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Visual Health Education: A Creative Campaign Through Infographic Design Training Using Canva for High School Students

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Abstract
Visual Health Education: A Creative Campaign Through Infographic Design Training Using Canva For High School Students explores health education for high school students, which requires a communicative and creative approach aligned with the characteristics of the digital generation. One strategy that can be applied is a visually based health campaign through infographic design training using Canva. This study aims to describe the implementation of health infographic design training using Canva and analyze its contribution to improving students' health understanding, digital literacy, and visual communication creativity. This study used a descriptive qualitative approach with a participatory training approach. The activities were carried out through stages including identifying needs, delivering health-related materials, introducing infographic design principles, practicing the use of Canva, assisting with product development, and presenting the results of visual campaigns. Data were collected through observation, documentation of student work, participant reflections, and brief interviews. The results showed that Canva-based infographic design training increased student engagement in understanding health issues, primarily because the information was presented in a simple, engaging, and easily shareable format. Students acted not only as recipients of information but also as creators of health messages, able to process data, construct visual narratives, and convey preventive advice to their peers. These findings confirm that visually based health education can be an innovative strategy in school health promotion while strengthening students' digital literacy and creative communication skills.

INTRODUCTION

Visual Health Education: A Creative Campaign Through Infographic Design Training Using Canva For High School Students highlights how health education in schools plays a crucial role in shaping the knowledge, attitudes, and healthy living behaviors of adolescents. Adolescence is a transitional phase marked by physical, psychological, social, and emotional changes; therefore, high school students require health information that is not only substantively accurate but also easy to understand and relevant to everyday life. Health issues such as diet, mental health, physical activity, personal hygiene, the dangers of smoking, reproductive health, gadget use, and infectious disease prevention are essential components of adolescent health literacy (Bahanshal, 2020; Fitriani, 2024; Mancone et al., 2024; Monika, 2023). The World Health Organization emphasizes that health promotion and school-based health education are essential tools for strengthening students' health literacy and supporting the broader educational community (Navarrete-Muñoz et al., 2024).

However, the main challenge in adolescent health education lies in how to deliver information without making it feel rigid, unengaging, or overly instructive. High school students generally prefer digital, visual, and interactive media over conventional counseling methods that rely solely on lectures. This situation calls for innovative educational media that can transform health information into concise, engaging, and memorable messages. Digital and interactive approaches to adolescent health education are considered effective in strengthening learning engagement and health literacy, especially when students are actively involved in the learning process (Putri, 2025; Safitri, 2024; Stauch, Schipperges, Ludt, & Berens, 2025).

One relevant medium for health education is infographics. Infographics are a form of visual communication that combines text, images, icons, color, data, and layout to convey information in a concise and easily understandable manner. In an educational context, infographics help students understand complex material through simplified visual presentations (Organization, 2021; Susindra & Permatasari, 2023; Traboco, Pandian, Nikiphorou, & Gupta, 2022). Infographics also enhance message appeal because students do not only read information but also interpret structures, symbols, and visualizations that clarify meaning. Research on infographics indicates that they can be used as an effective educational medium for various adolescent health issues, including nutrition, reproductive health, and disease prevention (Farikhah, Mulyani, & Sholikhah, 2022; Ferretti, Hubbs, & Vayena, 2023; Linney, Bhatt, Bhattacharjee, & Barr, 2026; Xiao, Wong, & Yang, 2024).

Beyond serving as a medium for information delivery, infographics also function as a tool for active learning. When students are asked to create infographics, they do not simply copy information; they must understand the issue, select key data, formulate core messages, determine appropriate visuals, and design effective calls to action. This process fosters critical thinking, information literacy, digital literacy, creativity, and visual communication skills. Studies on infographic use in health education also show that this approach has the potential to enhance student engagement and develop competencies in understanding health-related issues.

In the development of educational technology, Canva has become a widely used digital design platform due to its accessibility, diverse templates, comprehensive visual elements, and user-friendly interface. Canva allows students to create posters, infographics, presentations, and social media content without requiring professional design skills. Its strengths lie in ease of use, design flexibility, and collaborative features, making it suitable for creative training activities in schools. Research on Canva-based training shows that its use can support improvements in digital literacy and technology skills in educational contexts.

The use of Canva in visual-based health education is important because it enables students to act as producers of health messages, not merely recipients of information. In school health campaigns, students can create visual content on topics relevant to their daily lives, such as the dangers of excessive sugar consumption, the importance of breakfast, anemia prevention, mental health awareness, academic stress management, the risks of e-cigarettes, and ethical social media use. In this way, health communication is not limited to teacher-to-student transmission but also extends to student-to-student peer learning. This approach is more aligned with adolescent communication culture because messages are delivered in a visual language that is simple, creative, and easily shareable.

The urgency of this study lies in the need for schools to develop health education methods that adapt to the advancement of digital technology. Many health education activities in schools

remain one-directional, limiting students' opportunities to creatively express their understanding. Meanwhile, the ability to transform health information into visual messages is an increasingly important component of digital health literacy in the social media era. Adolescents must not only understand health information but also be able to evaluate its accuracy, avoid health misinformation, and communicate valid information to their peers.

