

# SHARING HEALTH INFORMATION AND EDUCATION WITH

# POSTERS





# **GUIDEBOOK SHARING HEALTH INFORMATION AND EDUCATION WITH POSTERS 2025**



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# FOREWORD

**Posters** are visual media designed to convey messages quickly, clearly, and interestingly through a combination of images, colors, and text. In the context of health education, posters are used to raise awareness, educate the public, and encourage behavioral change in a way that is easy to understand and remember, even for people with limited literacy levels.

In the midst of limited time and resources, posters are an effective medium to reach various levels of society: children, adolescents, parents, and the elderly.

This book is created as a guide for facilitators, health cadres, teachers, or anyone who wants to share health information in a simple but impactful way. Through a visual and narrative approach, each poster in this book is accompanied by delivery steps, communication tips, and an invitation to dialogue with participants.

In this book there are nine (9) posters divided into two themes:

1. Clean and Healthy Living Behavior
2. Malaria Prevention

We believe that good health education is not about how much information is conveyed, but how strong the message received and understood.

Hopefully this book can help you become an important communicator in building a healthier and more caring society.

Happy sharing and keep inspiring **FRIENDS!**

**Kawan Baik Team**

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# FILL YOUR PLATE WITH BALANCED NUTRITION!

## Limit Sugar, Salt, and Oil Maximum daily consumption

4 Tablespoons of Sugar  
1 Teaspoon of Salt  
5 Tablespoons of Oil

**Vitamin** are additional nutrients needed to support body performance.

**Drink 8 glasses** of clean water every day to prevent dehydration.

**Protein** both from animal or plant, is a nutrient that plays a major role in building body cells, including bones, muscles, lungs, hair, and skin.

**Carbohydrates** are food components which functions as main energy source for the body.



With Balanced Nutrition  
it will create a generation that  
**Healthy and Great!**

# 1 FILL YOUR PLATE WITH BALANCED NUTRITION!

## 1. Introduction (1-2 Minutes)

**Greet participants warmly.**

Example:

“Hello everyone! How are you today?”

“Who had breakfast this morning?”

“Alright, today we will learn together how to eat with balanced nutrition so that our bodies are healthy and strong!”

## 2. Introduce the concept of balanced nutrition

**Show the poster and direct attention to the title section.**

(1-2 Minutes)

Explain that balanced nutrition means we eat a variety of foods in the right amounts so that the body gets all the nutrients it needs.

“On this poster, we can see a picture of a food pyramid. The picture shows the order of food types from those we need the most to those that should be limited.”

## 3. Explanation of the Food Pyramid (5-7 Minutes)

- **Carbohydrate**

“At the bottom are rice, corn, potatoes, sweet potatoes, cassava—all of which are carbohydrates. These foods are the food components that are the main source of energy for our bodies, so we can do activities like playing and studying.”

- **Vitamin**

“Moving up, there are green vegetables and fruits such as papaya, bananas, tomatoes. They contain vitamins and minerals—additional nutrients needed to support body performance, and help maintain endurance.”

- **Animal & Plant Protein**

“Next, we need protein, which can come from fish, eggs, meat, tofu, tempeh, and nuts. Protein is a nutrient that plays an important role in building body cells, including bones, muscles, lungs, and maintaining healthy skin and hair.”

- **Sugar, Salt and Oil**

“At the top are the ones that should be limited: sugar, salt, and oil. We should only consume a little of them to keep the body healthy.” The recommended usage is:

1. Sugar: Four (4) tablespoons
2. Salt: One (1) teaspoon
3. Eating oil: Five (5) tablespoons

## 5. Additional Tips (1-2 Minutes)

- **Drink Water**

“Don't forget to drink water! At least eight (8) glasses a day so that your body doesn't get dehydrated.”

- **Balanced Portions**

“Our plate should consist of:  $\frac{1}{2}$  vegetables and fruits,  $\frac{1}{4}$  carbohydrates, and  $\frac{1}{4}$  protein. In a day we can eat three (3) times a day, so that our bodies are healthy and strong.”

