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CHATRAPHORN, SUPARP. Development of Materials on Family Planning and Population Education for Use by Thai Home Economics Extension Workers. (1975)

Directed by Dr. Mildred Johnson and Dr. Barbara Clawson. Pp. 156

The specific objectives of the study were to: (1) develop and translate into the Thai language materials for selected lessons on family planning and population education for use by home economics extension workers; (2) obtain information concerning the useability and applicability of the six lesson materials from a group of students enrolled in home economics and faculty members at Kasetsart University, Bangkok, Thailand; (3) revise the materials on the basis of information gained from the students and faculty.

The objectives for the six lessons were:

1. The participants will realize the quality of care given to children is related to the family size.
2. The participants will become aware of the relationship between family size and family well-being.
3. The participants will define the meaning of overpopulated.
4. The participants will recognize the relationship between family size and adequacy of material resources.
5. The participants will realize that every woman has a chance to choose and/or improve family life.
- 4 6. The participants will understand the meaning of family planning and the effects it has on the family.

A five point rating scale consisting of 18 items was developed to obtain the desired information. It was administered to ten faculty members and seventeen students enrolled in home economics at Kasetsart University.

Data were compiled and analyzed descriptively. Major results were summarized in relation to the information obtained.

1. In general, the objectives for the six lesson materials were rated as being clearly stated, worthwhile, and possible to evaluate.

2. The generalizations for all of the lessons were indicated as being clearly understood and valuable for use in everyday living.

3. The learning activities for all of the lessons stimulated interest, were well organized, were true to the life situation in Thailand, and encouraged examination of attitudes toward family size.

4. Lesson 1 was considered to be more appropriate for young people; whereas, the other lessons were considered to be more appropriate for adults.

5. All lessons were highly rated as having enlarged ideas concerning teaching materials.

Recommendations from this study may provide a frame of reference for those home economists planning teaching materials on family planning and population education for use in developing countries.

DEVELOPMENT OF MATERIALS ON FAMILY  
" PLANNING AND POPULATION EDUCATION  
FOR USE BY THAI HOME ECONOMICS  
EXTENSION WORKERS

by

Suparp Chatraphorn  
"

A Thesis Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

Greensboro  
1975

Approved by

Michael Johnson

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APPROVAL PAGE

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CHAPTER I  
INTRODUCTION

The family planning program has been introduced in Thailand by the Thai government as one means of reducing the birth rate in order to raise the standard of living. The Thai government wants this program to be expanded as quickly and as inexpensively as possible, and in such a way that people will be encouraged to adopt the program. Although it is hard to transmit the message to those with limited education, it is believed that written materials can play an important part in accomplishing this purpose.<sup>1</sup>

Family planning and population education comes within the scope of work done by social workers who are in direct contact with families or who are carrying out programs to promote the well-being of all family members. It is a part of health education, home economics education, social education, and community development. The activities of these various groups need to be coordinated. At the same time, the educational program in family planning must be an integral part of each department. This kind of educational program is not just giving information to be memorized; it

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<sup>1</sup> Donald J. Bogue and Veronica Stolte Neiskanen, How to Improve Written Communication for Birth Control (Chicago: University of Chicago, 1963), p. 1.



demands active and direct participation; it demands effort and attention. The purpose of this program is to provide basic information to modify beliefs and attitudes and create new thinking.

Home economics workers assume a unique responsibility for helping girls and boys, women and men, to achieve wholesome happy lives.<sup>2</sup> Thus, it is the job of home economics workers to teach people the basic information of family planning and population as well as the other aspects of home and family living. This is a difficult task. One of the problems confronted today is that of making every phase of educational information meaningful for the people of Thailand. In working with the people who have limited education, it is believed that it may be accomplished with visual materials and a variety of activities that clarify the information and stimulate the people's interests.

In the teaching-learning process, student's needs, interests, and abilities must be considered when planning the objectives and learning activities. Students learn best if the activities are true to life. The Report of a Regional Seminar on Population Aspects of Social Development stated that:

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<sup>2</sup>Home Economics--New Directions: A State of Philosophy and Objectives (Washington, D.C.: American Home Economics Association, 1959), p. 5.

Family planning communications, seen as an integral part of development communication, must be much broader than pure information and certainly more substantive than publicity. They must be based on a continuing study of audiences and their responses, as well as sources, channels, passages and techniques..... At all levels of development (personal, family and community) action is motivated and oriented by a total flow of communication in which all factors and impulses combine. The messages most acceptable to an individual are likely to be those holding out the higher chance of his playing the role he sees for himself in society.<sup>3</sup>

#### Background for the Study

To cope with its rising population, the Thai government has introduced a family planning program as a pilot project to counter the birth rate. Family planning is one of the prominent features of the present five-year development plan. It has been made clear that the methods to be used under this project would be based on "free choice." This provision is aimed primarily at assisting the low-income group.

One of the topics discussed in a Regional Seminar on Population Aspects of Social Development, which was held in Thailand, January 1972, was Family Planning Communication in Social Development. The report revealed that most developing countries in Asia had not made the best use of communication

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<sup>3</sup>Economic Commission for Asia and the Far East, Report and Selected Papers: The Regional Seminar on Population Aspects of Social Development Asian Population Studies Series No. 11 (Thailand: United Nations ECAFE Population Division, 1972), p. 102.

media for the purpose of social development and family planning programs. In the area of family planning communication, the importance of interpersonal human communication and the secondary supporting role of audio-visual and other communication aids were stressed.<sup>4</sup>

In August 1972, a seminar on "The Role and Responsibility of Home Economics and Family Planning" was held in Thailand. The seminar was sponsored by the American Home Economics Association and forty-five Thai home economists from many parts of Thailand attended. One of the major recommendations resulting from the seminar was revision of home economics curricula for schools to include family planning and population education.<sup>5</sup> The need for implementing family planning and population education in the home economics curricula for schools and for out-of-school programs was apparent. Methods and materials for introducing the concepts of family planning and population education so as to interest the people became a major concern of home economists.

#### Purposes of the Study

The specific purposes of this study were:

1. To develop and translate into the Thai language

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<sup>4</sup>Ibid., p. 11.

<sup>5</sup>ECAFE, "Country News: Thailand," Asian Population Programme News, Vol. 2, Nos. 2 & 3 (Bangkok, Thailand: The Economic Commission for Asia and the Far East, 1973), p. 63.

materials for selected lessons on family planning and population education for use by home economics extension workers.

2. To obtain information concerning the useability and applicability of the lesson materials from a group of students enrolled in home economics and home economics faculty members at Kasetsart University, Bangkok, Thailand.
3. To revise the materials on the basis of information gained from the students and faculty at Kasetsart University, Bangkok, Thailand.

#### Limitations

There were limitations which affected the procedures used in this study. Lesson materials were sent to Thailand to be evaluated. Due to the limited time, the lessons had to be evaluated by students enrolled in home economics and faculty at Kasetsart University instead of being evaluated by home economics extension workers in the field. Another limitation was the resources available in the villages. An effort was made to develop materials in such a way that they could be used in Thailand without requiring special equipment and facilities not available in the villages.

### Definitions of Terms Used

Home economics extension workers: the people working on an informal educational program to help low-income families improve their standard of living. They work on a person-to-person or small group basis trying to understand the people, their needs and their problems.

Students: college students majoring in home economics education at Kasetsart University, Thailand, who were asked to react to the selected lessons on family planning and population education.

Faculty: home economics teachers teaching college students who were asked to react to the lessons on family planning and population education.

## CHAPTER II

## REVIEW OF LITERATURE

Studies concerning progress in the area of developing lessons for teaching family planning and population education were reviewed for the present study. The lack of adequate materials of this nature became apparent as recent literature in the area of the role and responsibility of home economics in family planning and population education was reviewed.

Family Planning and Population Education

Family planning is the way for couples to space and decide upon family size so that the family will have an opportunity to maintain an adequate standard of living.

Rogers defined family planning as:

...the idea, program, or act of preventing births and of avoiding their consequences.... By "family" we usually mean the parents in a nuclear family of father, mother, and their children. By "planning" we mean the designing and decision-making of the parents about the number of births they will have, plus their behavior in achieving this number.<sup>1</sup>

Many more detailed definitions were given by Thai home

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<sup>1</sup>Everett M. Rogers, Communication Strategies for Family Planning (New York: A Division of Macmillan Publishing Co., Inc., 1973), p. 5.



economists as:

The plan for couples to limit number of children by using birth control method when they do not want to have children yet, and also to give a proper space for having children will enable them to take care of each child to be a qualified person for the nation in the future.<sup>2</sup>

The way to decide the family size in order that the family will have better conditions of living. This can be achieved by limiting and spacing the children so that those children can grow up with perfect physical and mental health to provide a qualified manpower, for national development.<sup>3</sup>

From the same study the definitions of population education were given as:

Education on population growth as it affects the family, community, nation and world so students are aware of their responsibilities in solving the problems of economics, health and environment which result from population growth.<sup>4</sup>

Education on population growth; birth and death; deciding the family size; population and immigration; rapid population growth and effects on economics and society. Population education is to enable people to understand the need for this education and the relationship between population growth and the family and the nation's welfare.<sup>5</sup>

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<sup>2</sup>Thailand Conference: The Role and Responsibility of Home Economics and Family planning (Thailand: Thai and American Home Economics Associations, 1972), p. 15.

<sup>3</sup>Ibid., p. 19.

<sup>4</sup>Ibid., p. 15.

<sup>5</sup>Ibid., p. 19.

In view of solving population problems, population education could prepare children and youth to be responsible for population control and to handle the problems effectively.<sup>6</sup> Udomsakdi suggested that values and beliefs in small families have to be developed during childhood, and young people have to be trained to be responsible for population increase and to act according to their maturity level.<sup>7</sup>

Thus, it is essential to transmit knowledge of the idea of family planning and to create attitudes toward this idea at an early age so that family planning will be adopted when families are begun. If family planning is to be successfully transmitted, ways of educating and motivating people about family planning need to be developed. At present population education is a new field in Thailand. There has not been any agreement as to how it should be taught and at what school level.<sup>8</sup> It is also questioned whether it should be integrated in other subjects or taught as a separate subject. It is believed that through integration, it can be implemented at once. Objectives and content must be clearly defined in order to integrate materials in other courses. Before population education is offered, the approach used

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<sup>6</sup>Seminar Workshop Report on Population Education and Better Family Living (Thailand: The College of Education and the Teacher Training Department, 1973), p. 18.

<sup>7</sup>Ibid., p. 29.

<sup>8</sup>Ibid., p. 29.

should be studied carefully in order to prevent adverse reactions as happened in the past.

The Role and Responsibility of Home Economics  
in Family Planning and Population Education

Home economics is concerned with the problems of home and family life and with the improvement of the quality of human living. A background in the physical, biological, and social sciences and the arts is required and this knowledge is applied to improving the lives of families and individuals.<sup>9</sup>

The definition of home economics prepared by AHEA is:

Home economics is the field of knowledge and service primarily concerned with strengthening family life through:

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
- furthering community, national, and world conditions favorable to family living.<sup>10</sup>

In this respect, home economics itself is family planning--how to educate; how to feed, house, clothe; how to manage; and the interrelationship of all of these tasks with

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<sup>9</sup>Home Economics--New Directions: A State of Philosophy and Objectives (Washington, D. C.: American Home Economics Association, 1959), p. 4.

<sup>10</sup>Ibid., p. 4.

family size.<sup>11</sup> Home economics is concerned with helping families with both the parts and the whole of the pattern of daily living. It works cooperatively with other fields of education but assumes a unique responsibility for helping girls and boys, women and men, to achieve wholesome, happy lives.<sup>12</sup>

Dhanagom pointed out that:

...the objectives of home economics are not only to provide education for individuals and families but also to improve conditions of the community. Home economics can play a very important role in promoting population education and family planning. Population education and family planning should be integrated into various subject matter areas to help people be able to make long range plans for their family lives, to take an active part in nation policies, and to make wise decisions.... Home economics teachers should try to motivate young people to realize that family planning is important if we are to achieve quality living.<sup>13</sup>

The role and responsibility of home economics in family planning and population education was discussed and

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<sup>11</sup>Report of a Country Survey: The Role of Home Economics in Family Planning (Washington, D. C.: American Home Economics Association, 1972), p. 24.

<sup>12</sup>Home Economics--New Directions: A State of Philosophy and Objectives (Washington, D. C.: American Home Economics Association, 1959), p. 5.

<sup>13</sup>Wanda Montgomery, Consultation Report: Thailand (Washington, D. C.: American Home Economics Association, 1973), p. 7.

summarized by Thai home economists as follows:

- To give education on family planning and population at different levels to different sex and age groups both in and outside school by integrating the family planning and population education into the home economics subject areas.<sup>14</sup>
- To teach people to have responsibilities for their future plans.
- To study the family life in rural areas to understand methods and techniques of approaching families.
- To act as consultant and give motivation on family planning concepts to various groups in that village.<sup>15</sup>

The home economics extension worker, who is facing the challenge of helping rural families to help themselves, needs to be trained. Extension education involves people who differ in age, educational level, interest, socio-economic level, and values.<sup>16</sup> The responsibility of the home economics extension worker is to carry on a home economics educational program for women and girls who are no longer attending school. What is being taught must be related to the problems, needs, and interests of this group of women. Information needs to be presented in a form that can be easily understood and

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<sup>14</sup>Thailand Conference: The Role and Responsibility of Home Economics and Family Planning (Thailand: Thai and American Home Economics Associations, 1972), p. 16.

<sup>15</sup>Ibid., p. 20.

<sup>16</sup>Mildred Thurow Tate, Home Economics as a Profession (New York: McGraw-Hill Book Company, Inc., 1961), p. 98.



accepted.<sup>17</sup> In reaching rural areas the extension worker must be sure that the information taught and methods used are compatible with community and family living and needs. Methods of teaching, effective communication of family planning in schools and community, and the preparation of teaching materials and visual aids were all mentioned as necessary aspects of training.<sup>18</sup>

The home economics extension workers are an important link between the source and the receiver who wants to learn about family planning. For effective teaching of home economics, many phases of the home economics content demand illustrative material. Thus, one of the important things to consider when preparing teaching plans is the choice of useful visual aids to illustrate the presentation. When a person hears something, he often forgets it. If a person hears and sees at the same time, he is much more likely to remember what was said. The importance of visual aids is given by Hatcher and Andrews:

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<sup>17</sup> Ibid., p. 100.

<sup>18</sup> Report of a Country Survey: The Role of Home Economics in Family Planning (Washington, D. C.: American Home Economics Association, 1972), p. 26.



...Since it is the teacher's responsibility to make learning as effective as possible, she needs to become acquainted with and use a wide variety of material resources which will not only enrich the homemaking program but add interest and variety to it.<sup>19</sup>

Fleck stated that

Displays are a powerful form of visual communication and an excellent teaching tool. Many teaching situations lend themselves to the use of displays. When selected to fit students and learning situations, displays can stimulate creative expression, introduce new ideas, supplement real objects, provide new experiences, and give concrete expression to abstract ideas.<sup>20</sup>

A person will learn best when he is motivated to learn and he can see clearly what he is trying to learn. Hall and Paolucci suggested that teachers should use their creative ability in producing their own supplementary teaching aids. It was emphasized that

By selecting and using audiovisual materials properly, you can motivate and sustain the interest of your students, clarify information, present new ideas, stimulate discussion, challenge independent thinking, influence attitudes, summarize what has been learned, and provide experiences that encourage transfer of knowledge and skills to new tasks.<sup>21</sup>

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<sup>19</sup>Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Home Economics 2nd ed. (Boston: Houghton Mifflin Company, 1963), p. 150.

<sup>20</sup>Henrietta Fleck, Toward Better Teaching of Home Economics 2nd ed. (New York: Macmillan Publishing Co., Inc., 1974), p. 237.

<sup>21</sup>Olive A. Hall and Beatrice Paolucci, Teaching Home Economics 2nd ed. (New York: John Wiley and Sons, Inc., 1970), p. 263.

Educational material for teaching home economics should be chosen with care and consideration should be given to its suitability for the task to be accomplished.

### CHAPTER III

#### PROCEDURE

Thai home economics extension workers have limited resource materials for teaching family planning and population education. In addition, there is a need to integrate the information on family planning and population education into all areas of home economics subject matter. Many workers lack knowledge, time, materials, or interest in teaching family planning. Therefore, the focus of this study was the development of lesson materials that could be used by any home economist in planning her work. Major concepts of family planning and population education were considered as lessons were developed.

This study also included a plan to determine the acceptance of the materials by faculty members and students enrolled in home economics at Kasetsart University, Bangkok, Thailand. The first step was the development of the materials in English, followed by translation into the Thai language so responses concerning the useability and applicability of the materials could be obtained. The second step was concerned with the revision of the materials based on the information gained from the students and faculty members.

### Background Preparation

The writer became interested in developing the lesson materials during the summer of 1974 while attending the American Home Economics Association International Family Planning Institute at Oregon State University.<sup>1</sup> The six week Institute included lectures, discussions, conferences, readings, field trips, and the development of curriculum materials.

The course was designed to familiarize the participants with the techniques for integrating the information on family planning and population education into all areas of home economics subject matter. Each participant in the class was first asked to analyze and interpret the stage of development, status of women, and implications for home economics programs involving population education and family planning in his or her own country. Secondly, the audience, goals and programs for reaching target audiences were identified. The next step was the development of curriculum materials for use by professional home economists in educational programs.

### Description of the Target Population

A group of students enrolled in home economics at Kasetsart University and faculty members who would be willing

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<sup>1</sup>The Institute was directed by Dr. Arthur E. Gravatt.

to examine the lessons was needed. In February, a faculty member was contacted about the possibility of securing a group of students and faculty who would evaluate the materials. The purposes of this study were described. This faculty member agreed to administer the lessons to students and other faculty members to obtain their reactions.

Senior students were chosen because they had taken a course in family planning and population education. Special students who had taken leave from their jobs to pursue further study in home economics were also chosen because it was assumed that they could respond to the materials based on their job experiences.

#### Preparation of the Lessons

Six lessons were developed for this study. Each lesson was divided into four parts: (1) Objectives, (2) Generalizations, (3) Learning Activities, (4) Questions for Discussion.

#### Statement of Objectives

A set of objectives was developed for the lessons. The classification of educational objectives by Bloom<sup>2</sup> guided the development of the objectives for the lessons.

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<sup>2</sup>Benjamin S. Bloom, et. al., Taxonomy of Educational Objectives--The Classification of Education Goals Handbook I: The Cognitive Domain (New York; Longmans, Green, 1956).



The objectives for the six lessons were;

1. The participants will realize the quality of care given to children is related to the family size.
2. The participants will become aware of the relationship between family size and family well-being.
3. The participants will define the meaning of overpopulated.
4. The participants will recognize the relationship between family size and adequacy of material resources.
5. The participants will realize that every woman has a chance to choose and/or improve family life.
6. The participants will understand the meaning of family planning and the effects it has on the family.

#### Selection of Techniques for Developing Materials

Ideas for the lessons were obtained from the American Home Economics Association family planning materials,<sup>3</sup> FAO,<sup>4</sup> and Bogue and Heiskanen.<sup>5</sup> Six lessons were developed using

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<sup>3</sup>AHEA, Family Planning in Home Economics (Washington, D. C.: AHEA, 1973).