Based on this context, this study focuses on visual-based health education through infographic design training using Canva for high school students. The novelty of this research lies in the integration of health education, digital design training, and student-created creative campaigns. This study positions infographics not only as an educational medium but also as a learning product directly produced by students. Through this approach, students are trained to understand health issues, visually package messages, and develop participatory health communication strategies.

This study aims to describe the implementation of infographic design training using Canva as a medium for health campaigns among high school students. Furthermore, it aims to analyze the contribution of this training to students' health literacy, design creativity, digital literacy, and visual communication skills. The findings of this study are expected to provide practical contributions for schools, teachers, health professionals, and health promotion program managers in designing more creative, participatory, and digitally oriented health education models.

METHOD

This study employed a qualitative descriptive approach with a participatory training design. It aimed to describe the process, experiences, responses, and outcomes of students participating in health infographic design training using Canva, with a focus on understanding student engagement in visual-based health education and their construction of health messages through infographics.

The participants were high school students from grades 10 to 12 who took part in the infographic design training. They were selected purposively based on their relevance to the program objectives and interest in design, health topics, digital literacy, or school organizational activities. Inclusion criteria included willingness to participate in the full training series, access to digital devices, and basic ability to use internet-based applications.

The training was conducted in several stages. The first stage involved needs identification through discussions, classroom observation, and input from teachers and school health personnel to identify relevant student health issues. The second stage consisted of delivering health education materials on topics such as healthy lifestyles, mental health, adolescent nutrition, smoking risks, personal hygiene, and disease prevention. The third stage introduced infographic development, focusing on visual communication principles such as information structuring, color selection, typography, icon usage, layout balance, and calls to action.

The fourth stage involved Canva training, where students practiced selecting templates, adjusting layouts, using design elements, uploading images, applying fonts, combining colors, and exporting their work. The fifth stage focused on infographic production, in which students selected health topics, formulated key messages, defined target audiences, and developed visual designs individually or in groups. The final stage involved presentation sessions, where

students explained their chosen topics, message intentions, visual strategies, and dissemination plans.

Data were collected through observation, documentation, participant reflections, and brief interviews. Observations captured student participation, Canva usage skills, and group collaboration processes. Documentation consisted of student-produced infographics. Reflections provided insight into student experiences, challenges, and perceived benefits. Interviews with selected participants and teachers provided additional perspectives on the effectiveness of the training.

Data were analyzed using qualitative descriptive techniques, including data reduction, data display, and conclusion drawing. Data reduction involved selecting relevant information from observations, reflections, interviews, and documentation. Data display was organized into thematic narratives such as health understanding, design skill development, message creativity, and student responses to Canva use. Conclusions were drawn by interpreting findings in relation to the research objectives and relevant concepts in health education, digital literacy, and visual communication.

RESULT AND DISCUSSION

Implementation of Health Infographic Design Training Using Canva

The research results show that infographic design training using Canva can be implemented systematically through a combination of health education and digital design practices. At the beginning of the activity, students were introduced to the importance of health literacy in adolescent life. The material was delivered using a contextual approach, linking health issues to students' daily habits, such as sleep patterns, fast food consumption, academic pressure, social media use, and physical activity. This approach makes it easier for students to understand that health is not just a medical matter, but also relates to daily behavior.

During the infographic introduction stage, students showed high interest because visual media was considered more engaging than lengthy text. Students understood that a good infographic is not only visually appealing but also must have a clear message, accurate data, and an easy-to-understand call to action. This is crucial because in health campaigns, attractive visuals without proper substance can lead to misunderstandings. Therefore, students were directed to check information sources, simplify sentences, and avoid exaggerated health claims.

Using Canva assists students in the design process because the platform provides easily modifiable templates and visual elements. Students with no prior design experience can still create visually appealing infographics. The drag-and-drop feature, icon selection, color combinations, and ready-made templates make the design process faster and less technical. Using Canva also supports creative learning, as students can explore various visual styles to suit the message they want to convey.

Improving Students' Understanding of Health Issues

This training contributes to improving students' understanding of health issues because they not only receive material but also process it into visual messages. The process of transforming information into infographics requires students to first understand the content. For example, when students create an infographic about the dangers of excessive sugar consumption, they must understand the impact of sugar on health, examples of high-sugar

foods, and preventative measures. Thus, the design process serves as a means of internalizing knowledge.

This activity also encourages students to differentiate between primary and supporting information. When creating infographics, students should avoid including too much text, as this will reduce visual readability. Therefore, students are trained to select the most important messages, construct short sentences, and use icons or images to clarify information. These skills are crucial for health literacy, as students need to be able to filter the abundance of health information available on digital media.

These findings align with the notion that digital media and interactive approaches can strengthen adolescent health literacy. Health education that actively engages students is more likely to foster meaningful understanding than lecture-only methods. In this context, infographics serve not only as a communication medium but also as a thinking tool that helps students understand, structure, and disseminate health messages.

