SELF-REFLEXIVE AND SELF-PRACTICES OF THE OBESITY CHILDREN : A CASE STUDY OF THE SIXTH GRADE STUDENTS IN UBONRATCHATANI PROVINCE

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ABSTRACT

Qualitative case studies of obese children regarding self-reflexive thoughts and self-reactions against their obesities were established at a primary school in Ubonratchatani Province. The study objectives were 1) to explore the social construction of obesity (by families, school teachers and friends, and the social media) in aspects of meaning and social actions in response to child obesity and 2) to explore self-reflexive thoughts and self-practices against obesities of obese children. Sixteen participants were the sixth-grade students who were identified as obese by body mass index criteria. Data was collected during September, 2010 to February, 2011 by written self-stories, pictorial ethnography, in-depth interviews, non-participation observation and focus groups.

The first finding was obese children initially realized that obesity was normal and a family preference. This was because their families, the main determination, had constructed the meaning of obesity in children as 'healthy children' since their children were little kids. Not only constructing the positive meaning, parents also treated their children to become obese. For example, there was no limit on the amount of food; and junk or sweet foods that were given to the children as rewards. Obese children thought that in spite of their fat bodies, nothing was harmful to them. They still enjoyed eating and ignored warnings or orders to have some exercise from their parents. The second finding was obese children had to rethink the meaning of obesity when they were in different circumstances, such as situations in school. At school, they interacted with some persons (friends and teachers) who teased them about their obesity or treated them as disgusting persons. Moreover, they needed to join compulsory school activities that were sometimes so hard for obese persons, such as physical exercises. Besides, the regular activity of growth monitoring by body weight repeatedly made them perceive that they are abnormal persons. All of these experiences lead them to realize that obesity is a threat since a fat body is socially undesirable. Obese children then struggled to be socially accepted such as joining activities that they were important persons like playing 'Cha-ka-Yeau'. The third finding was the social media were more significant determining than the family and the school. Television media demonstrated some interconnections from obesity to diseases, beauty, and sexual attraction. Obese children then perceived obesity as fatal and disturbance of forming self-identity. As a result, some of the obese-child participants could reform themselves. Initially, they chose their identity based on their desires. Then, they develop their self-control to derive their desired bodies.

The first suggestion is for the family. Families should realize their way of thinking and taking care of their children influence the future habits of their children. Parents should provide the meaning of 'healthy' as that is acquired by a balance of good diets and appropriate exercises. Also, parents should help their children to have discipline. The second suggestion is for the school as the place to officially detect obesity. School teachers should set special programs for obese students so that the activities are suitable for them and they feel free to join. The last suggestion is to monitor the social media since obese children are influenced by both positive and negative effects of the social media. Parents and teachers should be aware of some possible negative effects by the media.

KEY WORDS: OBESITY CHILDREN / SELF-REFLEXIVE / SELF-PRACTICES

241 pages

การคิดไตร่ตรองสะท้อนตัวตน และการปฏิบัติตัวของเด็กอ้วน :กรณีศึกษานักเรียนชั้นประถมศึกษาปีที่ 6 จังหวัดอุบลราชธานี
SELF-REFLEXIVE AND SELF-REACTIONS OF THE OBESITY CHILDREN : A CASE STUDY OF THE SIXTH GRADE STUDENTS IN UBONRATCHATANI PROVINCE

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บทคัดย่อ

การศึกษาเรื่องการคิดไตร่ตรองสะท้อนตัวตน และการปฏิบัติตัวของเด็กอ้วน ชั้นประถมศึกษาปีที่ 6 จังหวัดอุบลราชธานี เป็นการวิจัยเชิงคุณภาพ มีวัตถุประสงค์ 1) เพื่อศึกษาการประกอบสร้างความหมายและการปฏิบัติเกี่ยวกับความอ้วนของครอบครัว โรงเรียน และสื่อโฆษณา 2) เพื่อศึกษาการคิดไตร่ตรองสะท้อนตัวตน และการปฏิบัติตัวของเด็กอ้วน ผู้เข้าร่วมวิจัยคือนักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 16 คน มีความอ้วนตามดัชนีมวลกาย การเก็บข้อมูลประกอบด้วย การสังเกตแบบไม่มีส่วนร่วม การวาดรูป การเขียนเรียงความ การสัมภาษณ์เชิงลึก และการสัมภาษณ์กลุ่ม เก็บข้อมูลเดือนกันยายน 2553 – กุมภาพันธ์ 2554

ข้อค้นพบ ประเด็นแรก ครอบครัวเป็นตัวกำหนดหลักในการประกอบสร้างความหมายความอ้วนตั้งแต่แรกเกิดว่าเด็กอ้วนคือเด็กแข็งแรง และใช้อาหาร ขนมบำรุงเลี้ยงและเป็นรางวัลในเวลาเดียวกัน จนเด็กไตร่ตรองว่าความอ้วน คือ ความปกติ เป็นที่ยอมรับของพ่อแม่ และถึงแม้ร่างกายอ้วนก็ยังไม่เป็นปัญหาใดใด เด็กยังคงมีความสุขกับการรับประทาน และไม่สนใจการเตือนหรือบังคับให้ออกกำลังกาย ประเด็นที่สอง เมื่อเด็กอ้วนเข้าสู่โรงเรียนที่มีสภาพแวดล้อมแตกต่างไปจากบ้าน คือ เพื่อน ครู วิชาที่เรียน ซึ่งเป็นเงื่อนไขต่อการปฏิสัมพันธ์ของเด็กอ้วน เช่น การล้อเลียน การเคลื่อนไหวร่างกายในการเรียนวิชาพลศึกษาที่ไม่เอื้อต่อความอ้วน และการชั่งน้ำหนักในกิจกรรมสาธารณสุข เป็นต้น ทำให้เด็กเริ่มคิดไตร่ตรองว่าความอ้วนเป็นสิ่งที่คุกคาม ร่างกายที่อ้วนเป็นสิ่งที่สังคมไม่พึงปรารถนา เด็กจึงพยายามปฏิบัติตนให้เป็นส่วนหนึ่งของกลุ่มให้ได้ อาทิ การเลือกเล่นชักเย่อ เป็นต้น ประเด็นที่สาม สื่อโทรทัศน์ส่งผลต่อความคิดเกี่ยวกับความอ้วนมากกว่าตัวกำหนดจากครอบครัวและโรงเรียน โดยสื่อโทรทัศน์เชื่อมโยงความอ้วนกับโรค ความสวยงามและเรื่องเพศ จนเด็กไตร่ตรองว่าความอ้วนเป็นอันตรายทั้งสุขภาพและรูปลักษณ์ จนในที่สุด เด็กอ้วนส่วนหนึ่งเลือกการสะท้อนตัวตนด้วยการปรับสร้างตัวตนใหม่ อาทิ การควบคุมจัดระเบียบร่างกายตนเอง และการเลือกอัตลักษณ์ของตนเองตามความต้องการ เป็นต้น

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CHAPTER I
INTRODUCTION

1.1 Introduction and significance of problem

It is a fact that more boys and girls aged 9 years old are not happy with their body (Paritta Chalermphao Ko-Anantakul, 1998). Obese children are stared and imitated by surrounding people. In this regard, they have mental pressure, lack of confidence and are worried. This also makes them become introverted and they isolate themselves from their society in order to reduce mental pressure and trauma and some children need to be on a diet (Kemmanat Chuachai, 2009). Some children need to control themselves not to eat what they like. This makes them have a bad mental health and finally they become addicted to diet pills when they grow up because they are advised against their appearance frequently (Monthiya Sunanthiwat, 2007). In this regard, obese children become an eye catching for other people. That is, they are stared by their society including teachers, parents, and cousins. They are looked down as a joker. In addition, the flow of latest fashion from stars, singers and media which focuses on slimness (Chulanee Thianthai, http://dpc11.ddc.moph.go.th/13 /10/ 06) is the social pressure which makes children become strict and introspective on everything. This is ranked from dressing, selection of fashion, walking, running, playing, eating and study which make them become worried and feel about inferiority complex. At present, both boys and girls are not satisfied with their appearance and try by all ways including buying and taking diet pills, supplementary diet pills and herbs in an inappropriate way (Chulanee Thianthai, 2006). This leads to more news of death of teenagers from using those diet pills which are available on the internet(http://news.mthai.com/general-news/78170.html/02/06/10), drug stores or even receiving treatment from clinics.

Since World Health Organization (WHO, 2004) has stated that obesity has spread over the world, it is expected that there will be 500 million people who will have obesity by 2015. In this regard, Thailand has been ranked in the 5 from 14

countries in the South East Asia Pacific as a country that has the problem of obesity with the rate of 50 percent for its population. Regarding the obesity, data from children surveyed in 2006 by the Office of Elementary Education indicated that the obesity has increased in the children who are in schooling age. That is, within the last five years, the percentage of the obesity was up to 6, 8, 12, 14 and 22 percent for 1.76 million of population (Fund of Health Promotion, 2008). It was also found that 17 percent of the sixth grade students had weights which were over than the criteria (Foundation of National Public Health, 2006: 10-13). In this regard, Department of Public Health, Ministry of Public Health predicts that in the next six years, the congestion of the obesity children will increase to 20 percent (Office of Health Promotion Fund, 2008). If the problem is not solved, one in three of the children concerned will have a more chance of getting sever obesity when they become teenagers and adults which might cause some other chronic illness and there is a little chance to reduce the state of obesity (WHO, 2004). In addition, it was found that 80 percent of obesity children who have over weight and receive treatment from the clinic are risky to chronic diseases such as heart attack, high blood pressure and diabetes. The most important thing is that obese people might have a contamination of flu and serve interference (Office of Health Promotion Fund, 2010). The trend of the obesity concerned resulted in the 2008 report of the Office of Social and Economic Development Committee that if Thai people have the state of malnutrition more than 20 percent of the population, the allocation of the national budget for the project of health security will increase significantly to 4-5 billion Baht annually for the payment for curing chronic disease (Office of Health Promotion Fund, 2010).

For the practices to solve the problem of child obesity in the past 20 years, many parties such as Ministry of Public Health have been involved and have set up policy and schools have been incorporated as the base of operation to measure children’s weight and height based on their body mass index. This includes publication of knowledge and asking for cooperation from their parents to make their children to be in a normal way. This can be based on prevention and control of obesity in children who are in schooling age such as the project of healthy Thai children, healthy Thailand and evaluation of success by Body Mass Index as the indicator to measure the level of nutrition in children. Although the use of Body Mass Index is the

tool to reduce the state of children' obesity, it indicates errors, both false positive and negative effects, are found because children are in the growing age and have increasing height all the time. However, the attachment of the principle of measurement on obesity and slimness has created the meaning of obesity and emphasis on children in terms of "over", "enough" and "risk" which creates pressure on children. In this regard, concept of public health tends to start with labeling of "overweight", "obesity" on students. When children find out that their weight is over than the criteria set up, it makes them hate their body and try to reduce their weight with inappropriate methods. They are tired of eating and have abnormality about eating and malnutrition (Saguy and Riley, 2005). While some obese children are satisfied with their appearance but they are stared at and looked down and are targeted by their teacher. Therefore, obese children are classified as special group to do special group, for example, one child reflected that she was forced to run and exercise in the morning an in the evening with his friends who are grouped as obesity children until they can reduce their weight according to the criteria set up by their teacher and then can get back to the normal group of students. (Aunjai Jiembooranakul, 2004).

The change of children's body is concurrent to the standard scale for healthy children under the past policy of Evidence Based Medicine. The result was inverted because Thai children have the problem of malnutrition and this increases continuously and significantly (Paromporn Tantiwong, 2005). This is the same to the project of promotion on decrease of children's obesity in a primary school under jurisdiction of Office of Primary Education in municipality of Ubonratchathani province. That is, the school watched carefully on the malnutrition of students continuously. In 2005, the Office of the 7th Disease Prevention and Control in connection with the school undertook a research project to develop the model of nutrition surveillance in students (Thitima Kosulwit et al, 2005). Although the school had run the project until the 2009 academic year, students were still over weight particularly the group of the sixth grade students who were overweight with the rate of 22.40 percent.

The previous research to find out knowledge to solve the problem of obesity in Grade 5-6 students tended to set up questions about psychological and social factors which were related to the obesity of children. Although some research

tried to look at the obese children as the doer rather than receiver, trying to convince obese children to adjust their behavior, however, the discussion of those researches still viewed the children as the follower of the program. That is, the studies could not access children in terms of thoughts, emotions and feelings. In addition, the adjustment offered to the obese children in a short period of time with the same set of scientific and nutrition can just adjust the behavior of children and can make them serious (Weenus Leehakul et al, 2007). It in turn reduces children's confidence and increases pressure to them in a more degree. Moreover, research related to obese children did not emphasize the importance of selfness in daily life and children's experience because those researches viewed children as nonsense persons and believed that selfness of the children are not complete (Archer, 1982; Archer & Waterman, 1983). In this regard, there is no research that studies selfness and retrospection of obese children which is the important factor that affects change of selfness and practice on fatness effectively and most studies had been done in the context of school. At the same time, those studies ignored the risky control of product consumption and services about obesity which is free to access and has increasingly become a part of obese children's life who will be teenagers under the attack of diabetic products. Since this period of children is involved with body growth, therefore teenagers are interested in their appearance while they get more freedom from their family. Most children spend their time with friends, trust their friends and can access all kinds of information easily. This makes them choose their ways on diet with fasting or taking diet pills. The fast access of diet resources make them deal with danger both on physical and psychological dimensions and might lead them to death.

The concern about their body and attempt to reduce obesity in children within the current context of society which emphasizes on body is concurrent to the concept of Turner (2008) which is called as somatic society in which most people are concerned with their body until it becomes the source of operation and practice and control. It is said that it is the era of cognitive subject which is full of emotion, feeling and need while it is vulnerability and is easy to be lured. Therefore, tight rules are created from different structures in the society in order to manage their body. This can make them worried and activate them to cause abnormality or illness at individual and group level. In this regard, Turner compared the ill body to disordered society.

Cultural change within reasoning process make changes on human body through different practices and operations, especially on the medical process of rationalization which intervenes personal life and destroys potential and freedom of human being. However, in this regard, Turner proposed self as a project which is continuously operated and developed. With regard to this ending period, human beings have personality to control, ask questions, analyze and reflect themselves. This creates tension between selfness which is within external body because selfness embodies self which flows according to the context. It is the self which has potential and is knowledgeable which can create changes and effects negatively and positively. It challenges an order which is metaphoric as a new thing which is supplied to selfness as a source of habitus knowledge of body. This might cause chaos as an obstacle to have pressure on daily life of obesity children.

In somatic society, the development of body is the appearance of the 'self' which is the self of the self or may be the self which is metaphoric as any form of body. Within the organization of social physics, obese children have mechanics of self reflection on the reasoning of Body Mass Index (BMI), social meaning making, alternative practice to indicate the identity of self which is needed in any forms. Therefore, the researcher is interested to study the self-reflexive about obesity of obese children and practice to deal with the obesity with different methods in which obese children choose with the reasons of forcing or need and why they choose such a way.

1.2 Key research questions

1.2.1 Key questions

How do social institutes which include family, school, medical practice, friend and media construct meanings and practices about obesity, accumulate experience in the self of obese children? And how do these components affect obese children in terms of self-reflexive and self-practices about the obesity?

1.2.2 Subsequent research questions

1.) What is the self-reflexive about obesity of obese children?

2.) What is the self-practices about obesity of obese children?

3.) How do social institutes which include medical practice, school, family, friend and media construct meanings about obesity and practice for obese children?

1.3 Objectives of the study

1. To explore the social construction of obesity (by families, school teachers and friends, and the social media) in aspects of meaning and social actions in response to child obesity

2. To explore self-reflexive thoughts and self-practices against obesities of obese children.

1.4 Area of the study

The study focuses on obese children in a primary school (Prathom Suksa 6 or Grade 6) both boys and girls in municipality of Ubonratchathani province under the jurisdiction of the Office of Primary Education Committee in the 2010 academic year.

1.5 Benefits of the study

This study offers better understanding on thoughts, emotions, feelings and self-practices about obesity of the sixth-grade students from social interaction in daily life which has both advantages and disadvantages on body, including the ways they constructed their desired bodies. So, the data reflected from the children can be utilized in the local health services so the children can be viewed as human beings

who have the same basic needs as adults, the needs that reflect from their real experiences based on the care and understanding from the society.

1.6 Definitions of Terms

Obese children means the sixth-grade students whose ages are 10-13 and they are boys and girls who are overweighed (getting fat with +2 DS - + 3SD) and fat (+ 3SD) according to the referenced weight and height for Thai children aged 1 day – 19 years set up by Department of Health, Ministry of Public Health (2004).

Self–reflexive means the process in which obese children perceive, think and give meanings about obesity with the focus on response to value and meanings about obesity which is concerned with collective value.

Self-practices mean any actions which respond to value and meaning making of obesity which include eating, physical activities, weight control and self-practice which includes collective actions such as not eating fatty, sweet, crispy, and chewy food, taking exercise regularly and individual actions such as eating all favorite foods, fasting and taking diet pills etc.

CHAPTER II
LITERATURE REVIEW

The literature review to support the study of the self-reflexive and practice of the obesity children; the case study of the sixth-grade students of a primary school in Ubonratchathani consists of the related theories as follows.