<sup>4</sup>FAO, Visual Aids in Nutrition Education (United Nations, 1971).

<sup>5</sup>D. J. Bogue and V. S. Heiskanen, How to Improve Written Communication for Birth Control (Chicago: University of Chicago, 1963).



different teaching methods. Throughout the development of the lessons consideration was given to the appropriateness of methods for the particular subject matter. These lessons were included:

1. Games for teaching the relationship between family size and the quality of care given to children (Jigsaw Puzzle: see Appendix A); and the relationship between family size and family well-being (Slides and Ladders: see Appendix B).
2. Problem Study for teaching the meaning of over-populated (Thailand: The Land and People: see Appendix C).
3. Posters for teaching the relationship between family size and adequacy of material resources (More Children Need Additional Resources: see Appendix D).
4. Flip Charts for teaching the effect of having too many children (Opportunities for Women: see Appendix E); and providing information about the family planning program (Children by Choice Not By Chance: see Appendix F).

These lessons were planned so that a home economist could administer them to a group of participants in any area of Thailand.

The next step was writing generalizations that would be easy to remember, clear, relevant, and accurate. In order to reach the objectives, learning activities which varied from lesson to lesson and suggested questions were constructed. Criteria considered in the development of the learning activities were that they would:

1. stimulate interest
2. provide needed information
3. provide enough information so objectives could be reached
4. be true-to-life of the situation in Thailand
5. help develop interest in family planning

#### Preparation of Illustrations

Illustrations were drawn based on the learning activities and/or scripts of the lessons. All drawings were made as simple as possible because of the writer's limited drawing skill.

#### Translation

After the materials were approved by two home economics educators, all of the lessons were translated into the Thai language. Due to the lack of a Thai typewriter, the lessons were done by pen and ink.

### Supplementary Materials for Testing

A rating scale was developed to determine whether or not these materials were useable and applicable (see Appendix G). The rating scale used in this study consisted of a five point scale ranging from strongly disagreeing with the statement through a neutral position to that of strongly agreeing with the statement. The code to responses was as follows:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

### Testing of the Lessons

After the lessons had been prepared in the final form, they were sent to Kasetsart University, Thailand, and were administered by the faculty member who had been contacted to seventeen students and ten faculty members. Each participant was asked to react to every lesson and to rank them in relation to their interest in using them.

### Treatment of the Data

The data were tabulated and analyzed descriptively. Revisions, based on the data obtained, were recommended.

CHAPTER IV  
ANALYSIS OF DATA

The major objectives of this study were: (1) to develop and translate into the Thai language materials for selected lessons on family planning and population education for use by home economics extension workers; (2) to obtain information concerning the useability and applicability of the lesson materials from a group of students enrolled in home economics and home economics faculty at Kasetsart University in Bangkok, Thailand; and (3) to revise the materials on the basis of information gained from the students and faculty at Kasetsart University, Thailand. The useability and applicability of the materials developed for six lessons on family planning and population education were determined by using a rating scale developed for this study. Additional comments or suggestions were requested.

The data for this study were obtained from seventeen students and ten faculty members at Kasetsart, University, Bangkok, Thailand. Participants responded to items on objectives, generalizations, learning activities, and an overall evaluation for each of six lesson materials. The data were analyzed and presented as follows:

1. Lesson one--Jigsaw Puzzle
2. Lesson two--Slides and Ladders
3. Lesson three--Thailand; The Land and People
4. Lesson four--More Children Need Additional Resources
5. Lesson five--Opportunities for Women
6. Lesson six--Children By Choice Not By Chance
7. Comparison of Lesson Materials

Since some of the participants did not respond to every item, a column "NR" is included to indicate "no response."

### Lesson One -- Jigsaw Puzzle

A game for teaching the relationships between family size and the quality of care given to children was developed as a Jigsaw Puzzle. Additional questions were given in this lesson in order to guide the discussion which would occur after finishing the activities.

A majority of the respondents, 77.78 percent, agreed that the objective was clearly stated and could be evaluated (Table 1). Seven indicated that they were undecided as to whether the objective was worthwhile and several indicated a concern that no time allotment was given for the lesson.

Over eighty percent indicated that the generalization was clearly understood and was valuable for use in everyday living. Although a majority, 77.78 percent, agreed that the generalization was accurate, two respondents disagreed or strongly disagreed with the generalization. Their comments indicated that often parents of small families spend little time at home with the children and that parents could give love to every child no matter how many children they had.

Most of the respondents, 92.59 percent, agreed that the learning activities would stimulate interest. A majority of the respondents, over seventy percent, indicated the activities were well organized, true to life of the situation in Thailand; and could be used to encourage examination of attitudes toward family size.



TABLE I  
RESPONSES FOR LESSON ONE

Item	Responses						Percentage
	SD	D	U	A	SA	NR	A & SA
<u>Objective:</u>							
Is clearly stated.	1	3	2	15	6	0	77.78
Can be evaluated.	0	2	2	14	7	2	77.78
Is worthwhile.	0	0	7	13	5	2	66.67
<u>Generalization:</u>							
Is clearly understood.	1	1	1	10	13	1	85.19
Contains information which is easy to remember.	1	4	1	9	10	2	70.37
Is valuable for use in everyday living.	1	0	1	11	11	3	81.48
Is accurate.	1	1	2	13	8	2	77.78
<u>Learning Activities:</u>							
Stimulate interests.	0	1	0	12	13	1	92.59
Provide needed information.	0	4	4	9	9	1	66.67
Are well organized.	0	1	5	13	7	1	74.07
Provide enough information so objectives can be reached.	1	5	4	12	4	1	59.26



Table I - continued

Are true to life situation in Thailand.	0	2	3	12	8	2	74.07
Encourage examination of attitudes toward family size.	0	0	3	11	12	1	85.19
Help develop interest in family planning.	1	5	4	10	7	0	62.96
Are appropriate for young people.	0	1	2	10	11	3	77.78
Are appropriate for adult.	6	2	3	8	3	5	40.74
<u>Overall Evaluation:</u>							
Has enlarged my ideas concerning teaching materials.	1	4	2	15	5	0	74.07
Would like to use.	0	1	9	12	3	2	55.56

An overall evaluation revealed that a majority of respondents, 74.07 percent, agreed that the lesson had enlarged ideas concerning teaching materials. Slightly more than one half of the respondents indicated they would like to use the lesson. Nine were undecided, and one did not want to use it. The reason for not using it was because it would be time consuming to prepare the materials.

The data indicated that the lesson was more appropriate for young people (77.78 percent) than for adults. Six out of eight strongly disagreed that this lesson was appropriate to use with adults; only 40.74 percent agreed that it was appropriate.

Comments suggested that the lesson should have some research findings included about the relationship between family size and the quality of care given to children. Some participants suggested the translation and the illustrations be improved.

### Lesson Two -- Slides and Ladders

Slides and Ladders was a game developed for teaching the relationships between family size and family well-being. This lesson included concepts of family planning and population education. Discussion questions for use after the game were suggested. The analysis of this lesson was based on the objective, the learning activities, the overall evaluation. There was no generalization evaluated in this lesson because one was not stated.

A majority of the respondents, over seventy-seven percent, agreed that the objective was clearly stated and worthwhile, and could be evaluated (Table II). Three indicated that they were undecided as to whether the objective was worthwhile and could be evaluated.

The data indicated that the learning activities met the criteria set for the lesson. Over seventy percent agreed that the learning activities provided enough information so the objective could be reached, encouraged examination of attitudes toward family size, were well organized, and true to the life situation in Thailand. Over ninety percent believed that the learning activities would stimulate interest, provide needed information and develop interest in family planning.

Over eighty percent accepted that this lesson had enlarged ideas concerning teaching materials. However, only

TABLE II  
RESPONSES FOR LESSON TWO

Item	Responses						Percentage
	SD	D	U	A	SA	NR	
<u>Objective:</u>							
Is clearly stated.	0	1	0	21	5	0	96.29
Can be evaluated.	0	1	3	13	8	2	77.78
Is worthwhile.	0	0	3	18	4	2	81.48
<u>Learning activities:</u>							
Stimulate interests.	0	0	0	15	11	1	96.29
Provide needed information.	0	1	0	6	19	1	92.59
Are well organized.	0	1	3	14	7	2	77.78
Provide enough information so objective can be reached.	0	0	2	13	10	2	85.19
Are true to life situation in Thailand.	0	1	0	12	12	2	88.89
Encourage examination of attitudes toward family size.	0	0	2	13	10	2	85.19
Help develop interest in family planning.	0	0	1	9	16	1	92.59

Table II - continued

Are appropriate for young people.	1	3	3	13	5	2	66.67
Are appropriate for adult.	1	1	3	7	13	2	74.07
<u>Overall Evaluation:</u>							
Has enlarged my ideas concerning teaching materials.	0	0	4	11	11	1	81.48
Would like to use.	0	1	6	9	9	2	66.67

eighteen respondents (66.67 percent) would like to use it. Six were undecided as to whether they would use the lesson because of time required for administering the lesson.

As shown in Table II, the lesson was appropriate for young people as well as adults. It was stated that this lesson was appropriate for young people but the wording was also appropriate for adults. It was suggested that the translation could be improved in order to make the statements shorter and clearer. It was also suggested that there should be a generalization stated, and it should be "With fewer children, the family is more likely to be secure."



Lesson Three -- Thailand; The Land and People

The meaning of the concept overpopulated was introduced in this learning activity. The purpose of this lesson was to draw attention to the problems associated with overpopulation in a given region in Thailand.

Although most of the items, fifteen out of eighteen, were rated agree or strongly agree by more than seventy percent of the respondents, the objective was accepted as being worthwhile by less than one half of the respondents (Table III). Eight indicated that they were undecided as to whether or not the objective was worthwhile and only 51.48 percent of the respondents agreed that the objective could be evaluated.

Over seventy percent indicated that the generalization was clearly understood, contained information which was easy to remember, was valuable for use in everyday living, and was accurate. Six were undecided as to whether or not the generalization was clearly understood because the wording used in the Thai language was not clear.

A majority of the respondents, over seventy percent, agreed that the learning activities would stimulate interest, provided needed information, were well organized, provided enough information so objective could be reached, were true to the life situation in Thailand, would encourage examination

TABLE III

## RESPONSES FOR LESSON THREE

Item	Responses						Percentage
	SD	D	U	A	SA	NR	A & SA
<u>Objective:</u>							
Is clearly stated.	1	4	3	17	2	0	70.37
Can be evaluated.	3	3	4	7	7	3	51.48
Is worthwhile.	2	1	8	9	4	3	48.15
<u>Generalization:</u>							
Is clearly understood.	0	0	6	11	9	1	74.07
Contains information which is easy to remember.	0	1	4	8	11	3	70.37
Is valuable for use in everyday living.	0	1	2	13	8	3	77.78
Is accurate.	0	1	3	12	8	3	74.07
<u>Learning Activities:</u>							
Stimulate interests.	0	2	3	12	9	1	77.78
Provide needed information.	0	1	0	20	5	1	92.59
Are well organized.	0	1	5	14	6	1	74.07
Provide enough information so objectives can be reached.	1	1	3	13	8	1	77.78

Table III - continued

Are true to life situation in Thailand.	0	0	3	17	7	1	88.89
Encourage examination of attitudes toward family size.	0	1	3	19	2	2	77.78
Help develop interest in family planning.	0	2	3	12	9	1	77.78
Are appropriate for young people.	3	3	4	6	7	2	48.15
Are appropriate for adult.	2	2	2	11	8	2	70.37
<b>Overall Evaluation:</b>							
Has enlarged my ideas concerning teaching materials	0	0	2	14	10	1	88.89
Would like to use.	0	1	5	11	8	2	70.37

of attitudes toward family size, and would help develop interest in family planning. A majority of the respondents (92.59 percent) indicated that the learning activities did provide needed information. It was suggested that the measurements used be changed from square mile into square kilometer. All but three agreed that the lesson was true to the life situation in Thailand and these three were undecided. Five indicated that they were undecided as to whether the learning activities were well organized, because the percentage of population in the four regions shown in the lesson were not ranked in order. The lesson was accepted as being appropriate for young people by less than one half of the respondents.

Most of the respondents, 88.89 percent, agreed that the lesson had enlarged their ideas concerning teaching materials; whereas, two were undecided. The data indicated that seventy percent, nineteen respondents, would like to use the lesson; only one did not want to use the material. Five were undecided and indicated that it would take time to make the arrangement for the activities.

This lesson was considered to be more appropriate for adults than for young people. Comments suggested that the translation be improved, and the percentage of population in each region of Thailand be ranked in order from the highest to the lowest. The changing of the measurement of the area from the English system into the metric system was also noted.

#### Lesson Four -- More Children Need Additional Resources

This lesson was developed to illustrate the importance of limiting family size so resources for food would be adequate. Attention was given to the relationship between family size and adequacy of material resources.

The data in Table IV indicated that 70.37 percent of the respondents agreed that the objective could be evaluated, and that six disagreed. About one half of the respondents agreed that the objective was clearly stated and worthwhile. Twelve were undecided as to whether or not it was worthwhile, but none disagreed. Eight were undecided as to whether or not it was clearly stated and five indicated disagreement.

A majority of the respondents, over eighty-five percent, indicated that the generalization was clearly understood, valuable for use in everyday living, and accurate. Only one disagreed about the accuracy of the generalization and two were undecided as to whether it was clearly understood. The generalization was accepted by fifty-five percent of the respondents as containing information which was easy to remember. Two indicated disagreement and five were undecided.

Most of the respondents agreed that the learning activities would stimulate interest, provide needed information,

TABLE IV  
RESPONSES FOR LESSON FOUR

Item	Responses						Percentage
	SD	D	U	A	SA	NR	A & SA
<u>Objective:</u>							
Is clearly stated.	0	5	8	11	3	0	51.48
Can be evaluated.	0	6	0	18	1	2	70.37
Is worthwhile.	0	0	12	7	6	2	48.15
<u>Generalization:</u>							
Is clearly understood.	0	0	2	16	7	2	85.19
Contains information which is easy to remember.	1	1	5	5	10	3	55.56
Is valuable for use in everyday living.	0	0	1	15	8	3	85.19
Is accurate.	1	0	0	15	9	2	88.89
<u>Learning Activities:</u>							
Stimulate interests.	0	0	2	16	8	1	88.89
Provide needed information.	0	0	1	16	8	2	88.89
Are well organized.	0	0	2	15	8	2	85.19
Provide enough information so objectives can be reached.	0	6	0	12	8	2	74.07



Table IV - continued

Are true to life situation in Thailand.	0	0	2	14	11	0	92.59
Encourage examination of attitudes toward family size.	0	0	0	17	7	3	88.89
Help develop interest in family planning.	0	0	2	11	12	2	85.19
Are appropriate for young people.	1	3	4	7	10	2	62.96
Are appropriate for adult.	0	1	3	9	12	2	77.78
<u>Overall Evaluation:</u>							
Has enlarged my ideas concerning teaching materials.	0	0	2	15	10	0	92.59
Would like to use.	0	0	5	8	12	2	74.07

were well organized, would provide enough information so objectives could be reached, were true to the life situation in Thailand, would encourage examination of attitudes toward family size, would help develop interest in family planning, and were appropriate for adults. Six indicated disagreement as to whether the learning activities provided enough information so the objective could be reached. Over sixty percent agreed that this lesson could be used for young people and nearly eighty percent agreed that it was appropriate to use with adults.

The data concerning overall evaluation showed that most of the respondents, 92.59 percent, agreed that the lesson had enlarged their ideas concerning teaching materials. Only two were undecided on this point and no one disagreed. Over seventy percent agreed that they would like to use this lesson; one disagreed and five were undecided.

This lesson was considered more appropriate for adults than for young people. It was suggested that the translation and the pictures be improved. It was believed that if the lesson were improved it would be appropriate for both adults and young people.

Lesson Five -- Opportunities for Women

Charts and a script were developed for promoting the family planning programs. The role of Thai women and the effects of having too many children on the quality of family life as compared to having fewer children were showed in this lesson.

Data presented in Table V show that sixteen out of the eighteen items were agreed upon by more than seventy percent of the respondents. A majority of the respondents, over seventy percent, agreed that the objective was clearly stated, could be evaluated, and was worthwhile. Five indicated that they were undecided as to whether or not it was worthwhile.

Over eighty percent indicated that the generalization was clearly understood, contained information which was easy to remember, and was valuable for use in everyday living. About sixty-six percent agreed that the generalization was accurate; one disagreed and five were undecided.

A majority of the respondents, seventy percent to ninety-two percent, agreed that the learning activities would stimulate interest, provided needed information, were well organized, provided enough information so objectives could be reached, were true to the life situation in Thailand, would encourage examination of attitudes toward family size, would help develop interest in family planning, and were appropriate for adults. Only one disagreed that the learning

TABLE V  
RESPONSES FOR LESSON FIVE

Item	Responses						Percentage
	SD	D	U	A	SA	NR	
<u>Objective:</u>							
Is clearly stated.	0	2	1	16	8	0	88.89
Can be evaluated.	0	3	2	15	4	3	70.37
Is worthwhile.	0	0	5	14	5	3	70.37
<u>Generalization:</u>							
Is clearly understood.	0	0	2	7	17	1	88.89
Contains information which is easy to remember.	0	1	1	11	12	2	85.19
Is valuable for use in everyday living.	0	0	2	9	13	3	81.48
Is accurate.	1	0	5	8	10	3	66.67
<u>Learning Activities:</u>							
Stimulate interests.	0	0	2	11	13	1	88.89
Provide needed information.	0	0	1	16	9	1	92.59
Are well organized.	0	0	4	11	11	1	81.48
Provide enough information so objectives can be reached.	0	1	5	11	8	2	70.37

Table V - continued

Are true to life situation in Thailand.	0	1	2	11	11	2	81.48
Encourage examination of attitudes toward family size.	0	0	1	12	13	1	92.59
Help develop interest in family planning.	0	0	6	8	11	2	70.37
Are appropriate for young people.	4	2	5	11	3	2	51.48
Are appropriate for adult.	0	0	1	9	15	2	88.89
<b>Overall Evaluation:</b>							
Has enlarged my ideas concerning teaching materials.	0	0	1	16	10	0	96.29
Would like to use.	0	0	4	9	12	2	77.78

activities provided enough information so the objective could be reached, and that they were true to the Thai life situation. Six respondents were undecided as to whether or not the learning activities would help develop interest in family planning and five were undecided as to whether or not it provided enough information. Only one half of the respondents agreed that the learning activities were appropriate for young people, six disagreed and five were undecided.

Most of the respondents (96.29 percent) agreed that the lesson had enlarged their ideas concerning teaching materials. Seventy-seven percent indicated that they would like to use the lesson, only four were undecided.

This lesson was considered as being appropriate for adults. Comments for this lesson indicated that some pictures shown in the lesson were true to Thai rural life and some were true to Thai urban life. It was suggested that both the translation and the illustrations be improved.



### Lesson Six -- Children By Choice Not By Chance

The meaning of family planning and the effects it has on the family were the focus of this lesson. Charts and a script were designed to provide needed information about family planning.

A majority of the respondents, over eighty percent, agreed that the objective was clearly stated and could be evaluated (Table VI). Only one disagreed that it was clear. Seven indicated that they were undecided as to whether or not the objective was worthwhile.

