DATING MATTERS®

STRATEGIES TO PROMOTE HEALTHY TEEN RELATIONSHIPS

PREVENTION DURING A PANDEMIC:
Dating Matters® Adaptation Guidance for Virtual Implementation

The COVID-19 pandemic has changed how we live, work, learn, and play to keep ourselves, our families, and our communities safe. Many schools and community-based organizations have closed or restricted access to slow the spread of the virus, requiring the development of new and innovative ways of delivering education, prevention, and intervention services virtually. A survey conducted by Blueprints for Healthy Youth Development between May and June 2020 found that 78% of the evidence-based youth development interventions included in their database had received requests to change the mode of program delivery as a result of COVID-19, and 76% had received requests for changes to training and/or support. Most of these programs reported providing online resources (55%), online training workshops (72%), and tele-sessions or video conferencing support services (60%) in response to these requests from communities.

This guide provides adaptation guidance for the virtual implementation of the Dating Matters youth, parent, and youth communication programs to assist communities in carrying out the programs with fidelity and flexibility in the context of the COVID-19 pandemic. This guidance can also be applied by any community or organization in which virtual implementation is preferred.

Although the potential impact of virtual implementation on program effectiveness is unknown, the adaptations suggested here were designed to maintain essential elements of the program without compromising fidelity or efficacy. These adaptations primarily provide alternate options for delivery of the original content.

Centers for Disease Control and Prevention
National Center for Injury Prevention and Control

This guide includes:

TECH TIPS
with ideas for harnessing the power of technology to reach participants and deliver program content in an online environment.

GENERAL PROGRAM ADAPTATIONS
for training and supervision, program and implementation materials, and virtual implementation tips that apply across programs.

SUGGESTED ADAPTATIONS BY PROGRAM AND SESSION
to guide facilitators to identifying activities in need of adaptation and providing suggested alternatives to complete them through virtual instruction.

JUMP TO SUGGESTED ADAPTATIONS BY PROGRAM AND SESSION

TECH TIPS

There are many video conferencing platforms that can be used for virtual program implementation, and many people are now more familiar with their use after the shift of many workplaces and schools to online instruction. Popular platforms include Zoom, Google Classroom, Microsoft Teams, GoToMeeting, and WebEx. Each platform has different features that can be useful when implementing Dating Matters programs online. Here we highlight some features that might be available in your video conferencing software and other tips for implementing online.

- **Screen Share** allows participants to see your screen and is usually the best way to share slides, images, or videos. Participants will see everything that you see.

- **Polls** are useful for engaging students in discussions and the material. Instead of asking students to raise their hands, consider doing a quick poll and then seeing the results pop up on the screen for discussion.

- **Breakout rooms** are available in some programs and allow you to divide the class into small groups for discussions or work on activities together. With youth, you may want to have extra facilitators on hand to supervise each of the small groups.

- **Videos** can be helpful ways to break up program content and engage participants. This may be especially useful for online implementation, which can be challenging to attend to continuously for some participants. Dating Matters programs include video content in some sessions as part of the core content; all are available for viewing through YouTube. Facilitators may choose to supplement the sessions with additional short, appropriate video clips, like funny cat videos, to keep the group's attention and lighten the mood. Showing videos through video conferencing platforms can pose some technical challenges to be aware of. For example, when a video is displayed on the host's screen and shared, users may experience buffering or sound transmission issues. One solution can be posting a link to the video in the chat and allowing muted users to open and view the video on their own screen before returning to the group session.

- **Whiteboards** are screens that allow the host and/or participants to type, draw, or insert images on the screen for everyone to see. They can be used in place of slides or a real-life whiteboard in a classroom to convey program content. They can also be used as a fun way for participants to share ideas and answers to discussion questions.

- **Chat boxes** allow you to send chat messages to other users within a meeting. You can send another user a private message or send a message to an entire group. You can use this feature to quickly send out links to participants, such as links to videos or online resources. You can also use the chat box to encourage participants to answer questions you ask during a session; participants can ask you questions in there as well.

GENERAL PROGRAM ADAPTATIONS

Training and Supervision

The Dating Matters Program Facilitator Training is already available online and does not require adaptation. The Coaches' Playbook outlines additional training activities provided by the Dating Matters Coach. These activities can be completed via individual or group video conference without additional adaptation. Coaches can supervise facilitators to provide feedback and support using recorded sessions, available in most video conferencing software, or by attending live sessions. The Facilitator Training Manual is available as a PDF for download in the Dating Matters Program Facilitator Training Portal. Find out how to access the Training Portal and Program Materials here.