2.1 Reality construction about the obesity which consists of

2.1.1 Approach about reality construction

2.1.2 Meaning making about the obesity based on socio, cultural, medical dimensions and a variety of body

2.1.3 Childhood construction

2.1.4 Social structure which creates the reality of obesity

2.2 Selfness in classical and contemporary periods

2.2.1 Selfness offered by government

2.2.2 Agency socialized by the role of society

2.2.3 Selfness in the view of symbolic interaction

2.2.3.1 Self in symbolic interaction theory

2.2.3.2 Dramaturgical action

2.3 Body management

2.4 Self reflection

2.5 Related studies

2.6 Framework of the study

2.1 Reality construction about the obesity

2.1.1 Approach about reality construction (Berger and Luckmann,1967)

Reality and knowledge is a thing that human being creates, produce ideas, belief and meaning based on facts, opinion and logics that are conveyed through language, symbol and different media by targeting and purposing on the creator who gives meaning in order to frame up ideas and behavior of members in a society.

By nature, human being has limitations of space and time but they can construct “reality” in the form of “ knowledge” which is outside real world which can be infinitive. It is the reality and knowledge which is in the particular context of each group of people. Reality is a property of phenomenon that we can accept that it exists. It is free from other things and cannot make that phenomenon disappear. The reality which is in the common sense of all members and activities in the society is related to the understanding of “reality” which occurs in the daily life. That is, it happens by interpretation and meaning making, consideration and subjective processes. Therefore, it is displayed in the intersubjective form in the fact that a person shares “reality or truth” with other people through face to face conversation. That is, when he/she has an interaction with other people, the tool of conversation is language. The interpersonal communication is set up by typification by meaning making which affects the action of people in the society. This is different from knowledge which is an absolutely real phenomenon and has the special property of “reality”. This is the result from intersubjectivity which is the process of seeking explanation and typification schemes which develop human being as “individual actor” to judge and accept “social reality”. This is to justify that which is the truth and untruth which will frame up what the individual should do and how he/she should deal with others. This is to make sure that the truth is repeatedly happened and is familiar with them from the birth until the growth. At the same time, the outside reality world in daily life is formed by the individual as subconsciousness, vision, thinking system and view on “social reality”. This can make the individual accept “the social reality” or “knowledge” as recreated and transferred to new generation by the society which is based on “language” as the important tool. This then can make objectivity reality which is powerful in it and

without prejudice. And lastly this is set up as the frame of thinking and social behavior of members in the society which is universal.

Although “knowledge” or “reality” frames up thinking and social behavior of members in the society, the reality in daily life is related, accepted and understood to organize things around it. Therefore, the individual can learn by their own choice and give the meaning according to their understanding. When there is a new set of knowledge which is not concurrent to the Poirier knowledge, there might be a question about the new set of knowledge and the negotiation or rejection of that set of knowledge or new adjustment. Therefore, it is not the real world that sets up a direction for the individual to practice only, but it is also the world that starts from thinking and the subjectivity meaningful conduct with consciousness, intension or objects that make the reality that exist in the past transfer from generation to generation. That is, it is questioned, rejected and changed dynamically.

The reality that is constructed is usually created on the foundation of the relation of power and it tends to be used in a political way. This includes production, selection, position, presentation of the blend of fact and reality including meanings with preservation of previous meaning or change of new meaning. These problems are results from management of reality such as sometimes reality is decreased as the tool of war to win or the display of reality to public in order to evaluate that what we should with wrong agency etc. (Chaiwat Staanan, 2008; 3-37).

Besides, society consists of reality in the form of knowledge of risk as Deborah Lupton’s explanation (1999:28) of reality in order to frame up the understanding on “risk phenomenon”. This consists of reality in two groups of thought; weak social constructionist and strong social constructionist.

According to the construction of social reality, the weak social constructionist believes that risk exists and is set up in the cultural frame which is judged in the risky or unrisky situation. In this regard, they believe that risk depends on social interpretation. It is the construction of reality which consists of objective facts which can be perceived and responded to reality by social and political processes. In meaning making of reality, the definition and interpretation must be concurrent to system of believe and focus of morality which is bounded with the context of culture and society. Management of reality tends to be created through knowledge and

discourse that previously exists. In conclusion, society has set up definition and norm and uses mechanics of socialization to control people in the society in the normalized way with asking questions. The group of this thinking includes Mary Douglas, Ulrich Beck and Anthony Giddens.

For the construction of social reality, the strong social constructionists believe that nothing is risky. What we believe risky is the production of history, society and politics which prescribes how people in the society should view on things. Risk or what believed to be risky is constructed from knowledge and discourse. It is the thing that is constructed to cover people in the society to check and control themselves to be the government's regulation. It is the construction of "reality" based on knowledge / view of experts. Therefore, everything depends on view, analysis, and consideration of that situation. It is the special judgment by experts based on science, medicine, psychology, counseling, law and economics (as objective, neutral, no prejudice, universal, unlocalization). It is the construction of reality based on logical steps which consists of ; step 1 construction of object, step 2 identification and step 3 definition of construction of reality systematically in the model of a casual attribution and definition of knowledge by approval of " exact reality". In this regard, there is a setting up that is acceptable by numbers, statistics and controlling method. The group of this thinker includes Michel Foucault.

Based on the perspective mentioned, it is discussed that the construction of reality about obesity is regarded as risky. The set about reality concerned is constructed from daily life and value. Then it is explained in the view of risk that can be proved and become real. That is, it can be evaluated by numbers, sign of death, and system or social structure which can be manageable.

2.1.2 Construction of obesity meaning in the dimension of society, culture, medicine and diversity of body

The construction of body is the social and cultural process and it gives the importance on all parts of body particularly the body which is deviated from the standard criteria (e.g.Foucault 1979; Goffman 1968). In the past, under the context of poverty and malnutrition, obesity is the symbol of wealth, healthy body. It also indicates power and higher social status. It reflects the meaning of class of people and

it is the indicator to set up the inequality of society in terms of economics between people. However, in the 18 century, the obesity became the problem in England which was found in the middle and high level of people because of over wealth and consumption (Turner). When the society went into the modern age, there was a huge demand of labor in the industry system and a demand of government civil and strong troop. The obesity is not only the physical abnormality but also becomes moral deviance or irresponsibility of individual. In this regard, there is the application of scientific knowledge about food and knowledge of medicine to explain until the obesity becomes touchable thing with indicator which can be measured and predicted and controlled by the experts. This includes the application of scientific knowledge about food into the calculation of energy of body needed to offer the most efficiency and economical for production process in the industry system and sustainability of the state. In this regard, there is the use of Body Mass Indicator (BMI) to evaluate and classify groups of obesity people to be responsible for their own. Menashe and Siegel (1998: 310) indicate that from the frame of obesity creation as the personal health problem that is resulted from the lack of control of desire and self-discipline which leads to policy setting that blocks the reality about real causes of obesity that is from the social inequality. That is, it aims to promote changes of personal living and decision on ethics of obesity children (Saguy and Riley 2005). The results that follow are the closure of social inequality. This includes the view in the view that obesity is abnormal and deviant. Therefore, the obesity of body is regarded as the thing that is invisible for the violation of personal right of people who have different diversity of body that happen. (Brink 1994 :291)

Knowledge and reality about “overweight” “obesity” and “obesity disease” is constructed, therefore meanings are different according to different views and frames which are divided into three groups as follows.

2.1.2.1 Dimension of society and culture

The construction of meaning about obesity in the dimension f society and culture views that giving meaning about “weight” of body depends on the condition of society (Schwartz, 1986: 3). Giving meaning about obesity in the culture does not have an exact pattern, it depends on the perception. This process of beliefs indicates the knowledge foundation and perception of obesity which is socialized by

the culture which is rooted in the belief system of people in the society in the sense that what the definition of meaning and understanding on “weight”, overweight and gainable weight, is. It is different and changeable and it does not base on health or only normal fashion. In the past, the concept of “weight” was connected with the movement of economics, politics, religions and interests that cause changes of definition on society. In the ancient time, the obesity, presently called “obese” was appealing. That is, overweight meant wealth and power because only high class families could provide a plenty of food on the table and they were free because they did not have to work. They did not burn energy they took. Therefore, overweight meant the social power, high status of family’s economy and was then a need in the society (Schwartz, 1986; Stearns, 1997). In addition, Sobal (1995) indicates that “obesity” is the thing that indicates healthy being and wealth which was firstly evident and related to the complexity of human body since pre-history era. Dated back to 20,000 years before Christ, there was a painting on the cave wall and the fat posture which indicated the symbol of prosperity and wealth. This was widely found in Europe and Asia (Krisada Siramputtha, 2005). That was because of lack of nutrition and poverty. Therefore, the obesity is the symbol of wealth and high social status. It is needed by some societies such as in some hill tribes of Africa. That is, before marriage, the bride is framed to gain weight according to the criteria and has to gain weight for having a baby (Sobal, 1995). That is, fat woman means she is healthy.

Later when the society has become modern in terms of culture, the construction of meaning on things is different. “Overwieght which was once a need become the issue of morality and blaming on person who are overweighed is greedy, sinful and immoral (Schwartz, 1986: 3). In addition, the evaluation of obesity condition is connected with cost and disadvantage of the society. There is blame on the obesity people in that he/she is not responsible for taking of himself /herself. They are blamed as the parasite of the society. Therefore the obesity people are the victims of the society (Virginia W. Chang and Nicholas, 2002). According to this, in the 19 century in which the obesity disease was spreading, the obesity was judged by the society as the old fashion because of the cloth design of the French designer which disclosed the appearance and pattern of fashion for slim girls (MacDonald, Heather A., 2007: 4). It was popular and caused some concern for groups of people in the society

until now. This makes young girls give the meaning of obesity in the negative way in that the obesity is like the clumsy, laziness, joke, problem and opponents of the girls. Regarding signs, it is like the round object and is compared to a giant animal which eats a lot. However, it is meant in the positive way in that they are kind, lovely, healthy and warm. If they are fat children, it means they are healthy (Siribongkot Doadung, 2002).

The competition to take over the space on the meaning of obesity on the children's body between the primitive society and modern medication was shown in the work of Jain et.al. (2001: 107, 1138-1146). It is the study of the perception about the condition of overweight in the children of African-American women why they did not realize on the problem of overweight of their children. It was found that the mothers of the children did not the classification of "overweight" and did not believe in the table of child growth designed by the health expert. But they judged their children in the sense that whether their children can do social functioning like normal children rather than looking from the obesity of children. This is the case for Thai people. When they are asked about the obesity child, all say that "They are lovely and cute.". This is especially for their parents. When people admire their child as a lovely child, they are pleased. In this regard, some parents believe that fat child is the symbol of good care and prosperity. Therefore the obesity is not a disease and then they may think "Why do the doctors or nutritionists tend to construct the criteria to control people, not except children?" (Post Today, Issue No. July 17, 2006) and this may lead to the construction of space for fat children such as the fat child competition and fashion for fat people etc.

In conclusion, the meaning of obesity is framed up under the social and cultural conditions which are different in eras and from society to society. In one particular era, the obesity indicates higher social status which is needed by the society while in another era it becomes the negative social issue and is meant to inequality or lower social status. This is still debated in the medical context that the obesity is the completion of body.

2.1.2.2 Dimension of medical science

The construction of meaning about the obesity in the dimension of medicine was created with the medical science which was developed

from the super natural belief to scientific belief. It aims at happiness, order and freedom of human being. With the influence of scientific method which happened in the enlightenment of the 17th century, the scientists tried to control and deal with everything in the world in order to move forward the progress of human being and social order based on the foundation principle of measurement, calculation and prediction. This was particularly in the 18th – 19th century in Europe which was the first period of modernity which had the change of social structure and work because of the revolution of industry. At that time, there was the development of science of possibility and statistics as the method to predict the normality and then identified what is deviated from order under the control (Hack, 1990 ref. in Lupton, 1999: 6)

The scientific method of possibility and statistics mentioned has been used as the norm in governing states and by the owners of the entrepreneur to control health of population and labors. It aimed at creating healthy population which is the labors who produce productivity. It is the application of scientific frame work as the typification to create universality within knowledge. It is the state of pulling power out of from body and then employs the metaphor of body as a machine which needs appropriate energy with the calculation of calorie and index which is used widely especially in the period of World War II. This was applied to manage manpower of troops, hospitals and set up the standard of taking care of workers including food terminology in the schools to create the efficiency of labors (Turner, 2008).

The construction of meaning of “obesity” as “disease” in the dimension of medicine started when there was the statement that the obesity affected the quality of life. It was accepted and recorded in the 18th century (Eknoyan., 2006: 421-427) . And it was discussed by Cullen (1710-1790) that the obesity causes tiredness and gout and difficult breathing. This was not recorded as the documentation until 1956 and then it was named as Pickwickian syndrome. It is the decrease of breath in the obesity people. The important characteristic of this disease is having overweight than normality clearly. That is, the patient has low oxygen in blood and high carbon dioxide in blood and is sleepy all time (Apilak Palawatwichai, 2006). In the 19 century, the obesity was recognized as the cause of illness. It was recorded in the medical context as it is a thing that should be blamed and was not appealing. In 1905, William Osler who wrote “ The principle and Practice of Medicine (1849-1928)

stated that the obesity was caused by overeating more than " overdrinking". However, it does not mention the negative affect. Most doctors in the 19 century to earlier 20th century viewed that the overweight of 20-50 pounds of the body indicates that person is healthy because it will become the reserved power of life which prevents any illness. In contrast, "thinness" means that person is unhealthy and makes him/her weak. In this regard, the suggestion is gaining weight, according to the scientific method, which consists of two issues 1) warning from experts and 2) obesity as illness.

1) Warning from the experts

The first warning about "overweight" was from the insurance industry. That is, in the earlier 20th century, there was a study by Louis I Dublin about the relation of overweight and the increased rate of death. Louis as the statistics scientist and the chair of the company studied the experience of policy holder of Metropolitan Life Insurance to analyse differences of the death rate by looking closely at the relationship between height and specific disease (Pesic M, 2006). Based on the data concerned, the company began recording the data of weight per age and weight per height. This shows that weight changes according to height and then quetelet index which is well known as body mass index :BMI which is currently used to identify the state of overweight (BMI>25) and obesity (BMI<30). In 1940, Metropolitan Life Insurance published the table of weight and height and stated that the weight slightly gained according to age is not good. Governments and medicine started to deal with the obesity with campaign project. There was a study stating that this was the most risky factor of having the heart disease and blood vessel problem. Therefore, in 1996, there was a publication of BMI which is the calculation of statistics and index to measure whether it is the obesity.

In 1930, medical experts created the desirability of excess flesh and accepted that "excess fat" is the healthy problem. They accepted that excess fat is the health problem. The first doctor who took use of this development was a psychologist who was in the period of Freud (1940s). He applied the idea from the Freud school to identify and explain Bulimia and Anorexia Nervosa as pleasant, joyful and friendly to the fat people as appeared in the literary work and folklore. This turned up to the interest of personal emotion. It is discussed that it is the reaction and emotional growth of children according to the psychology of Freud. Most changes

reflected the use of new terminology, not new creation. In this regard, it is discussed that "overeating" is the cause of abnormality of mind such as depression, hypochondria and melancholy which was recorded in the written work since the 17th century. However, in the several past decades, the blame of obesity was developed from the undisciplined behavior and conflict of subconsciousness. This led to the abnormality of body.

In 1960s, there was the study of obesity considerably. The fatness of the body was defined as the component of receptors of heredity and biological cells rather than the source of energy as discuss previously. And the study of obesity was focused by the scientific method and then became the motivator of slimming industry which worths more than 30-50 million dollars in the present.

The development of the base of medical thinking has constructed the meaning of obesity as the complex cause of illness and exponential increase in the past 60 years. This has made the World Health Organization declared it as the spreading disease around the world and classified it as the chronic disease which makes suffering to people (Eknoyan, 2006:421-427) . In 1997, the World Health Organization had a co-conference with International Obesity Task Force to seek to prevent and deal with obesity as the chronic disease over the world. It gave the authority to organizations related to control obesity of body within the control of medicalization for defining exact"behavior" or "condition" as the medical problem. That is, the definition of obesity refers to excess calories which can be measurable from BMI and new creations of terms such as Adipose, Obes and Polycsarcic and the medical creation which become a remedy and social control. Besides, there was the design of obesity in the medical world in the 20th century. In this regard, Virginia W. Chang and Nicholas. (2002) studied understandings on the phenomena of obesity which was constructed and conceptualized in the different medical framework by studying from Cecil Textbook of Medicine from 1927-2000. It was found that each edition of the book started the narration based on basic mode in that the obesity was caused from the excess calorie. In each version, it indicated a set of different causes and there was a new addition. For these changes, there wasn't any 'fact' which indicated the new cause which included the elimination of old causes. The explanation started from the identification of the causes as they are results of excessive food

consumption that contains more calories. This includes the abnormal activities of people such as overeating. Then this was defined as the cause of heredity and environmental affect respectively.