Over seventy percent indicated that the generalization was clearly understood, contained information which was easy to remember, and was valuable in everyday living. Seven were undecided as to whether or not the generalization was accurate.

Most of the respondents, 96.29 percent, agreed that the learning activities provided needed information. A majority of the respondents, over seventy percent, agreed that the learning activities would stimulate interest, were well organized, were true to life situation in Thailand, would encourage examination of attitudes toward family size, would help develop interest in family planning, and were appropriate for adults. Comments suggested that the dollar sign in the lesson should be changed into the Thai currency sign. Nine indicated that they were undecided as to whether

TABLE VI  
RESPONSES FOR LESSON SIX

Item	Responses						Percentage
	SD	D	U	A	SA	NR	
<u>Objective:</u>							
Is clearly stated.	0	1	3	17	6	0	85.19
Can be evaluated.	0	0	3	14	8	2	81.48
Is worthwhile.	0	0	7	9	9	2	66.67
<u>Generalization:</u>							
Is clearly understood.	0	2	0	15	9	1	88.89
Contains information which is easy to remember.	0	2	2	13	7	3	74.07
Is valuable in everyday living.	0	0	1	9	14	3	85.19
Is accurate.	0	1	7	10	5	4	55.56
<u>Learning Activities:</u>							
Stimulate interests.	0	1	6	12	7	1	70.37
Provide needed information.	0	0	1	14	12	0	96.29
Are well organized.	0	1	2	13	10	1	85.19
Provide enough information so objectives can be reached.	0	4	3	7	11	2	66.67

Table VI - continued

Are true to life situation in Thailand.	1	1	0	16	7	2	85.19
Encourage examination of attitudes toward family size.	0	0	1	11	13	2	88.89
Help develop interest in family planning.	0	0	2	8	15	2	85.19
Are appropriate for young people.	2	1	9	7	6	2	48.15
Are appropriate for adult.	0	0	0	11	13	3	88.89
<u>Overall Evaluation:</u>							
Has enlarged my ideas concerning teaching materials.	0	5	1	10	11	0	77.78
Would like to use.	0	0	3	10	12	2	81.48

or not the learning activities were appropriate for young people.

Over seventy-seven percent agreed that the lesson had enlarged their ideas concerning teaching materials. Eighty-one percent indicated that they would like to use the lesson.

This lesson was considered to be appropriate for adults. Respondents indicated that the lesson needed some more information so the objective could be reached. It was suggested that the translation and the illustrations be improved.

### Comparison of Lesson Materials

As shown in Table VII, the objective of lesson 2 was indicated as being more clearly stated (96.29 percent), than the objectives for the other lessons; whereas, only one-half agreed that the objective of lesson 4 was clearly stated. Only fifty-one percent indicated that the objective of lesson 3 could be evaluated; whereas, over seventy percent indicated that other lessons could be evaluated. Lesson 2 was indicated as being the most worthwhile (81.48 percent), and lesson 3 and lesson 4 were indicated as being least worthwhile (48.15 percent).

The generalizations of all lessons were indicated as being clearly understood and valuable for use in everyday living. Lesson 4 was indicated as containing information which was harder to remember. The generalizations for lesson 5 and lesson 6 were indicated as being less accurate than the generalizations for the other lessons.

It was apparent that the learning activities for all lessons stimulated interest, with lessons 1 and 2 rated as stimulating the most interest. Lesson 1 was rated as providing less information than the other lessons; whereas, more than eighty-eight percent of the respondents indicated that the other lessons provided needed information. All lessons were indicated as being well organized, true to the life situation in Thailand, and encouraged examination of

TABLE VII  
 PERCENTAGE OF AGREE AND STRONGLY AGREE RESPONSES TO SIX LESSON MATERIALS

Item	Percentage of Responses					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<u>Objective:</u>						
Is clearly stated.	77.78	96.29	70.37	51.48	88.89	85.19
Can be evaluated.	77.78	77.78	51.48	70.37	70.37	81.48
Is worthwhile.	66.67	81.48	48.15	48.15	70.37	66.67
<u>Generalization:</u>						
Is clearly understood.	85.19		74.07	85.19	88.89	88.89
Contains information which is easy to remember.	70.37		70.37	55.56	85.19	74.07
Is valuable for use in everyday living.	81.48		77.78	85.19	81.48	85.19
Is accurate.	77.78		74.07	88.89	66.67	55.56
<u>Learning Activities:</u>						
Stimulate interests.	92.59	96.29	77.78	88.89	88.89	70.37
Provide needed information.	66.67	92.59	92.59	88.89	92.59	96.29
Are well organized.	74.07	77.78	74.07	85.19	81.48	85.19
Provide enough information so objectives can be reached.	59.26	85.19	77.78	74.07	70.37	66.67
Are true to life situation in Thailand.	74.07	88.89	88.89	92.59	81.48	85.19



Table VII - continued

Encourage examination of attitudes toward family size.	85.19	85.19	77.78	88.89	92.59	88.89
Help develop interest in family planning.	62.96	92.59	77.78	85.19	70.37	85.19
Are appropriate for young people.	77.78	66.67	48.15	62.97	51.48	48.15
Are appropriate for adults.	40.74	74.07	70.37	77.78	88.89	88.89
<b>Overall Evaluation:</b>						
Has enlarged my ideas concerning teaching materials.	74.07	81.48	88.89	92.59	96.29	77.78
Would like to use.	55.56	66.67	70.37	74.07	77.78	81.48

attitudes toward family size. Lesson 1 and lesson 6 were indicated as being least effective in providing the information needed for reaching the objective. The data indicated that lesson 2 would help develop interest in family planning more than the other lessons. Lesson 3, 5, and 6 were indicated as being less appropriate for young people than for adults; whereas, lesson 1 was indicated as being the least appropriate one for adults.

The data indicated that lesson 4 and lesson 5 enlarged ideas concerning teaching materials more than the other lessons. Respondents were least interested in using lesson 1 and most interested in using lesson 6, with the order of interest in use moving consecutively from lesson 1 to lesson 6.

The respondents were requested to rank order the lessons in terms of their interest in using them. Instead of rank ordering the lessons as requested, the respondents indicated in their comments that they were ranking the lessons according to the order in which they would use them. Rankings for each lesson are presented in Table VIII. When lessons were weighted according to ranks assigned to them the following order resulted:

TABLE VIII

## RANKING OF LESSONS ACCORDING TO ORDER OF PRESENTATION

Lesson	Rank					
	1	2	3	4	5	6
1. Jigsaw Puzzle	2	1	3	11	5	5
2. Slides and Ladders	9	4	4	2	3	5
3. Thailand: The Land and People	6	6	3	2	4	6
4. More Children Need Additional Resources	3	3	5	4	4	8
5. Opportunities for Women	4	9	8	2	3	1
6. Children By Choice Not by Chance	3	4	4	6	8	2

1. Lesson 2
2. Lesson 5
3. Lesson 3
4. Lesson 1
5. Lesson 6
6. Lesson 4

Results of the findings would provide information for making revisions on the lesson materials. A major revision suggested was that the translation needed to be improved.

CHAPTER V  
SUMMARY AND RECOMMENDATIONS

The family planning program has been introduced in Thailand as one means of reducing the birth rate in order to raise the standard of living. It was believed that the concept of family planning should be an integral part of various educational programs. If these programs are to be effective, participants must be actively involved. Because of limited educational backgrounds, a variety of learning activities that include the use of visuals is necessary. The review of literature revealed that few materials were available for teaching family planning in developing countries.

This study was designed to: (1) develop materials for selected lessons on family planning and population for use by Thai home economics extension workers; (2) obtain information concerning the useability and applicability of the lesson materials; and (3) revise the materials on basis of information gained from students and faculty at Kasetsart University in Bangkok, Thailand.

Materials were developed for six lessons to provide information on family planning and population education. Different activities such as games, a problem study, posters, and flipcharts were included. A five-point rating scale was

developed for use in evaluating the useability and applicability of the materials. It consisted of eighteen items related to the objectives, generalizations, and learning activities as well as an overall evaluation of the lesson. Comments and suggestions were also requested.

In March, the materials were sent to ten faculty members and seventeen students enrolled in home economics at Kasetsart University, Thailand, for evaluation. The limited number of students was due to the fact that the materials arrived during the vacation period for students in Thailand.

#### Limitation

Limited resources available in the Thai villages were considered when the lesson materials were developed. Since reactions to the lessons were limited to students and faculty members at Kasetsart University, the results of this study apply only to this population.

#### Major Findings

1. The objectives for all of the lessons, except for lesson 4, were clearly stated as indicated by seventy percent or more of the respondents.
2. Seventy percent or more of the respondents indicated that the objectives for lessons 1, 2, 4, 5, and 6 could be evaluated and only fifty-one percent agreed that the



objective for lesson 3 could be evaluated.

3. The objective for lesson 2 was considered to be the most worthwhile and the objectives for lessons 3 and 4 were considered to be the least worthwhile.

4. The generalizations for all of the lessons were indicated as being clearly understood and valuable for use in everyday living.

5. The information contained in the generalization for lesson 4 was considered to be the most difficult to remember.

6. Approximately three-fourths of the respondents considered the generalizations for lessons 1, 3, and 4 to be accurate and more than one-half of the respondents agreed that this was true for lessons 5 and 6.

7. It was apparent that the learning activities for all of the lessons stimulated interest, were well organized, were true to the life situations in Thailand, and encouraged examination of attitudes toward family size.

8. All of the lessons except lesson 1 received high ratings for providing needed information and for helping to develop interest in family planning.

9. Seventy percent or more of the respondents agreed that enough information was provided so that the objectives could be reached for lessons 2, 3, 4, and 5.

10. Lesson one was considered to be more appropriate for young people; whereas, the other lessons were considered

to be more appropriate for adults.

11. All lessons were highly rated as having enlarged ideas concerning teaching materials.

12. Respondents were least interested in using lesson 1 and most interested in using lesson 6, with the order of interest in use moving consecutively from lesson 1 to lesson 6.

#### Recommendations

Three major recommendations resulted from this study. The first recommendation dealt with revisions suggested by the respondents. These were as follows:

1. Include research base for lesson 1 about the relationship of family size and the quality of care given to children.
2. State a generalization for lesson 2 such as "With fewer children, the family is more likely to be secure."
3. List regions in rank order by density of population in the table for lesson 3 and change the measurement from the English system into the metric system.
4. Improve the translation and the illustrations used in lessons 1, 4, 5 and 6.
5. Change the dollar sign in lesson 6 into the Thai currency sign.

The second recommendation was in relation to the translation of the materials. Comments made by the respondents

indicated that the translation could be improved in terms of accuracy and clarity.

The third recommendation was to continue in the development of materials for family planning and population education that could be used in the developing countries. The overall favorable response to the materials developed for this study indicated a receptiveness to such materials.

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## LESSON 1

JIGSAW PUZZLE

- Objective: The participants will realize the quality of care given to children is related to the family size.
- Generalization: When there are fewer children, parents are more likely to be able to give love and attention to each child.
- Learning activities:

1. Attached is a picture to use as a jigsaw puzzle. Paste the picture on cardboard to make it firmer and then cut apart on the solid black lines.
  2. Put the pieces in a box.
  3. Divide students into pairs and give each pair a jigsaw puzzle.
  4. Let students try to put them together to form a picture of a family.
- APPENDIX A**
5. When they finish, ask them to interpret the meaning of the picture.
  6. The teacher clarifies how family size relates to child care.

Suggested questions to be discussed:

1. What affect would the large family have upon the interpersonal relationships of the family members?
2. How would family size affect family health and use of care?



## LESSON 1

JIGSAW PUZZLE

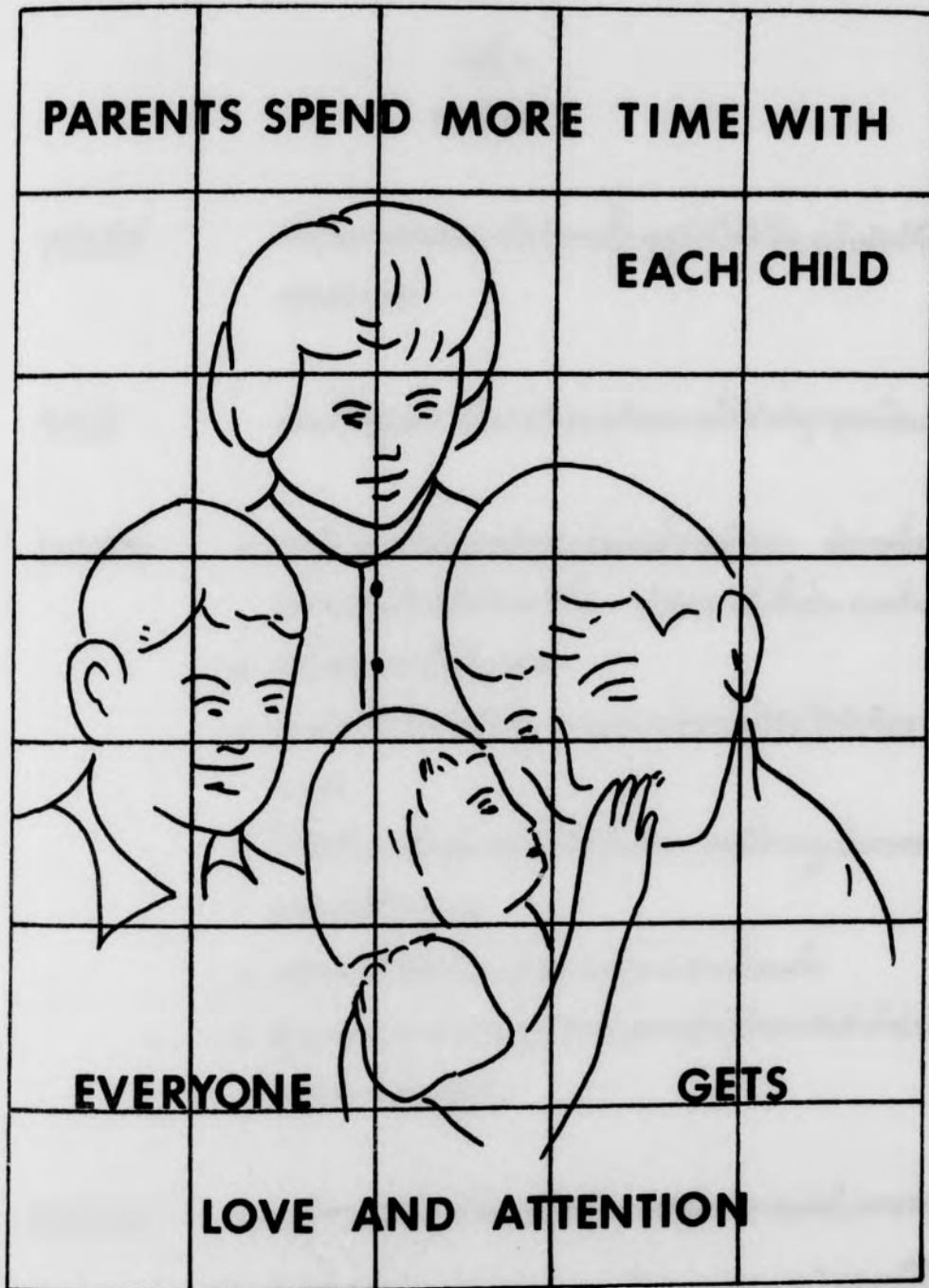
Objective: The participants will realize the quality of care given to children is related to the family size.

Generalization: When there are fewer children, parents are more likely to be able to give love and attention to each child.

- Learning activities:
1. Attached is a picture to use as a jigsaw puzzle. Paste the picture on cardboard to make it firmer and then cut apart on the solid black lines.
  2. Put the pieces in a box.
  3. Divide students into pairs and give each pair a jigsaw puzzle.
  4. Let students try to put them together to form a picture of a happy family.
  5. When they finish, ask them to interpret the meaning of the picture.
  6. The teacher clarifies how family size relates to child care.

Suggested questions to be discussed:

1. What effect would the large family have upon the interpersonal relationships of the family members?
2. How would family size affect family health and use of time?



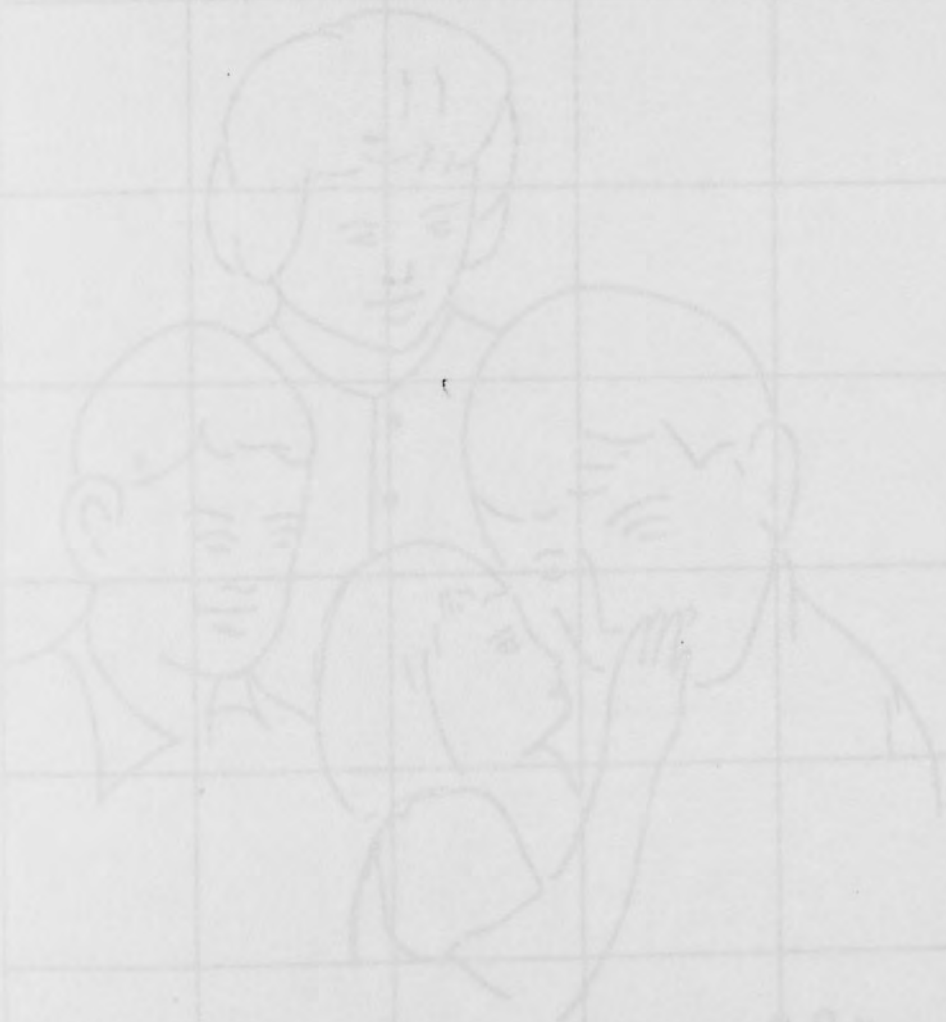
บทที่ ๑

ภาพปริศนา

- จุดประสงค์ : นักเรียนจะตระหนักแก่ใจว่าการเล็งดูลูกให้ได้ดีมีความสัมพันธ์กับขนาดครอบครัว
- หัตถ์ทั่วไป : พ่อแม่ที่ฝักใฝ่ชอบ มีโอกาสให้ความรักความเอาใจใส่แก่ลูกทุกคนโดยทั่วหน้า
- แนวการสอน :
๑. ภาพที่แนบมานี้เป็นภาพสำหรับเล่นเกมปริศนา ประเภทนี้ลงบนกระดาษแข็งเพื่อให้ภาพเงาขึ้น แล้วตัดออกเป็นชิ้นส่วน ตามเส้นกรวยที่ตัด
  ๒. นำชิ้นส่วนเหล่านี้ใส่ในกล่อง
  ๓. แบ่งนักเรียนในชั้นเป็นคู่ๆ และแจกกล่องภาพปริศนาให้นักเรียนคู่ละ ๑ กล่อง
  ๔. ให้นักเรียนต่อชิ้นส่วนเหล่านี้ให้เป็นภาพ ภาพที่ปรากฏเป็นภาพของครอบครัวที่มีความสุข
  ๕. หลังจากนั้นให้นักเรียนแปลความหมายของภาพที่ตนเห็น
  ๖. ครูขยายความ ความหมายของขนาดครอบครัวว่ามีความสัมพันธ์อย่างไรต่อการอบรมเลี้ยงดูลูก
- แนวคำถาม :
๑. การมีครอบครัวใหญ่มีผลอย่างไรต่อความสัมพันธ์ของสมาชิกในครอบครัว ?
  ๒. ขนาดใหญ่-เล็กของครอบครัวมีผลอย่างไรต่ออนามัยครอบครัวและกรใช้เวลา