## 6. Closing (1-2 Minutes)

- **Invite participants to repeat the important message:**

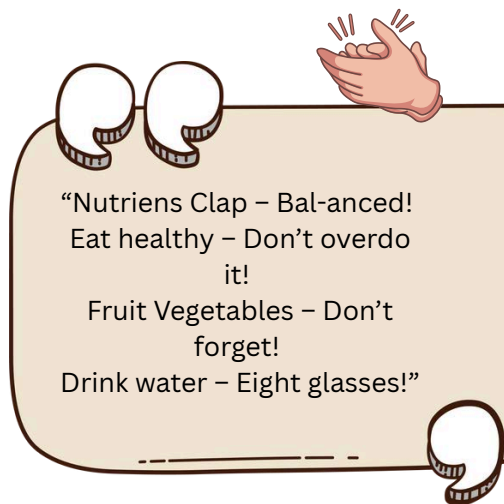
“What should we put on our plates? Balanced Nutrition!”

- **Close with a motivational message:**

“If we eat with balanced nutrition, we will be a Healthy and Great generation!”

## TIPS for Facilitators

1. Use simple and interactive language.
2. Invite participants to answer quiz or guess the picture on the poster.
3. Can be interspersed with light games such as
  - a. Learning English for each name of vegetables and fruits
  - b. Matching the names and pictures of vegetables and fruits
  - c. Guessing the taste of vegetables and fruits
  - d. Collecting cards of animal and plant protein types



“Nutriens Clap – Bal-anced!  
Eat healthy – Don’t overdo  
it!

Fruit Vegetables – Don’t  
forget!

Drink water – Eight glasses!”



## Regular Exercise



## Balanced Nutrition



# 4 CLEAN AND HEALTHY LIVING BEHAVIORS

## Clean Living



## Get Enough Rest



# 2 4 CLEAN AND HEALTHY LIVING BEHAVIORS

## 1. Introduction (1-2 Minutes)

**Greet students with enthusiasm.**

“Who here wants to be a strong, disease-free, and smart child?”

Let me introduce you, we will explain four healthy habits that are easy to do every day to become a strong, disease-free, and smart child.

## 2. Introduce Poster and Direct Visual Attention (1-2 Minutes)

**Show the poster directly and invite students to observe the picture:**

“Look at this picture. There are kids like you who are practicing healthy habits. Let’s talk about them one by one!”

## 3. Explanation of Each Behavior (4-5 Minutes)



### Regular Exercise

“Exercise makes the body strong, healthy heart, and we become enthusiastic about learning. Exercise can be playing soccer, jogging, jumping rope, or dancing!”

Invite the child to stand and do a light stretch for 30 seconds.

### Balanced Nutrition

"Eat a complete meal – vegetables, fruit, protein foods and rice. Don't forget to drink water!"

Ask interactive questions:  
“What did you eat this morning?”  
“Have you eaten fruit today?”





### Clean Living

“Wash your hands before eating and after going to the toilet, take a shower every day, and don’t litter. If we are clean, we don’t get sick easily.”

Simulate washing hands with soap with movements together with the children.

### Get Enough Rest

“Our body needs enough sleep, especially at night, so that it can grow tall and not feel sleepy while studying.”

Ask interactive questions:  
“Who here sleeps at 9 pm or earlier?”



## 4. Interaction and Short Games (1-2 Minutes)

- **Let's move with the game "TRAFFIC LIGHTS"**

The Facilitator will mention the color of the ‘Traffic Light’, and the class will follow the instructions of the movement together:

- ‘Green Light’ students step forward.
- ‘Yellow Light’ students step backward.
- ‘Red Light’, students stop and do not move.
- ‘Green Yellow Red Light’ simultaneously, students jump while saying ‘Hooray!’

- **Count Your Sleep Hours**

They can alternately mention the number of hours of nap and night sleep, then add them up, while learning to count (mathematics).

## 5. Closing (1-2 Minutes)

- **Invite students to name 4 behaviors together**

- **Repeat the slogan:**

“With regular exercise, balanced nutrition, clean living, and enough rest... we become HEALTHY and GREAT children!”



Umbu, Rambu, let's wash your hands!