At the present, there is more research trying to approve that the overweight may be the contacting disease. In this regard, there are some research which studied the obesity on the large social media network in the past 32 years in England by Nicholas A. Christakis and James H. Fowler (2007). This includes the test by Pasarica M.,Shin A C.,Yu M. et al (2006) which set the hypothesis in that the obesity may occur from virus. In this regard, the researchers took stem cells from the fat tissue of the obesity patients who contacted with the adenovirus-36. Then after one week, it was concluded that there was a change in the fat cell while the cell which did not contact with the virus concerned did not change. This is the medical idea based on the germ theory which believes that the abnormality of body system or obesity is caused by the disease which leads to the medical methodology and needs the cure with the use of drug, special technique or new technology.

Obesity as illness

From the meaning of “obesity” which has been changed from the moral concept as the social disorder to the medical management, it views that the obesity is the sickness which makes the medical career gain the authority to control the body of obesity people under the medical biology with the application of curing disease with different medical treatments. The co-occurrence is the change of responsibility on society as the therapeutic treatment rather than punishment. That is, the human body is treated as the area for explanation, perception, diagnosis and intervention with the scientific knowledge which interferes or deals with illness in the body in a decreasing degree. The timetable of eating food, exercise and surgery of the patients must be ordered by doctors strictly (Virginia W. Chang and Nicholas,2002). The study like this can offer some understanding on the process of meaning creation on the body of obesity children. This makes the children become the object which is controlled by the frame of IBM. (www.siamhealth.net/Disease/endocrine/obesity/bmi_risk.htm/26 July.12)

The index body mass is the classification by the statistical figure scientifically which can be measurable and predictable. This is for the follow up, watching and evaluation of nutrition or the condition of the obesity of body which can make the patient surrender to the pattern of curing. In reality, the body mass index or BMI is the weight per kilo divided by height as the double meter. The world health organization has set up the normal value which is at 18.5-24.9. However, there was a doctor in the Siamhealth opposed this belief explaining that there was the application of BMI because Asian people have a thin body structure, therefore the world health organization gave BMI to them not more than 23. However, in this case, he claimed that looking at IBM is not enough because although some people have a high rate of BMI, there is muscle without fat. Therefore, BMI sometimes might give the invalid value both for false positive and false negative because children are in the growth period on increasing weight and height. Therefore, looking at the IBM is just rough. That is, each country sets up different BMI. For Thailand, it regards that obesity child is a person who is suitable to his/her weight which is over than 120 percentage of the normal scale. In some countries such as the USA, they regard children as the obesity persons when they have BMI more than the percentage of 95 of the normal scale for that period of age.

The criteria reference for weight, height for Thai children is used as the index to measure nutrition situation of Thai people aged from 1 day to 19 years old (Department of Hygiene, Ministry of Public Health, 2004:21-87). And it is used to create weight for age and height by cut of point to evaluate the condition of malnutrition and overweight. The following is the index of weight according to the height.

Fat	> +3 SD
Getting fat	> +2 SD - +3 SD
Overweight	> +1.5 SD - + 2 SD
Balance	- 1.5 SD - + 1.5 SD
Pretty thin	< - 1.5 SD - – 2 SD
Thin	< - 2 SD

(Division of Nutrition, Department of Hygiene, Ministry of Public Health, 2547)

The study of obesity based on the medical dimension and history can offer some understanding on the process of meaning making on the body of obesity child through knowledge and expertise of medication and the classification by the scientific statistics and BMI which look at the fat child as the manageable object or abnormality. This makes the fat children become “a risky group” or “sick person” who has to surrender to the pattern of control and diagnostic curing.

2.1.2.3 Different dimensions of human body

Different dimensions of human body are the concept developed with the social movement to give a free space to meaning making on “Obesity”. Because of development and power of modern medicine which affect way of living of individuals, this causes an individual to be under rules and modern and social discipline. This causes social movement to resist and ask for a free space for their life by claiming the right of human being. When medicine and public health strategy which is based on scientific concept which is risky is used as the strategy to prevent management of risk group to follow and interfere people in the whole, this makes the risky group and individuals become a target which is controlled and ruled in the information management and knowledge which is always presented in the risky table. This causes suffering and discrimination and it is the obstacle for living of most people. This causes the resistance and criticism on the definition of “Obesity” as “Obesity Disease”. This is to be fair for society for prejudices on the middle class people, which is blamed as “Devil” or “Illness” (Monaghan, 2007a: 548). And this creates the body as unpleasing object (Evans, 2006). In this regard, Monaghan (2007b:70) views that this causes disgrace and untrusting to those who are obsessed. He reflects that marking people as the obesity persons reflects that people who are overweighed are challenging to the law and do not behave according to the social norm. So they are blamed as the abnormal object and are separated from the society (Sobal, 1999).

The National Association to Advance Fat Acceptance: NAAFA has tried to demedicalie obesity and leads to a new political movement to resist discrimination or ask for the right for the diversity of body. This causes criticism about the obesity in that in reality, it is the public health crisis or a moral panic (Saguy and Almeling 2008: 55-60). This is based on the study of “the framework of obesity”

by Saguy and Riley (2005) which is based on the secondary source, observation and in-depth interview from the group of people who resisted to each other on the disease of obesity. In this regard, the researchers and activists who resisted on the obesity and those who were satisfied with the obesity found that those were satisfied with the obesity viewed it as " body diversity" while the medical based group viewed it as " chronic" "risky behavior" and "Illness" which Bordo (2007:42) labeled as " a postmodern epidemic) which is the complex social issue).

In addition, the definition of "obesity" as "The silent Killer: Obesity" was resisted by some people in that it gives the over importance as found in the American Medical Association (March 9, 2004) which reported that the obesity is the cause of death of population more than 400,000 in 2000 or it was higher in percentage of 33 in the past ten year. It indicated that the most significant reason is from unsuitable eating habit. However, in the following year, it was found that the data of death of people from the obesity from the year concerned was invalid. The fact was that there were only 26,000 people who died and this also disclosed that there were 86,000 American people who had over weights in the moderate level. That is, they lived longer than those who had normal weight (Henniger, 2005). This was later published in the Scientific American Journal in the article entitled "Obesity: : an overblown epidemic? (Gibbs 2005). This research was in the same line like the work of Seth Uretsky, Franz H and et (2007) which found that thin people had a more rate of heart failure than fat people. This reflects that explanation and reasoning on "Truth" of medical knowledge to claim for fairness is over exaggerated which make the obesity awful and unappealing. Therefore, the fat body of children which is appealing is not lovely and does not mean prosperity or healthy body.

Therefore, it is concluded that the creation of social reality based on the work of Berger, Peter and Thomas Luckmann (1967) which explains that all things are not found or occurred by nature but are created by society or social process which can create "Truth" in the society from the individual relationship with objective reality with the influence of family, society and culture. The creation of social reality of obesity is the knowledge caused by a person who sees and perceives the meaning of society based on value of society in each period. By nature, the obesity is the main issue but scientific knowledge creates obesity as the reality by IBM and is

connected with risk and death. At the same time, the society has created language for the obesity which is disgusting, slow, awful and anxious. Therefore, the individual who is under this framework is the “target” or “victim” and then becomes the controlled object within the power of social institutes.

The society under the scientific and medical thinking system has created negative meaning on the obesity. This meaning affects the life of obesity children. In this regard, the society has tried to manage and organize the body of obesity children to meet the need of society deliberately through social institutes such as medical system, school, and family. The meaning of obesity in the view of medicine oppresses the selfness of children. That is, the children do not have a chance to reflect their ideas and need the world of adults has replaced children’ ideas and covered their thoughts. This includes the reflection of society asking to help children with sympathy. That is, the children may not ask for help and there isn’t any the reflection voice on “reality” from the obesity children.

2.1.3 The creation of childhood

The creation of meaning of “childhood” is not a natural phenomenon but it is constructed by society. That is, the condition about childhood which prescribes gender, learning period, learning programs and different contents of child in each growth period tends not be real based on biology. In social history, it is found that there is a change in defining age range and order of children’s learning is different. And this is used to consider quality of emotion, ability to explain moral reasons or cognitive ability. Therefore, the definition of “childhood” in the society may be defined as adult period in other societies. (Berger and Luckmann,1967: 136-137)

In western society, civilization focuses children as innocent and sweet ones while as in other societies; they are viewed as sinful and unclean nature which is different from adult in terms of solidity and ability to understand things. This includes that differences of prescription that when children can have sex and are responsible for their crime commit. This change of meaning of definition will effect on learning program of children which is created by society. Therefore, age is not prescribed by biological characteristics but it is created by society and it is different in each culture and historical condition. (Buckingham, 1993 p.15 cited in Davies, 1997)

The social view on children will affect action, interaction and way of living of children in terms of privacy and society. This is especially true in that the state has right to use power or enforce its citizens or will have freedom to preserve rules by using the issue of politics, law making and development project (James, 2004). In this regard, it is stated that attitude or state view on children will affect on policy making. That is, policy about children of state will reflect the attitude of state on children. In the past, there were few studies which analyzed the issue of attitude and these views which will give more understanding on children (Waraporn Boonkaewwan, 2006). This is because we cannot imagine about childhood by using the concept of adult which are in different social statuses. (Jenks, 1996 cited in Waraporn Boonkaewwan, 2006)

The definition of “Childhood” is regarded as innocence and fragile to make the society have the right to do act on the child body without looking at feeling, thought and experience of children. Therefore, in the past the body of children was treated as the blank container which can contain all things for the sake of the social needs. That is, the society thinks for children in all dimensions by looking over ideas and feeling of children because it takes for granted that all children lack knowledge and life experience. They hold that the children’s body is slow and can follow all rules in order to make the society peaceful and rest. In reality, the society has neglected the fact in that children influxes the society. That is, they have an ability to resist and bargain with adults who use their power to deal with them in some areas (Holloway and Valentine, 2000). In this regard, the children have potential to challenge corporeal regimes by negotiating with structure of institutes. That is, the children use their body and body creation by their own choice through body action, emotion or they may create a new meaning and value ((Peter J. Hemming,2007: 353-371). They can do anything based on adult’s ideas, concepts, and rules or may resist with their unsatisfaction (Berger and Luckmann, 1967: 134). This also applies to the fat children who receive direct experience. That is, children have their own emotion, feeling and potential to consider about body management based on their own choice by means of negotiation, resistance or surrender with reasons although they are surrounded by social institutes which influence themselves which jointly create the meanings of obesity and try to socialize them to believe and follow the ideology of truth in that the

obesity is risk and disease or joke. These things try to manage and control children's body which blocks the real selfness of the obesity children. In this regard, social institutes have an important role on the process of reality management and management of body of fat children in the following dimensions.

2.1.4 Social structure which creates the reality of obesity

Important social institutes which construct reality and obesity management of obesity children consist of four; family, school, medical and public health institutes, media and advertisement institutes. These institutes have a role to socialize children to have value and body according to society's need which use reasoning, discipline and strict rules to control children to follow in the following dimensions.

2.1.4.1 Family institute

Family is the most important social institute. It is the first institute that sets up right and duty in which members have on each other. It has rules which set up standard and family behavior. It is the source of love and protection and security on mind for its members. It is the most important institute on the development system of body and mind which has the following functions: 1) construction of new member 2) sexual fulfillment 3) maintenance of immature children or raising the young 4) socialization 5) social placement 6) giving love and warmth (Supattra Supap, 1997:68-69). Therefore, family is the source of initial training which is most influential on children. It is the institute which prepares children to deal with environments beyond home. It helps them to understand rules, value and behavioral pattern, training method or socialization which can be done in 2 ways; direct and indirect socialization. Direct socialization is telling, teaching, praising or scolding. It is the socialization which requires individuals to practice correctly according to rules set up by society which indicates appropriate or inappropriate things to do. This is to make sure that those can act themselves suitably to particular situation. Indirect socialization is involved with being a model for children to imitate by means of observation or learning from other people' action and then they can absorb for it for their practice (Supattra Supab, 1997:50-51). In this regard, all are born and grown within the context of family which receives care, nutrition, clothes and other necessities from their parents and other family members. Therefore, family has the

most important role to produce members and functions to take care of children before they grow to be adults in the future (Yot Santasombat, 2000:109). Therefore, parents are most important on teaching children who will be adults in the future because it is an environment which is most near children. If parents are good environments, children will grow to be good adults in the future or on the other hand, they may not develop themselves in a good way as it should be (Supattra Supab, 1997:50-51).

In the history of raising children, there is no concern about age development and children's development. In the past, parents gave an importance to the way their children were raising in a morality and work which includes providing basic needs which are food, clothes and a certain way of taking care including prevention of various accidents and physical punishment in the form of interpretation. Later, when there was a change of social structure in the 18 and 19 centuries which were the era change from traditional society to industrial society which was controlled by marketing mechanism, family tried to focus on the training of child development for the healthiness of children and ability to respond to the need of labor marketing system.

In the later period, parents did not only raise their children but also had a priority duty to take care of their children's health. In the 19 century, it was the era of advanced medical movement which tried to study to understand on causes of children's abnormality and death. In this regard, rules of health condition and nutrition received particularly attention. And the final period of the 20 century, the advances of medicine, psychology and education have more influenced an interfered and framed up children's lives. At the same time, average earning per family has increased and has offered a better raising of children. That is, the rate of birth has increased. This causes families with one or two children increase. Therefore, children are the centre of hope, inspiration and future investment of parents on heredity become a difficult resource. Parents have to control their children closely in order to guarantee the success of their children enthusiastically. These conditions make children not to be accepted as they are. These are the weak points of physical characteristics or mind which is the target of control and remedy. And parents try in all ways for " the best beginning life" of their children (Beck-Gernham and Elizabeth translated by Warunee Phurisinsith, 2007:136-139).

For Thai society, there have been changes on economics and society and there has been a change on population structure in the past 30 years. From the estimation of population in 2009, the average rate of having a baby is 1.5 child per family. Living as a single family has increased. This includes the emergence of other kinds of families such as single dad or mom, single gendered family, adopted child family, elderly family, elderly and child family, orphaned family. These changes have affected the characteristics of family which are various and they have affected the relationship of family members and made the family's stability, social protection for youth and elderly people will be weaker (Amara Soonthornthada and Supatra Lertchaipet, 2009: 91). Because of the role of parents who work outside and misunderstanding on their children maturity (Kemanat Chuichai, 2009:126), children who leave alone at home are freer and they are not controlled like in the past and this has affected children's health. As found in previous studies, children in schooling age have the problem of obesity because they have their outer society. That is, they have more freedom to make a decision to choose to eat their own food which they like and can choose to do any activity on their own (Siriprapa Klankin and others, 2001).

Therefore, family constructs obesity for children. That is, they perform a duty to raise and socialize their children to have value and shape based on social need. At the present a family does its function in a less degree. Therefore, other institutes have more influenced on children.

2.1.4.2 School

School is an institute that plays role of control on children by rules. That is, it directs the body of children on schedules and teaching plan without consideration on differences of each child's shape. This includes ways to restrain, control, treat, design and produce children to be on standard needed especially the adjustment of obesity children's body to be in normal condition as expected (Philo and Parr, 2000, p.513). Therefore, school is the institute that has the most important role in growing different skills beyond the classroom. In general on each day, most time of children are spent at school about 8-9 hours. That is, they spend 5 days at school. The main meal, at least for lunch, is at the school. In this case, some children eat 2-3 meals at school. This includes other activities. Therefore, the school is influential on development, learning and growth. The appropriate growth of characteristics can occur

at school because the school can take care and follow children more closely and continuously. In addition, the school has different tools and physical conditions that are ready which include policy, curriculums and personnel which are influential on children (Katz D.L., 2009; 255). Therefore, there is a project to prevent children from obesity such as the project of healthy eating which began in 1996 in the United States of America. The school has been set up as the area that creates eating behavior and promoting good physical activities for children. Later, there were researchers to study the effectiveness of prevention programs in schools. This based on activities of nutrition, addition of physical activities and education on healthy living. This included the participation of parents which indicated the decreased IBM of children significantly although those studies were done in a short period of time ranging from 5 weeks to 8 years or average time of 16.8 months (Zenzen W. and Kridli S., 2009; 242).

In Thailand, there was a project of healthy Thai children which was operated by the Commission Office of Basic Education with Department of Hygiene, Ministry of Public Health. In this regard, schools under the project held the activity by motivating students to exercise at least 10 minutes a day and one hour in the course of physical education. In addition, schools had to provide students with formula of food based on the principle of nutrition. In this regard, schools cooked vegetarian food for students at least once a week. This included the project of sweet Thai children held by Department of Hygiene. In this regard, schools provided students with herbal drinks instead of soft drinks. (Thai Health Promotion Foundation, www.thaihealth.or.th 5/05/2010). The goal of the project is to decrease the incidence of obesity in schooling children which is related to the normalization of BMI within the knowledge framework of medicine continuously. This has affected children as evident in the study of Unjai Jiamburanakul (2004) which found that schools launched the project concerned by campaigning students to have an aerobics dance according to the government policy. In 2003, one student reflected that he was forced to run and exercise every morning and evening with his friends. He further said that the purpose was to decrease weight and then his weight was on the standard criteria; his teacher would separate him from the group of obesity children and then went to the normal group. This made children try to manage with their obesity by eating less and

exercising more than the exercise provided by the school. In this regard, children felt different from most of their friends. Therefore, they tried to get back to their group by losing weights more than the exercise provided by their school. Therefore, school has the most important role on the giving of meaning about obesity and IBM of obesity children especially in the course of health education and physical education for primary school students, level 6 in which all students need to enroll.

