.00 - 1.75 – Needs Improvement (NI)*

Table 5 shows the overall assessment of the teaser video. Results reveal that all the components such as comprehensibility (3.97), self-involvement (3.97), acceptability (3.95), persuasion (3.93), and attractiveness (3.90), received an outstanding rating. It can be inferred that the video teaser is all useful and effective to promote awareness to children about COVID-19 information.

Table 5. Overall assessment of video teaser

	Weighted Mean	Interpretation
Comprehensibility	3.97	Outstanding
Self-involvement	3.97	Outstanding
Acceptability	3.95	Outstanding
Persuasion	3.93	Outstanding
Attractiveness	3.90	Outstanding
Overall Weighted Mean	3.94	Outstanding

*Interpretation: 3.26 - 4.00 – Outstanding (O); 2.51 - 3.25 – Satisfactory (S); 1.76 - 2.50 – Fair (F); 1.00 - 1.75 – Needs Improvement (NI)*

## CONCLUSIONS

The researcher was able to produce three multimedia outputs in the form of graphic book, activity book and infographic video as well two marketing materials in the form of video teaser and digital poster for the project. Safety First: Kids Guide to COVID19 project was produced to disseminate information among children and parents on COVID-19 protection.

Product testing results show that the graphic book is outstanding in terms of attractiveness, comprehensibility, acceptability, self-involvement, and persuasion. Among the components, self-involvement achieved the highest assessment from the respondents. Thus, it can be concluded that the respondents were able to relate to the graphic video. Relatively, it can also be concluded that the material was able to attract and persuade the target audience through a comprehensive and acceptable content.

Moreover, respondents deemed the activity book outstanding in terms of attractiveness, comprehensibility, acceptability, self-involvement, and persuasion. Comprehensibility had the highest assessment and therefore can be concluded that material is easy to follow and understand. Relatively, having a high assessment in all components, the activity book can be deemed as visually attractive with persuasive, acceptable and relatable content.

Lastly, infographic video received an outstanding assessment from the respondents. They find the multimedia material as attractive, comprehensive, acceptable, relatable and persuasive. Comprehensibility is the strongest aspect of the video thus; it can be concluded that the video contains information that are easy to understand and comprehend.

Among the three multimedia outputs, activity book and infographic video have the highest assessment. It can be concluded that the respondents are more interested in moving pictures and interactive puzzles in understanding COVID-19.

On the other hand, marketing materials were uploaded in the Facebook page of the respective organization. Despite having low engagement, respondents still deemed the materials as outstanding. Particularly, video teaser has 161 views, 46 reactions and 20 shares, five days after it was posted. In addition, digital poster received 32 shares and 39 reactions. In conclusion, respondents find all multimedia outputs as effective. Therefore, it can be said that the materials are all positively received by the respondent.

## **Recommendations**

The project was limited to three multimedia outputs and all are accessible through online. Thus, it is recommended that future projects should explore multimedia output that can also cater to those with limited access to online materials. The future researcher should explore other multimedia tools that are convenient offline for those students who live in mountainous areas with low connectivity to technology.

The graphic book can be further enhanced by presenting another story that children can still relate to. In terms of activity book, future project can add more activities that will engage children. Infographic video can also be updated as new information are still being discovered. Future researchers may use this as a peg board or reference in creating study related to the project. They can explore other multimedia tool like recording a digital audio about COVID-19 information.

The project can be presented and submitted to IATF or DOH as communication campaign material for children.

Future projects should be developed that can cater to older age bracket because no one is exempted from this infectious disease.