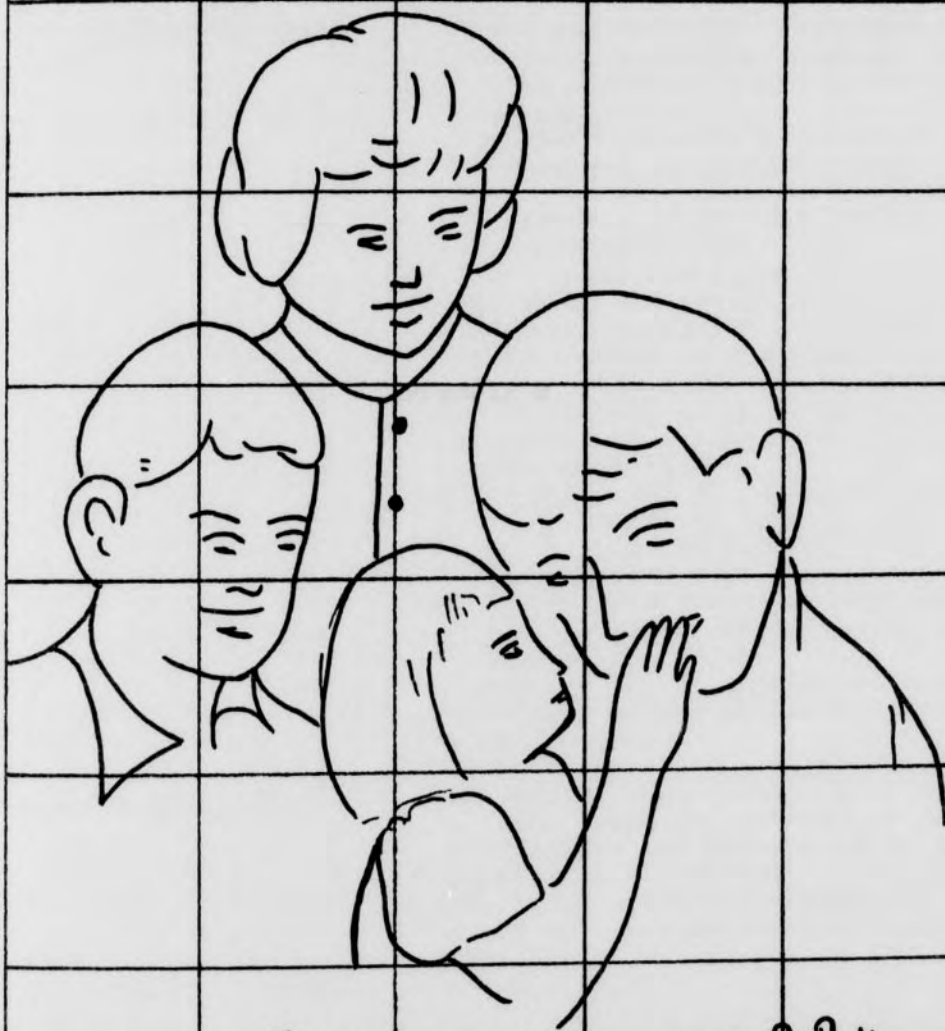
ภายในครอบครัว ?

พ่อแม่ มีเวลาให้ลูกแต่ละคนได้มากขึ้น



ลูกทุกคนได้รับความรักความเอาใจใส่

พ่อแม่ มีเวลาให้ลูกแต่ละคนได้มากขึ้น



ลูกทุกคนได้รับความรักความเอาใจใส่

## LESSON 2

SLIDES AND LADDERSObjective:

The participants will become aware of the relationships between family size and family well-being.

How to play the game:

1. A minimum of two or a maximum of six players can participate. Provide a different color token for each player.
2. The board presents a series of desirable and undesirable situations.
3. Desirable situations are represented by ladders, undesirable situations are represented by slides.
4. Each player, in turn, throws a dice and moves the token forward (from the starting point) the number of squares shown on the dice.

**APPENDIX B**

- When a token falls on a written space it must be moved up or down depending on whether there is a ladder or a slide.
- a. If the token falls at the foot of a ladder, it is moved up to the top of the ladder. It is a reward for a desirable situation.
  - b. If the token falls on the top of a slide it is moved down to the foot of the slide. It is a penalty for an undesirable situation.
5. The first player to reach square 100 wins the game.

Learning activities:

1. The player whose token falls on the written space is required to read the message and the reward or the penalty to the group.
2. The group discusses message on the board and the teacher clarifies concepts.

This material is adapted from American Home Economics Association family planning materials: Family Planning in Home Economics (1973); and FAO, Visual Aids in Nutrition Education (1971).



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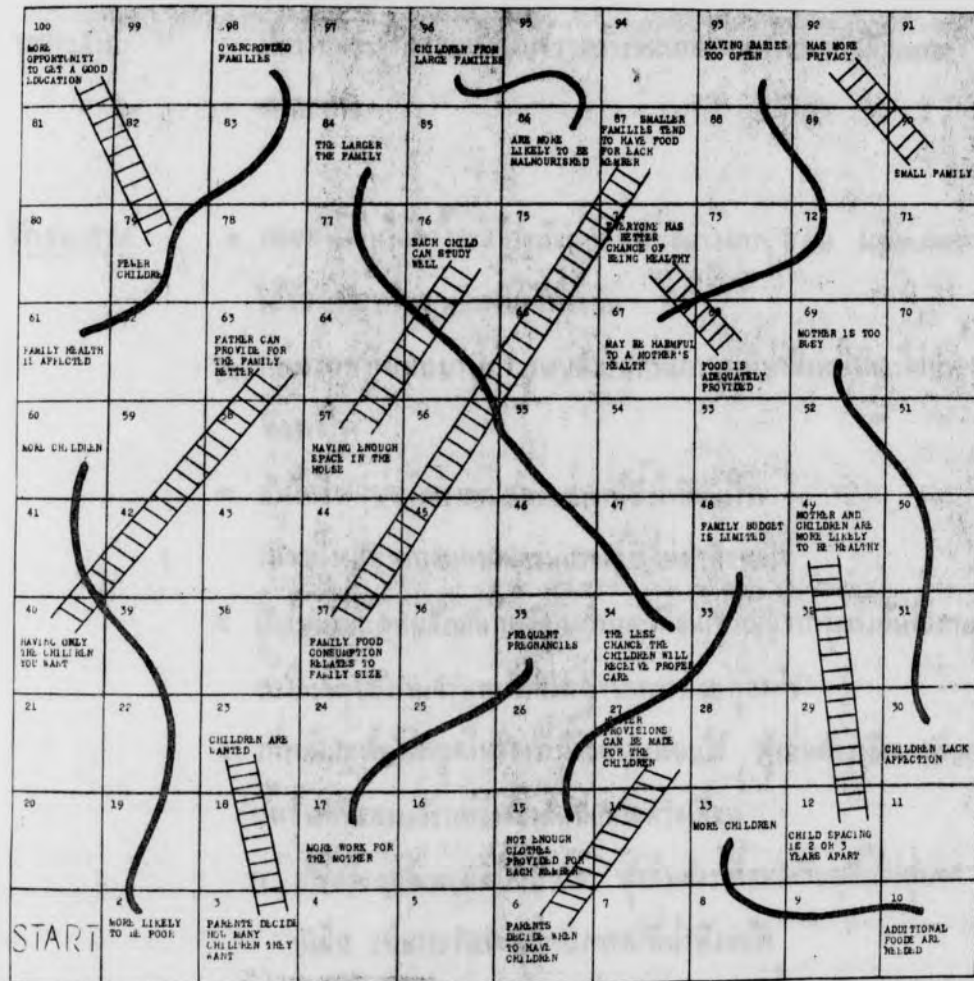
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## SLIDES AND LADDERS



บทที่ ๒  
เลื่อนและบันได

จุดประสงค์: นักเรียนจะรู้จักความสัมพันธ์ระหว่างขนาดครอบครัวและสวัสดิภาพของครอบครัว

- วิธีเล่นเกมส์:
๑. เกมสื่อนี้เล่นได้ครั้งละอย่างน้อย ๒ คน อย่างมาก ๖ คน แต่ละคนจะ ได้รับแจกเหรียญพลาสติกสีต่างกัน
  ๒. แผ่นภาพที่แนบมานี้ประกอบด้วยสถานการณ์ที่น่าพิงพอใจและไม่น่าพิงพอใจ
  ๓. บันไดในแผ่นภาพแทนสถานการณ์ที่น่าพิงพอใจ  
เลื่อนในแผ่นภาพแทนสถานการณ์ที่ไม่น่าพิงพอใจ
  ๔. ผู้เล่นแต่ละคนผลัดกันทอยลูกเต๋าและเลื่อนเหรียญจากจุดตั้งกันไปตาม การวางตุ้รสีตามจำนวนที่ปรากฏจากการทอยลูกเต๋า
  ๕. ถ้าเหรียญนั้นไปหยุดในช่องที่ฝังข้อความเขียนไว้ ผู้เล่นต้องเลื่อนเหรียญ นั้นขึ้นหรือลงแล้วแต่ว่าช่องนั้นมีบันไดหรือเลื่อน
  ๖. ถ้าเหรียญนั้นหยุดที่เชิงบันได ผู้เล่นต้องเลื่อนเหรียญขึ้นไปสู่ยอด บันได เป็นรางวัลของสถานการณ์ที่น่าพิงพอใจ
  ๗. ถ้าเหรียญนั้นไปหยุดที่ยอดเลื่อน ผู้เล่นต้องเลื่อนเหรียญลงไปสู่ เชิงเลื่อน เป็นการทำโทษของสถานการณ์ที่ไม่น่าพิงพอใจ
  ๘. ผู้เล่นที่ไปถึงช่อง ๑๐๐ เป็นคนแรก เป็นผู้ชนะ

- แนวการสอน :
๑. เตรียมของใครไปหุดในช่องที่มีข้อความเขียนไว้ เจ้าของเตรียมดูต้องอ่านข้อความนั้น และราววัด หรือการครโทษให้ทุกคนฟัง
  ๒. ทุกคนในกลุ่มร่วมกันอภิปรายข้อความเหล่านั้น โดยมีครูช่วยขยายความ

บทเรียนนี้ดัดแปลงจาก American Home Economics Association family planning materials: Family Planning in Home Economics (1973); and FAO, Visual Aids in Nutrition Education (1971).



## LESSON 3

THAILAND: THE LAND AND PEOPLE

- Objective: The participants will define the meaning of overpopulated.
- Generalization: An overcrowded situation may cause the deterioration of the human's emotional stability.
- Learning activities:
1. Draw the map of Thailand on the floor and divide into four regions: Northern, Central, Northeastern, and Southern Thailand.
  2. Divide students into four groups according to the percentage of the people of each region:
 

Central Region	32%
Northeast Region	34%
North Region	22%
South Region	12%

If there are 20 students in this class, seven are assigned to go to the Central part, seven to the Northeast, five to the North, and two to the South.

This activity requires at least 20 students, so that the meaning of overpopulated can be taught.

3. The teacher can teach them to dance or sing or whatever they want to do.
4. Compare the population density of four regions.
5. Draw attention to the population problems of having too many people in one region. It can be pointed out that students of that region can hardly move when they perform their activities.



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## Population Density by Region, 1960

Area	% of total population	Area (% of total area)	Population density per sq. mile
Central Region	32	20	207
Northeast Region	34	33	137
North Region	22	33	88
South Region	12	14	122
Thailand	100	100	132

Source: Silcock, T. H. Thailand: Social and Economic Studies in Development. N.C.: Duke University Press, 1967, p. 42.

One-third of the population lives in each of the Central and Northeast Regions, while the remaining one-third is shared between the more peripheral North and South Regions. Regional population density varies from over 200 persons per square mile in the Center to 88 in the North. Half the area of the country has fewer than 65 persons per square mile, while parts of the Central Plain exceed 650.

บทที่ ๓  
เมืองไทยใหญ่อุดม

จุดประสงค์ : นักเรียนให้คำจำกัดความของคำว่าประชากรกัน

หัวข้อที่ไป : สถานการณ์ที่มีคนมีวุ่นมากเกินไปอาจเป็นผลร้ายต่อสุขภาพจิต

แนวการสอน :

๑. วาดรูปแผนที่ประเทศไทยบนพื้นห้องและแบ่งออกเป็น ๕ ภาค คือ ภาคกลาง ภาคตะวันออกเฉียงเหนือ ภาคเหนือ และภาคใต้
๒. แบ่งนักเรียนออกเป็น ๕ กลุ่ม ตามเปอร์เซ็นต์ของประชากรในแต่ละภาคคือ

ภาคกลาง ๓๒ %

ภาคตะวันออกเฉียงเหนือ ๓๔ %

ภาคเหนือ ๒๒ %

ภาคใต้ ๑๒ %

ถ้ามีนักเรียน ๒๐ คน จัดให้นักเรียน ๖ คนไปอยู่ในพื้นที่ส่วนที่เป็นภาคกลาง, ภาคตะวันออกเฉียงเหนือ ๗ คน, ภาคเหนือ ๕ คน, และภาคใต้ ๒ คน

บทเรียนนี้ควรจะใช้กับนักเรียนอย่างน้อย ๒๐ คน เพื่อจะได้ชี้ให้นักเรียนเห็นความหมายของคำว่าประชากรกัน

๓. ครูอาจจะสอนให้นักเรียนในแต่ละภาคร้องรำทำเพลง

๔. เปรียบเทียบความหนาแน่นของประชากรในแต่ละภาค

๕. พยายามดึงความสนใจของนักเรียนไปสู่ปัญหาของการมีพลเมือง  
มากเกินไปในภาคใดภาคหนึ่ง โดยครูอาจจะชี้ให้นักเรียนเห็นว่า  
นักเรียนที่อยู่ในภาคนั้นแทนจะไม่มีที่เพียงพอสำหรับการร้องรำ  
ทำเพลง

ภาค	พื้นที่ (ตารางกิโลเมตร)	ประชากร	ความหนาแน่น
ภาคกลาง	๓๖๖	๒๒๐	๒๐๗
ภาคตะวันออกเฉียงเหนือ	๓๖๖	๒๒๐	๒๐๗
ภาคเหนือ	๓๖๖	๒๒๐	๒๐๗
ภาคใต้	๓๖๖	๒๒๐	๒๐๗
รวมทั้งสิ้น	๑๔๖๔	๘๘๐	๑๖๓

แหล่งที่มา: H. L. G. T. S. (1947), *Social and Economic Studies in Development*, W. S. S. India University Press, 1947, p. 42.

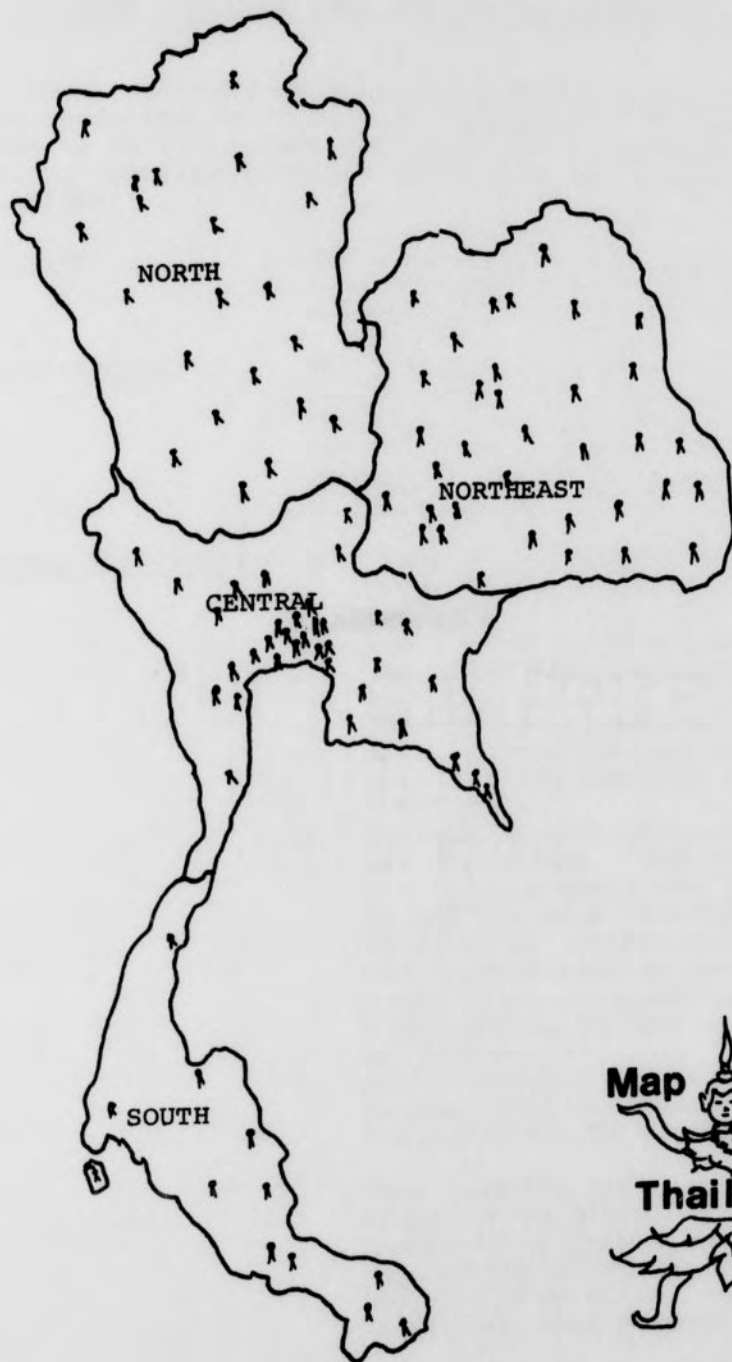
ซึ่งในส่วนนี้จะมีประชากรที่มากที่สุดในภาคกลาง โดยคิดเป็นร้อยละ  
ของประชากรทั้งหมดของประเทศ ส่วนที่เหลือนั้นก็จะเป็นไปตามลำดับคือ  
ภาคเหนือ ภาคใต้ ภาคตะวันออกเฉียงเหนือ ตามลำดับตามที่มีประชากร  
๕๕ คนในภาคเหนือ ๕๕ คนในภาคใต้ ๕๕ คนในภาคตะวันออกเฉียงเหนือ  
๕๕ คนในภาคกลาง ซึ่งก็ประมาณการไว้โดยประมาณนี้ว่า ภาคเหนือมีประชากร ๕๕๐  
คน ภาคใต้ ๕๕๐ คน ภาคตะวันออกเฉียงเหนือ ๕๕๐ คน ภาคกลาง ๕๕๐ คน

ความหนาแน่นของประชากรในแต่ละภาค (๒๕๐๓)

ภาค	% ของประชากร ทั้งประเทศ	พื้นที่ (% ของ พื้นที่ทั้งประเทศ)	ความหนาแน่นของ ประชากร ต่อ ๑ ตารางไมล์
ภาคกลาง	๓๒	๒๐	๒๐๗
ภาคตะวันออกเฉียงเหนือ	๓๔	๓๓	๑๓๗
ภาคเหนือ	๒๒	๓๓	๘๘
ภาคใต้	๑๒	๑๔	๑๒๒
ประเทศไทย	๑๐๐	๑๐๐	๑๓๒

แหล่งที่มา : Silcock, T. H. Thailand: Social and Economic Studies in Development. N. C.: Duke University Press, 1967, p. 42.