Curriculum of health education and physical education for the sixth grade students

Health education and physical education is the education about health which aims at maintaining the condition of health, health promotion and sustainable life quality development of person, family and community.

Health education focuses on the learner to develop behavior, knowledge, attitude, morality, value and practice about health while physical education aims at the learner to use the moving activity, exercise, game playing and sports as the tools to develop body, mind, emotion, society, intelligence which includes competency for health and sports.

Course structure of health and physical education 16101 of the sixth grade

80 hours for whole semester: one hour per week

No	Name of learning unit	Time (hours)	Scores
1	Human growth and development	10	
2	Life and family	10	
3	Movement of body	12	
4	Fun activities	8	
Midterm			50
5	Health promotion and disease prevention	11	
6	Safety	9	
7	Fun activities	16	

No	Name of learning unit	Time (hours)	Scores
8	Competency development	4	
Final examination		-	50
Total per year		80	100

Note: Curriculum of a school in 2010 based on the general central curriculum structure of 2008

Learner quality when finishing Grade 6

Apart from the children's understanding on relations in working system of body, the children understand the nature of change of body, mind, emotion and society, life value and warm family, self-sexual value, appropriate self-sexual practice, prevention and avoid of risky factors, risky health behavior and disease causes. In this regard, they have to have a skill of movement and self-control in integrated movement, principle of movement and ability to participate in physical activity, games, safe and fun play of Thai traditional sports and international sports and practice on physical activity and appropriate health promotion activity.

From the curriculum concerned, all children have to learn and practice in the same system. The obesity children have to practice physical activity like other normal children such as basic movement and self-control of movement, sports play such as running, summersault although they have some limitations about their own obesity.

Apart from knowledge, skill practices in daily life at school, children have a chance to interact with their friends and public health staff that inspected their health which has influenced on obesity of body and giving meanings on the obesity children is classified as follows.

Friend group

Human behavior is influenced by the influence of friend group in the community, friends in the educational institutes, friends who are in the same profession. These friend groups will have more influences on human being in the

teenage period. Bany and Johnson 1975:24 (cited in Jairanai Songchaikul 1989:1996 stated that friend group has influence on self perspective especially for teens because children in this age will learn about their characteristics from practices on themselves of other people. That is, friend groups like to imitate their friends' action. In this regard, they have to know to get closed with other people. If one doesn't respect their own group, their group might indicate their distasted behavior and refuse them to join their group. If one wants to stay with their group, one must adjust themselves to the rules set up by the group (Supattra Supab, 1997:51). Teens will choose to get close to their friends rather than to their parents. Imitation is the main focus of this age of children. They tend to claim that "Anyone can do it." Although sometimes they well know what they do, what they follow their friends which are not good (Hambury cited in Chulanee Thianthai, 2006:45). This includes those have influenced on choosing to eat food as found in the study of Chulanee Thianthai (2006:269) that friend group has influenced on children's food consumption when they get together in the same sex. For example, for girls, they love beautiful things and like to have slim body and are in the flavor of fashion and eat little for lunch. When compared to children who are rather overweighed or not, they are not interested in their appearance and they will focus their eating on fullness and deliciousness as the main choice. In this regard, Umpawan Witsawatheeranon (1997) viewed that friend group has influenced on attitude and choice of food eating of children at school. The good point of this is that this may enhance good attitude in choosing good and useful food. However, the bad point is that children tend to refuse their food eating or choose to eat foods which are in trend such snacks and soft drinks etc.

Therefore, friend group in the school has influenced on meaning making on obesity, image of self obesity and self-practice of obesity children in different directions.

Medical and public health institutes

Medical and public health system is the institute which has authority to control people with knowledge as the expert by setting up meanings on illness on the perspective of bio medicine which is measurable, calculable and proved. View on sociology based on the concept of functional structure of medicine is defined

that it is the social control mechanism which functions to solve the social dysfunction of society due to illness. It also functions to separate normality from abnormality. This separation is to make those who are abnormal with some limitations of rights as the normal people. Medical institute is, therefore, one of the social institutes which have duties, systems and special organization. The most important thing is to function in the process of curing abnormality or social deviation and control (Suvajee Chantanom – Good, 1999:31-36). This is based on knowledge and modern medical practice and disease practice with particular knowledge and medical expertise which dominate people by bio-medical experts who have authority to diagnose the condition of disease or abnormality of people. Therefore, this is the tool that state or government use to control, take care or direct civil's lives just for the ease of governing in all social sectors. Bio-medical knowledge and medical institutes have creased value and attitude in the society by means of medicalization which is accepted by people in the society without any objection and relied in the hands of medical experts as curers.

Illich (1997) has criticized bio-medicine in that it causes some affects on people's health in three levels; 1) causes of disease by doctors which is based on the side effect of drugs and technology 2) causes of new diseases and increase of patients 3) bad affects on human's potential which responds to suffering, illness and natural death. In this regard, Illich insists that finally these three causes will be enhanced and be in social structure in the present. This causes people to depend on bio-medicine inevitably. This process causes medical problems and makes all patients be in the diagnostic control of experts and this makes them lose their power. Apart from this incident, it is also found that public health staff has the important part to bring medical knowledge as the framework of practice which is the duplicate production of medical knowledge for its strength and sustainability.

Within the medical system, "the obesity children" is regarded as the abnormality and needs to receive cure and care from doctors and experts. This is to make sure that they can get back to their normality. Therefore, the obesity children have to accept the condition of abnormality or risk on occurrence of disease. They must be watched and cared by means of BMI and have to follow doctors, public health staff or health care teachers' suggestions.

2.1.4.3 Media and advertisement

In the society of consumption, we have received all different contents and news from different media such as TV, radio, Internet, newspapers, and personal media such as presenters, stars and singers. In this regard, TV media is regarded as the accelerator to cause changes on society, culture and behavior of audience. TV does not only spread culture quickly, but also functions to socialize and transfer a new culture because it is the media which is close to the audience and most influential on culture (Kanchana Kaewthep, 2001). The results of the study by Ladda Mosuwan et al (2003) indicated that Thai children across the country watched TV for two hours a day by average which is concurrent to the study by Kemanat Chauchai (2009) on behavior and effect of obesity children in Prathomsuksa 5-6 in the city which found that the sample spent time watching TV more than two hours a day. In this regard, the content and news presented affect society and children especially on the issue of media power which affects health and mind such as violence, sex and appearance (obesity, slimness, black and white). This includes messages which convince people which are found direct and indirect advertisement which use strategies to create fear and guilty etc. These results construct anxiety on the influence of media. Concerning this on the fact of children's innocence, it cannot be rejected that another side of media constructs "reality" about appearance. The definition about meaning making is grown in children and it is used as stock of social knowledge which is compared as the manual for dealing with the world for children. And this has led to the definition of meaning, interpretation about children's obesity or even a new creation or adjustment of meaning of obesity in daily life of oneself.

In conclusion, the function of social institute consists of family, school, medicine and media. In this regard, advertisement is the important social mechanism in making meaning on obesity and reality management and obesity organization of children. For example, the family uses the role of parents to control life of obesity children with medical knowledge by setting up a fixed pattern of behavior, expectation and unacceptance of obesity children as their family claim of children's innocence to interfere the organization of obesity children's body to be on normality. This is also evident in that the practice of organization of obesity children's body is done through various policies, projects and activities and setting up school

curriculums within the framework of medical knowledge without consideration on differences of each child. At the same, the school is the free area for eating and children have received experience, learning and absorb reality, knowledge and value about body appearance and the management of self body from social interaction and friend group. The functions of these institutes oppressed potential of children to be under the control of social institutes and then decrease the selfness of children.

This includes different ways of convincing in direct and indirect advertisements which use strategies which creates fear, guilty, inconfidence and then with some offers on products and services. Therefore, it cannot be rejected that media has constructed “reality” about shape and appearance. The definition of obesity has been grown in children. They can find out answers about changes that occur in their body and then can develop selfness which considers oneself and seeks some ways to get out from the meaning of obesity.

2.2 Selfness in classical and temporary periods

Selfness in the classical and temporary periods is discussed in the perspective of sociology in that it is the selfness which is oppressed and governed by rules whereas the selfness in temporary period is defined as doer which is evident in the work of Hobbes and Goffman in the following.

2.2.1 A body politic

The concept of body politic describes the action of obesity children in that it depends on rules or commands of the sate based on social contract. The selfness of the person is the thing which obeys its order. In the perspective of sociology in the classical period, it describes the body as the receiver. It is the social production. The purpose is to make the body as the target of the social practice (Mullika Muttiko, 2008:40).

The concept of Hobbes is based on the philosophy of Utilitarianism which views human being as an animate body. It decreases the complexity of living things. It holds that the body is the mechanics which moves or acts. The movement or action is the interaction with outer motivators. It is not the movement from the inner body.

People are regarded as machine-like automata ((Frost, 2005: 501-502). Hobbes views that human being has defilement and inspiration. Therefore, they let things be in a state of normality, human beings will destroy each other. It is not a pleasing thing. It is need rather than reasoning. Therefore, there have to be a system to control human being. Based on the belief concerned, in order to construct society, human beings have to give the individual rights to the third party which is the state in order to create stability and safety. Society then is based on social contract on the fact that members of society give or sacrifice their individual rights to create freedom (Hobbes, 1588 - 1679 cited in Theerayut Boonmee, 2003:51-52). In this regard, the state is the institute ruled by king. Therefore, he/she has the absolute right on freedom of his/her people. Some rights which self prevention and refusal to give their life are preserved. The result of this contract is there are more people to join this concept. Then the body politic is created and the king has power to create rules or laws and force people to follow and they have to obey the state command. That is, this is the duty which needs to perform to the state as the important action Poirier other duties in order to socialize human behavior to live together (Thawon Sukakanya, 1994:256-276).

Therefore, the individual is compared as the body politic to cover the real body which receives safety and freedom (Sobine, 1963). Sovereignty is the absolute government and cannot be separated even Christianity which is under the state power. This is an exempt for the power in the family in which parents have power over their children. Hobbes views that mother has the right over her children more than father. This power is given to mother to raise her children and take care of family members. The body of the individual is the small point in the political areas of body cluster. Each individual is compared as an atom which has some different components. However, it has similar general appearance. When getting into the society, this cannot differently be observed. That is, there is a way or a direction to set up the movement of the members. The solution on the organization concerned is to create the power of government on the movement of body which is the absolute right of the state which creates “functional pattern for individual” through languages of the state such as “This thing should be done.” or “ This thing should be practiced” and then bring it into “reality” of human being. It is the state command to govern people for safe life.

From the premises concerned, it is observed that the concept of Hobbes cannot describe the individual as the experienced one and has the idea of potential "selfness". But when the body or that individual has the memory from experience, it is the selfness which is concerned with self-awareness, self-knowledge and self-consciousness. And when human being has the language as the condition of thinking and feeling as subjectivity from the experienced touched, this can make individual different (Frost, 2005: 507). Hobbes cannot see the difference of the real self but views people as universal thing. It is the body that has a mechanical movement. This is the interaction to outside motivator and does not have potential to think. In this regard, human being is under the power and command with voluntary action. It is the application of the body which is given to the state. That is, the obesity children are the body which is controlled by the state as the political orientation. It is the right of family, school and medicine to provide children with different activities.

2.2.2 Agency who is socialized based on social role

This concept views human being as the agency or actor which is socialized according to the role and shared value. It describes the obesity children in that the deviation of the doer is not concurrent to the common values based on appearance of the standard which is watched by social mechanism. That is, the social mechanism takes care of social members not to be fat. It depends on the socialization process and control which creates a social balance. At the same time, the actor has freedom to think and do things on his/her own. Thoughts are framed up by others. The doer has freedom to make a decision on his/her own within norm and situation with voluntary action.

Persons (King 2009:269-280) argued to Hobbes's explanation on social norm that the concept of utilitarianism is the acceptance of the definition of human being as the reasoning person and is self-interested and is the individual who is free according to individualism. Therefore, the creation of social order is difficult to explain. In this regard, the concept of governing by king of Hobbes contrasts to the concept of utilitarianism because it neglects the freedom of individualism. Because if the individuals have a reasoning concept and true freedom according to utilitarianism, the action of individual will be various and cannot seek for the cooperation.

Persons admitted the shared experience proposed by Kant which deducted the pre-existence of mind characteristics which create this experience. In this regard, he found out some existing realities which create social order. That is the shared value which is the social norm and situation which will be the condition that changes the society in order. Because the individual shares value which gives them understanding, interest and target. It is not the dictation but it is the shared understanding with the society of individualism. In this regard, they perceive the target and understand what their action and need are. That is, social action occurs with voluntary behavior. In the voluntary perspective, it means the choice of action based on the norm to achieve goal of the individual which is based on social need (Joas, 1996: 157-158). Therefore, voluntary action does not give the meaning of the individual in that things are all free when choosing a target because making a decision to do anything has to be under the rules and situation.

Parsons did not view that the individual is free from all rules of society. He attested that in choosing a target of a person, value is not the thing he/she wishes but he/she understands the importance of shared value. This makes him/her attachment to that value. And as a member of society, person must accept the target set up by the society. In this regard, Parsons used the term of “voluntaristic” rather than “ voluntary”. This is to communicate the difference in that the attachment of shared social value is transferred through the subjectivity thinking process and leads to practice. Therefore, all social actions done by human beings need subconscious understanding of the members which indicates the meaning of shared value. The actor, therefore, has freedom to choose approaches, target and action but it is under the framework and limitations based on the direction s of the norm. This is the important point of the concept of social action proposed by Parsons who described that action of human being is influenced by the norm or cultural action and socialization (Allan Kenneth,2007:180-181).

Based on the concept concerned, self has the position as the member of the community or is a part of culture which believes in the shared or similar practice. And as the member of society, he or she must accept and follow the target set up by society in order to make a balance (Suphot Dendoung, 2008:27). Although this concept views that a person has subjectivity in making a decision to accept value but in the condition

of children and the condition of helping oneself is not economy. This theory views that obesity children have to be controlled and socialized until they don't have their own self. It is the self that considers and choose to practice as they wish. In this regard, the decision and feeling of obesity children are not framed up by social structure which has a target for the standard in which the children can choose to have a small size of their own need.

2.2.3 Self in the perspective of symbolic interaction

Most concepts of sociology study self as the receiver set up by society. Self is the cultural production. At the same time, self is both subject or object (Ritzer, 2000; 351). Symbolic interaction is the sociology perspective in the contemporary period which believes that body and self is created from the personal and social interaction which is the origin of explanation of human being who responds to society and views themselves in a complete way.

2.2.3.1 Self in Symbolic Interaction Theory

This concept explains the action of obesity children that it depends on social meaning in the context of social interaction between obesity children and other people or society. Mead studied the development of feeling about "self" which gradually creates thought which forms "self" from the interactional process. He indicated that the important mechanism of self creation is learning about role taking from other people and the important focus about this learning is language which is the channel of symbolic transmission and shared social rule. In childhood period of learning, it causes from the role imitation of adult such as playing to be parents or teacher. Social value and rule will absorb through the roles concerned. When children grow, ability to imitate the role will expand. Mead compared this learning with baseball game. It is the success as of playing as the team. Children do not only take the role from people who are close to them but can also generalize other. In other words, they can absorb shared social rules as their way (Apinya Phuengphusakul, 2003:25-28).

Concerning the creation of self of individualism from interaction, Mead connected thought, self and society in the process of action between man and society. He viewed that mind of the man can create symbol by way of

consideration before action and there is an objection of inappropriate way of practice. He believed that if there is no thought, self and society cannot occur. When human being gives meaning to things around them and other people who they interact with, man will bring those to evaluate himself until he sees the picture of “self”. And when he interacts with other people repeatedly, the picture of “self” will gradually emerge and then becomes thought about self which is an obvious object and can take a role to interact with other based on pattern or social activity.

Mead tried to preserve freedom of individualism by proposing the concept of self in two perspectives which interacts to each other all the time. On another side of “me” which is self created from thought and interaction with other, it is performed in two perspectives. The first is the self which can be visible and the latter is the self which other view. This self makes us live better in the society. But for “I” which is our particular characteristics including “me” and “I”, it interacts with outside world. In this regard, “me” is from the evaluation and absorption from other people’s view. “I” is the answer and attempts to integrate me with I. Therefore, it is the potential of creative thought. Giving space to “I” means the preservation of freedom of individualism in some degree. “Self” in this regard, is not the puppet of society. We can see that the identity of individualism in the theory of symbolic interaction is not the self which is unique and continuous but it has different views of self. However, from the view of individualism, the feeling of “self” is the constant and continuous experience although we might play different roles and sometimes they are contradictory.

The self from the concept concerned is not the self whom we can also view, but it is also the self which is viewed by other or those who judge who we are. The result is we have to do or practice as other set up. Therefore, although this concept will give freedom to the doer to negotiate, the trend of social action of human being tends to be framed up by the influence of society (Suphot Dendoung, 2008:18)

This concept mentions the social meaning as the concept of cognitive psychology which indicates that human being can think and perceive by their own brain. It is different from the cognitive psychology which means personal cognition. Because social meaning is the perception in which other people intend us to do. The learning behavior or what follows is not the imitation according to the concept

of cognitive psychology. But it is the force to believe and do. This concept has different levels of analysis of characteristics and social property which is primary group such as family and friends. However, it cannot describe the macro society. Apart from the focus on micro society, it focuses on society which influences the doer like the concept of psychological analysis on superego. That is, man is socialized until it is internalized in himself (Suphot Dendoung, 2009:20). The concept of symbolic interaction is the theory which gives the importance on thinking process of people in the society. It can be used as basic thought to study self of obesity children who have to function or follow the role which is set up by other people. Therefore, the self of obesity children is an object rather than subject.