Strengthening Digital Literacy and Visual Communication Creativity

In addition to improving health literacy, this training also strengthens students' digital literacy. Digital literacy in this activity encompasses not only the ability to use Canva, but also the ability to search for information, evaluate sources, select relevant data, and present information ethically. Students are instructed to avoid taking random images, disseminating unsourced information, and avoiding excessive use of scare messages. This is crucial because health campaigns must be based on education, not simply visual provocation.

The creativity of visual communication was evident in the variety of students' work. Some employed a minimalist design style with simple icons, while others employed bright colors, character illustrations, or a social media campaign poster format. This diversity of styles demonstrates that Canva provides students with the freedom to express their ideas creatively. However, creativity was guided by the principles of readability, visual balance, and clarity of message.

Infographic design activities also hone persuasive communication skills. Students learn that health messages need a compelling title, concise content, supporting visuals, and a clear call to action. For example, calls like "Start drinking 8 glasses of water a day," "Get enough rest before the exam," or "Cut back on sugar, maintain your energy" are more easily understood than overly general messages. Thus, students not only learn design but also craft effective campaign messages.

Infographics as a Peer Health Campaign Media

One important finding of this study is that student-created infographics have the potential to become a medium for peer-to-peer health campaigns. Student-created messages tend to use language more relatable to the world of teenagers. This makes the campaign feel more natural and less patronizing. When students convey messages to peers, they are more likely to be accepted due to the familiarity of their experiences and communication styles.

Infographics are also easily disseminated through social media, class groups, digital wall magazines, or official school accounts. Thus, the training outcomes go beyond design assignments and can become part of school health promotion initiatives. Schools can utilize student work for themed campaigns, such as mental health week, national nutrition day, anti-smoking campaigns, or clean and healthy living initiatives. This strategy empowers students to become agents of change within the school environment.

However, for visual campaigns to be effective, schools need to curate student work. Curation is necessary to ensure that the information disseminated is accurate, the design is easy to read, and the message is non-stigmatizing. For example, campaigns about obesity, mental health, or specific illnesses need to be delivered in empathetic language to avoid stigmatizing certain groups. With the support of teachers and health professionals, student infographics can become a safe, ethical, and beneficial educational tool.

Obstacles in Training Implementation

Although the training went well, several challenges were encountered. First, not all students have the same design skills. Some students still struggled with selecting color combinations, determining font sizes, and arranging visual elements to avoid overcrowding. Second, some students tended to focus too much on design aesthetics while paying less attention to the accuracy of health information. Third, limited devices and internet access could hinder the practical process, especially if the training was conducted simultaneously.

Another challenge is students' ability to simplify information. Many students initially wanted to include too much text in their infographics. This indicates that they still need training in writing concise and effective campaign messages. In visual communication, too much information can actually reduce appeal and readability. Therefore, guidance in crafting messages is an essential part of the training.

To overcome these obstacles, training needs to be designed with clear guidelines. Teachers or facilitators can provide examples of good infographics, a list of reliable sources, a message structure template, and an assessment rubric. The rubric can cover aspects of information accuracy, message clarity, visual creativity, readability, color appropriateness, and persuasive power. With this rubric, students have a clearer guideline for producing their work.

Implications of Training for Schools

Training in health infographic design using Canva has important implications for school program development. First, this activity can serve as a cross-disciplinary learning model that combines health education, information technology, design, and communication. Second, this activity can strengthen healthy school programs by actively involving students in the production of campaign media. Third, this activity supports the strengthening of student profiles that are creative, critical, collaborative, and concerned with the social environment.

For teachers, this training can be an alternative to project-based learning methods. Teachers can assign students to create visual campaigns based on specific health issues. For students, this activity provides a more meaningful learning experience because they produce tangible work that can be used by the school community. For schools, student work can become an educational media asset that is inexpensive, easily updated, and tailored to the students' characteristics.

Thus, visual-based health education through Canva is not just a technical design activity, but also an educational strategy that integrates knowledge, creativity, technology, and social awareness. This model is relevant for high school implementation because it aligns with the needs of adolescents living in a digital and visual environment.

CONCLUSION

Visual Health Education: A Creative Campaign Through Infographic Design Training Using Canva For High School Students demonstrates that infographic design training using

Canva is an effective strategy to support visual-based health education for high school students. This activity increased student engagement in understanding health issues because students not only received information but also processed and communicated it in an engaging visual format. Canva facilitated infographic creation due to its simple, flexible, and beginner-friendly features.

The results indicated that this training contributed to improvements in students' health literacy, digital literacy, design creativity, and visual communication skills. The infographics produced by students also had the potential to serve as media for peer-to-peer health campaigns within the school environment. Although several challenges emerged, such as differences in design skills, limited access to devices, and difficulties in simplifying complex information, these were addressed through mentoring, provision of design examples, use of credible information sources, and clear assessment rubrics.

This study recommends that schools integrate infographic design training into health promotion programs, project-based learning activities, or extracurricular programs. Teachers and school health personnel should collaborate to ensure that student-created content is accurate, ethical, and communicative. Through this approach, visual-based health education can serve as an innovative tool for developing a healthy, creative, critical, and digitally literate younger generation.

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