หนึ่งในสามของประชากรทั้งประเทศอาศัยอยู่ในภาคกลาง อีกหนึ่งในสามอยู่ในภาคตะวันออกเฉียงเหนือ ส่วนที่เหลืออีกหนึ่งในสามอยู่ในภาคเหนือและภาคใต้ ความหนาแน่นของประชากรมีตั้งแต่เกินกว่า ๒๐๐ คนต่อตารางไมล์ในภาคกลาง ไปจนถึง ๘๘ คนในภาคเหนือ พื้นที่ประมาณครึ่งหนึ่งของประเทศมีประชากรเพียงประมาณ ๑๕ คนต่อตารางไมล์ ในขณะที่ภาคกลางบางตอนมีมากถึง ๒๕๐ คนต่อตารางไมล์





## LESSON 4

MORE CHILDREN NEED ADDITIONAL RESOURCES

Food, shelter, clothing, and medical care are among the basic needs for any family or individual. One aim of this lesson is to illustrate the importance of family planning in enabling families to limit their size and adequately provide essentials.

Objective:

The participants will recognize the relationship between family size and adequacy of material resources.

Generalization:

The distribution of resources to be used by the family in providing food, clothing, shelter, education, and medical care for their members changes with the birth of each additional child in any family.

Learning activities:

1. Three bowls of equal amounts of cooked rice are needed for the

## APPENDIX D

2. Ask a student volunteer to divide the rice from one bowl into equal portions and place on four plates.
3. Have other students divide the rice in the other two bowls into equal portions for families of eight and twelve.
4. Compare amounts of rice from the various groups. Use visual to draw conclusions about the adequacy of amount for each individual in families of various sizes. The illustration on the last page needs to be enlarged to 26 inches x 30 inches, so they can be used as posters.
5. Draw attention to the economy of having fewer children as opposed to large numbers of children.

This learning activity can be used in nutrition class. For example, teach how to cook rice without pouring out the water in order to retain the nutritive value. After the rice is cooked, this concept can be taught.

Similar illustrations can be used about clothing, land spacing, etc.

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5. Draw attention to the economy of having fewer children as opposed to large numbers of children.

This learning activity can be used in nutrition class. For example, teach how to cook rice without pouring out the water in order to retain the nutritive value. After the rice is cooked, this concept can be taught.

Similar illustrations can be used about clothing, land spacing, etc.

Suggested questions  
to be discussed:

1. When funds are limited, what effect would the birth of another child have upon the quantity and/or quality of food, clothing, shelter, medical care, and education of other members of the family?
2. What will be the difference in cost and/or quality of material resources for larger and smaller families?

Comparisons can be made between a mother who has the least number of children in the group to the mother with the largest number of children in terms of food costs, or the like.

How are the expenditures for food, clothing, etc., affected as the number of children increase?

This material is adapted from American Home Economics Association family planning materials: Family Planning in Home Economics (1973).



ONE BOWL OF RICE SHARED  
BY FOUR PEOPLE GIVES  
FOUR LARGE SERVINGS.



BUT IF THERE ARE EIGHT  
PEOPLE IN A FAMILY,  
EACH GETS SMALLER  
AMOUNT.



IF THERE ARE 12 PEOPLE  
IN A FAMILY, THERE IS  
NOT ENOUGH RICE FOR  
EACH PERSON.

## บทที่ ๔

### ลูกมาก

อาหาร ที่อยู่อาศัย เสื้อผ้า และยารักษาโรค เป็นสิ่งจำเป็นสำหรับครอบครัว และบุคคล ความมุ่งหมายของบทเรียนนี้คือ การแสดงให้เห็นถึงความสำคัญของการวางแผนครอบครัว ในการช่วยจำกัดขนาดครอบครัว และช่วยให้ครอบครัวได้รับปัจจัยสำคัญ สำหรับชีวิตอย่างเพียงพอ

จุดประสงค์ : นักเรียนจะเรียนรู้และเข้าใจความสัมพันธ์ระหว่างขนาดครอบครัวและทรัพยากรครอบครัว

นัยทั่วไป : การแบ่งปันอาหาร เสื้อผ้า ที่อยู่อาศัย การศึกษา และยารักษาโรค ให้แก่สมาชิกในครอบครัว จะเปลี่ยนแปลงไป ถ้าภายในครอบครัว มีสมาชิกใหม่เพิ่มขึ้น

แนวการสอน :

๑. บทเรียนต้องใช้ข้าวสุก ๓ รามปริมาณเท่าๆกัน
๒. ให้นักเรียนคนใดคนหนึ่งแบ่งข้าว ๑ รามออกเป็น ๔ งานเท่าๆกัน
๓. นักเรียนอีก ๒ คน แบ่งข้าว ๒ รามที่เหลือออกเป็น ๘ งานและ ๑๒ งาน ตามลำดับ
๔. เปรียบเทียบปริมาณข้าวจากทั้ง ๓ กลุ่ม

ใช้ภาพในหน้าสุดท้ายช่วยในการสรุปเกี่ยวกับปริมาณข้าวที่แต่ละคนจะ

ได้รับจากครอบครัวขนาดต่างกัน

ภาพในหน้าสุดท้ายควรขยายให้เป็นขนาด ๒๐ นิ้ว x ๓๐ นิ้ว เพื่อ  
ใช้เป็นโปสเตอร์

๕. ดึงความสนใจไปสู่ความมัธยัสถ์ของการมีลูกน้อยซึ่งตรงข้ามกับการ  
มีลูกมาก

บทเรียนนี้อาจจะนำไปใช้ควบคู่กับการสอนโภชนาการ เช่นการสอน  
วิธีหุงข้าวไม่เจ็ดน้ำเพื่อรักษาคุณค่าอาหาร ทหลังจากข้าวสุกแล้ว ผู้  
สอนก็สอนบทเรียนนี้

ภาพประกอบการสอนทำนองเดียวกันนี้ อาจนำไปใช้ในเรื่องเสื้อผ้า  
การแบ่งปันที่ดิน และอื่น ๆ

แนวคำถาม :

๑. เมื่อมีเงินจำกัด การมีบุตรเพิ่มขึ้นมีผลสะท้อนต่อปริมาณและ/หรือ  
คุณภาพอาหาร เสื้อผ้า ที่อยู่อาศัย บารักษาโรค และการศึกษา ของ  
สมาชิกอื่นๆในครอบครัว อย่างไรบ้าง ?

๒. เปรียบเทียบความแตกต่างในการใช้จ่ายและ/หรือคุณภาพของทรัพยากร  
ระหว่างครอบครัวใหญ่และเล็ก อาจจะเปรียบเทียบระหว่างมารดาผู้มีบุตร  
น้อยที่สุดกับมารดาผู้มีบุตรมากที่สุดในกลุ่ม ในด้านค่าใช้จ่ายค่าอาหาร  
และอื่นๆ การมีบุตรเพิ่มขึ้นมีผลอย่างไรต่อการใช้จ่ายค่าอาหาร เสื้อผ้า  
และอื่นๆ

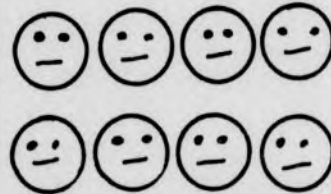
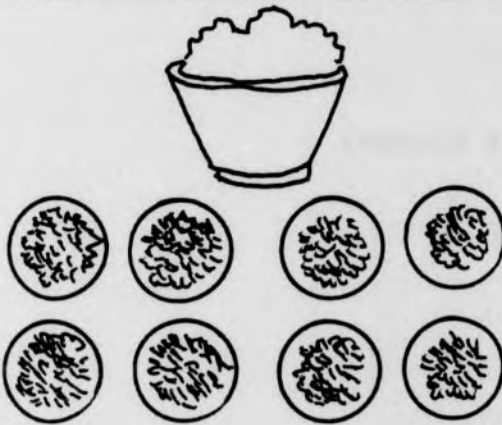
บทเรียนนี้ดัดแปลงจาก

American Home Economics Association family  
planning materials: Family Planning in  
Home Economics (1973).

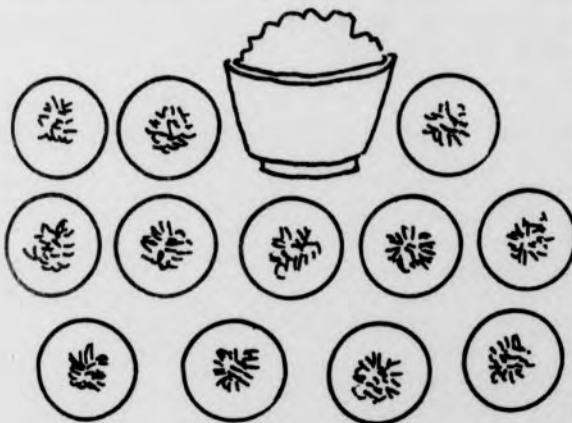




ข้าว ๑ ขามสำหรับครอบครัว  
ขนาด ๕ คน แต่ทุกคนได้รับ  
ข้าวจานใหญ่



ถ้าแบ่งให้ครอบครัวขนาด ๘ คน  
แต่ทุกคนได้รับข้าวปริมาณน้อยลง



ถ้าเป็นครอบครัวขนาด ๑๒ คน  
แต่ทุกคนได้รับข้าวไม่พอรับประทาน

## LESSON 3

OPPORTUNITIES FOR WOMEN

These charts are designed to help home economics workers teach individuals and families to consider the opportunities for women in deciding how many children they want and how frequently they want to have them.

The first group of charts talks about the roles of the woman. The second group focuses on the effects of having too many children. When showing the charts to the audience emphasize the effects that having too many children may have on the quality of family life as compared to having fewer children.

The purpose of family planning is not just to limit the number of people, but to improve family life and society in general. One of the most important long-term benefits of family planning is the health of women and children. Hopefully, family planning will give women some time to help their partners support the family. The challenge today is to incorporate the talents and energy of women in all aspects of economic and social life. Man, woman, and the nation would all benefit.

## APPENDIX E

Objectives

The participants will realize that every woman has a chance to choose and/or improve family life.

Objectives

1. Quality rather than quantity should be the aim of child rearing.
2. Parents have the responsibility for planning the environment they want for the family, as well as the size of the family and spending of the children.

Content

1. The roles of the woman.
2. Comparison of two families with different child spacing.

Learning activities

1. Attached are sample charts and scripts prepared for presenting the ideas to arouse women to adopt the family planning program.
2. These charts need to be enlarged to 15 inches x 20 inches, so that they can be used as flip charts.
3. The pictures need to be shown one at a time.
4. The student is required to read and interpret the meaning of the pictures shown in the pictures.

## LESSON 5

OPPORTUNITIES FOR WOMEN

These charts are designed to help home economics workers teach individuals and families to consider the opportunities for women in deciding how many children they want and how frequently they want to have them.

The first group of charts tells about the roles of Thai women. The second group focuses on the effects of having too many children. When showing the charts to the audience emphasize the effects that having too many children may have on the quality of family life as compared to having fewer children.

The purpose of family planning is not just to limit the number of people, but to improve family life and society in general. One of the most important long-term benefits of family planning is the health of women and children. Hopefully, family planning will give women more time to help their partners support the family. The challenge today is to incorporate the talents and energy of women in all aspects of economic and social life. Men, women, and the nation would all benefit.

Objective:

The participants will realize that every woman has a chance to choose and/or improve family life.

Generalization:

1. Quality rather than quantity should be the aim of child rearing.
2. Parents have the responsibility for planning the environment they want for the family, as well as the size of the family and spacing of the children.

Content:

1. The roles of Thai women.
2. Comparison of two families with different child spacing.

Learning activities:

1. Attached are sample charts and script prepared for promoting the ideas to arouse women to adopt the family planning program.
2. These charts need to be enlarged to 15 inches x 20 inches, so that they can be used as flip charts.
3. The pictures need to be shown one at a time.
4. The student is required to read and interpret the meaning of the message shown in the pictures.

5. The teacher explains and clarifies the meaning of the message by using the script as a guide.

A similar series of slides can be adapted from these charts so that the pictures of reality can be taken and shown in the place where facilities are available.

Suggested questions  
to be discussed:

1. How can women who spend less time caring for the house and minding children use the time they save?  
-Engaging in other activities, such as selling household products and contributing to the family income.  
-Having more time doing the things they enjoy.
2. How many children do you want to have? Why?
3. How frequently do you want to have children? Why? Discuss the advantages and the disadvantages of having the number and spacing of children you want.
4. What would be the effects on women who have too many children?  
-Can they work effectively?  
-Can they participate in their job full-time?  
-If they work full-time, how would their health as well as their children's health be affected?

This material is adapted from American Home Economics Association family planning materials; Family Planning in Home Economics (1973); Bogue, D. J. and Heiskanen, V. S. How to Improve Written Communication For Birth Control, Chicago: University of Chicago, 1963.

## SCRIPT FOR "OPPORTUNITIES FOR WOMEN"

## Picture Number 1 THE ROLES OF THAI WOMEN

Thai women assume an important role in the family. They have to care for the house, mind the children, prepare food for the family. At the same time they work side by side with men in the field, in the market, and engage in other jobs that are possible for them to hold.

## Picture Number 2 PREPARE FOOD

In a rural Thai household the day begins at dawn. The woman of the house arises to start a fire in the brick or earth-and-box cook stove. While she is preparing food for the family breakfast, the man checks his tools or makes a quick trip to a nearby rice field. The whole family have breakfast together either in the kitchen or on the verandah.

## Picture Number 3 CARE FOR THE HOUSE

After breakfast school children are on their way; the man goes to work; and the woman washes the dishes and cares for the house. She is washing and ironing family clothes,  
 . . .

## Picture Number 4 MIND THE CHILDREN

. . . taking care of the younger children and making lunch ready for the school children who are returning home if their school is close by, . . .

## Picture Number 5 WORK IN THE MARKET

. . . and going to work in the market, or engaging in other jobs that are possible for her, . . .

## Picture Number 6 WORK IN THE FIELD

. . . or going to work side by side with the man in the field until dusk. Generally, both men and women engage in all phases of the job.



Picture Number 7    HOW MANY CHILDREN DO YOU WANT?

Thai women have equal rights with men. They are voters and can hold office. They receive equal pay for equal work. But they assume dual roles, both of which demand their time and energy. They have to balance the resources they have (time and energy) and the work they do as homemaker and wage earner. Today women have a chance to choose and improve family living by making the decision to plan the family size.

A calm and stable home life is a joint responsibility of husband and wife. Husbands need to know that having too many children, too fast, threatens the wife's health both physically and emotionally. Wives need to know that if they are overworked, overtired, and emotionally upset they may not be able to care for their families effectively. Husbands may feel unable to cope with the growing tensions at home. These are the things that can affect their marriage.

When a husband and wife take the time to talk over the importance of planning for their family, they are more likely to build the kind of family and the kind of life they both want.

Picture Number 8    HAVING TOO MANY CHILDREN MAY BRING  
CONFUSION, NOISE, AND UNHAPPINESS FOR  
THE FAMILY.

Children may suffer from hunger and illness; and perhaps not all of them can finish school. Parents may become upset because they cannot bring the children up well. Children from large families are more likely to be malnourished than those from small families.

Picture Number 9    BY HAVING ONLY A FEW CHILDREN, AND SPACING  
THEM TWO OR THREE YEARS APART, THE FAMILY  
HAS A BETTER CHANCE FOR HAPPINESS.

It is more likely that baby and mother will be healthy. For a woman to bear another healthy baby, two or three years time between births is necessary for her body to recover and renew itself.



picture Number 10      **HAVING ONLY THE CHILDREN YOU WANT, EACH CHILD MAY HAVE A GOOD FUTURE.**

Health of mother and children is very important. Members of small families are more likely to be active and healthy, and the parents may find more leisure time to enjoy with their children. They are more likely to be able to give their children more love and attention.

Last Page

**WHEN YOU DECIDE . . .**

**PLANNED PARENTHOOD CAN HELP YOU HAVE THE BABIES YOU WANT . . . WHEN YOU WANT THEM.**

Only you can know how much time you need between babies to regain your strength so that each child will have all the love and attention he needs.

Only you can know how much time and energy you need for both your job and your family.

Only you and your husband can decide how many children you can raise on your resources and give each one enough food, clothing, and schooling to make his place in the world.