Let's

# WASH your hands!



1. Wet your hands and use soap



2. Rub the palms and backs of the hands



3. Clean between your fingers



4. Rub the inner side of your fingers in locking hand position



5. Clean the thumb with grip and rotating motion



6. Clean your nails by rubbing them on your palms



7. Rub the area of your wrists



8. Rinse with water

When should you wash your hands?

1. Before and after **eating**.
2. After **peeing** and **pooping**.
3. After **playing** with friends and animals.
4. Before and after doing **activities**.
5. Follow the steps to wash your hands for **40-60 seconds**.

Do each step  
5 times, okay!



# 3 LET'S WASH YOUR HANDS!

Objective: To teach the importance of washing hands properly and the right time to do so to avoid illness.

## 1. Introduction (1-2 Minutes)

**Greet students and start with questions:**

"Who washed their hands before eating today?"

"Did you know that our hands can carry a lot of germs!"

Introduce that we will learn how to wash our hands properly like Umbu and Rambu do in this poster.

## 2. Introduce the Poster (1-2 Minutes)


Show the poster and ask the children to look at the picture of Umbu and Rambu. Invite them to observe the 8 steps of washing hands at the top of the poster.

## 3. Explain the 8 Steps for Washing Hands (5-7 Minutes)

**Use simple language and hand gestures to show each step while inviting the children to follow along.**

Steps:

1. Wet your hands and use soap
2. Rub your palms and backs of your hands
3. Clean between your fingers
4. Rub the inner side of your fingers in locking hand position
5. Clean your thumbs by holding and rotating them
6. Rub your nails on your palms
7. Rub your wrists
8. Rinse with clean water



Perform these hand washing steps for 40-60 seconds

**Invite them to repeat the steps together:**

"We do each movement 5 times, and all of this takes about 40-60 seconds, okay!"

## 4. When Should You Wash Your Hands? (1-2 Minutes)

**Direct them to the list on the poster, then explain them one by one:**

1. Before and after eating
2. After peeing and pooping
3. After playing with friends and animals
4. Before and after activities

**You can also ask questions like:**

“When do you usually wash your hands?”

“Who has ever eaten right after playing in the dirt?”

## 5. Interaction and Direct Practice (1-2 Minutes)

- Invite children to practice washing hands together, without water/soap first (dry practice).
- It can be made in the form of a song or clapping to make it more fun.

## 6. Closing (1-2 Minutes)

**Emphasize that washing hands is:**

“Easy, Cheap, and Can Keep Us from Getting Sick!”

**Invite them to create a slogan together:**

“We start from ourselves, Wash our hands every day, a healthy body and disease dare not come!” \*example

## Additional Tips for Facilitators

- Bring soap and water in a spray bottle if there is no sink.
- Use a timer or sing a 40-second song (such as a nursery rhyme) to time the handwashing process.
- Put up posters near handwashing stations or school toilets as visual reminders.

# Healthy Food & Drinks



- Good nutritional content
- Low sugar and salt
- Contains healthy fats
- Made and processed naturally

Rambu, Umbu,  
Be wise in  
choosing your  
food and drinks!

- Bright colors
- Contains preservatives
- Sharp flavors (savory, sweet, or salty)
- Leaves an unpleasant feeling in the throat
- Fried using oil repeatedly



# Unhealthy Food & Drinks

(If consumed daily)



# 4 HEALTHY & UNHEALTHY FOOD & DRINKS

Objective: To help students (audience) understand the difference between healthy and unhealthy food and drinks so they can choose food wisely.

## 1. Introduction (1-2 Minutes)

**Start with questions:**

1. "Who had breakfast today? What was your breakfast?"
2. "Does anyone like snacks from the school canteen?"

Explain that today we will learn how to choose healthy foods & drinks, so that the body stays strong and does not get sick easily.

## 2. Introduce the Poster (1-2 Minutes)

Show the poster and ask the children to look at the blue thumb and red thumb images.

**"Blue thumb = healthy food and drinks 👍"**

**"Red thumb = unhealthy food and drinks 👎"**

## 3. Explain the Healthy Food & Drinks (2-3 Minutes)

Point to each picture and ask:

"Who has eaten/drank this?"

"What are the benefits of consuming this?"