The Dating Matters Training for Educators is recommended for all staff in schools implementing Dating Matters, as well as program facilitators and staff in community-based organizations. This training is fully online and does not require adaptation.

Program and Implementation Materials

All Dating Matters program and implementation guidance materials are available as downloadable PDFs through the Dating Matters Toolkit website for self-printing or electronic distribution. Materials are either linked directly to the website or housed within the Facilitator Training Portal. Select materials that require or benefit from professional printing can also be ordered in print form from CDC at no cost, as outlined on the Toolkit website.

Youth and parent handbooks can be distributed electronically for printing at home. However, if feasible, distributing print versions by mail would reduce the burden on participants and ensure that they have these important materials available during sessions.

Virtual Implementation Tips

Below are some general tips for implementing online that can be applied across multiple sessions and programs. These specific options may or may not be available on your video conferencing platform; they are provided here as example approaches to adapt in-person activities for online use.

Question of the Day & Icebreakers
Instead of using easel paper for Questions of the Day and Icebreaker discussions, have a PowerPoint slide with questions/icebreakers and try using the whiteboard, chat box, or poll functions.

Parking Lot
Create a blank PowerPoint slide or Word document titled "Parking Lot" in a separate file. When issues arise that need to be "parked", pull up this slide or document on Screen Share and allow the participants to watch you add the item to this list. When there is extra time at the end of a session, pull this file up and let the group decide which item(s) to revisit with more discussion. This is also a good place to document questions that you cannot address during the session (e.g., you need to look up the answer or consult with your Coach). It will prompt you to return with a response during the next meeting.

Group Agreements/Ground Rules
During the first session when creating Group Agreements, type the agreed-upon "rules" into a blank PowerPoint slide. After the first session, you can add some formatting or fun graphics. You can then pull this slide up as a quick reminder at the beginning of each session or just leave it shared on your screen while you wait for all of the participants to arrive so everyone will have a chance to review it.

Handouts
Handouts and other print materials can be shared with participants in print form by mail before the program starts, by email for self-printing, and/or the facilitator can share their screen during the session to show the handout and ask students to use a notebook to record their answers or responses. Some handouts can also be replaced with PowerPoint slides that provide the prompts for discussion or self-reflection.

Prizes
Some program sessions suggest providing participants with small prizes to incentivize participation or as rewards for completing activities. Instead of physical prizes, consider using the clapping feature (available on Zoom), awarding 'points' that can be exchanged for extra credit or a special privilege at the end of the program, or choosing a "Dating Matters MVP of the Day" to highlight at the end of every session for their contributions that day.

Easel Paper
Easel paper is used regularly for in-person implementation. Instead, discussion or activity prompts can be displayed on a PowerPoint slide (see below) or using the whiteboard feature. In place of writing participants responses on easel paper to record them, consider having participants type them on to a whiteboard while you read them aloud to the group as they appear. You can then ask participants to elaborate on a few of the most relevant or interesting responses, making it easier to control the time spent on the activity (e.g., "I see that Alicia wrote this response. Would you mind telling us more about that, Alicia?").

PowerPoint slides
A set of editable PowerPoint slides are provided for each program to make it easier to prepare to present some content using slides and the screen share feature in place of a chalkboard, easel paper, or physical whiteboard. You can download these slides from Team Up! for Dating Matters. Dating Matters Coaches may wish to edit and prepare the final slides for use by facilitators to increase consistency and tailor the content to the desired mode of delivery for each session or activity.