## **REFERENCES**

- Bertrand, J. T. (1978). Pretesting And Evaluation of Communication Materials. Retrieved December 2021, from file:///C:/Users/admin/Downloads/pdfonline3.pdf
- Bhargava, H. (2020). Coronavirus history: How did coronavirus start?. Retrieved May 2021, from <https://www.webmd.com/lung/coronavirus-history>
- Bhargava, H. D. (2021). Coronavirus: What Happens to People's Body If They Get Infected. WebMD. Retrieved May 2021, from <https://www.webmd.com/lung/coronavirus-covid-19-affects-body#2>.
- Centers for Disease Control and Prevention. (n.d.). Coronavirus (COVID-19) frequently asked questions. Centers for Disease Control and Prevention. Retrieved May 2021, from <https://www.cdc.gov/coronavirus/2019-ncov/faq.html>.
- Children's activity book. (2021, January 21). Retrieved May 2021, from <https://msf-seasia.org/Childrens-Activity-Book>
- Copypress. (2020). The benefits of infographics for education. Retrieved May 2021, from <https://www.copypress.com/kb/infographics/the-benefits-of-infographics-for-education/>
- Coronavirus disease 2019 (covid-19) - springer. (n.d.). Retrieved May 2021, from <https://link.springer.com/book/10.1007%2F978-981-15-4814-7>
- Digital, S. (n.d.). Protect a generation: The impact of covid-19 on children's lives. Retrieved May 2021, from [https://resourcecentre.savethechildren.net/pdf/vr5901\\_protect\\_a\\_generation\\_report\\_en\\_0.pdf/](https://resourcecentre.savethechildren.net/pdf/vr5901_protect_a_generation_report_en_0.pdf/)
- Daniels D. (n.d).FirstAidForFeelings. Retrieved May 2021, from <http://teacher.scholastic.com/education/coronavirusworkbook/index.html>
- Health Matters. (2021). Coronavirus Prevention: How to Protect Yourself from COVID-19. NewYork-Presbyterian. Retrieved May 2021, from <https://healthmatters.nyp.org/how-to-protect-yourself-from-coronavirus-covid-19/>.
- How to cope with the new situation during the coronavirus epidemic. (n.d.). Retrieved May 2021, from <https://www.unicef.org/serbia/en/how-cope-new-situation-during-COVID-19-epidemic>
- Inc, M. (n.d.). 5 colors in the classroom that will boost active learning. Retrieved May 2021, from <https://blog.moorecoinc.com/5-colors-in-the-classroom-that-will-boost-active-learning>

- Interim guidelines on the screening, assessment and ... (n.d.). Retrieved May 2021, from <https://pps.org.ph/wp-content/uploads/2021/05/PIDSP-COVID-GUIDELINES-02.06.2021.pdf>
- Lau, L., and Hung N. et.al. (2020). Knowledge, attitudes and practices of COVID-19 among income-poor households in the Philippines: A cross-sectional study. *Journal of global health*. Retrieved May 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7294392/>.
- MediLexicon International. (n.d.). What is the global impact of the new coronavirus pandemic? *Medical News Today*. Retrieved May 2021, from <https://www.medicalnewstoday.com/articles/covid-19-global-impact-how-the-coronavirus-is-affecting-the-world>.
- Melinis, A. (2011). "The Effects of Electronic Books on the Reading Experience of First Grade Students". Retrieved May 2021, from [https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1280&context=education\\_ETD\\_masters](https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1280&context=education_ETD_masters)
- Read "preventing reading difficulties in young children" at [nap.edu](http://nap.edu). National Academies Press: OpenBook. (n.d.). Retrieved June 2021, from <https://www.nap.edu/read/6023/chapter/5>.
- SAFETY prevention protocols still best defense Against Covid-19 – DOH: Department of health website. (n.d.). Retrieved May 2021, from <https://doh.gov.ph/press-release/SAFETY-PREVENTION-PROTOCOLS-STILL-BEST-DEFENSE-AGAINST-COVID-19%E2%80%93DOH>
- UNICEF. (n.d). Hablando sobre el COVID-19 con los niños y niñas más pequeños (Talking about COVID-19 with younger children). Retrieved May 2021, from <file:///C:/Users/admin/Desktop/Thesis%20Peg/Guia-para-hablar-sobre-el-coronavirus-con-los-ninos-mas-pequenos.pdf>.
- Wake, A. (2020). Knowledge, attitude, practice, and associated factors regarding The NO: IDR. Retrieved May 2021, from <https://www.dovepress.com/knowledge-attitude-practice-and-associated-factors-regarding-the-novel-peer-reviewed-fulltext-article-IDR>
- World Health Organization. (n.d.). Coronavirus. World Health Organization. Retrieved May 2021, from [https://www.who.int/health-topics/coronavirus#tab=tab\\_3](https://www.who.int/health-topics/coronavirus#tab=tab_3).
- World Health Organization. (n.d.). Impact of COVID-19 on people's livelihoods, their health and our food systems. Retrieved May 2021, from <https://www.who.int/news/item/13-10-2020-impact-of-covid-19-on-people%27s-livelihoods-their-health-and-our-food-systems>.