2.2.3.2 Dramaturgical action

This concept is concerned with the construction of pleasure of social interaction with other in the form of face –to-face in order to avoid condemning from society. The meaning of self proposed by Goffman is further developed from the concept of Mead. They argued to each other about the pressure of “I” which occurs naturally and me which is forced by society which is in self. Goffman defined this pressure as actual self and social self (1995:56). The real self is the result from difference which the society expects and things people want to do on their own. Therefore, in order to expose the constant image of self, man will show self to other through performance based on the role offered by society or what Goffaman defined as dramaturgy and a set of social life on the stage. In this regard, the self is set up by the dramatic role. When individual interacts with other, he/she wants to show the exact self which is accepted by other. While showing self, the agency realizes that the audience can stop the performance. Therefore, the agency adjusts himself/herself to the need of the audience for the flow of interaction and can make the audience follow and do what the agency needs with the voluntary mind. In this regard, Goffman focuses on impression management which is the technique the agency use to deal with problems. Impression making is the unexpected prevention or mistake without intention. According to the principle of face-to-face interaction, Manning states that there is a basic presupposition which consists of main four components; 1) appropriate interaction on time and place 2) level of appropriate interaction 3) appropriate intention to stranger and 4) ability of one who can get on and interact with other.

Goffman defined these four components as Felicity's condition or preparation which helps us make a decision to do / speak and interaction which will not happen with stranger (Manning, 1992:88).

From the simile as a play, Goffman defined it as front stage which is the part of performance. It is the presentation of individual which is fixed and set up in each situation. Front stage and setting are different from each other. Setting means the setting of normal physicality. If there is no the setting, the agency can not do anything such as doctor who has his own clinic for curing his patients.

Front stage of the individual is the presentation of self of individual as expected by other or presented self. It consists of items which are the tools of performance as expected by audience when getting on the stage. In this regard, Goffman divided the personal front into two parts; 1) appearance which indicates social status of the doer 2) manner which indicates the role of the doer in that situation according to the expectation of other people (characteristics based on the norm, etiquette and behavior).

In addition, Goffman discussed the structural characteristics explaining that front stage has a trend to become the institute when the action in front stage occurs frequently and then it becomes "collective representation". It is the action in the exact front stage which the doer will perform his duty. He/she can choose the front stage for the show by not creating a new stage. In this regard, sometimes the doer will hide something such as the closure of secrecy, life failure, and closure of dirty job which is illegal. The doer shows only the production of the target but hide the production process. The doer pretends not to know and hide the discrimination or looking down in order to continue the activity. Other techniques that the doer uses include mystification by limiting meeting the audience. That is, the distance is constructed between the self and audience or trying to create elegance to preserve the credibility of self. For the back stage, Goffman argued that it is the fact which is stopped when being on the front stage. The back stage is attached to the front stage but is separated from each other. Each individual has a back stage which needs disclosure or presentation to the other. It is the private area which is hidden self. The doer expects that no one is in the back stage by creating the different kinds of impression to create

confidence for the self. The doer may have some difficulty when they cannot prevent the audience coming into the back stage.

In this drama, there must be a special character with role. The role is the choice to do in the interaction process or a set of expectation which is changeable. It is motivated by the pair of interactors or social expectation which the individual will choose his/her role in each situation. The typification of the role to manage self interaction with other is the response to the interaction within the structure of a set of interaction (Pongsawat Sawatpong, n.d. :66-67)

The necessity that the individual has to present self for the impression causes from the way in which the individual wants to avoid stigma. The identification occurs when there is a gap between virtual social identity and real social identity (Goffman, 1963b) and the dramatic interaction occurs between identified person and normal person. By nature, there are two kinds of stigma; visible identification which the doer expects that the audience knows discredited stigma such as physical disability, visible illness and another one is discreditable stigma such as crime history, sexual deviation and epilepsy. Normally, one who is discredited will become a discredited stigma and will have a dramaturgical problem in dealing with the stress from the truth known by other.

The judgment or evaluation of the individual depends on the presentation of creditable image or first impression when people interact with us. The image presented is the outer image about the body as the first priority. The importance on the body will happen in some contexts such as when we meet other people, body will reflect self (Turner, 1996). Therefore, people in the modern society have to take care of their body by ways of managing and finding out some obstacles of self all the time. This is to adjust and solve it in the similar condition or concurrent to the body in the ideology of the society. Therefore, we can see that the action according to the drama is the action based on the social norm. It is the reasonable action which focuses on strategic action. The drama shows the action of the individual in a certain way parasitic because it is the force to do things as expected by the society. The individual cannot use a reason to explain self to the society which is a subjective world. This makes person to interpret in advance about things in order to indicate self to the public appropriately according to the situation. And this is to make self-feel safe and hide

part which is deviant and different from normatively regulated action (Habermas, 1984).

Therefore, the concept of self which is impressive is the self of the doer who choose to do things within the framework of pattern, expectation and ideology which is needed by the society. It focuses on the impression in order not to be discredited. The result is we have to do our duty or follow that other people expect and set up. We have to hide the feeling of inner contradiction. But this concept does not describe the characteristics of self which considers subjectivity which creates potential of real self. Because social self presented is the self based on drama. In reality, obesity children may not attend to the stigma. It is not necessary to have self and body according to the standard of the society. In other words, the obesity children may choose to present self on the other side which is the special talent over the other in order to draw on attention of the society from the fat body such as speaking beautifully, studying well, being an athlete and a musician etc.

Therefore, the differences of the concept of self of the individual of temporary scholars in the periods of Hobbes, Parsons, Mead and Goffman are as follows.

Hobbes states that the individual is like an atom. It is the body of politics which is under social contract. It is the receiver which is the social production and self which is obedient and person is not different. That is, Hobbes views there is no difference of self.

Parsons views the individual as the actor who has freedom to think and do something on their own and make a decision within the norm of shared value and situation with voluntary action. It is voluntaristic to make a decision on something which is under rules and situations.

Goffman views that the self of doer is the person who chooses to do things within the framework of expectation and ideology needed by society. It aims to create impression and not to be stigma. The result is the person has to perform duty or practice what other people expect and set up. Therefore, the social self presented is only the self based on the drama.

From the review of theories concerned, we can see that there are developments of concepts of self by thinkers in the classical period and those in

the contemporary period. This begins at the self of individual who is framed up by society, value and expectation. Then the self is seen as the actor. However, the individual is just the one who wants to do things as expected by other or perform duty as he/she wishes without thinking about the experience of individual and cannot access thoughts, emotion, and feeling of the self. Therefore, the concept concerned is not sufficient to describe the self of obesity children who learn, absorb experience, reflect things and action performed by the obesity children in order to understand and lead to appropriate changes.

2.3 Body regulation

Turner (1991:6-10), the sociologist gives a reason that the concept of sociology in the classical period views that body is just the buffer of society , tradition and modern society. In traditional way, the body is the target of the institute to manage social order and body such as the economics growth which uses the body as the labor to exchange wages. But for the medical institute, it functions to control the spread of disease by controlling body to be in the limited place to take care or watch. The religious institute uses the body as the target for toleration on pure spirit.

The body is meant to indicate the nature and society. It is the reality existing with social structure which prescribes movement of the body and it is believed that the better life is the life which is in a balanced rule. The study on sociology concerned has been influenced by psychology which gives the importance on mind and subconsciousness which is inside and control the performance of body. It can also create the body as the doer which is different from animal. However, the view on body is the object which serves social rules which do not insist things. Therefore, the body is like the cover of mind which can think by itself. With the methodology which focuses on the analysis of social structure, the view on body is just the body of biology or natural object which does not receive much attention (Mullika Muttiko, 2008:40-45) while as the body in modern society has the goal to control itself and connect with emotion, beauty and happiness.

Turner proposes the concept of body as the presentation of self which is the source of action and control. Based on the concept of Christianity which separates

body from self, the body is the meat which decay and die and it is only the vehicle of spiritual activity. Turner also uses the concept of body control as the buffer of traditional and modern society. He views that social structure in the modern society creates the control system of body and mode of control into four phases; 1) reproduction of populations through time 2) retrain of desire 3) regulation of populations in space and 4) representation of bodies which is the presentation of body in dealing with things which are the problems of people in the civilized city and it is the characteristics of resistance. It indicates illness which causes from subsequent social interaction and pressure (Turner, 2008:82-83). In this regard, he analyzes that each method of body control causes paradigmatic diseases as shown in the following table.

Table 2.1: the concept of Turner on body regulation

	Population	Body	
Time	reproduction Malthus Organism	restrain Weber Hysteria	Inside
space	Regulation Rousseau Phobia	Representation Goffman Anorexia	outside

Source : Turner B.S.(2008). The Body & Society: Explorations in Sociology Theory.(3rd edit). SAGE.London.

The first problem of body control is the control of birth of reproduction group by way of late marriage based on the concept of Multhus who proposed the control of population in that the nature law of sex will increase the multiple number of populations while as the food production number increase steadily and leads to the condition of malnutrition. Therefore, it is necessary to seek appropriate and effective strategies to control the birth and increase of population. The right way of morality and prevention by psychology is unmarriage which is concurrent to value which praise

the tolerance and diligence. In addition, there might be fasting and exercise. However, the unpleasing effect of the strategy concerned indicates the effect on body, organism which was an abnormality in the Christian and Jewish community in the 18-19 century. That is, the doer will have some bad health affect such as Alzimer's disease, depression, inappropriate breathing and death.

The following problem of body control is the body of individual is trained to have discipline from inside through restrain of desire which is the Christian way because they believe that body is sinful. Food will help adjust the internal desire especially woman. Spicy herbs are prohibited at a party or festival such as Christmas because it is believed that they will arouse sexual emotion and desire. Fasting is connected with religion because fasting is the control of sexuality in the family or the smallest unit in the society. However, much control of body concerned causes Hysteria in woman which was a medical problem in the 19 century.

The problem of body control of middle class married woman is restricted in the house because society becomes city. There is a movement of labor and life spending in the city. This causes congestion and crime which make this group of women anxious about going out because they are afraid they will be hurt and then extends to agrophobia in which men will have power to take care and control them closely. This can make the individual absorb the phobia in their subconsciousness and creates the control of body by mind all the time. Outer control of individual body is that the expose of individual with other people in public in an appropriate way and suitable for that culture. In this regard, they accept it and seek happiness because they believe that the body is trained to be tolerant to inner desire.

Most women in the past were forced and pressed because the society framed up their life strictly in terms of sexual desire together with self restrain, rejection of luxurious things. The body control includes the appropriate representation suitable to the norm of society in that time. Turner discussed that body is framed up by the cultural and social standard in terms of beauty, young and slimness which is related to womanhood. The management process on woman body creates the unique beauty. This makes woman engage with beauty and virginity by exercising, fasting or surgeon. Therefore, the individual is focused on the desire to present a complete body

based on the ideology of social reflection as a body watch. This causes Anorexia (Turner, 1996) or what Giddens defined as Schizophrenia body.

From the table about social body organization proposed by Turner, we can see the problem of body under the context of different area and inspect the duty of social order organization which occurs in each and areas which affect on the disease concerned.

In late modernity, Turner views that body is the source of action to control body of social order organization from the change of culture within the reasoning process. This causes changes on human body through more actions by using scientific knowledge especially medicalization based on the concept of Cartesian who separated body and mind from each other. This can be observed in special rationalization which interferes personal life and destroy potential and freedom of human being. In this current period, the society is evident in somatic society. It is the era which person is the cognitive subject with emotion, feeling, imagination and desire. At the same time, it is the fragile, weak and hauntable self. Strict rules are created from social structures to manage body. This causes anxiety and accelerates deviation or illness in the individual and group levels. In this regard, Turner criticizes that body at present is viewed differently from the concept of Marxist (Turner, 2006:227-228) because in the early period of industry, the body was the labor in the production process. It did not have any power to encompass the production factor. But in this present era, it has just become the social production in the context of advertisement and healthy consumption, youngness, activism and slimness according to charming fashion. Turner indicates that the problems occurred with individual is from the experience which individual and society make a meaning and explanation about identity (Turner, 1992:252). At the same time, the abnormal disease and obesity of human body is the production which occurs from the excession of economic system of post era of industry. But with new technologies, disease is the obstacle of production but it becomes the accelerator to create competition of production in economics. And this gives an opportunity to business enterprisers to control and manage body. This is especially evident when the body of people are governed, organized and controlled as the disciplined individual under the strategy of health watch and malnutrition of the state. When person takes care of him/her, there will be more opportunity for business

groups to seek profits especially drug companies including business on dietary products which is significantly growing.

Therefore, in order to study the body organization of social order and self of obesity children which is the source of action to manage children's body, this causes them anxious about their body. Obesity children should consider things by themselves on the meaning making on obesity and reasons of self-practice about obesity. Therefore, the researcher used the concept of self-reflexive as the frame work of this study in the following.

2.4 Self-reflexive

Turner proposes that the study of body based on sociology should separate consideration between epistemological construction of the body and the phenomenology of embodiment. This separation is important in socio-medicine because the researcher used the criticism which is concerned with the history of disease, illness experience in the meaning of patients and the analysis of business occurrence about disease or illness (Albrecht, 1992). In this regard, one must understand the importance of political thinking in that disease or illness is created by society and the phenomenology. The body of individual as discussed by Turner is a lived body.

As far as it is concerned, self is the cognitive subject and embodied self which has emotion, feeling, imagination and desire. At the same time, it is the fragile and weak self and embodied self which has argument and presentation as continuous and developing project. In the modern society, person has a characteristic which controls itself, questioning, self analyzing and reflection which is changeable and knowledgeable. It is the agency which can practice and cause changes and positive and negative effects.

Social structure and individual has duality and relationship between structure and agency. The individual can create institute and can be fixed. At the same time, the institute sets up the pattern of personal action which reflects macro-social structure which includes culture, economics, media and other institutes in the society which includes medicine, education, family and friend etc.

Turner (1992:1-3) views that understanding everyday world is important and person needs to understand everyday routines, conditions and requirements of the society because everyday life is the story about production and reproduction of individual body. He views that people must hold the issues of everyday life, condition and social need as basic priority about the understanding on production and reproduction of body.

Turner (Turner S.B. and Wainwright P.S, 2003: 275-279) proposed the main concept of body study as the important doer in the society is the absorption of everyday experience and embodiment. Regarding this, it is the basic principle to understand and perceive the reality of individual and corporal practices. Turner used the absorption of experience as the social process as follows.

1. The absorption of experience is the affect or result which happens from corporatizations. It is the process that person has to learn social structure of body such as walking, sitting, eating which occurs from practice and affects body in everyday life.

2. The absorption of experience has to have practice and lived experience of sensation, practices, subjectivity body or lived body which is the shared living world for practice enthusiastically.

3. The absorption of experience is a collective project which exists in the social world. Therefore, it is not the project of individual which separates self but it is the social world which is connected to each other and social actors.

4. The absorption of experience is the process of creation of a body. At the same time, it is the creation of self. It can cause self which tends to happen in a particular context. It is the dependent process and promotes each other. Self includes a corporal project. The continuity of the self depends on success of the absorption of experience, memory and habitus which means potential, ability of body which lets people respond to situation which is similar or different.

In this regard, Lupton (1996:6) explains the embodiment in that it is social production which is communicated through social relation according to person's realization on social need or subjectivity which is interacted with the self. Then the individual understands that he/she likes or dislikes such as eating experience in which

the person touches in terms of picture, taste, smell, sound and recognizes that he/she likes or wants to eat kinds of food.

In addition, the study of body which interacts with context through the process of experience absorption consists of three components which interact with discourse 1) vulnerability 2) precariousness 3) reciprocity for balance and sociability. Since Turner has a concept in that by the nature of human being which is weak from incomplete body, vulnerability, emotion, feeling in interaction with society, human being has to create an institute to protect themselves from uncertainty and pain of life. Therefore, human being creates social institute, especially politics, family, religion and create knowledge which gains from the absorption of life through social interaction and living as a society. The institute functions to connect with human being and physical environment and decrease instinct drived pressure until it becomes the important part which is behind social action. Then there is use of more reasoning while as at the same time decrease the individual action and instinct, for example, in medicine and medical technology which make changes to the process of experience absorption. Medical institute interferes everyday life of individual. Belief and analogy of religion declines and body becomes the focus to construct discipline, reasoning, watching and life control. But with the characteristics of vulnerability of mind and emotion, for this feeling, human being has to depend on other and institutes such as relationship with friends, family etc. And they have to trust each other in order to support sustainability and existence of self. Therefore, the indicator vulnerability of mind is suffering.