Plan Ahead to Be Prepared

Adapting to virtual implementation will require some extra planning before each session, as the specific guidance provided in the Facilitator Handbooks will not always apply. Be sure to spend some time looking through each session to be sure you know how students will access or view materials and prompts, how they will respond and share, and whether activities will need to be modified. **Below are suggested adaptations for selected activities. All other activities can be modified for virtual implementation using the available tools and tips described above. Be creative— and if you find something that works well, consider sharing it on Team Up! to help other facilitators!**

SUGGESTED ADAPTATIONS BY PROGRAM AND SESSION

Youth Programs

DATING MATTERS 6TH GRADE YOUTH PROGRAM

Session Number	Suggested Adaptation
Session 1	• **Part 5: Healthy Friendships**— After giving students time to fill out their measuring cup, consider asking students to add their top 2 ingredients to a whiteboard prior to the group discussion. Save this list to add to a PowerPoint slide for review in later sessions.
Session 2	• **Part 3: Our Many Feelings**— Ask students to brainstorm feeling words on paper first. Ask for volunteers to share some ideas verbally and add them to a PowerPoint slide or whiteboard as they talk. You could have students raise their hands if they think a word is a 1, 2, 3, 4, or 5 rating for a few words as an example (e.g., "Who thinks 'depressed' is a 1? a 2?..."). You could also set up a quick poll and ask students to vote on their ratings of a few example words. Choose words to highlight that might expand their "feelings vocabulary." • **Part 5: Identifying Feelings in Others**— Instead of cutting out the Feeling Charades cards, you can send a feelings word to the actor/actress by private chat message so only they will see it. They can act out the feeling on camera for other students to guess aloud (all students need to be un-muted) or in the group chat.
Session 3	• **Part 4: Focus on Calming Down**— In the Negative Self Talk, Positive Self Talk activity, students are asked to work on the activity in pairs. Consider using breakout rooms to allow small group discussions, or just discuss each of the scenarios as a class. For the We Enjoy activity, ask students to write their responses on a whiteboard instead of placing scrap paper into a box/bag. Ask the class to categorize the activities listed (or a subset you read) as active or relaxing by a show of hands or using a poll.
Session 4	• **Part 2: Review and Session Information**— Transfer the list of Healthy Friendship Ingredients generated in Session 1 to a PowerPoint slide to review with students in this and later sessions. • **Part 3: Brainstorming Healthy Communication Skills**— Role-playing for the Thumbs Up, Thumbs Down activity may be challenging online but give it a try. Instead of role-playing disrespectful in-person behaviors, like turning your back to someone, you can look at your phone, type, pretend to talk to someone off-screen, roll your eyes, etc. Send the role-playing student a private chat message first to let them know what will happen during the role play. Make sure other students are muted, so you aren't interrupted. • **Part 5: Application of Communication Skills**— Instead of passing communication card scenarios to role-playing students, show them on a PowerPoint slide. Give students a few minutes to read the scenario and think about their role before starting. Be sure to mute all other students during the role play.

Session 5	• Before class, ask students to locate (if possible) a red, green, and yellow sheet of construction paper, or color a sheet of paper with red, green, or yellow, or write the words "red", "green", and "yellow" in large print on separate pieces of paper to prepare for a later activity. • **Part 2: Review and Session Information**— Pull up your prepared PowerPoint slide listing healthy friendship ingredients from Session 1. • **Part 5: Understanding When to Get Help**— In the Red, Yellow, Green Light activity, retain the class as a full group. Read through the scenarios and ask students to raise their red, green, or yellow papers to indicate which they think it is before revealing the answer and providing the rationale. Consider asking a student who chose the right response to explain their reasoning.
Session 6	• **Part 5: RESPECT ME Rights Rewind Performances**— Decide if you would like to have students work in groups or individually (or give them a choice). Small groups can work together in breakout rooms. Performances will need to be adapted to the virtual environment. Consider offering an option to create a video, perform/present live to the class via video conference, or engage in other activities online to promote healthy relationships and educate their peers—like creating a website or series of informative graphics for social media—in lieu of posters. Let students use their creativity and talents to demonstrate and share what they have learned with others.
Session 7	• No specific adaptations needed.