## บทที่ ๕

### ทฤษฎีไทย

บทเรียนนี้จะช่วยนักสหกรณ์ศาสตร์ในการสอนบุคคลทั่วไปและครอบครัว  
พิจารณาโอกาสสำหรับผู้ที่คิดตัดสินใจว่าควรจะมีลูกกี่คนและต้องการระยะที่ห่างกันก็ปี  
บทเรียนนี้แบ่งเป็น ๒ ตอน ตอนแรกบรรยายถึงบทบาทของทฤษฎีไทย ตอนหลังบรรยายถึง  
ผลของการมีลูกมากเกินไป ในที่ผู้สอนแสดงภาพเหล่านี้ให้ผู้ชมดู พยายามเน้นถึงผลของ  
การมีลูกมากเกินไปที่มีต่อชีวิตครอบครัว โดยเปรียบเทียบครอบครัวที่มีลูกน้อย

ความประสงค์ของการวางแผนครอบครัวไม่ใช่เพียงแต่จำกัดจำนวนบุคคลเท่านั้น  
แต่จะช่วยยกระดับชีวิตครอบครัวและสังคมโดยทั่วไป ผลประโยชน์ระยะยาวที่ได้จากการ  
วางแผนครอบครัว อย่างหนึ่งคือ สุขภาพของมารดาและบุตร การวางแผนครอบครัวจะช่วยได้  
ผู้หญิงมีเวลามากพอที่จะช่วยสามีทำงานการบ้านได้ช่วยเหลือครอบครัว โดยใช้จ่ายความรู้อความ  
สามารถช่วยยกระดับเศรษฐกิจและชีวิตในสังคม ทั้งผู้หญิง ผู้ชาย และประเทศชาติจะได้รับ  
ผลประโยชน์ร่วมกัน

จุดประสงค์ : นักเรียนจะตระหนักว่าผู้หญิงทุกคนมีโอกาสเลือกและ/หรือ ปรับปรุง  
ชีวิตครอบครัว

หัวข้อ :  
๑. การเลี้ยงบุตรควรคำนึงถึงคุณภาพมากกว่าปริมาณ  
๒. ปิตามารดาทุกคนมีความรับผิดชอบต่อการจัดหาสิ่งแวดล้อมที่ตนต้องการให้  
แก่ครอบครัวของตน และขนาดครอบครัวตลอดถึงระยะที่ห่างระหว่างบุตร

เนื้อหาวิชา :

๑. บทบาทของผู้หญิงไทย
๒. เปรียบเทียบครอบครัว ๒ ครอบครัว ที่มีลักษณะต่างต่างกัน

แนวการสอน :

๑. แผนภูมิที่แนะนำพร้อมกันนี้จะช่วยส่งเสริมความคิดที่จะกระตุ้นให้ผู้หญิงใช้ชีวิตราวแผนครอบครัว เพื่อประโยชน์ในการสอน ควรขยายภาพเหล่านี้ให้เป็นขนาด ๑๕ นิ้ว x ๒๐ นิ้ว และใช้ป็นภาพพลิก (FLIP CHARTS)
๒. แสดงภาพเหล่านี้ที่ละภาพ
๓. ให้นักเรียนอ่านและแปลความหมายของข้อความที่ปรากฏในภาพเหล่านั้น ช่วยขยายความโดยอาศัยคู่มือที่แนะนำ (คำบรรยายประกอบภาพ)

แนวคำถาม :

๑. ผู้หญิงที่ไม่ต้องใช้เวลามากในการดูแลบ้านช่องและเลี้ยงดูลูก ใช้เวลาที่เหลือทำอะไรได้บ้าง ?
  - ร่วมทำกิจกรรมอื่นๆ เช่น ขยายผลผลิตของครอบครัว และช่วยเพิ่มรายได้ของครอบครัว
  - มีเวลาทำงานที่ตนชอบมากขึ้น
๒. ท่านต้องการมีลูกกี่คน ? ทำไม ?
๓. ท่านต้องการมีลูกกี่คนดีไหน ? ทำไม ? วิจารณ์ข้อดีข้อเสียของการมีลูกเท่าที่ท่านต้องการ และระยะห่างของลูกที่ท่านต้องการ
๔. การมีลูกมากเกินไปมีผลอย่างไรต่ออนาคต ?
  - ทำงานได้อ่างมีประสิทธิภาพหรือไม่ ?

-ทำงานได้เต็มเวลา ?

-การทำงานเต็มเวลาจะมีผลอย่างไรต่อสุขภาพของมารดาคลอดจนลูก ?

บทเรียนอาจดัดแปลงถ่ายทำเป็น SLIDES เพื่อจะได้เห็นภาพชีวิตที่เป็นจริง และนำไปใช้สอนได้ในที่ๆมีอุปกรณ์การศึกษาพร้อม

บทเรียนนี้ดัดแปลงจาก American Home Economics Association family planning materials: Family Planning in Home Economics (1973); Bogue, D. J. and Heiskanen, V. S. How to Improve Written Communication For Birth Control, Chicago: University of Chicago, 1963.

## คำบรรยายประกอบภาพ 'หญิงไทย'

ภาพที่ ๑

บทบาทของผู้หญิงไทย

ผู้หญิงไทยมีบทบาทสำคัญในครอบครัว ดูแลบ้านช่อง เลี้ยงดูลูก  
เตรียมอาหารสำหรับทุกคนในครอบครัว และในขณะที่ได้ขงกันก็ทำงานนอก  
บ้านเช่นเดียวกับผู้ชาย งานที่ทำมีทุกชนิด ทั้งทำไร่ทำนา ค้าขาย  
และงานอื่นๆ เก่าที่ตนจะทำได้

ภาพที่ ๒

เตรียมทุงหาอาหาร

ชีวิตในชนบทประจำวันเริ่มต้นพร้อมๆกับตะวัน ผู้หญิงตื่นขึ้นคิดไปทุงข้าว  
ทำอาหารเช้า ผู้ชายเตรียมเครื่องมือเครื่องมือนำมาทำงาน หลังจากนั้น  
นั้นทั้งครอบครัวก็จะรับประทานอาหารเข้าด้วยกัน

ภาพที่ ๓

ดูแลบ้านช่อง

หลังจากอาหารเช้า เด็กๆไปโรงเรียน พ่อบ้านไปทำงาน แม่บ้าน  
ล้างถ้วยชาม ดูแลทำความสะอาดบ้าน ซักรีดเสื้อผ้า

ภาพที่ ๔

เลี้ยงดูลูก

ดูแลเอาใจใส่ลูกเล็กๆ และเตรียมอาหารกลางวันสำหรับลูกๆที่จะกลับ  
จากโรงเรียนมารับประทานอาหารกลางวันที่บ้าน ถ้าโรงเรียนอยู่ใกล้บ้าน

ภาพที่ ๕

ค้าขาย

แล้วจึงจะไปค้าขายที่ตลาดหรือทำงานอื่นๆตามความสามารถของตน

ภาพที่ ๖

ทำนา

หรือทำนาร่วมกับผู้ช่วยจนกระทั่งน้ำท่า โดยทั่วไปทั้งผู้หญิงและผู้ชายทำงานร่วมกันในแทบทุกอาชีพ

ภาพที่ ๗

๑ หรือ ๒

ท่านต้องการมีลูกกี่คน ?

ผู้หญิงไทยมีสิทธิทำเทียมกับผู้ชาย ทั้งในด้านการเมืองและการทำงาน ได้รับเงินเดือนเท่าเทียมกัน แต่ผู้หญิงต้องรับภาระ ๒ อย่างในขณะเดียวกัน ภาระนี้ต้องการทั้งเวลาและแรงงาน จึงเป็นหน้าที่ของผู้หญิงที่จะจัดความสัมพันธ์ของเวลา และแรงงานกับงานที่ทำทั้งงานบ้านและงานอาชีพ ปัจจุบันผู้หญิงมีโอกาสเลือกและช่วยยกระดับความเป็นอยู่ของครอบครัวให้ดีขึ้นโดยตัดสินใจวางโครงการกะขนาดครอบครัวของตน ใช้ชีวิตครอบครัวที่สงบสุขขึ้นอยู่กับความรับผิดชอบร่วมกันของสามีและภรรยา สามีควรจะทราบว่าการทำงานมากเกินไปและก็เกินไป จะทำลายสุขภาพของภรรยาทั้งสุขภาพจิตและร่างกาย ควรจะทราบว่าถ้าตนทำงานหนักเกินกำลัง ทำงานมากเกินไป และอารมณ์เสีย อาจจะทำให้ตนไม่สามารถดูแลเอาใจใส่ครอบครัวของตนได้ดี ฝ่ายสามีอาจจะทนความทึงเครียดที่บ้านไม่ได้ สิ่งเหล่านี้จะมีผลสะท้อนต่อชีวิตสมรส



ถ้าสามีภรรยา ร่วมกันพิจารณาถึงความสำคัญของการวางแผนครอบครัว  
ทั้งคู่จะมีโอกาสสร้างครอบครัว และมีชีวิตตามแบบที่ตนต้องการ

ภาพที่ ๘

มีลูกมากเกินไป อาจจะทำให้เกิดความยุ่งเหยิง ทนทุกข์และที่ที่  
ไม่มีความสุข

เด็ก ๆ อาจจะถูกทอดทิ้งและมีโรคภัย และบางทีอาจจะมีโอกาสได้เรียน  
หนังสือสำเร็จทุกคน บิดามารดาอาจเกิดความเสียใจ เพราะไม่สามารถ  
เลี้ยงดูลูกให้ได้ดี เด็กจากครอบครัวขนาดใหญ่ อาจจะไม่ได้รับการ  
เลี้ยงดูได้ดีเท่าเด็กจากครอบครัวขนาดเล็ก

ภาพที่ ๙

มีลูกน้อยและเว้นระยะ ๒-๓ ปีต่อกัน ครอบครัวจะมีความสุข  
การมีลูกน้อยและเว้นระยะห่าง ๒-๓ ปีต่อกัน ครอบครัวจะมีโอกาสมีความ  
สุขกว่า ทั้งบุตรและมารดาจะมีสุขภาพดี สำหรับมารดาที่จะเลี้ยงดูลูก  
อีกคนหนึ่ง ควรเว้นระยะ ๒-๓ ปี เพื่อให้สุขภาพสมบูรณ์และพร้อมที่จะ  
รับภาระใหม่

ภาพที่ ๑๐

มีบุตรเท่าที่ต้องการ บุตรทุกคนอาจจะมีอนาคตที่ดี  
สุขภาพของมารดาและบุตร เป็นสิ่งสำคัญมาก สมาชิกของครอบครัว  
ขนาดเล็กมีโอกาสที่จะมีสุขภาพดีและแข็งแรง บิดามารดาอาจจะมีเวลา  
ว่างสนุกร่วมกับลูก ๆ และมีโอกาสให้ความรักดูแลเอาใจใส่ลูกได้มาก

หน้าสุดกับ


ท่าน เท่านั้นที่ทราบว่า ท่านต้อง การเว้นระยะเวลาเพิ่มเติมที่จะมี บุตรอีกคนหนึ่ง เพื่อให้สุขภาพของท่านเองแข็งแรง และพร้อมที่จะดูแลลูกแต่ละคนที่ได้รับความรักความเอาใจใส่ที่ดี

ท่าน เท่านั้นที่ทราบว่า ท่านต้อง การเวลาและพลังงานมากน้อย เพียงใดในการทำงานทั้งด้านอาชีพและงานบ้านของท่านเอง

ท่าน และสามี ของท่าน มีโอกาสตัดสินใจว่าท่านสามารถเลี้ยงดูลูก ได้กี่คน จากรายได้ที่ท่านมีอยู่ ลูกทุกคนจึงจะได้รับเสื้อผ้าอาหาร และการศึกษา อย่างเพียงพอ

เมื่อท่านตัดสินใจ ...

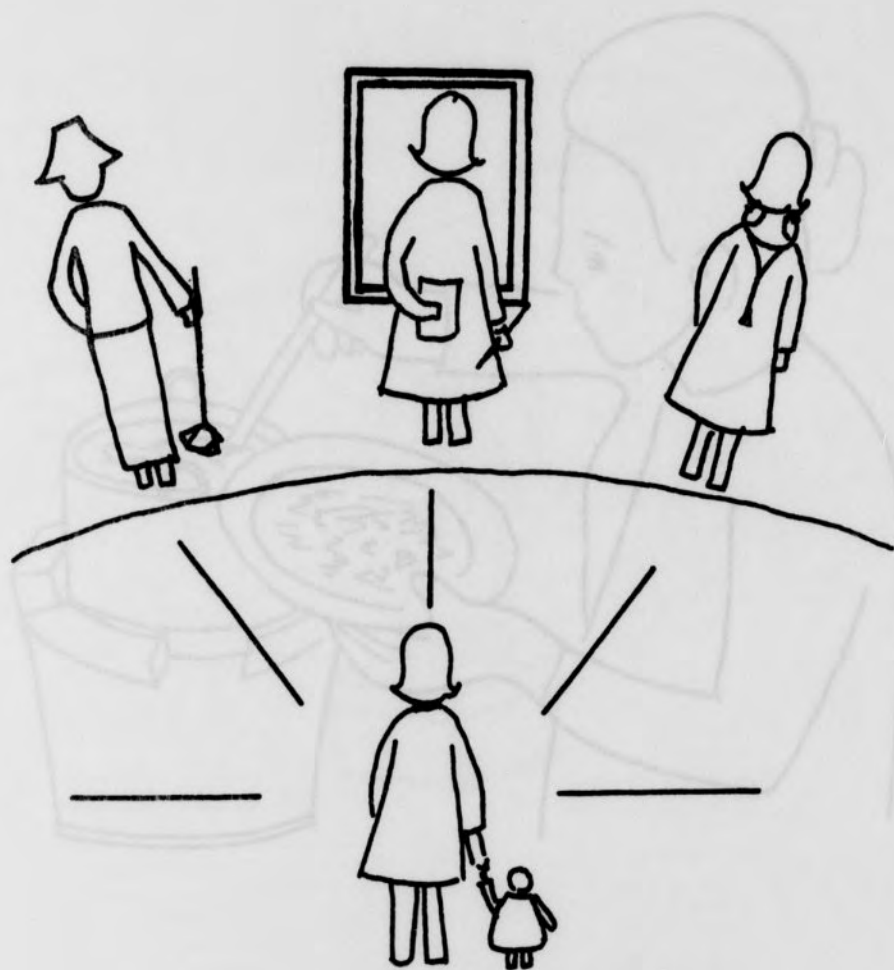
การวางแผนครอบครัว จะช่วยท่านให้มีลูก เมื่อท่านต้องการจะมี



**OPPORTUNITIES  
FOR WOMEN**

หญิงไทย

THE ROLES OF  
THAI WOMEN  
บทบาทของผู้หญิงไทย



THE ROLES OF  
THAI WOMEN  
บทบาทของผู้หญิงไทย



**PREPARE FOOD**

CARE FOR THE HOUSE

เตรียมหุงหาอาหาร



MIND THE CHILDREN  
**CARE FOR THE HOUSE**

ดูแลบ้านช่อง





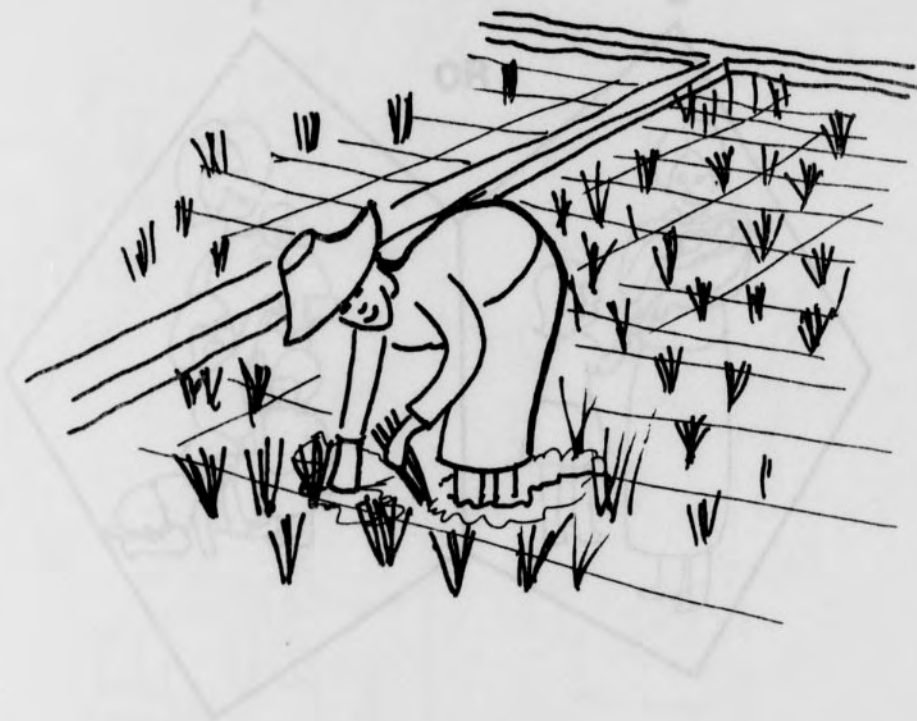
**MIND THE CHILDREN**

เลี้ยงดูลูก



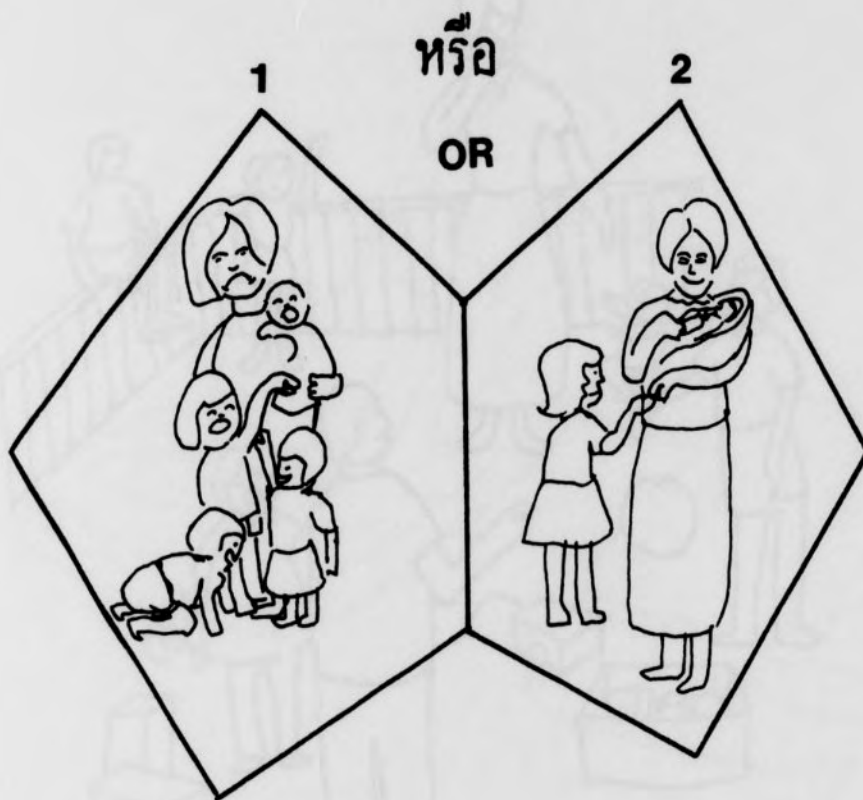
**WORK IN THE MARKET**

ค้าขาย



HOW MANY CHILDREN  
WORK IN THE FIELD ?

ทำงานในลูกกีดน



HOW MANY CHILDREN  
DO YOU WANT ?

ท่านต้องการมีลูกกี่คน



HAVING TOO MANY CHILDREN MAY BRING CONFUSION,  
NOISE, AND UNHAPPINESS FOR THE FAMILY.

มีลูกมากเกินไป อาจจะทำให้เกิดความยุ่งเหยิง ทนทุกข์  
และทำให้ไม่มีความสุข



BY HAVING ONLY A FEW CHILDREN, AND SPACING THEM  
TWO OR THREE YEARS APART, THE FAMILY HAS A BETTER  
CHANCE FOR HAPPINESS.

มีลูกน้อย และเว้นระยะ ๒-๓ปีก่อน ครอบครัวจะมีความสุข





HAVING ONLY THE CHILDREN YOU WANT, EACH  
CHILD MAY HAVE A GOOD FUTURE.

มีบุตรเท่าที่ต้องการ บุตรทุกคนอาจจะมีอนาคตที่ดี

WHEN YOU DECIDE.....

PLANNED PARENTHOOD CAN HELP YOU

HAVE THE BABIES YOU WANT ..... WHEN YOU WANT THEM

เมื่อท่านตัดสินใจ .....