However, Turner also views that individual has embedded consciousness and it is the doer through the experience absorption which is knowledgeable and practicable which leads to changes. That is, individual has a lived body and embodied self. He states that in the advanced industrial society, we can find the real condition of change because human beings are free from working. They have time to learn. This made him view that individual has more experience, argument and self-presentation. Therefore, Turner proposed self that it is the project which is continuous and reflective from tension of internal and external body which is bodily fluid and can be changed according to the context. It is the self which has potential and reflexive and can describe reasons of action by its self and other in terms of knowledgeable agent

(Giddens in David Held and John B. Thomson, 1989:58). It is agency which can cause changes and positive and negative effects. It challenges to the order which is compared to adulterated thing which is put into the self which is the source of knowledge or wisdom which exists from the original assets which is compiled from socialized point of itself.

The application of the concept of self-reflexive of obesity children of Turner

The obesity children are viewed as the problem which causes disorder to the society. The society has to manage order by setting up the action of individual. It also constructs the body as the disciplined center which includes tolerance, restrain and self-body regulation and then can practice appropriately within the medical concept which makes obesity children to take care of themselves.

However, the obesity children have potential. They are the persons who have life experience. The self of the children can think, has emotion, feeling, imagination and desire, argument, negotiation, resistance or surrender according to the pressure caused from desire or social norm which is framed up by structure which manages order of children's body. And then they can present the self of themselves as the agency which can create changes and positive and negative effects in everyday life within the authorial relationship of family, school and medicine including the ability of interaction and learning to live with friend group and different media.

2.5 Related studies

From the review of literature on self of obesity children in the schooling period, it is believed that the process of self creation of children is not complete (cf. Archer, 1982; Archer & Waterman, 1983). But from the review of literature in the study of Playing boys: the body, identity and belonging in the early years (Skattebol: 2006:508), it indicates that in the past the analysis of children's behavior within the frame work of children's development and socialization is not sufficient to explain what is behind the behavior which is dynamic for children because body of children is the site of agency which is powerful. In this regard, MacNaughton argues that there

should be a study of children's identity through dialogue or narrative. Teaching and learning of children should base on the analysis of children's dialogue about themselves in terms of who they are and what they can do. Therefore, the study of Skattebol was applied to study identity of child aged 4 years old and family through dialogue (Skattebol, 2006: 507-522). There are some works that studied the ethnic identity of early adolescence (e.g., Pegg & Plybon, 2005;Weisskirch, 2005). In this regard, Seth J. Schwartz proposed that early adolescence is the developmental period of the self. Therefore, it is essential to study different identities of self of children in order to explain the network of relationship between self in that period (Seth J. Schwartz,2008:6).

However, the creation of self of children has been influenced by family, school and friend. The secured family and parent support will affect security and positive feeling of self including friends and teachers. On the contrary, it might have a converse affect on behavior/ problematic action such as drug, sex or misbehave etc. (Schwartz et al., 2006).

For the research in Thai context about the knowledge to solve the problems of obesity children who are aged between 10-13 years old, most studies tend to set up the questions on the domain of social psychology which are related to the condition of obesity of children which includes knowledge, perception, attitude and behavior of children and parents and raising and factors on economy and society. Most of the studies focused on quantity method and cross sectional study (Thevi Rakwanich, 1994, Kalaya Srimahan 1998, Yunimar Usman 2002, Patima Pornpojaman 2003, Uruwan Yamborisut 2005, Nopawan Buakong 2006, Pimpapisa Pichayasakulkan 2006, Rassamekae Sirichot 2008, Kemanat Chaichua 2009, Supalak Pholuk 2007).

For the studies in the dimension of social medicine, they focused on life of children as evident in the study of Waraporn Boonkaewwan on sweets, sweetness and children : touch and culture of consumption and society (2006) of children aged 5-11 years old which indicated the influence of society in socializing experience of sweet perception in children through raising culture of family, interaction in everyday life, activities in the network of children's friends, rites and festivals and motivation on the consumption of sweets by media. The study found that the sweet become a favorite

thing for people especially children who like to eat sweets and soft drinks is the creation of society and culture. In this regard, Thai society has constructed the world of children through discourse of different institutes and goods. However, concerning on the body and self of the obesity children in primary school, there is no any study.

Most studies focused on teenage group as found in the study of Siribongkot Daoduang (2002) which studied the meaning of obesity and drug use of female teenagers in the universities. In this regard, Supattra Mongkolchaiya (2006) studied the identify of body and dieting behavior of female teenagers : the case study of female students in secondary school and the study of Chulanee Thianthai (2006) on the unsatisfaction on shape and how to get the ideology of shape which causes bad affects on health of Thai teenagers. From the study of Siribongkot Doaduang (2002), it found that female teenagers viewed their own body in three characteristics. That is, the first is body is the machinery. It is discussed that woman should have a small body with the height of 160-168 cms. They should have a balance of height and breast, waist and hip. In this regard, they should have a proper curve on their body including slim legs and small arms and skinny shape. The second characteristic is the body as the converse thing (fat and slim). That is, those who are overweighed and slim are not beautiful. In case of overweight, they have a problem of dressing and for those who are slim, they are awful not freshly. The last characteristic is the body and social index. That is, those who have a good shape are under two indictors; medicine and media. This study falls in the same line with the study of body image and weight control of female teenagers : the case study of upper secondary school students by Supattra Mongkolchaiya (2006). She found that teenagers made meanings of their self body image into three issues. The first is they viewed their body as a separation by considering their body into small aspects such as arm, leg, breast, hip and belly etc. The second issue is focused on the body image as the opposite thing. That is, the ideal body is opposite to their present body. In some cases, they think that when they are short, they should be high or when they are overweighed, they should be slim. The last issue is focused on the meaning of self-body image. They viewed the body as a comparison. That is, they compared their present body to the past body in terms of their own preference, friend group, family members or even their favorite people in any place and media.

In addition, the study of Supattra Mongkolchaiya (2006) also found that there was a meaning making on obesity by way of culture. That is, the meaning of obesity based on culture does not have an exact form. It depends on perception, thought and belief about self-body and interaction with group or between group. These beliefs indicate foundation of knowledge and perception on obesity socialized by culture.

In the study of Siribongkot Daoduang (2002), it was found that female teenagers viewed that obesity is not favorite thing. It creates inconfidence on dressing, moving and beauty. The obesity is not good and awful and causes failure on having a boyfriend. It is a disgusting and weak point and inappropriate appearance. In addition, it is viewed that it is a shame and bad thing and causes some problems to socialize with other people. However, some viewed that the obesity is viewed a loving thing. In conclusion, most teenagers defined the obesity in a negative way. The negative meaning of obesity is compared to the round object and giant animal which eats more. However, for the positive meaning, it is meant to a good tempered, loving and perfect person. However, the female teenagers tend to give a negative meaning on obesity than a positive one. The obesity has a negative effect on female teenagers because it is compared to old maid, laziness, joke and enemy for woman while as some teenagers give a positive meaning of obesity as a loving and warm thing.

However, although there are some studies which tried to view obesity children as the agency rather than the receiver and tried to change children's behavior with different programs, those studies are just the mode of quasi-research. The discussion of results still views the status of children as the receiver according to the programs offered. They cannot access children's thought, emotion and feeling. The behavioral adjustment in all obesity children was operated at a short period on a single scientific, medical and nutritional program. It can adjust children's behavior in a temporary period and it is not stable. This can also cause stress and unconfidence to children. It increases more pressure on them. On the other hand, the society neglects the control of risky behavior on consumption goods and services about obesity which can be easily accessed and is becoming a part of obesity children's life that will grow as adults which are under the influence of goods which leads astray. These studies includes the study of effective program of health care education to control students

who are over weighed (1988) by Sureephan Boonyasoonthorn, the affect of nutrition study on weight control in obesity children by Mayuree Kositchareonsook (1999), the study of effectiveness of counseling about life adjustment of obesity children on the restrain on Glucose by Thidarat Chotikanuchit (2002), the application of learning theory of self-ability with group process in taking care of weight of teenagers who have over nutrition by Ruja Matukul (2004), the study of effectiveness on counseling about nutrition to control and lose weight of schooling aged students by Narissara Saengthien (2006), the effectiveness of program in developing behavior of food consumption and exercise of students who have over nutrition by Kanthida Tanwatthanathaworn (2007), the pattern of health promotion behavior of food consumption of students in primary school who have over nutrition by Veenus Leelahakul et al (2007), the result of school networks to prevent obesity in children in primary school in Saraburi province by Phannee Banchornhattakit (2008) and health promotion on exercise of students who are over weighed by Supatthra Ananthawan (2009).

At the same time, Chulanee Thianthai (2003:13) who studied the strategy of creative choice of valuable choice for teenagers aged 9-15 years old in Bangkok stated that in the past comments and suggestions about obesity in children offered by doctors were presented in the perspective of medicine. It was the perspective of outsiders who focused on collection of statistical data or providing principle of good nutrition of teenagers. This includes the identification f risky factors that promote the obesity in children. And the conclusions of these studies are still under the pattern of counseling such as suggestions for children to understand food advertisement, the importance of nutrition and exercise, the ways in which parents give to their children about the influence of media and how to choose to eat good food, the measurement on schools to decrease sale of low nutrious food and law making and enforcement by the government. In addition, Chulanee views that studies about eating habit of children and teenagers do not focus on the importance of difference set up by the context of schools and environment around schools and characteristics of students who have different background of economics, society and culture from emic or inner perspective which is the important factor. Therefore, her study focused on the perspective of anthropological nutrition on the strategy of creative way of valuable food choice for

teenagers aged 9-15 years old in Bangkok. The study focused on eating habit of children and teenagers in different school contexts. This includes the characteristics of students who have different economics, society and culture. The purpose of the study was to study behavior of students in choosing food to eat at schools. This includes the need of those teenagers and factors which motivated them to buy or not to buy each food in schools. Another purpose of the study was to study factors which cause similarities or differences of food buying behavior and the influence of media which plays on food buying behavior of those teenagers. From the views of children conducted by quantitative and qualitative methodologies to seek solutions on eating behavior of teenagers, the study concerned focused on only food buying behavior in the school. The researcher did not have a chance to receive teenagers' data when they were out of school which had different environments and motivators and other which were different from school context while as teenagers had more freedom. The study did not cover the influence of child raising in the family which affects children's behavior.

From the previous studies, there is lack of perspective on self and experience of obesity children aged 11-13. It is the period which the society tends to think that they are innocent and it is the family's duty to take care of their children. However, for their innocence, the children have to be under risky society. Therefore, it is necessary that the owner of the body exposes himself/herself to the society for better understanding and leads to particular solution and then children will have a chance to show their potential and find out reflective reality about themselves. This is to make sure that people understand their context of everyday life and how they experience, think and, evaluate, feel and deal with their own obesity. This includes expectation and goal about obesity and change of themselves freely. That is, they will understand what influences them and what the obstacles are, what kinds of help they need and why they think and do that.

Therefore, the study about reflective self and practice of obesity children from children's experience, self reflection will offer some understanding to the society and the children will learn, accept or change themselves or use image of obesity to reflect rules or use BMI to classify groups of children which is not necessary. In this

regard, the society should deal with obesity not children and should create a new social system designed by children.

Based on different pressures faced by children which are connected to social interaction and danger from weight loss that is capturing children, the researcher wanted to study perspective of obesity children which reflects real self of the children. The study was to fulfill the gap for the previous studies. The researcher hoped this study would make society understand world of obesity children and leads to particular solutions without offering suffering to children and then find out the way to solve the obesity children both on medical and social perspectives. This would prevent children from walking into the dangerous way. The researcher used the frame work of social body proposed by Turner which integrated from the concept of body construction of obesity children of society and culture and obesity children as the subjectivity which absorbs positive and negative world and everyday life experience. That is, it is the body of self, emotion, feeling, reflection including negotiation, resistance or surrender with reasons and self-practice based on its way and what it be and as one wishes which was used as the framework in this study.

2.6 Framework of the study

The framework used in this study was based on the review of literature. The researcher found that works from either western or Thai philosophers/thinkers reflected that the society relies on the importance of body. The society makes meanings about the obesity as risk and dangerous disease and then interferes the organization of body. These occurred from medical institutes which prescribe disease to the obesity. This includes family, school and media which produce and reproduce meaning of obesity and then interferes and controls the organization of body for children to follow. From the repetition of meaning of the obesity which is not connected to everyday life of children, this makes them reflect about themselves and meanings made by other people in order to change themselves and leads to re-practice which might be in the forms of surrender, negotiation or resistance.

At the same time, children’s reflection and practice may reflect society to perceive meaning making and self-practice of children which is based on perception

and thinking of each individual in the society who gives meaning on self-practice or thinking of children whether it is appropriate or not. In this regard, children can reflect to practice themselves to get away from the definition of meaning on obesity set up by the society. They can create the meaning of obesity and a new self by themselves and then leads to a new practice which may cause positive and negative affects later.

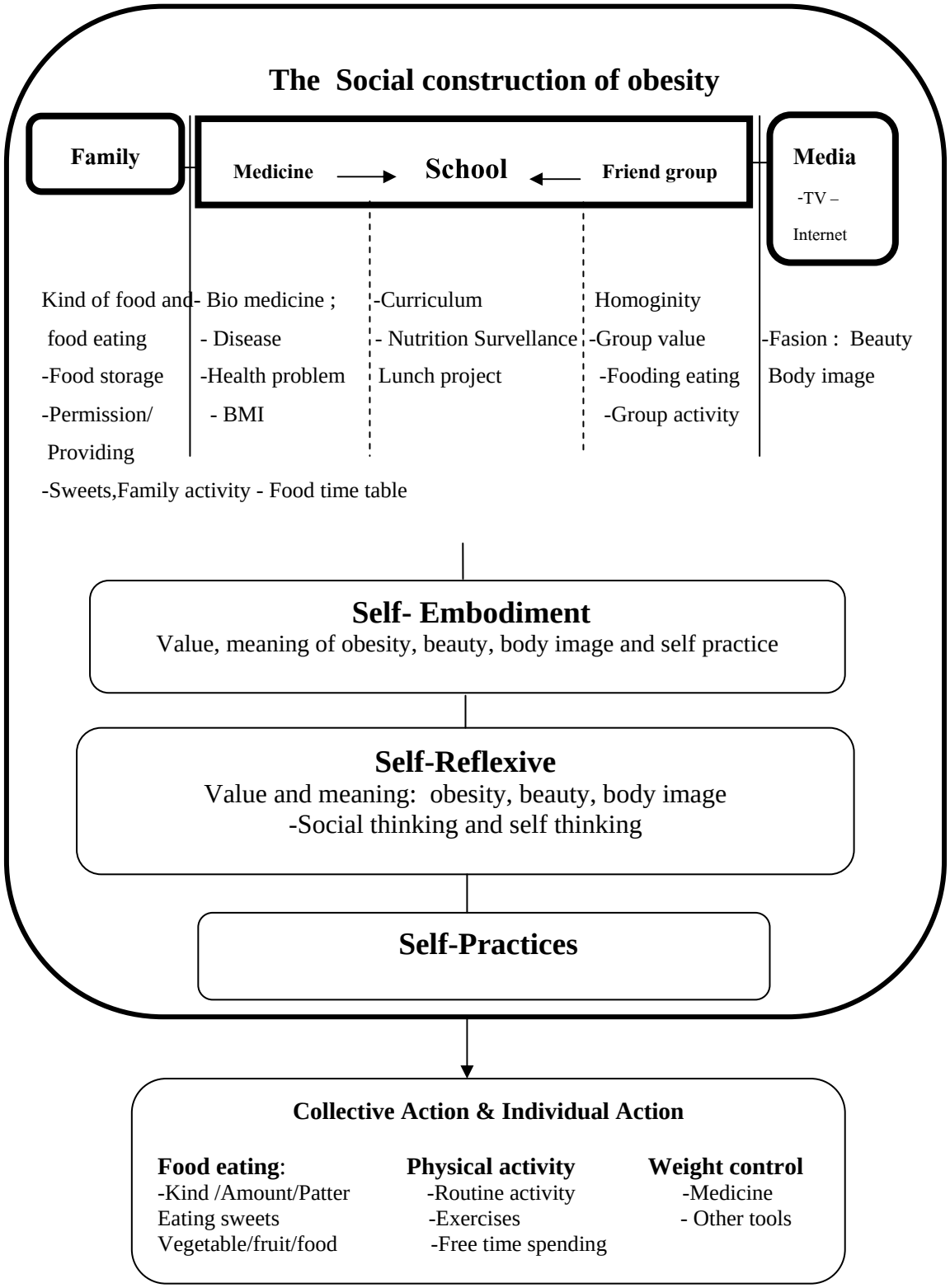

Figure 2.1 Framework of the study

CHAPTER III
RESEARCH METHADOLOGY

The study on “Self-reflexive and Self-practices of obesity child” employed qualitative approach. The researcher used documentation study and obese children to analyze self reflection process and practice of obese children. Content analysis was employed to define the meanings of obesity and self reflection of obese children who responded to their friends, media and family integrity and school and self practice about obesity. This study emphasized on the importance of experience transfer of the obese children who admitted that they were fat as close to the real life of normal people. The researcher undertook the research project by the approval of the research ethical committee of Mahidol University. The details of the research project are as follows.

3.1 Study area

The study area is based on purposive selection which consists of a primary school in the Jurisdiction of the Basic Education, Ubonratchathani province. The school has a continuing system of obesity child watching and it had launched the promotion project of decreasing the obesity of children in the 2009 academic year. The school administrators paid attention to this problem and were pleased to allow the researcher to participate in the study project. In addition, students in this school were poor with different backgrounds. Therefore, this resulted in the different managements with obesity children.