DATING MATTERS 7TH GRADE YOUTH PROGRAM

Session Number	Suggested Adaptation
Session 1	• No specific adaptations needed.
Session 2	• **Part 3: Our Many Feelings**— Ask students to brainstorm feeling words on paper first. Ask for volunteers to share some ideas verbally and add them to a PowerPoint slide or whiteboard as they talk. You could have students raise their hands if they think a word is a 1, 2, 3, 4, or 5 rating for a few words as an example (e.g., "Who thinks 'depressed' is a 1? a 2?..."). You could also set up a quick poll and ask students to vote on their ratings of a few example words. Choose words to highlight that might expand their "feelings vocabulary."
Session 3	• **Part 3: Negative Self-Talk, Positive Self-Talk**— Do the activity together as a class or use breakout group function in Zoom (or other virtual platforms) and give students 5 minutes with their group or partner to come up with answers. Come back together as a class and have them share answers. • **Part 3: We Enjoy...—** Go through the students' responses in the chat box and fill in this slide as students point out which type of activity each response belongs under.
Session 4	• **Part 3: Silent Line-up**— Replace this activity with a game of charades. Pick a few volunteers and give them scenarios (by messaging them privately in the chat box) to act out using gestures. Another option is to act out a few scenarios and have students guess what your body language and gestures tell them—example scenarios: worried, excited, and bored. • **Part 5: Communication Practice**— Pick two volunteers for each of the four scenarios and direct/private message them their scenario. Allow the pairs of volunteers to join a separate breakout session or virtual meeting, so they have a few minutes to go over their communication situations. After a few minutes, end their breakout session so they can join the rest of the class.
Session 5	• No specific adaptations needed.
Session 6	• No specific adaptations needed.
Session 7	• **Question of the day**— use the polling function for this question of the day and reveal the answer later in the session (there is a prepared slide for this). • **RESPECT ME Rights Rewind**— Depending on your class dynamics, have groups go into breakout sessions or have individuals work on a piece of artwork on one of the RESPECT ME Rights. Give them options such as writing a poem, drawing a picture or comic, and "cutting and pasting" images online into a slide or Word document.

SAFE DATES 8TH GRADE YOUTH PROGRAM

Session Number	Suggested Adaptation
Session 1	• **Journals**— Encourage students to create their own binder at home if they have access to a printer and can print handouts. Consider mailing handouts or complete binders to students if resources are available. • **Optional pre-test exams** could be administered through a free online survey program, like SurveyMonkey®. • If contact information is available, mail or email **parent letters and parent newsletters.** • **Part 3: Dating Bingo**— In lieu of the Dating Bingo game, create a poll with the qualities and characteristics listed on the handout and let students select the most important characteristics. Instead of finding students with matching responses, go through the poll results together and lead a discussion about what students thought was most important. Ask for volunteers to explain why they chose an item and ask other students to respond. • **Part 4: Caring People and Caring Relationships**— Show prompts on a PowerPoint slide and ask students to write their responses on their printed handout or a piece of paper. • **Part 5: How I Want to be Treated by a Dating Partner**— Provide prompts on a PowerPoint slide and have students respond on paper, verbally, or by chat. Show Handout 3 using screen share and give students time to draw/write their responses on paper.
Session 2	• **Part 2: Identifying Harmful Behaviors**— Show prompts on PowerPoint slide and ask students to respond verbally or by chat, and type their responses under the correct headings using the whiteboard feature or on a blank PowerPoint slide. Save the whiteboard to review in Part 4. • **Part 3: What is Abuse?**— Show Handout 6 on the screen. Use the whiteboard feature to write students' answers to the "Why?" questions.
Session 3	• **Part 1: People Abuse to Control and Manipulate Someone**— Provide the prompt on a PowerPoint slide or the whiteboard, and show Handout 8 on the screen for volunteers to read and respond to. Have a verbal discussion of the questions. • **Part 3: Consequences of Dating Abuse**— Consider using breakout rooms to divide students into small groups for discussion, or choose 1-2 scenarios and discuss with the whole class. • **Part 4: Warning Signs of Abuse**— Provide prompts in a PowerPoint slide, and add students' answers there or on a whiteboard.
Session 4	• **Part 1: Why Don't People Just Leave?**— Ask students to raise their hand (using the hand-raising button, if available) if they would stay and lowering it if they would leave. Allow them to change their mind throughout the scenario at any time.