**Main message:**

Healthy food and drinks are:

- Nutritious, has good nutritional content (can make the body strong & smart)
- Low in sugar, salt, and oil
- Healthy fat content
- Made from natural ingredients and processed naturally (directly from nature: fruit, vegetables, protein foods, water)

Example suggestions:

"Come on, let's eat bananas, vegetables, eggs, rice, fish, and drink water!"



## 4. Explanation of Unhealthy Food & Drinks

(2-3 Minutes)

It can be started with questions:

“Who has ever eaten this snack? Is it good?”

“It’s good... but do you know why you should reduce it?”

### **Main message:**

Unhealthy food and drinks are:

- Bright colors
- Contains preservatives
- Sharp flavors (too sweet, salty, savory)
- Leaves an unpleasant feeling in the throat
- Fried using oil repeatedly

### **Need ASSURANCE:**

“You can eat and drink this once in a while, but not every day, okay! because it’s not good for your health.”

## 5. Closing

(1-2 Minutes)

### **Repeat the slogan or the suggestion:**

“Umbu, Rambu, be wise in choosing food and drinks!”

### **Invite students to make a promise:**

“Starting today, I will choose healthy food and drinks so that my body is strong and does not get sick easily.”

## **Additional Tips for Facilitators**

- Use real objects or pictures of food and drinks as props.
- Create a red and blue thumbs-up collage with the children from colored origami paper pieces.
- Put up posters in the school lunchroom or near the canteen.

# TAKE CARE OF YOURSELF AND YOUR ENVIRONMENT

TO PROTECT AGAINST MALARIA MOSQUITOES

TAKE CARE OF YOURSELF



AND YOUR ENVIRONMENT

# 5 TAKE CARE OF YOURSELF AND YOUR ENVIRONMENT

Objective: To encourage the public to prevent malaria by protecting themselves and the environment from malaria mosquito bites.

## 1. Introduction (1-2 Minutes)

**Start with the question:**

1. “Who has ever had malaria?”
2. “How do you think we can stop malaria from happening in our village?”

## 2. Introduce the Poster (1-2 Minutes)

Show a large picture of a malaria mosquito in the middle of the poster and explain that:

**“Malaria mosquitoes can make us very sick. But we can prevent it in a simple way, CARE ABOUT YOURSELF!”**

## 3. Explain the Parts of the Poster (8 Steps)

(5-6 Minutes)

Implement the “Question – Answer – Story” method for each point

**Take Care of Yourself**

### 1. Use Insecticide-Treated Mosquito Nets

“Mosquito nets are like small houses on the bed that protect us from mosquito bites at night.”

### 2. Wear Long-Sleeved Shirts

“If you go to the rice fields or farms in the afternoon or evening, wear long-sleeved shirts to help prevent mosquito bites.”

### 3. Use Mosquito Repellent

“We can use the one in the form of ointment or spray to help repel mosquitoes, we can also use mosquito repellent.”



## **Take Care of the Environment**

### **1. Clear the Bushes and Weeds Around the House**

“Malaria mosquitoes like to hide in bushes. If it’s clean, mosquitoes have a hard time breeding.”

### **2. Drain the Stagnant Water**

“Mosquitoes lay eggs in water. No puddles, no place for malaria mosquitoes to lay their eggs!”

### **3. Close the Basin or Water Container**

“Bathtubs, water buckets, jars — all must be covered so mosquitoes don’t get in.”

### **4. Keep Livestock Pens Away from the House**

“If the livestock pens is too close to the house, then mosquitoes that come to the pens can enter the house and bite humans, not to mention if there is stagnant water puddle in the pens, it can also be a place for mosquitoes to lay eggs.”

### **5. Don’t Hang Clothes Inside the House**

“Clothes that are hung carelessly, such as inside the house, in the bathroom, on the terrace, can be a hiding place for mosquitoes.”

## **4. Closing** (1-2 Minutes)

### **Repeat the key message:**

“We can fight malaria by protecting ourselves and the environment!”

### **Invite them to repeat the chant or slogan:**

“Kawan Against Malaria! Zero Malaria! Healthy Sumba! Clean House, No Mosquitoes!”