3.2 Sample and selection

It was a fact that participants in this study project had experience and could provide information which covered patterns of phenomena which needed to be studied and could provide data at a depth level which were divided into two groups as follows.

3.2.1 The sample was the sixth grade students in the 2009 academic year ages between 10-13 years for both boys and girls.

3.2.2 The sample

3.2.2.1 Grade 6 male and female students whose ages were 10-13 and who started getting fat (+2 SD - + 3 SD) and fat (+3 SD) according to the referenced weighting criteria of Thai children who are aged from one day of birth to 19 years which has been issued by Department of Hygiene, Ministry of Public Health (2004). The children concerned experienced the diet by at least one method and they were pleased to participate in the study. In this regard, the researcher had a reason for choosing this group of children because from the literature review, it was found that they were risky to be overweight and fat with the percentage of 22.40.

The selection of the subject and allocation consisted of the following;

1) Inclusion criteria

The selection focused on the following;

- Grade 6 boy and girl students whose ages were between 10-13

- Students concerned who started getting fat (+2 SD - + 3 SD) and fat (+3 SD) according to the referenced weighting criteria of Thai children who are aged from one day of birth to 19 years which is issued by Department of Hygiene, Ministry of Public Health (2002).

- Students were pleased to participate in the project and had a skill and /or an ability to transfer their experience and had assertive behavior to share ideas.

- Their parents allowed their children to participate in the research project.

2) Exclusion criteria

The sample who did not meet the criteria concerned above were eliminated from the study.

3) Termination criteria

-The criteria was made when children or their parents cancelled or withdrew from the research project.

3.2.3 Key informants

Key informants were people who were close and had known the sample well such as parents, friends, public health staff, school directors, class head teachers for Grade 6 level and health care teachers, physical health teachers who were pleased to give information and participate in the study.

1) Inclusion criteria

The criteria to select the key informants is as follows.

Parents

- were the parents of the samples who were pleased to participate in the study
- agreed and allowed the researcher to do a home visit
- were pleased to participate in the study
- the researcher selected one parent who was a key informant (father or mother)

Friends

- were friends who were in Grade 6 and were influential for giving the meanings of the obesity of the sample
- were skillful/ able to transfer experience, and were confident to expose their ideas and exchange them with other people
- were pleased to participate in the study
- their parents were consensual to allow their children to participate in the study

Healthcare staff, school directors and healthcare teachers and physical health teachers

They were staffs who were involved with nutritious work for students and /or the project that promoted the state of obesity of students in the school.

2) Exclusion criteria

For those who did not meet the criteria according to Item 1, they were not selected to participate in the study.

3) Termination criteria

The criterion was used when the key informants cancelled their participation or withdrew from the participation in the study.

3.3 Sample size

The 16 samples were selected based on the inclusion criteria among the children who were overweight and who were Grade 6 male and female students of one primary school in the municipality of Ubonratchathani province. The key informants included the staffs who were involved with nutritious work for students. They were two private healthcare staff, one school director, class head teacher of Grade 6, healthcare teacher and physical health teacher which were totally 4 people. There were 13 students' parents who participated in the study from the target number of 16. In this regard, 3 participants refused to give any information in the final phase of data collection. And there were 107 friends of the students who participated in the study and answered the short questions about the meanings of obesity.

Since this study focused on quality not quantity or the number of the students who had obesity or representation of the sample, the study focused on detail of accumulation of experience of the students who were overweight and about value and meanings of perception, reflection and self-practice about the obesity. Therefore, the researcher studied the students who were overweight and had ever been on one of diet solutions and agreed to participate in the study.

In this study, the researcher sent an official letter to the director of the school to ask for permission to collect data for the study, data about the statistics of health and malnutrition of the students in the whole picture. In this regard, the

researcher explained the process of data collection by means of group activities and in depth interview with the sample. All activities concerned were done daily at the school for the duration of the semester. In this regard, the director assigned a healthcare teacher as the researcher assistant to coordinate with the director of the hospital to allow public health officials who were involved with nutritious work in students to participate in the study as the key informant. That is, the assistant coordinated with the sample, sample's friends, parents and healthcare officers to participate in the study. This included asking for use of moral room as the place for data collection in terms of privacy which had no disturbance. In terms of coordination with the sample's parents, the researcher worked with the sample by sending a letter to inform them when starting the research project. When they were familiar with the researcher, the researcher cooperated with their parents to make an appointment for the interview and asked for their telephone numbers. However, since the researcher found that the children were skeptical and did not trust the researcher when the researcher met their parents in the beginning step because they were afraid that their story would be disclosed to their parents, the researcher informed the children about what the researcher needed and then became familiar with them.

The researcher made acquaintance with children and their teacher of Grade 6 in data collection. That is, the researcher went to the school every day from Monday to Friday in the first three months and then usually went there until the last month. Besides, the researcher talked with the sample with different issues in which the sample was interested. The researcher gave a chance to the sample to ask about what they liked to know about the researcher. In this regard, the researcher participated in the activity with their teacher, helped organizing the tests, had lunch with the teachers in the office. Moreover, the researcher helped the teachers to find out the students' sexual behaviors. The researcher observed the activities done by the children during the daybreak and talked with them and their teacher and found out later that some children asked for advice from the researcher about their homosexual behaviors.

In this regard, the researcher made an appointment with their parents at home. To do so, the researcher asked the children to cooperate with their parents. Before the appointment, the researcher gave students a lift after school. On the way back home, the researcher made acquaintance with the children by telling the

researcher's personal story to them such as work, home, family, food and obesity. In this regard, the children were interested in the researcher's profile and further questioned. At the same time, the researcher informally interviewed the children about the issue of the research. After sending the children back home, the researcher introduced herself to the parents and got to know all children's parents before getting back home. After that the researcher asked the children to make an appointment with their parents to interview their parents at home. In this regard, the researcher met the children's cousins who were close to the children. For four of the children who lived in different districts, the researcher asked for their parents' contact numbers and interviewed them on the phone. In this regard, the researcher asked the children to inform their parents in advance.

For the selection of the sample's friends, the researcher used the random sampling technique to choose Grade 6 students who were in the same class. That is, the researcher drew the classrooms and then asked the children to respond to the short questions to study the concept about the definition of obesity of the children who were in the same age and society with the sample. That is, these children were close to the sample and they were influential to giving of the definition of the obesity of the sample. In this regard, the researcher asked the researcher assistant to cooperate and inform and ask for the voluntary participation from the children who were pleased to give initial information, then the researcher drew three classrooms; Class 3, 5 and 6 as the sample of the study.

3.4 Data collection and tools for data collection

In this study, the researcher used different techniques to collect data for the efficiency of data collection. From this study, it was found that there were many methods of data collection which can indicate the most possible sign of selfness and action of the children which are as follows.

3.4.1 The sample

The data was collected from the sample of 16 obese children. In this research, it was found that the methods of data collection worked well in the following.

1) Non-participative observation

In this regard, the researcher observed the sample's characteristics and behaviors without their realization. The researcher observed some variables which affected appearance, emotional exhibit and behavior while children interacted with people around them. This included talks with their friends, plays during the day break, drink and food buying during day break and data collection session, physical activity. This covered the session of special activity, that is, scout activity in order to record the daily of students. Based on the observation of this study, the researcher found that the researcher could not participate in the group to observe the nature of the sample. That is, the children were cautious, especially in the beginning phase of the data collection. If the sample saw the researcher, they would stop their behavior. Therefore, the researcher observed them in a far distance without their realization.

Activity during daybreak

"playing games on their mobile phones"

Activity in the scout camp at the high cliff base

"Activity that most students cannot do."

Activity in the scout camp at the high wall base
"Pull and push : an attempt get over some barriers"

Therefore, the researcher adjusted her approach to observe the children's behavior. In this regard, the researcher asked the sample to take her to the shop of the school to buy some biscuits or drinks or bought something at the convenient store. While the researcher was doing her shopping, she told the sample to buy their own and observed their behavior. Then this led to the issue of the conversation why they liked to buy something to eat on their own. In this regard, they were careless and dared not buy things or felt considerate to accept what the researcher had offered. However, later they became familiar with the researcher and dared buy things on their own while the researcher was with them.

2) Group activity

First activity: Pictorial ethnography

It was the first group activity. It was drawing pictures by the technique of pictorial ethnography. In this regard, the sample drew their picture. In this regard, the children drew their own future picture with a short caption of 5-10 sentences. The first picture was about the meaning of obesity and satisfaction on their current appearance. The second picture was about how to change their current body to the future picture. The activity indicated that the children could reflect their ideas through the pictorial ethnography better than written language. Therefore, the technique of pictorial ethnography is more appropriate for data collection with the children than the interview (Lertsiri Borwornkit and Chulanee Thianthai, 2010). From the study, it was found that the technique of pictorial ethnography is advantageous. That is, it is the easy activity. The children can do it with fun, relaxation and can create a good relationship with the researcher and children well.

(1)

(2)

(1)

(2)

(1)

(2)

Picture (1) Myself today

Picture (2) the future picture of “appearance” I would like to be

Pictorial ethnography

Second activity: Composition on “my selfness”

It consists of the issue of meaning of obesity and beauty, body appearance and experience about being fat in what ways it affects and obstructs way of living of children.

Third activity: Composition on “Selfness which I want to be”

It consists of the issue of expectation about size of body and how to practice to achieve goals.

For the activity, the children were given an hour and not more than 90 minutes to complete the activity. The activity included voice recording, note taking and photo taking and composition assigned.

From the study, it was found that the data collection by writing a composition had some limitations for some children which were involved with writing skills. Moreover, it took some time for them to think and writing more made them felt bored. In this regard, they could write a little for their composition.

Composition activity

3) Focus groups

It was concerned with the semi-structured interview on the issue of self-perception about the sample’s appearance, reflection and feeling of the children, assertive behavior and self-practice about the sample’s obesity. From the data collection by group interview, it was found that the interview was good in that the children can have a talk with the researcher by giving information fluently. That is,

they dared express their opinions and reflected that this kind of talk was easier because when they wrote, they had to think about what they needed to write. Sometimes they did not like to write. From the study, it was found that the size of the sample which was suitable for the group interview was three students. Not only the sample felt ease because they had some friends to help to think, but also this helped the researcher control the conversation thoroughly. This helped prevent the sample from playing or talking. However, the important thing was making familiarity with the children and having trust with the researcher before the interview. This included creation of familiar conversation, not only focusing on questioning that the researcher needed and explanation to them to be familiar with the recording device and necessity of the use of the devices.

4) In-depth interview

It is the semi-interview on the issue of giving meaning of the obesity, self-perception, reflection and feeling of the children, self-practice about the obesity and influences of different institutes that comprise the meanings of obesity and practice about children's obesity. From the study, it was found that the technique of data collection by in-depth interview was not suitable for data collection from the children. Therefore, the researcher adjusted the approach by using the semi-structured interview. That is, the researcher did the activity with the children such as talking while exercising, talking while shopping and observing what the children bought (food/drinks) and talking while driving them home.

Interview with the sample

First time : Making familiarity with the sample

The researcher emphasized on making familiarity with children and enquiring them about their family, parents, brothers, sisters, close friends and daily activity and living in general (playing, watching movies, playing games, favorite foods, free time spending etc.). This is for the purpose of familiarity and enquiry them about the patterns of daily life. This was to be able to make an appointment with the children. This included the convenience of interview and data collection. Since the issue of the study which is about the experience about obesity, emotion and reflection

which the children responded to the society around them is a sensitive topic for them, it is essential to focus on familiarity in order to talk more openly and naturally.

Second time: Experience accumulation about obesity

The researcher interviewed the children about their experiences and interaction and participation in health activity held by public health staff, school, family and interaction with their friends including media in terms of value/ meaning of obesity/body appearance/ food taking/ physical activity and diet.

Third time: Reflection and self-practice of obesity children

The researcher interviewed the children about their ideas about value/ definition of meaning of obesity, body appearance that the children interacted with people around them. This included self perception about their body, thinking, feeling and experience about eating food, physical activity and diet.

Fourth and fifth time : Reflection and self-practice of the obesity children

The researcher interviewed the children and observed their interaction with value and meaning making of obesity which included eating food, physical activity and weight control in order to get complete information.

For the interview, the key informant spent one hour and not more than 90 minutes. The interview was recorded by the voice recorder and note taking sometimes.

3.4.3 Subsequent key informant

3.4.1 Friends

Short question answering: In this phase, the researcher asked the children for a help to answer the short questions about meaning making on obesity focusing on “What does it mean for obesity?” and “When talking about the obesity, what do you think?”.

3.4.2 Parents

Interview: For the interview, the sample’s parents were the subsequent informants. In this regard, the researcher particularly chose the parents who were interested and pleased to participate in the study. This included the permission they granted for the researcher to follow and observe the daily life of the sample. The sample in this phase was 13 which consisted of 10 mothers, 1 father and 2 grandmother and grandfather. The researcher focused the interview on “ Value giving

on the obesity of our children" focusing on the issue of meaning making on obesity, perception of obesity by children, pattern of eating food by children and family and organization of weight control on children.

3.4.3 Staff

In this interview, there was 6 staff involved. The researcher used the semi-structured interview to ask the staff about "Value giving on the obesity of the students" and on the issue of policy and operational plan about the decrease of obesity state in the students, experience including ideas and views of the school administrators, teachers and public health staff about the situation of the obesity children.

3.4.4 Media

Concerning the analysis of media, the researcher used it as one of the approaches for in-depth interview with the sample. The interview focused on the experience of the children who have received the media about food, biscuits and stars, fashion that they were interested in. In this regard, the researcher brought the pictures, sentences of the media that affected their behavior on buying food, fashion of singers and stars for the children to respond in order to know their vision, feeling and decision when they received each media from TV and Internet. This was to confirm that how they thought, when they received that kind of media.

Period of data collection: September, 2010 to February, 2011

For the data collection in this study, the researcher used different kinds of devices; the researcher, the voice recorder, notebook of fieldwork. During the data collection, the researcher analyzed the data based on the educational framework in the fact that the researcher was important for the study. This was compared to the tool which can get the real data of the life experience of the sample as much as possible.

3.5 The verification of the data

This study used the verification of the data from fieldwork based on the work of Denzin and Lincoln (1992). It is the test of validity and reliability of the data by the following methods;

3.5.1 The researcher tested the data by methodological triangulation check which included group activity by the obese children with their friends, in-depth interview, non-participative observation in the key informant, focus group discussion in the staff group. This was to integrate all information to test how it related to each other. This was done on the duplication process in order to make sure that all data collected was valid.

3.5.2 Data triangulation check

People : The researcher interviewed different informants such as students, parents and teachers to check different sources of data and evaluate in the fact that the data was changed or similar.

Time: Since the researcher had to interview the sample based on the questionnaires, the students might not be family with the researcher which affected the data obtaining. Therefore, the researcher spent some time to be familiar and close to the sample. This included the private time of the sample while being with the researcher. This helped the sample to express their ideas and feeling. Therefore, the researcher spent different time of the interview to check the validity of the data.

Place: The researcher interviewed the students in the school and with different atmospheres. This was to check the similarity and difference of the data and follow to observe the sample's action both at home and school.

3.5.3 Reflexivity

At all steps of content, it was the check of speaking and action of the researcher as one of the researching tools of the study. In this regard, it was the review of answer which focused on self carefulness of the researcher in asking questions and observing the informants. This included the start of the process of the area occupy, data collection, report writing, listening and answering to the questions by the

informants. In this regard, the researcher was subconscious and checked the ways the sample think, speak and act because the researcher was one of the researching tools which affected on the quality of the data.

3.5.4 Trust building

It was the process that the researcher can make the sample give the real data for the researcher. Therefore, the followings are the processes the researcher practiced;

- Offered the sample being of friend, student and researcher to make a balance and reduce the authority might occur from the identity of public health authority of the researcher.
- Participated in the activities with the sample, talked and exchanged ideas in order to be familiar with the children.

3.6 Data analysis

The researcher analyzed and checked the data during the fieldwork and then analyzed it. Based on the data from personal experience of the sample, non-participative observation from life learning, daily life activity of the sample, the researcher checked the validity and reliability of data and then planned to further collect data if the data collection was not complete at all steps of data collection. Then the researcher brought the complete data from answering the questions based on the objectives of the study to do the content analysis by framing up the study on the following four issues;

1) Reviewing meaning making and obesity management in the plan of public health management.
2) Meaning making of obesity children who evaluated themselves as the fat children.
3) Identity of obesity children and their self-reflection, response to media propagation and rules of school, family and friend.
4) Self-practice on the body of obesity children.

3.7 Interpretation and data presentation

The researcher used the approach of self-reflection and self-practice by Turner (2008) for data interpretation and presentation. In this regard, self-reflexive approach is a reasoning, conscious thinking. It is the response to meanings of obesity created by the society together with the meanings perceived by the obese children. This included the self experience of the obese children who were socialized by the public health staff, school, family, friend and media which were accumulated as experience or set of knowledge which the obese children brought to interact with situations and people around them. This included self-practices that the obese children did something to respond to the meaning of obesity after the process of self-reflection such as eating, dieting, exercise, dressing etc. The self-practice included the collective actions such as not eating fat and sweet food, regular exercise or individual actions such as eating what they like, dieting, taking diet pills or combination by describing what was related.