Session 5	• **Part 3: Being a Friend**— Consider using breakout rooms to split students into pairs. Alternatively, ask for pairs of volunteers to role play for the whole class. Be sure to distribute Handouts 15-18 ahead of time so the students have access to the scenarios.
Session 6	• **Part 4: Associations**— Use the whiteboard or chat to collect students' ideas for each word prompt. Give the prompt verbally or type it on the screen, and ask students to reply with the first thing that comes into their head.
Session 7	• No specific adaptations needed.
Session 8	• **Part 3: Role-Playing Communication Skills**— Consider using breakout rooms to split students into small groups. Alternatively, ask for volunteers to role play for the whole class. Be sure to distribute Handouts 25A-27B ahead of time so the students have access to the scenarios.
Session 9	• **Part 1: Sexual Assault Facts**— Instead of passing out the Sexual Assault Quiz, share the questions on the screen or type them into a PowerPoint slide and ask students to write their responses on paper before discussing as a group. • **Part 2: Paying Attention to Signs**— Discuss the questions about the scenario verbally and allow students to type responses into a chat as well, in case they are less comfortable voicing their thoughts. • **Part 4: Precautions**— Skip the Dating Tips Scavenger Hunt (instructions #2-5 in the session guide). After reading script point 6 and before discussing the Dating Tips provided, solicit input from the class on ways they might be able to stay safe on a date. For example, "What are some ways that you can stay safer on a date?" Review The Eight Dating Tips and highlight any tips that were suggested by the class. • **Poster Contest**— Instead of during Session 10, introduce the poster contest (or substitute activity) at the end of Session 9 and ask students to complete it before Session 10 to present to the class. *See suggestions under Session 10, Part 3: Poster Contest.*
Session 10	• **Part 1: Optional Post-Test**— The post-test could be administered using a free online survey platform, like SurveyMonkey®, and completed after the session is over rather than during it. • **Part 3: Poster Contest**— Consider creative alternative to the poster contest that students can collaborate on virtually. For example, they could create a video together or a virtual art piece by working together electronically. If group options are not possible, students can be asked to create their poster or another creative product (video, song, poem, etc.) to express their feelings about dating violence prevention and healthy relationships. Spend the remaining time in Session 10 asking students to share their posters/products with the class. Consider bringing in outside teachers or staff to serve as judges and awarding small prizes for the best projects. To maximize their value, the projects (or winning projects) could be shared with the rest of the school or organization electronically—in a newsletter, on the website, or via social media. If your organization is also implementing the i2i: What R U Looking 4? youth communications program, the i2i Ambassadors could share these projects through their communications channels. The i2i Brand Ambassadors could also serve as judges—connecting younger and older students learning about these issues.

PARENTS MATTER! FOR DATING MATTERS (6TH GRADE)

Session Number	Suggested Adaptation
General Adaptations	• Additional slides are provided that include posters and other adapted content. These have not been integrated into the original slide set to ensure that the slide numbers listed in the Facilitator Manual will still be accurate. You may choose to create one integrated slide set that merges the original and adapted slides or move back and forth between the two slide sets during the sessions, as needed.
Session 1	• **Part 5: Icebreaker**— To keep everyone in order for the Icebreaker, add the participants' names to a slide and ask them to remember the favorite food of everyone before them on the list, in order. • **Activity: Buddy Cards**— Ask for volunteers in case some parents know each other, but otherwise, you can assign buddies since it would be difficult for parents to connect one-on-one during the session to pair up. • **Activity: Mapping Risk for Early Sexual Activity**—Use the provided slide to introduce the activity. Ask parents to brainstorm and add ideas to a whiteboard for each question. They can first spend a few minutes writing ideas in their handbook.
Session 2	• **Activity: Role-Play**— Divide the group into pairs and use breakout rooms for each pair, or have each pair demonstrate one role-play for the group. The facilitator may need to demonstrate how to do a virtual role-play the first time with a volunteer or with a second facilitator.
Session 3	• **Activity: Facts About Dating and Sex in Adolescence**— Use the slide provided in lieu of cards. Add your own facts with local statistics.
Session 4	• **Part 2: Activity: What do Children Want to Know?**— Divide the group into pairs and use breakout rooms for each pair, or have each pair demonstrate one role-play for the group. The facilitator may need to demonstrate how to do a virtual role-play the first time with a volunteer or with a second facilitator. • **Part 2: Discussion about Values**— Use the provided slide to show the discussion questions titles "Teaching Our Values." Discuss as a large group or divided into smaller groups in breakout rooms. • **Part 4: Role-Play Teachable Moments**— Use the provided slides in lieu of the question cards to share the role-play scenarios. You can use breakout rooms for small group role plays or do it together in a large group. • **Part 6: When to Say What**— Use the provided slide to facilitate a discussion and record responses on a whiteboard or add text boxes to the slide.