การวางแผนครอบครัว จะช่วยท่านให้มีลูก เมื่อท่านต้องการจะมี

## LESSON 5

CHILDREN BY CHOICE NOW BY CHOICE

These charts are prepared to help home economics workers teach individuals and families to consider whether or not to have a child. The charts give some information individuals need to have for making decisions which will be right for their particular situation. Information about where individuals can go for further help will also be given.

Objectives

The participants will understand the meaning of family planning and the effects it has on the family.

Objectives

By using a method of family planning a couple may decide to have only the number of children they can afford, and when to have them.

Steps

## APPENDIX F

1. New couples have for planning family size and space between children.

2. The broad concept of family planning and the benefits of family planning.

Learning activities

1. Attached are sample charts and notes prepared for primary grade level children. These charts need to be enlarged to 11 inches x 14 inches, as they can be used as flip charts.
2. The pictures need to be shown at a time.
3. The students are required to read and indicate responses to the pictures and the notes without the help of the teacher.

A similar series of slides can be adapted from these charts so that the pictures of reality can be taken and shown in the place where facilities are available.

## LESSON 6

CHILDREN BY CHOICE NOT BY CHANCE

These charts are prepared to help home economics workers teach individuals and families to consider whether or not to have a child. The charts give some information individuals need to have for making decisions which will be right for their particular situation. Information about where individuals can go for further help will also be given.

- Objective: The participants will understand the meaning of family planning and the effects it has on the family.
- Generalization: By using a method of family planning a couple may decide to have only the number of children the family can afford, and when to have them.
- Content:
1. Alternatives couples have for planning family size and space between children.
  2. The broad concept of family planning and the benefits of family planning.
- Learning activities:
1. Attached are sample charts and script prepared for promoting the concept of family planning for better living.  
These charts need to be enlarged to 15 inches x 20 inches, so they can be used as flip charts.
  2. The pictures need to be shown one at a time.
  3. The student is required to read and interpret the messages shown in the pictures, and the teacher clarifies the messages by using the script as a guide.

A similar series of slides can be adapted from these charts so that the pictures of reality can be taken and shown in the place where facilities are available.

Suggested questions  
to be discussed:

1. If you are a newlywed, when will you plan to have the first baby? Why?
2. How are family health and family income affected by family planning?

This material is adapted from American Home Economics Association family planning materials: Family Planning in Home Economics (1973); and Boque, D. J. and Heiskanen, V. S. How to Improve Written Communication For Birth Control, Chicago: University of Chicago, 1963.

SCRIPT FOR "CHILDREN BY CHOICE NOT BY CHANCE"

Picture Number 1 HAVE YOU EVER THOUGHT ABOUT FAMILY PLANNING?

WHAT? WHY? WHEN?

WHO? HOW? WHERE?

The answers to the following questions will clarify this concept.

WHAT is family planning?  
 WHY is it important?  
 WHEN should it start?  
 WHO should plan the family?  
 HOW should family planning be practiced?  
 WHERE should one go for this information?

Picture Number 2 WHAT IS FAMILY PLANNING?

FAMILY PLANNING MEANS PLANNING TO HAVE  
 A BABY WHEN YOU WANT ONE.

Family planning is the decision made between a husband and wife concerning the number of children that they can afford and when they want to have them.

Family planning is called by several different names. Some people call it pregnancy planning, others call it child-spacing or birth control. All of these mean the same thing -- planning pregnancies so that your babies come when you want them. It means having your babies by choice, not leaving it up to chance. There are several different ways to keep from getting pregnant until you think the time is right.

Picture Number 3 CHILDREN ARE MORE LIKELY TO BE HEALTHIER  
 IF THEY ARE NOT BORN TOO CLOSE TOGETHER.

Family planning means allowing enough time between the birth of your children to enable you to meet each one's needs; and to enable the wife to maintain a high level of good health so she can adequately care for her family. While the unborn baby is growing the woman must eat a variety of foods for a well-balanced diet so that she and the baby will be healthy. For a woman



to bear another healthy baby, two or three years time between births is necessary for her body to recover and renew itself.

It may also mean limiting the number of children to avoid physical and/or financial strain on the parents. Such considerations will help you provide the things you want for your family.

Picture Number 4      WHY IS FAMILY PLANNING IMPORTANT?

PARENTS WANT TO GIVE THEIR CHILDREN A GOOD START IN LIFE.

Parents have the right to decide on the number of children and the time to have them. All parents want to give their children a good start in life, to make them feel wanted and secure, to care for them until they are able to care for themselves. Children have a right to expect this from the parents who bring them into the world.

Picture Number 5      THE RIGHTS OF THE CHILDREN

FOOD. Regular nourishing meals are essential for the good health of growing children. Children need adequate amounts of food for growth and development.

HEALTH CARE. The services of doctors, dentists, and perhaps other specialists are needed to protect the health of your children.

SHELTER. Children have a right to the security of a wholesome adequate home in which to live and grow.

CLOTHING. Shoes, coats, dresses, suits -- all the different types of clothing that children need -- cost a great deal more than many of us realize. Active growing boys and girls wear out clothes much faster than do adults. And they grow out of them, too.

EDUCATION. Every child has the right to the best education he can obtain. In addition to elementary and high school, many

parents hope to give their children the benefits of advanced vocational training or a college education.

LOVE. The basic right of children to love and affection is one which parents must be willing and able to offer. Love of parents for their children is expressed by providing the needs already discussed -- but it is much more than this. It is taking time. Time to give each child the personal attention and guidance he wants and needs. Time to understand each one, their problems and their capabilities.

Picture Number 6 IT IS HARD TO SUPPORT A FAMILY IN TODAY'S WORLD. PRICES KEEP GOING UP.

Food, clothing, housing, and other expenses seem to cost more every year. For this reason, and for many more, most people think it is important to plan for babies. When do you want to have your first baby? When do you want to add to the size of your family? When will you decide if your family has grown large enough? These choices are yours to make. In fact, you could call it a matter of right. You have the right to become pregnant when you think the time is right. You are free to make a choice.

Picture Number 7 PARENTS OF TWO OR THREE CHILDREN ARE MORE LIKELY TO BRING THEIR CHILDREN UP WELL.

A small family takes less time to care for than a large one. Everyone should plan their family size in view of increasing expenses and bring more happiness to their family.

Picture Number 8 WITH FEWER CHILDREN . . . MOTHER AND CHILDREN ARE HEALTHIER.

Mother is healthier.  
Children get more time and attention,  
better food and clothes,  
better education,  
better health.

Picture Number 9 WITH FEWER CHILDREN . . .  
FATHER CAN PROVIDE FOR HIS FAMILY BETTER.

There is a greater chance that the family income will satisfy the needs of the family.

Picture Number 10 WHEN TO BEGIN FAMILY PLANNING?

It is never too early or too late to begin family planning.

Picture Number 11 WHO SHOULD BEGIN PLANNING THE FAMILY?

\* COUPLES WHO WISH TO MARRY.

\* PARENTS WHO DO NOT WANT A LARGE FAMILY.

Family planning is especially important for young couples. However all couples should begin to plan their families from the time they decide to marry until the time the woman can no longer conceive. This occurs between ages 45 and 50.

In general the family should be planned by:

- \* Couples who wish to marry.
- \* Parents who do not want a large family.

Picture Number 12 HOW TO PLAN THE FAMILY?

THESE ARE SOME OF THE METHODS USED IN FAMILY PLANNING.

THE PILL  
CONDOM  
INTRAUTERINE DEVICE  
FOAM  
DIAPHRAGM AND JELLY  
RHYTHM METHOD

Different family planning methods exist. Before selecting a family planning method it is best to consult with a doctor. Everyone does not respond in the same way to every contraceptive method.

A good contraceptive method has the following characteristics:

- \* it is easy to use,
- \* it is inexpensive,

- \* it preserves the good health of husband and wife,
- \* it is safe if instructions are followed,
- \* it is reversable, which means that when the couple wish to have a baby the method can be suspended and then resumed after the birth of the baby,
- \* it does not interfere with sexual pleasure.

The following are some of the methods used in family planning:

The Pill. Ingestion of a pill daily by the woman for a period of 20 days during each menstrual cycle. When the couple desires a baby, use of pills is suspended. A chemical hormone in the pill stops the egg from being released, a process known as "ovulation." You are protected at once if you start five days after the start of the menstrual period. A check-up from your doctor once a year is recommended. If you skip a day, take two the next day and keep on schedule.

The Condom. It is a device used by men to cover the penis during intercourse. It prevents the entry of semen into the vagina.

Intrauterine Device. An object placed in the uterus to prevent the implantation of the egg in the uterus.

Foam. It is chemical substance inserted into the vagina to prevent the fertilization of the egg.

Diaphragm and Jelly. It is a rubber device inserted in the vagina over the cervix. A special spermicidal contraceptive cream or jelly must be used with the diaphragm.

Rhythm Method. This method is based on the fact that there is a "SAFE PERIOD" of about 2 weeks each month when pregnancy is not likely to occur. While the actual fertile period is only 3 days, it is not easy to tell when the egg is produced. A doctor will explain how to figure your safe period.

Picture Number 13 WHERE TO FIND INFORMATION?

MANY PLACES EXIST WHERE INFORMATION  
CAN BE OBTAINED:

HOSPITALS  
FAMILY PLANNING CLINICS  
PUBLIC HEALTH CENTERS  
PRIVATE PHYSICIANS

REMEMBER . . .

FAMILY PLANNING helps father and mother:

1. To space their children so that each child has a chance to develop into a healthy and happy boy or girl.
2. To protect the health of the mother until she has regained her strength after the birth of the last baby.
3. To provide the right food for each child so that he will stay healthy.
4. To give each child the attention and care that all children need.
5. To see that each child has the education and opportunity in life that he or she deserves.
6. To provide room in the house for the children to grow and thrive.
7. To plan their children by safe and simple methods under a doctor's instructions so that they will have healthy and happy families and keep strong and healthy themselves.
8. To maintain a happy marriage relationship and thus to provide a good home for children.

## บทที่ ๖

### สุกรรัก

ภาพประกอบการศึกษาจะช่วยให้นักทฤษฎีศาสตร์ใช้ในการสอนบุคคล  
ทั่วไปและครอบครัว ตัดสินใจว่าควรจะมีลูกเมื่อไร บทเรียนบทนี้ให้ความรู้เกี่ยวกับสิ่งที่  
ควรรู้เพื่อการตัดสินใจที่ถูกต้อง และนอกจากนี้ยังบอกถึงแหล่งที่จะให้ความรู้ความช่วยเหลือ  
ในการวางแผนครอบครัวขั้นต่อไปด้วย

จุดประสงค์ : นักเรียนจะเข้าใจความหมายของคำว่า การวางแผนครอบครัวและผล  
ของการวางแผนครอบครัวที่มีต่อครอบครัว

เนื้อหา : โดยการใ้วิธีการวางแผนครอบครัว คู่สมรสอาจจะตัดสินใจมีบุตร  
เท่าที่ตนจะสามารถเลี้ยงดูได้ และอาจจะตัดสินใจว่าเมื่อไรจึงจะมีบุตร

เนื้อหาวิชา :

๑. โอกาสที่คู่สมรสจะเลือกในการวางแผนขนาดครอบครัวและระยะห่าง  
ระหว่างบุตรแต่ละคน
๒. แนวความเห็นอย่างกว้าง ๆ ของคำว่า การวางแผนครอบครัว และผล  
ประโยชน์ของการวางแผนครอบครัว

แนวการสอน :

๑. แผนภูมิที่แนบมาพร้อมกันนี้ใช้ในการสอนความหมายของคำว่า การ  
วางแผนครอบครัวเพื่อการอยู่ดีกินดี



เพื่อประโยชน์ทางการสอน ควรขยายภาพเหล่านี้ให้เป็นขนาด ๑๕ นิ้ว x ๒๐ นิ้ว และใช้เป็นภาพพลิก ( FLIP CHARTS )

๒. ควรแสดงภาพเหล่านี้ที่ละภาพ

๓. ให้นักเรียนอ่านข้อความที่ปรากฏอยู่ในภาพ และแปลความหมายของข้อความนั้นๆ หลังจากนั้นครูก็ขยายความโดยอาศัยข้อมูลที่แนะนำ (คำบรรยายประกอบภาพ)

บทเรียนนี้อาจดัดแปลงทำเป็น SLIDES เพื่อจะได้เห็นภาพชีวิตที่เป็นจริง และผู้สอนนำไปใช้สอนได้ในที่ๆ มีอุปกรณ์การศึกษา

แนวคำถาม :

๑. ถ้าท่านเพิ่งสมรส เมื่อไรท่านจึงคิดจะมีบุตรคนแรก ? ทำไม ?
๒. การวางแผนครอบครัวมีผลอย่างไร ต่ออนามัยครอบครัวและรายได้ของครอบครัว ?

บทเรียนนี้ดัดแปลงจาก

American Home Economics Association family planning materials: Family Planning in Home Economics (1973); and Bogue, D. J. and Heiskanen, V. S. How to Improve Written Communication For Birth Control, Chicago: University of Chicago, 1963.

## คำบรรยายประกอบภาพ "ลูกรัก"

ภาพที่ ๑

ท่านเคยคิดถึงการวางแผนครอบครัวบ้างไหม

อะไร ? ทำไม ? เมื่อไร ?

ใคร ? อย่างไร ? ที่ไหน ?

คำตอบที่จะได้รับจากคำถามข้างล่างนี้ อาจจะช่วยขยายความหมายของการวางแผนครอบครัวได้บ้าง

การวางแผนครอบครัวคืออะไร ?

การวางแผนครอบครัวมีความสำคัญอย่างไร ?

เมื่อไรจึงควรจะมี วางแผนครอบครัว ?

ใครควรจะเป็นผู้วางแผนครอบครัว ?

จะวางแผนครอบครัวอย่างไร ?

จะหาแหล่งความรู้ได้ที่ไหน ?

ภาพที่ ๒

การวางแผนครอบครัวคืออะไร ?

การวางแผนครอบครัวคือ การมีบุตรเมื่อท่านต้องการจะมี

การวางแผนครอบครัวคือการตัดสินใจของคู่สมรสเกี่ยวกับจำนวนบุตร  
ที่ท่านสามารถเลี้ยงดูได้ และเวลาที่ท่านพร้อมจะมีบุตร

การวางแผนครอบครัว อาจเรียกว่การวางแผนการตั้งครรภ์ การกระ

ระยะห่างระหว่างบุตร หรือการคุมกำเนิดก็ได้ ทั้งหมดนี้มีความหมาย

อย่างเดียวกันคือ ระยะเวลาที่ท่านพร้อมที่จะมีบุตร ทั้งนี้หมายความว่า

ท่านจะมีบุตรก็ต่อเมื่อท่านต้องการจะมี ไม่ใช่ไม่มีบุตรโดยบังเอิญ

ภาพที่ ๓

สุขภาพของลูก ๆ อาจจะแข็งแรงกว่า ถ้าท่านไม่ไล่เลี่ยกันมากนัก การวางแผนครอบครัว หมายถึงการเว้นระยะห่างระหว่างบุตรแต่ละคน เพื่อบิดามารดาจะได้สามารถเลี้ยงดูบุตรทุกคนได้ด้วยดี และมารดาจะได้มีสุขภาพสมบูรณ์ สามารถดูแลให้ความสุขแก่ครอบครัวได้ด้วยดี ในขณะที่ตั้งครรภ์ ผู้เป็นมารดาต้องการอาหารที่ได้สัดส่วนตามความต้องการของร่างกาย เพื่อตนเองและบุตรจะได้มีสุขภาพดี สำหรับมารดาที่จะมีบุตรอีกคนหนึ่ง ควรเว้นระยะห่างจากบุตรคนแรกประมาณ ๒-๓ ปี เพื่อให้ร่างกายสมบูรณ์ดีเสียก่อน

การวางแผนครอบครัว อาจจะหมายถึงการจำกัดจำนวนบุตรเพื่อป้องกันความถึงขีดสุดทั้งทางร่างกาย และทางการเงินของผู้เป็นบิดามารดา สิ่งเหล่านี้จะช่วยให้คุณสมรสติดพิจารณาถึงสิ่งที่คุณต้องการสำหรับครอบครัวของคุณ

ภาพที่ ๔

การวางแผนครอบครัวมีความสำคัญอย่างไร ?  
 บิดามารดาต้องการให้คุณของตนตั้งต้นชีวิตที่ดี  
 บิดามารดาทุกคนมีสิทธิที่จะตัดสินใจว่าควรจะมีบุตรกี่คน และเมื่อไรจึงจะมีบุตร บิดามารดาทุกคนต้องการให้บุตรของตนตั้งต้นชีวิตที่ดี  
 ต้องการปกป้องเลี้ยงดูจนกว่าบุตรจะมีความสามารถเลี้ยงดูตนเองได้  
 เด็ก ๆ มีสิทธิที่จะหวังที่จะได้รับสิ่งเหล่านี้จากบิดามารดาของตน

ภาพที่ ๕

สิทธิของบุตรของท่าน

การศึกษา

อาหาร

บ้านเรือนที่อยู่อาศัย

ยารักษาโรค

เสื้อผ้า

ความรัก

สิทธิของบุตรของท่าน

อาหาร อาหารธรรมดาสำหรับบำรุงเลี้ยงดูเป็นสิ่งจำเป็นสำหรับการเจริญเติบโตเพื่อให้มีสุขภาพสมบูรณ์

ยารักษาโรค แพทย์และทันตแพทย์มีความสำคัญต่อสุขภาพที่ดีของเด็กที่อยู่อาศัย เด็กควรจะมีบ้านร่่องเป็นหลักแหล่งที่อยู่อาศัยและเจริญเติบโต

เสื้อผ้า รองเท้า เสื้อผ้า จึงเป็นสิ่งจำเป็น มีราคาสูงขึ้นทุกปี เด็กๆที่กำลังเจริญเติบโต มักจะใช้เสื้อผ้าสิ้นเปลืองกว่าผู้ใหญ่ เพราะเสื้อผ้ามักจะขาดเร็ว และเด็กโตเร็วเกินกว่าจะสวมเสื้อผ้าเหล่านั้นได้อีก

การศึกษา เด็กทุกคนควรจะได้รับการศึกษาอย่างดีที่สุดเท่าที่ความสามารถของตนจะอำนวย บิดามารดาส่วนมากต้องการให้บุตรของตนได้รับการศึกษาที่ดีถึงขั้นการฝึกวิชาชีพ หรือมหาวิทยาลัย

ความรัก บิดามารดาทุกคนรักและทะนุบำรุงบุตรของตน ความรักของบิดามารดาแสดงออกโดยการให้อาหาร ยารักษาโรค ที่อยู่อาศัย

เสื้อผ้า และการศึกษา สิ่งเหล่านี้ต้องการเวลา - เวลาสำหรับให้

ความสนใจ และคำแนะนำแก่บุตร เวลาที่จะเข้าใจบุตร เข้าใจปัญหา  
ที่เกิดขึ้น

ภาพที่ ๖

การเลี้ยงดูครอบครัวในปัจจุบันเป็นงานหนัก เพราะค่าใช้จ่ายต่างๆ  
สูงขึ้นทุกปี  
ค่าอาหาร เสื้อผ้า บ้านเรือนและสิ่งอื่นๆ ล้วนแต่สูงขึ้นทุกปี ด้วย  
เหตุนี้และอื่นๆอีกหลายอย่าง ทำให้คนส่วนมากคิดถึงคามสำคัญ  
ของการวางแผนสำหรับบุตรของตน เมื่อไรท่านจึงต้องการมีลูกคน  
แรก ? เมื่อไรท่านจึงจะต้องการมีลูกคนที่สอง ? เมื่อไรท่านจึง  
จะตัดสินใจว่าครอบครัวของท่านใหญ่พอแล้ว ? สิ่งเหล่านี้ท่านมี  
โอกาสศรีตรองเอง ท่านอาจจะเรียกว่า ท่านมีสิทธิที่จะเลือก  
ทางของตนเอง มีสิทธิที่จะตั้งครรภ์เมื่อท่านคิดว่าถึงเวลาที่เหมาะ  
สมควรกับตัวท่านและครอบครัว ท่านมีอิสระที่จะเลือกเอง

ภาพที่ ๗

บิดามารดาที่มีลูก ๒-๓ คน มีโอกาสที่จะเลี้ยงดูลูกให้ได้ดี  
ครอบครัวขนาดเล็กใช้เวลาในการดูแลเอาใจใส่น้อยกว่าครอบครัว  
ขนาดใหญ่ คนเราควรจะวางแผนกะขนาดครอบครัวโดยคำนึงถึง  
ค่าใช้จ่ายที่สูงขึ้น และคำนึงถึงความสุขของครอบครัว

ภาพที่ ๘

มีลูกน้อย มารดาและบุตรมีสุขภาพดี  
มารดามีสุขภาพดี

บุตรอยู่ดีกินดี มีเสื้อผ้า การศึกษาดี

ภาพที่ ๙

มีลูกน้อย บิดาเลี้ยงดูครอบครัวได้ดี  
รายได้ครอบครัวเพียงพอกับความต้องการของครอบครัว

ภาพที่ ๑๐

จะเริ่มวางแผนครอบครัวเมื่อไร ?  
การวางแผนครอบครัวไม่เคยมีการเร็วเกินไปหรือช้าเกินไป

ภาพที่ ๑๑

ใครควรจะเป็นผู้เริ่มวางแผนครอบครัว ?