# GET TO KNOW MALARIA

#ZERO  
MALARIA  
EAST SUMBA



Malaria is an infectious disease caused by parasites of the genus Plasmodium. The disease is transmitted through the bite of an infected Anopheles mosquito.

## SYMPTOMS OF MALARIA



INFECTIOUS!

IF YOU EXPERIENCE THESE SYMPTOMS,  
DO THESE IMMEDIATELY!

1. GO TO THE NEAREST HEALTH CENTER
2. CHECK YOUR BLOOD
3. CARRY OUT MEDICAL THERAPY UNTIL IT'S FINISHED

If your therapy is not completed, there is the potential  
to transmit Malaria to people around you



# 6 GET TO KNOW MALARIA

Objective: To help the audience recognize the symptoms of malaria and the importance of complete treatment.

## 1. Show the image of the Anopheles Mosquito

Explain that malaria is caused by parasites from the genus Plasmodium which are transmitted through the bite of the **Anopheles mosquito**.

## 2. Explain the "Symptoms of Malaria" (5-6 Minutes)

Invite participants to mention one by one the symptoms:

- Headache,
- Fatigue,
- Nausea and vomiting,
- Muscle cramps, joint pain and seizure,
- Fever chills,
- Jaundice (yellow eyes and skin),
- Anemia,
- Breathless

You can use an interactive question and answer method and give prizes for those who can mention the symptoms of Malaria. Encourage participants to share their own experiences if they have ever experienced similar symptoms.

## 3. Emphasize that malaria is **CONTAGIOUS** (1-2 Minutes)

Highlight the risk of transmitting to others if not treated to completion.

## 4. Explain the steps on how to TREAT IT (1-2 Minutes)

If anyone experiences the symptoms of malaria above, suggest the community to immediately take steps to handle it, including:

- Go to the nearest health center.
- Blood test.
- Take medication according to doctor's instructions until finished.

## 5. Closing (1-2 Minutes)

"If we obey to take the medicine until it is finished, we can recover completely and not infect other people."

# THE IMPACT OF EXCESSIVE ALCOHOL CONSUMPTION



## IMPACTS ON HEALTH

Brain Disease

Mental Health Issues

Yellow Eyes, Yellow Skin (Jaundice)

High Blood Pressure  
Heart Disease

Liver Disease (Liver Cirrhosis, Liver Cancer)  
Pancreatitis  
Fat Accumulation Stomach (Visceral Fat)

## IMPACTS ON SOCIETY

Domestic Violence  
Economic Problems

Conflict Fight

Accident Death

# 7 THE IMPACT OF EXCESSIVE ALCOHOL OVERCONSUMPTION

Objective: To increase public awareness of the dangers and negative impacts of excessive alcohol consumption, both for health and social life.

## 1. Introduction (1-2 Minutes)

**Greet participants and start a light discussion:**

“Who here likes to drink alcohol?”

“Have you ever seen or known someone who drinks too much alcohol?

What are the consequences?”

**Emphasize that this session is aimed to understand the impact of excessive alcohol consumption on health and social life.**

## 2. Explanation of the Poster (5-10 Minutes)

**Picture of a group of people drinking alcohol**

Emphasize that excessive alcohol consumption can have negative impacts on health, the environment and social life.

**Health Effects:**

**Brain Disease and Mental Health**

- **Focus Difficulty:** Alcohol affects brain function, including the parts that regulate concentration and memory, making it difficult for a person to think clearly or make decisions.
- **Anger Issues:** Excessive consumption reduces emotional control, leading to emotional outbursts, anger, and aggression.
- **Depression:** Alcohol is a central nervous system depressant. Long-term use can worsen or trigger mood disorders such as depression and anxiety.

**Yellow Eyes and Skin (Jaundice)**

- A yellow color to the eyes and skin is a sign of advanced liver damage, where the liver is no longer able to process bilirubin properly.
- This is common in people who already have cirrhosis or alcoholic hepatitis.



### **Heart Disease**

The risk of heart attack and stroke increases because alcohol weakens the heart muscle and triggers irregular heart rhythms (arrhythmias).

### **High Blood Pressure**

Regular alcohol consumption can increase blood pressure and cause heart damage.