Session 5	• **Part 2: Activity: Relationship Behavior Cards**— Instead of cut-out cards, the relationship behaviors from Supplement 5.1 are provided on slides. Read each one, ask participants to raise their hands if they think the behavior is healthy or unhealthy, or use the poll feature to capture anonymous responses. Discuss any scenarios with a lot of disagreement. Another option is to draw a continuum (horizontal line) on the whiteboard from *Healthy* ←*to*→ *Unhealthy* and ask participants to mark the spot on the continuum where they think each behavior falls, clearing the board between scenarios. • **Part 3: Activity: Facts About Teen Dating Violence**— Instead of cards, use the provided slides to share the facts and discuss. • **Part 4: Activity: Relationship Role-Play**— Instead of cards, use the provided slide to share the role-play scenarios. Complete as a group.
Session 6	• In session 6, youth are invited to join part of the session with their parents. For virtual implementation, youth can sit with their parents at home while you are addressing the whole group and leave the room for segments that are intended for parents only. Preparing parents for this arrangement in advance will help it proceed more smoothly. • During parent-child discussions, ask the dyads to mute themselves by leaving their video on while they talk to encourage staying on-task. • To keep youth interested during the celebration at the end, consider adding funny memes or videos to the slideshow that might appeal to them. Since other incentives like treats or a pizza party can't be offered virtually, consider sending other prizes by mail or offering a small online gift card if your budget allows.

DATING MATTERS FOR PARENTS (7TH GRADE)

Session Number	Suggested Adaptation
Session 1	• Additional slides are provided that include adapted content. These have not been integrated into the original slide set to ensure that the Facilitator Manual's slide numbers will still be accurate. You may choose to create one integrated slide set that merges the original and adapted slides or move back and forth between the two slide sets during the sessions, as needed. • **Part 8: Activity: Communication Blockers**— You can still conduct the activity as designed and use the additional slides with the communication blocker as a replacement for the "cards." You can also use breakout rooms to have smaller groups work through each communication blocker.
Session 2	• **Part 3: Activity: Healthy vs Unhealthy Relationship Behaviors**— Instead of asking parents to tape up the relationship scenarios under the red, green, and yellow lights, consider this adaptation. Ask parents to grab some crayons and draw a red circle, green circle, and yellow circle on three pieces of paper to represent the lights. Read each of the behaviors using the provided slides. Then ask parents to hold them up on screen to indicate their "vote" and observe others' before moving on to the next one. Discuss points of agreement and disagreement at the end of the activity. • **Part 3: Activity: How Does This Apply to Me?**— Use animated slides (which are set up to reveal each Q and A when you click) to go over the T/F statements. You can use a polling feature for parents to answer before going over the answer.
Session 3	• There are a lot of questions in this session that solicit parents' answers. Additional slides are provided to use as "easel paper" to type in their responses. • **Part 4: Activity: Conflict Resolution**— Use breakout rooms to conduct that activity.

FAMILIES FOR SAFE DATES

The Families for Safe Dates program does not require adaptation for virtual implementation. The program materials can be delivered to parents by mail or electronically for completion at home.

Youth Communications Program

i2i WHAT R U LOOKING 4?

Most of the i2i program activities can be implemented online without specific adaptations. Engage your Brand Ambassadors in developing creative ways to engage younger youth in online "events" that will appeal to them in lieu of in-person events. For example, they could promote a video or art contest with prizes; host a live Q & A about healthy relationships on social media (with adult supervision); or make "viral" videos showcasing healthy relationship skills. They then can share them on social media channels that reach their target audience.

RELATED MATERIALS

Adapted, editable slides are available for download from Team Up! for Dating Matters. You may need to edit the provided slide decks or integrate them with existing slides for the Parent Programs.

Link to Team Up!

Youth Program Slides

- **Dating Matters for 6th Graders**

- **Dating Matters for 7th Graders**

- **Safe Dates (8th Grade)**

Parent Program Slides

- **Parents Matter! for Dating Matters (6th Grade)**

- **Dating Matters for Parents (7th Grade)**

OTHER RESOURCES

Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches, CDC: https://www.cdc.gov/violenceprevention/pdf/adaptationguidance.pdf

Coronavirus Disease (COVID-19) and Its Implications for Protecting Children Online, UNICEF:

https://www.unicef.org/documents/covid-19-and-implications-protecting-children-online

SUGGESTED CITATION

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