ผู้ที่ต้องการสมรส

บิดามารดาที่ไม่ต้องการมีลูกมาก

การวางแผนครอบครัวมีความสำคัญโดยเฉพาะอย่างยิ่งต่อคู่สมรส  
หนุ่มสาว แต่อย่างไรก็ตาม คู่สมรสทั้งหลายควรเริ่มวางแผน  
ครอบครัวตั้งแต่ตัดสินใจแต่งงาน ไปจนถึงเวลาที่ฝ่ายหญิงไม่สามารถ  
จะตั้งครรภ์ได้อีก ซึ่งอยู่ในช่วงอายุ ๔๕-๕๐ ปีโดยประมาณ  
โดยทั่วไป ผู้วางแผนครอบครัวคือ

หนุ่มสาวที่ต้องการแต่งงาน

บิดามารดาที่ไม่ต้องการมีลูกมาก

ภาพที่ ๑๒

จะวางแผนครอบครัวได้อย่างไร ?



### วิธีการวางแผนครอบครัว

ยาเม็ด โฟม

ถุงยาง โดอะแพรนกับเชลลิว

ห่วง ช่วงปลอดภัย

วิธีการวางแผนครอบครัวมีหลายแบบ ก่อนที่จะเลือกใช้วิธีใดวิธีหนึ่ง ทางที่ดีที่สุดคือปรึกษาแพทย์

วิธีการวางแผนครอบครัวที่ดีมีลักษณะดังนี้คือ

- ง่าย

- ราคาถูก

- ไม่ทำลายทั้งสุขภาพของสามีและภรรยา

- ปลอดภัยถ้าใช้ตามคำแนะนำ

- ผักผันได้ หมายความว่าคู่สมรสหยุดใช้ชั่วคราวได้เมื่อต้องการมีลูก และกลับมาใช้ใหม่ได้หลังคลอดลูก

- ไม่ทำลายความรู้สึกทางเพศ

### วิธีการวางแผนครอบครัว

ยาเม็ด เป็นยารับประทานประจำวัน วันละเม็ดสำหรับผู้หญิง เป็นเวลา ๒๐ วัน ระหว่างรอบเดือน เมื่อคู่สมรสต้องการมีลูกก็หยุดรับประทาน ยา ฮอโมนที่มีอยู่ในยาเม็ดนี้จะไปสกัดกั้นการตกไข่ ทำท่านเริ่มรับประทานหลังจากวันเริ่มมีประจำเดือน ๕ วัน ท่านก็จะปลอดภัยจากการมีลูก ทั้งนี้ควรจะได้รับการตรวจจากแพทย์ปีละครั้ง

ถ้าท่านกินรับประทานยา ๑ วัน วันต่อไปก็รับประทาน ๒ เม็ด

ถุงยาง สำหรับผู้ชายใช้สวมบนอวัยวะระหว่างกร่วมเพศ ถุงยาง  
จะป้องกันไม่ให้เชื้อสุมเข้าไปสู่ช่องคลอด

ห่วง สำหรับผู้หญิงใช้ใส่ในช่องคลอด ป้องกันไม่ให้ไข่ฝังตัวในหลอด

โฟม เป็นสารเคมีใส่ในช่องคลอดป้องกันการผสมพันธุ์

ไดอะแฟรมกับเบลลี เป็นยางสำหรับใส่ในช่องคลอด ใช้คู่กับเบลลี

ช่วงปลอดภัย ระยะปลอดภัยในแต่ละเดือนจะมีประมาณ ๒ สัปดาห์ ซึ่ง  
การตั้งครรภ์มักจะไม่เกิดขึ้น ช่วงระยะที่จะเกิดการผสมพันธุ์ที่แน่นอนมี  
เพียงเดือนละ ๓ วันเท่านั้น แต่ก็ยากที่จะบอกว่าเมื่อไร แพทย์จะ  
บอกท่านได้ว่าจะเกิดหาช่วงปลอดภัยได้อย่างไร

ภาพที่ ๑๓

จะหาความรู้ได้ที่ไหน ?

ที่ ๆ จะให้คำแนะนำแก่ท่านได้ คือ

โรงพยาบาล

คลินิกการวางแผนครอบครัว

ศูนย์อนามัย

แพทย์ส่วนตัว

สิ่งที่ควรจำ

การวางแผนครอบครัวช่วยให้บิดามารดา

๑. เว้นระยะการมีบุตร เพื่อบุตรจะได้มีโอกาสแข็งแรงและมีความสุข

๒. ช่วยให้สุขภาพของมารดากลับคืนมาหลังตกคลอดบุตรคนแรก

- ก. ให้เด็กได้รับอาหารที่ถูกต้อง
- ข. ให้ความรักและการดูแลเอาใจใส่แก่ลูกโดยทั่วหน้า
- ค. ให้การศึกษาแก่ลูกตามสมควร
- ง. มีบ้านช่องห้องทับเพียงพอแก่การเจริญเติบโตของลูก ๆ
- ฉ. กระบวนการเลี้ยงดูลูกโดยปลอดภัยและใช้วิธีง่าย ๆ ตามคำแนะนำของแพทย์
- ช. มีชีวิตสมรสที่มีความสุข และมีบ้านที่ดีสำหรับลูก ๆ

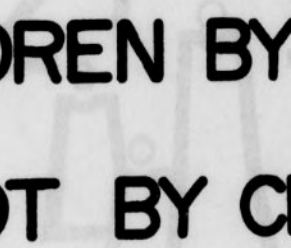
CHILDREN BY CHOICE

NOT BY CHANCE

ลูกรัก

HAVE YOU EVER THOUGHT ABOUT FAMILY PLANNING?

ท่านเคยคิดถึงการทำแผนครอบครัวบ้างไหม

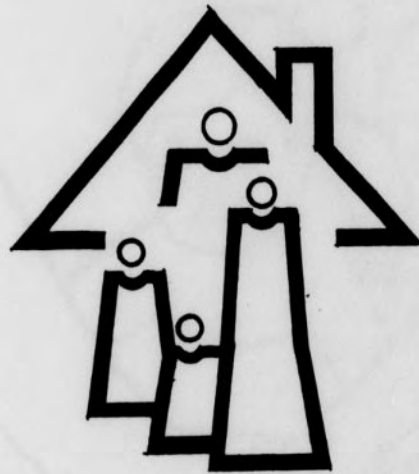


**CHILDREN BY CHOICE  
NOT BY CHANCE**

ลูกรัก

HAVE YOU EVER THOUGHT ABOUT FAMILY PLANNING?

ท่านเคยคิดถึง การวางแผนครอบครัวบ้างไหม



WHAT?

อะไร?

WHY?

ทำไม?

WHEN?

เมื่อไร?

WHO?

ใคร?

HOW?

อย่างไร?

WHERE?

ที่ไหน?

WHAT IS FAMILY PLANNING?

การวางแผนครอบครัวคืออะไร ?



## FAMILY PLANNING

การวางแผนครอบครัว

... MEANS PLANNING TO HAVE A BABY WHEN YOU WANT ONE.

คือ การมีบุตรเมื่อท่านต้องการจะมี





CHILDREN ARE MORE LIKELY TO BE HEALTHIER IF THEY  
ARE NOT BORN TOO CLOSE TOGETHER.

สุขภาพของลูกๆ อาจจะแข็งแรงกว่า ถ้าอายุไม่ได้เสียดกันมากนัก

WHY IS FAMILY PLANNING IMPORTANT?

การวางแผนครอบครัวมีความสำคัญอย่างไร ?



PARENTS WANT TO GIVE THEIR CHILDREN A GOOD START IN LIFE

บิดามารดาต้องการให้ลูกของตนมีต้นทุนชีวิตที่ดี

## THE RIGHTS OF THE CHILDREN

## สิทธิของบุตรของท่าน





IT IS HARD TO SUPPORT A FAMILY IN TODAY'S WORLD.  
 PRICES KEEP GOING UP.

การเลี้ยงดูครอบครัวในปัจจุบันเป็นงานหนัก เพราะค่าใช้จ่ายต่าง ๆ สูงขึ้นทุกปี



บิดามารดาที่มีลูก ๒-๓คน มีโอกาสที่จะเลี้ยงดูลูกให้ได้ดี

PARENTS OF TWO OR THREE CHILDREN ARE MORE LIKELY  
TO BRING THEIR CHILDREN UP WELL.

มีลูกน้อย

# WITH FEWER CHILDREN

มีลูกน้อย



MOTHER

มารดา

CHILDREN

บุตร

ARE HEALTHIER

มีสุขภาพดี



มีลูกน้อย  
WITH FEWER CHILDREN



FATHER

CAN PROVIDE FOR HIS FAMILY BETTER.

บิดาเลี้ยงดูครอบครัวได้ดี

WHO SHOULD BEGIN  
PLANNING  
THE FAMILY



**WHEN TO BEGIN  
FAMILY PLANNING ?**

จะเริ่มวางแผนครอบครัว  
เมื่อไร ?

\* COUPLES WHO WISH TO MARRY.

\* PARENTS WHO DO NOT WANT A LARGE FAMILY.

\* ผู้ที่ตั้งใจจะสมรส

\* บิดามารดาที่ไม่ต้องการมีลูกมาก

# WHO SHOULD BEGIN PLANNING THE FAMILY



ใครควรจะเป็นผู้เริ่ม  
วางแผนครอบครัว

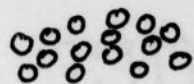
- \* COUPLES WHO WISH TO MARRY.
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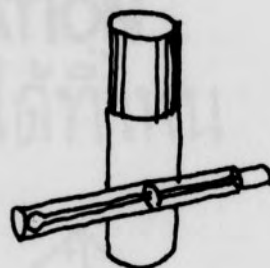
THESE ARE SOME OF THE METHODS USED IN FAMILY PLANNING.

# HOW TO PLAN THE FAMILY ?

จะวางแผนครอบครัวได้อย่างไร



THE PILL  
ยาเม็ด



FOAM  
โฟม



CONDOM  
ถุงยาง



DIAPHRAGM AND JELLY  
ไดอะแฟรมกับเบลลี



INTRAUTERINE DEVICE  
ห่วง

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

RHYTHM METHOD  
ช่วงปลอดภัย

วิธีการวางแผนครอบครัว

THESE ARE SOME OF THE METHODS USED IN FAMILY PLANNING. 12

# WHERE TO FIND INFORMATION

## จะหาความรู้ได้ที่ไหน



ที่ๆจะให้คำแนะนำแก่ท่านได้คือ

MANY PLACES EXIST WHERE INFORMATION CAN BE OBTAINED:

\* HOSPITALS

โรงพยาบาล

\* FAMILY PLANNING CLINICS

คลินิกการวางแผนครอบครัว

\* PUBLIC HEALTH CENTERS

ศูนย์อนามัย

\* PRIVATE PHYSICIANS

แพทย์ส่วนตัว

REMEMBER . . .

FAMILY PLANNING helps father and mother:

1. To space their children so that each child has a chance to develop into a healthy and happy boy or girl.
2. To protect the health of the mother until she has regained her strength after the birth of the last baby.
3. To provide the right food for each child so that he will stay healthy.
4. To give each child the attention and care that all children need.
5. To see that each child has the education and opportunity in life that he or she deserves.
6. To provide room in the house for the children to grow and thrive.
7. To plan their children by safe and simple methods under a doctor's instructions so that they will have healthy and happy families and keep strong and healthy themselves.
8. To maintain a happy marriage relationship and thus to provide a good home for children.



## สิ่งที่ควรจำ

การวางแผนครอบครัวช่วยให้บิดามารดา

๑. เห็นระยะการมีบุตร เพื่อบุตรจะได้มีโอกาสแข็งแรงและมีความสุข
๒. ช่วยให้สุขภาพของมารดากลับคืนมาหลังจากคลอดบุตรคนแรก
๓. ให้เด็กได้รับอาหารที่ถูกต้อ
๔. ให้ความรักและการดูแลเอาใจใส่แก่ลูกโดยทั่วหน้า
๕. ให้การศึกษาแก่ลูกตามสมควร
๖. มีบ้านช่องห้องทับเพียงพอแก่การเจริญเติบโตของลูกๆ
๗. กระบวนการมีลูกโดยปลอดภัยและใช้วิธีง่ายๆ ตามคำแนะนำของแพทย์
๘. มีชีวิตสมรสที่มีความสุข และมีบ้านที่ดีสำหรับลูกๆ

EVALUATION SHEETPOSITION:

Teacher \_\_\_\_\_  
 Student \_\_\_\_\_  
 Extension Worker \_\_\_\_\_  
 Others \_\_\_\_\_

THE LESSON NUMBER \_\_\_\_\_

DIRECTIONS:

Make your rating on each of the following degree of agreement by encircling the appropriate number along the horizontal line of each item. In the space for comments, include anything that helps clarify your rating or any suggestions.

## APPENDIX G

Strongly disagree

Disagree

Undecided

Agree

Strongly agree

The Objectives:

Is clearly stated.	1	2	3	4	5
Can be evaluated.	1	2	3	4	5
Is worthwhile.	1	2	3	4	5

Comments:The Generalization:

Is clearly understood.	1	2	3	4	5
Contains information which is easy to remember.	1	2	3	4	5
Is valuable for use in everyday living.	1	2	3	4	5
Is accurate.	1	2	3	4	5

EVALUATION SHEET

POSITION: \_\_\_\_\_ Teacher  
 \_\_\_\_\_ Student  
 \_\_\_\_\_ Extension Worker  
 \_\_\_\_\_ Others \_\_\_\_\_

THE LESSON NUMBER \_\_\_\_\_

DIRECTIONS: Make your rating on each of the following degree of agreement by encircling the appropriate number along the horizontal line of each item. In the space for comments, include anything that helps clarify your rating or any suggestions.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
<u>The Objective:</u>					
Is clearly stated.	1	2	3	4	5
Can be evaluated.	1	2	3	4	5
Is worthwhile.	1	2	3	4	5

Comments:The Generalization:

Is clearly understood.	1	2	3	4	5
Contains information which is easy to remember.	1	2	3	4	5
Is valuable for use in everyday living.	1	2	3	4	5
Is accurate.	1	2	3	4	5

Comments:The Learning Activities:

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Stimulate interests.	1	2	3	4	5
Provide needed information.	1	2	3	4	5
Are well organized.	1	2	3	4	5
Provide enough information so objectives can be reached.	1	2	3	4	5
Are true to life situation in Thailand.	1	2	3	4	5
Encourage examination of attitudes toward family size.	1	2	3	4	5
Help develop interest in family planning.	1	2	3	4	5
Are appropriate for young people.	1	2	3	4	5
Are appropriate for adult.	1	2	3	4	5

Comments:

Strongly disagree  
Disagree  
Undecided  
Agree  
Strongly agree

Overall Evaluation:

Has enlarged my ideas concerning teaching materials.      1      2      3      4      5

Would like to use.      1      2      3      4      5

Comments:

EVALUATION SHEET

Please make your comments and criticisms as detailed as possible. I am anxious to get your opinions about ways the materials can be improved.

- I. The lessons you have studied:
- 1 \_\_\_\_\_
  - 2 \_\_\_\_\_
  - 3 \_\_\_\_\_
  - 4 \_\_\_\_\_
  - 5 \_\_\_\_\_
  - 6 \_\_\_\_\_

- II. Please number these materials in the order of their interest to you.

- \_\_\_\_\_ Children By Choice Not By Chance  
 \_\_\_\_\_ Jigsaw Puzzle  
 \_\_\_\_\_ More Children Need Additional Resources  
 \_\_\_\_\_ Opportunities For Women  
 \_\_\_\_\_ Slides and Ladders  
 \_\_\_\_\_ Thailand: The Land and People

COMMENTS:







การประเมินผล

ใช้วิธีการประเมินผล โดยความพึงพอใจในการ

ช่วยกระตุ้นให้เกิดความสนใจในการ

วางแผนครอบครัว

เหมาะสมกับผู้เยาว์

เหมาะสมกับผู้ใหญ่

ไม่เห็นด้วยอย่างมาก  
ไม่เห็นด้วย  
ไม่ตัดสินใจ  
เห็นด้วย  
เห็นด้วยอย่างมาก

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

คำวิจารณ์ :

ทั่วไป :

บทเรียนนี้ช่วยขยายความคิด

เกี่ยวกับอุปกรณ์การศึกษา

มีความประสงค์จะใช้บทเรียนนี้

1	2	3	4	5
1	2	3	4	5

คำวิจารณ์ :

คำวิจารณ์ :

### การประเมินผล

โปรดวิจารณ์และให้ความคิดเห็นในทางที่จะแก้ไขปรับปรุงบทเรียนเหล่านี้

1. ท่านได้ศึกษาบทเรียนบทที่ 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

2. โปรดเรียงลำดับบทเรียนเหล่านี้ตามความสนใจของท่าน

- \_\_\_\_\_ ลูกรัก  
 \_\_\_\_\_ จู  
 \_\_\_\_\_ ภาพปริศนา  
 \_\_\_\_\_ ลูกมาก  
 \_\_\_\_\_ จู  
 \_\_\_\_\_ ทูญงไทย  
 \_\_\_\_\_ เลื่อนและบันได  
 \_\_\_\_\_ เมืองไทยใหญ่สุดม

คำวิจารณ์ :