### **Liver Disease (Cirrhosis and liver cancer)**

- Alcohol is metabolized in the liver. Excessive alcohol consumption causes chronic liver inflammation, which progresses to cirrhosis (hardening and damage of the liver tissue).
- Cirrhosis increases the risk of liver cancer, which is difficult to treat and is often found at an advanced stage.

### **Pancreatitis**

Pancreatitis is an inflammation of the pancreas that can be very painful and interfere with digestion.

### **Fat Accumulation Stomach (Visceral Fat)**

Alcohol also causes fat to accumulate in the belly (visceral fat), increasing the risk of diabetes, heart disease, and metabolic syndrome.

Use opening questions

**"Have you ever seen someone whose stomach is bloated from alcohol?"**

### **Environmental and Social Effects:**

#### **Conflict & Violence (Domestic Violence)**

Alcohol consumption can trigger emotions and violent actions.

#### **Economic Problems**

Spending on alcohol can sacrifice the basic needs of the family.

### **Accidents and Deaths**

Drinking alcohol before driving is very dangerous.

## **3. Closing and Suggestions** (1-2 Minutes)

### **Message summary:**

"Alcohol is not just a drink. If consumed excessively, alcohol can damage the body, trigger conflicts or problems, and even take lives."

Invite participants to voice a healthy lifestyle and take care of each other.

# MY WASTE, IS MY RESPONSIBILITY!

## What is Waste?

All used goods or those that are no longer wanted by their owners because they no longer have any use or function.

## Different Types of Waste

Sort your waste according to its type so that it can be easily recycled and managed properly to minimize pollution to the environment.



### Organic

Waste that is easier to decompose and rot, and tends to be easier to recycle.



### Non-Organic

Waste that is difficult to rot and decompose, some of it even takes tens to hundreds of years.

## Pollution Impact Non-Organic Waste

### Air

- Air pollution
- The smoke from burning trash irritates the senses and throat and increases the risk of asthma, heart disease and cancer
- Worsening climate change

### Water

- Polluting water sources
- Causes various skin diseases, can even trigger scabies and skin cancer
- Causes diarrhea, poisoning and even intestinal cancer

### Land

- Reduces soil fertility and can cause flooding
- Dangerous if eaten by livestock
- Triggers the development of bacteria, viruses and parasites that trigger the development of diseases

# 8 MY WASTE, MY RESPONSIBILITY!

Objective: To provide participants with an understanding of the importance of managing waste properly, distinguishing between types of waste, and understanding the negative impacts of non-organic waste on the environment.

## 1. Introduction (1-2 Minutes)

**Friendly greet the participants while opening the discussion with a light question:**

"Who here has ever littered?" (you can raise your hand or smile)

"Who at home has started to sort organic and inorganic waste?"

Then continue by conveying the intent and purpose of the poster,  
**My Waste, My Responsibility!**

## 2. What is Waste? (1-2 Minutes)

Show the top part of the poster.

**Read the short definition:** "All used goods or those that are no longer wanted by their owners because they have no longer have any use or function"

Examples: food wrappers, plastic bottles, fruit peels, etc.

## 3. Different Types of Waste (5-6 Minutes)

Show the middle part of the poster.

Explain the differences:

- Organic: Waste that is easier to decompose and rot, and tends to be easier to recycle (examples: food scraps, vegetables).
- Non-Organic: Waste that is difficult to decompose and decompose, some of which take tens to hundreds of years (examples: plastic, cans, glass bottles).

**Ask a question:** "What are the benefits of sorting waste?"



## 4. Pollution Impact of Non-Organic Waste

(5-6 Minutes)

There are three major pollution impacts of Non-Organic waste

### **Air**

- Air pollution
- The smoke from burning trash irritates the senses and throat and increases the risk of asthma, heart disease and cancer
- Worsening climate change

### **Water**

- Polluting water sources
- Causes various skin diseases, can even trigger scabies and skin cancer
- Causes diarrhea, poisoning and even intestinal cancer

### **Earth**

- Reduces soil fertility and can cause flooding
- Dangerous if eaten by livestock
- Triggers the development of bacteria, viruses and parasites that trigger the development of diseases

## 5. Interactive

(1-2 Minutes)

- Invite participants to play guess with the type of waste (organic or non-organic).
- Small discussion: "What can we do starting today?"

## 6. Closing

(1-2 Minutes)

### **Emphasize again the message:**

- "My Waste, My Responsibility! We can all start from our own homes."
- "We cannot live without producing trash, but we can live responsibly with the trash we produce."

Suggest participants to start sorting trash and spread this message to their families.

# CIGARETTES KILL YOU, AND YOUR FAMILY!



# 9

# CIGARETTES KILL YOU, AND YOUR FAMILY!

Objective: To increase participants' awareness of the dangers of smoking for themselves and those around them, including its negative impacts on children, pregnant women, and the elderly.

## 1. Introduction (1-2 Minutes)

**Greet participants warmly.**

Ask: "Who here lives with a smoker?" or "How do you feel when someone smokes near a child?"

Tell them that today we are going to talk about the dangers of smoking, not only for smokers, but also for their families.

## 2. Dangers for Active Smokers (5-10 Minutes)

Explain the impact of smoking on the smoker's body:

**Cataracts to blindness**

- Cataracts are a condition in which the lens of the eye becomes cloudy, blurring vision.
- Chemicals in cigarette smoke, such as free radicals, damage proteins in the lens of the eye.
- Smokers have a 2–3 times higher risk of developing cataracts than non-smokers.
- If left untreated, cataracts can develop into permanent blindness.

**Yellowing fingers**

- Due to nicotine and tar that stick continuously when holding a cigarette.
- This yellowish color is not only on the fingers, but also on the nails and teeth.
- In addition to being a typical sign of a heavy smoker, this indicates chronic exposure to toxic chemicals.

### **Laryngeal/throat cancer**

- Cigarette smoke irritates and damages cells in the throat and vocal cords.
- Over time, repeated irritation can cause cell mutations that lead to cancer.
- Symptoms include hoarseness, chronic cough, and difficulty swallowing.
- If left untreated, people can lose their vocal cords and need to use a speech aid.

### **Coronary heart**

- Smoking causes narrowing of blood vessels and hardening of the arteries (atherosclerosis).
- The heart works harder, increasing the risk of sudden heart attack.
- The risk of coronary heart disease increases by 2-4 times in smokers.
- Smoking also reduces oxygen levels in the blood, making the heart lack supply.

### **Lung Cancer, Pneumonia, Tuberculosis**

- Lung Cancer: The tar in cigarettes settles in the lungs and causes DNA damage to lung cells, leading to the growth of cancer cells. More than 80% of lung cancer cases are caused by smoking.
- Pneumonia: Smoking weakens the lungs' immune system and damages the cilia (tiny hairs that clear mucus and germs), leaving the lungs vulnerable to infection.
- Tuberculosis (TB): Smoking increases the risk of TB infection and worsens lung damage in people with active TB.

### **Impotence and infertility**

- Smoking disrupts blood flow, including to the male reproductive organs, causing erectile dysfunction (impotence).
- Nicotine also reduces sperm quality: reduced sperm count, abnormal shape, and slow movement – increasing the risk of infertility.
- In women, smoking can disrupt the menstrual cycle, reduce fertility, and increase the risk of ectopic pregnancy and miscarriage.

### 3. Dangers for Passive Smokers (5-6 Minutes)

Explain that secondhand smoke inhaled by others is also dangerous:

- Pregnant women: Risk of miscarriage, SIDS (sudden infant death), fetal disorders
- Children: Asthma, bronchitis, cleft lip, yellow eyes and teeth
- Seniors: Increased risk of dementia, respiratory diseases

### 4. Interactive (1-2 Minutes)

- Small group discussion: "What can we do if there are family members who smoke at home?"
- Ask participants to mention places or moments where they are often exposed to cigarette smoke.

### 5. Closing (1-2 Minutes)

- Emphasize the key message: "Smoking kills slowly, not only the smoker but the entire family."
- Invite participants to support a smoke-free home and encourage people who want to quit smoking.

## **GUIDEBOOK SHARING HEALTH INFORMATION AND EDUCATION WITH POSTERS 2025**

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