3.8 Ethical consideration

In this study of the obese Grade 6 children, to deal with the sample, it was the enquiry and talk about the feeling which is not visible and would not be disclosed by the sample, the researcher had to consider the following ethical concerns;

3.8.1 Trust building and good relationship between the researcher and informants

It started by introducing the researcher to the informants in order to have a better understanding on the role of the researcher and to create trust for disclosing data as much as possible. Then the researcher informed the informants the clear objectives of the study including the advantages which would occur to the society. Then the researcher informed them about the right of the informants in the fact that they had the right to refuse to answer the questions or give information. That is, they could choose not to respond to the questions they did not want to answer. They could stop their talk whenever they wished and had the right to withdraw from the study right away if they wanted.

3.8.2 Consented procedure

The researcher asked for the consent consideration from the sample first, and then let them sign in the consent form to give information with their voluntary choice. In this regard, the researcher respected for the personal being and decision of the sample and then sent their parents a letter to ask for permission to let their children to participate in the study. This included asking for collaboration from the sample to participate in the study and asked for permission to visit them at home. This was done by signing in the consent form to indicate their permission.

3.8.3 Keeping a secret

The researcher kept all the data secretly without disclosing to the other persons. In this regard, the researcher did not disclose the informants' names. If it was necessary to refer to the sample's names, the researcher used the alias instead.

3.8.4 Privacy

The researcher respected privacy of the informants by informing them every time before collecting data. Concerning the place of the interview, there were no other persons involved and tried to change the sample from the passive agent to the active age based on the fact that they had knowledge, experience and they were experts about the obesity. Therefore, the informants had the role to transfer knowledge and their experience and the researcher was the listener of the information and exchanged experience about the obesity and self-body management. In this regard, the researcher offered the sample an understanding in the fact that the researcher was very much interested in their experience and there was really no one knowing about their story, ideas and feeling. The researcher further told them that the researcher was curious to know their story and no one knew their stories if they did not allow. Therefore, they were very important persons and keys that made the researcher gain the knowledge as the sacrifice and the society who was interested in the story of obese children. In this regard, the researcher asked the sample in that "Was there any one in the past interested in their story or ever asked them about their feeling about this?" In response to this, they answered that "No one was interested in their story." Then the

researcher told them that the researcher wanted to listen to their voice if they were pleased to tell the researcher.

3.9 Research plan

Activity	Month										
	July 2009-May 2010	May2010-September 2010	September 2010	October 2010	November 2010	December 2010	January 2011	February 2011	March-May 2011	May – August 2011	August 2011
Developed research proposal	↔										
Defended research proposal		↔									
Adjusted/Developed research tools		↔									
-Submitted the research project to the ethical committee		↔									

Activity	Month										
	July 2009-May 2010	May2010-September 2010	September 2010	October 2010	November 2010	December 2010	January 2011	February 2011	March-May 2011	May – August 2011	August 2011
Preparation –Coordinated, informed the school administrators and teachers about the research project			↔								
Data collection with -the sample/teachers			←	—	—	—	—	→			
-public health staff					←	—	→				
-Friends					←	—	—	→			
-Parents						←	—	→			
Collected and analyzed data									↔		
-Defended thesis										↔	

Activity	Month										
	July 2009-May 2010	May2010-September 2010	September 2010	October 2010	November 2010	December 2010	January 2011	February 2011	March-May 2011	May – August 2011	August 2011
Adjusted content / made a complete thesis										←	→
-Submitted the thesis											↔

CHAPTER IV
CONSTRUCTED MEANINGS OF 'OBESITY' IN THE FAMILIES AND EMBODIMENT OF OBESITY BY THE FAMILIES

Constructed meanings of obesity in the families and embodiment of obesity by the families, self-reflexive thoughts and self- practices of Grade 6 students consist of data as follows:

4.1 Experiences of the obese children in the early period of lives
4.2 Constructed meanings of 'obesity' in the families.
4.3 Embodiment of obesity by the families
4.4 Family Behavioral Patterns on Food Consumption
4.5 Reconstruction of the meaning of obesity by mainstream concepts
4.6 Regulating Bodies
4.7 Collision and coordination between traditional and mainstream beliefs on obesity
4.8 Self-Reflexive Thinking
4.9 Self-Practices
4.10 Body Emplacement In Accordance With Social Needs
4.11 Presenting their real selves

4.1 Experiences of the obese children in the early period of lives

Most of the obese children live with their families in a district of a province in south eastern Thailand. The district is known as the center of education, economy and tourism. There are schools for children located throughout the area with convenient transportation. Buses run on different routes. Lots of families have their own cars. The city is filled with department stores, coffee shops, convenience stores

and Internet cafes so the children have easy access to everything available in the area. Most of the parents are government officials.

There is a saying that, "Children are like white cloths, they will become whatever color you put on them." Obese children are no difference. They are brought up by their families with one goal in mind: that is for them to be healthy. So they are given all kinds of protein, fat, carbohydrate and milk under social and economic situations of the family. This affects a child's physical changes as well as social interactions they have with their families and friends. Communicating through different kinds of media makes children realize and understand themselves. However, what they do might be different from the social norms and that might lead to why children are different in sizes.

Nevertheless, children know how to think and adjust their body sizes through experience. They recognize and give the meaning to what they are. They choose to live their lives independently. Obese children are surrounded by external factors such as body mass index and socialization which determine the shape and size of a child. Their thought process occurs when they begin to know who they are by creating their own body image and choosing to behave according to their social status and position.

This study was conducted on 16 obese children who reacted to society according to how they were brought up knowing that they were overweight. All their reactions were under the observations of their parents, teachers, friends and public health personnel. Their reflective thinking about their body sizes could be observed through their manners and the language they used.

Ma, a light skinned and chubby girl, lives with her brother, father and grandparents. She has one cousin. Ma is 145 centimeters in height and weighs 47 kilograms. According to the body mass index, she is considered overweight. She is outgoing and confident. She likes wearing a T-shirt and shorts. When she is home, she likes to wear the same style of clothing as her brother. Her mother works at a private company in another province. Her mother comes back home on the weekends. Ma had lived with her grandmother before she moved to live with her father when she was in grade 4. Her father, a nurse with diabetes, is short and chubby. He used to work abroad. He once read a paper research and believed that Caucasian children are taller because they consume a lot of cheese and butter. He then decided to use the same

eating pattern on his two children by letting them eat what they wanted to eat in order for them to be taller. He used to always pack the fridge with food or leave cookies and some bread on the table for the children to eat.

Ma started to realize that she was overweight when she was in grade 5 and accepted the fact that she was actually obese. Prior to that, she had never known that she was overweight until she was picked on by a male classmate about her body size. She was well-aware that being overweight could lead to diabetes. However, she thought that if nobody said anything about her being overweight, it really had no effect on her life.

"I can live like this as long as no one picks on me."

Arm, an overweight girl, is 155 centimeters in height and weighs 57 kilograms. She is also considered overweight according to the body mass index. She is somewhat a tomboy and likes wearing a T-shirt and shorts. She is related to Ta, a sixth grade student. She calls him "brother." He is also overweight.

Arm is an only child and lives with her parents. Her father is a motorcycle mechanic whose shop is at the house where they live. her mother is an employee at a construction equipment shop. Her mother drops her off at school and then goes to work at the shop.

She started to realize that she was overweight when she was in grade 4 when her father had jokingly said that she weighed 3 tons and her mother had warned her not to eat too much.

At first, she never thought that she was overweight. She tried to come up with reasons as to why she was gaining weight. She had a lot of friends and she would eat anything her friends ate. Nowadays, she is not happy with the way she looks. She thinks being obese is not fun when it comes to choosing what to wear. She wants to be skinny and tall and is still thinking of losing weight by drinking laxative drinks.

Mind, a beautiful light colored skinned girl with a prominent nose, is 155 centimeters in height and weighs 70 kilograms. She is an overweight girl who loves fashion and pays a lot of attention to her own body and how she looks. She has one older sister.

She lives with her parents. Her sister is a college student and lives at the dorm on campus. Every one in her family is overweight except her father. Her mother works at a private hospital. Her father works at a company as a salesman. Sometimes her mother has to work different shifts. She gets dropped off at school either by her father or mother depending on who is available. After school, she helps her uncle who has a noodle shop in the same neighborhood and gets paid 50 baht a day. With the money she earns she can buy anything she wants without asking her mother for money.

She started to notice changes on her body from being skinny to overweight when she was in grade 4. Her mother and sister had mentioned something about how she did not look as skinny as the other girls. Their comments made her feel bad about her own self. She thought about how hard it would be to find beautiful clothes to wear or how difficult it was to move around. Health problems were also something that worried her so she decided to lose weight by skipping dinner in order to get back in shape again.

She started to pay attention to opposite sex friends and started chatting with them on the internet for quite some time. During that time, her mother had told her that she would lose all of her internet friends if they found out how obese she was. She decided to lose weight by skipping dinner for one month. She did this for someone who she had known on the internet. On Songkran day with her sister, she had a chance to meet a new boyfriend. He said that she looked really nice but she would look a lot better if she would lose some weight. She was not at all confident with her own body but she decided to lose weight again by skipping dinner for two months. She succeeded in losing weight and everyone said that she looked skinny and beautiful.

Ton is a dark skinned boy with a cute face. He is calm and collected, reasonable and confident. He is 155 centimeters in height and weighs 65 kilograms. According to the body mass index, he is considered overweight but he does not seem to care about how he looks. He likes to wear loose clothing. He lives in a sub district with his parents, grandparentsand a younger sister. All family members are obese. His father has a family business. He sells hotdogs and dried and crispy pork. Customers come and pick up the products at the shop. Ton helps his mother lift heavy stuff that

weighs around 30-50 kilograms at her shop when asked by customers.

When Ton was young, he lived with his grandmother. Grandma was a nice lady who always had sweets and food for him to eat.

He has to get up at 4:30 a.m. every day to get ready for the 6 o'clock school bus. Mom gives him 60 baht a day to go to school with and he divides it into three parts: 20 baht for lunch, 20 baht is put towards savings and the last 20 will be used to buy candy, milk or juice if school food is not satisfying.

Ton noticed that he was overweight when he was in grade 4. Every time he got on the scale he did not feel depressed because he always knew that he was obese. He was happy with his body. He thought being obese was quite okay. His grandparents would always tell him to try to lose some weight. He had once tried that. He felt that it took too long to lose weight and it made him feel tired.

Ton likes to help others. He helps his mother, neighbors and teachers. He once helped carry an injured friend all the way home by putting the friend on his back. Everyone appreciates his hospitality and that makes him absolutely proud of himself.

Game is a very obese boy who weighs 98 kilograms and 160 centimeters in height. According to the body mass index, he is also considered obese. He is a cheerful boy who likes to play games on his cell phone at the back of the classroom. He has two close and skinny friends who follow him everywhere at recess and after school. His parents are divorced. He was brought up by his grandparents. His grandparents live on pension and they have a little shop selling candy and drinks. His father works as a government official in a town and comes home on the weekends to take him to their favorite restaurant, KFC. Being an only grandson from divorced parents makes him a special kid who always gets nice treats from everyone.

Game goes to school by bus. The 30 baht he brings with him to school is spent on water, soda, candy and fried meatballs that he likes to buy after school. Five baht is always put aside to pay for the bus fare.

Game started to realize that he was obese when he was in grade two after being told by his friends and by noticing changes on his own body. Other people, like his teachers and the public health personnel had also mentioned that to him and asked him to lose weight. However, he did not want to lose weight because every time he

tried to do that it made him tired. There were times that he was happy with his body but sometimes he was not quite happy with it because it was sometimes difficult to put on clothes. He wanted to wear smaller size shirts because he thought they looked better on him than bigger size ones.

Tang is a shy boy with no self-confidence. He weighs 70 kilograms and stands 154 centimeters tall. He lives with his mother after she and his father got divorced. His father works in Bangkok delivering shrimp and his mother sells lamp oil in a small village. Despite their divorce, his parents help take care of him and his two siblings. He is the youngest of the three and he is the only one who is obese. On weekdays, he gets up at 6 a.m. to take the school bus to school. he brings 40 baht to school every day. Fifteen baht goes towards breakfast. Twenty five baht is spent on ice cream, water and meatballs for lunch. The rest is used to buy a soda after school.

Tang knows that he's obese when he looks at himself in the mirror. His mother and sister used to mention how obese he was. The one that kept reminding him of his obesity was his sister. She used to always call him "Fatty" but he never got mad at her. At school, his teachers and the health personnel used to tell him to try to work out in order to lose some weight. He never worried about his being overweight. He thought he was not that obese when compared to his friends. Playing soccer was a good way of losing weight in his opinion. The only problem was that he could not do it as regularly as he would like because sometimes there was nobody available to play with. When he was at home, his mother liked to tell him to avoid eating too many sweets without expecting him to do so because she knew that he could never do that.

Fran is quite overweight. He weighs 58 kilograms and stands 149 centimeters tall. According to the body mass index, he is considered overweight. He is a nice looking, confident and straightforward boy with nice skin. He likes competition and hates to lose. He sometimes acts like a girl. He throws a tantrum when he does not get what he wants. He hides nothing when he's not pleased with something.

Fran lives in town. His parents work in Bangkok. The family consists of 7 members; his great grandparent, grandparents, parents, brother and himself. His

grandfather lives on pension. Fran brings 50 baht to school with him every day to pay for water, juice, candy, fish maw and the bus fare.

Grandpa was the first one to have told him that he was obese but at the time he thought that he only looked obese because he was not tall enough. After having been unintentionally warned by his grandfather about his obesity, he started looking at himself in the mirror and soon realized that grandpa was right. He knew that what made him fat was his bad eating habits and lack of exercise because he had to spend a lot of time doing his homework. When someone told him that he was overweight he did not get angry because he knew that it was true. Anyway, he would prefer not to hear about it because it made him think that there was something wrong with his body. He's now trying to lose weight by cutting down on dinner and scrubbing his body every day.

Wan is a tall overweight kid who weighs 87 kilograms and stands 169 centimeters tall. According to the body mass index, he is considered overweight. He is a cheerful kid with a lot of confidence. He gets good grades in school. His family lives in a sub district. He is the oldest child in the family. He has one sister. His mother is a nurse and she has her own clinic where she works outside office hours. His father is a police officer who grows rubber trees as a side job. His mother goes to work early and gets home late after 8 p.m. every night. His father goes to the rubber field after work. His aunt and uncle who live nearby provide him and his sister with food when the parents are not home.

Wan always has breakfast at home. He eats a like a horse and he can eat a whole chicken by himself. One of his favorites is grilled pork. He gets 40 baht to spend at school. He uses that money for dinner at around 5 or 6 p.m. He has dinner again at around 8 p.m. after coming back from the tutorial school. He also goes to the tutorial school on the weekends. He spends his free time playing games on the internet and listening to music.

Wan thought he was obese and weighed more than other people. His parents used to compare him with an elephant. His teacher called him giant. He wanted to lose weight because he had problems finding big enough clothes to wear.

Keng is a boy with a rounded body. According to the body mass index, he is considered overweight. He is 143 centimeters tall and weighs 50 kilograms. He is a nice shy boy who loves sports like football and badminton. He lives with his parents and brother and he is the youngest. His father works for the government. His uncle is a soldier and Keng is dreaming of becoming a soldier some day because he thinks he would look cool in that uniform. His mother has her own little grocery store at home. A lot of sweets and candy in the store tend to disappear without a trace and of course Keng is responsible for it. He gets to bring 30 baht to school to pay for breakfast and a bus fare. His favorite dishes are fried kale with pork and an omelette. Whenever dad is too lazy to cook he takes Keng to a Five Star Fried Chicken. They go to KFC once every two months.

Keng realized that he was obese when he was in grade 4. His mother and uncle used to bring up how obese he was all the time letting him know that if he wanted to be a soldier he needed to lose some weight and have a nicer body. He told them that, “My tummy is expanding.” He was actually gaining more weight.

Keng was embarrassed with his body. He wanted to lose weight because he was not happy with how his stomach looked. He did not like to do any sport without a shirt on. He could not control himself when it came to food.

Noom, who is 160 centimeters in height and weighs 72 kilograms, is a very big and obese boy. He now lives with his uncle after having been brought up by his grandmother when he was young. His parents got divorced. His uncle gave him 20 baht to spend at school. His money spending method was “ 5 in the morning, 5 at noon and 10 in the evening.” The 10 baht usually went towards the fried meatballs after school.

Noom had been dreaming of becoming a dentist like his father. He wanted to lose weight because he thought all dentists were not fat. He realized how obese he was when he was in in grade 1 because he had more weight than any other friend in class. His teacher had told him to lose weight. When he was in grade 5, his uncle asked him when he was going to lose weight and be skinny. At the time he didn’t think it was such a big deal as song as none of his 32 organs on his body was missing.

Sung, who is 168 centimeters in height and weighs 87 kilograms, is an overweight boy. According to the body mass index, he is considered overweight. He is the oldest child of the family, very talkative and outgoing. He lives with his parents and sister. His parents are government officials. His father gives him 40 or 50 baht to bring to school every day.

Sung believes that a tall man with a big body is not something that is out of the ordinary. He knew he was obese when he was in kindergarten. He knew that the reason he was obese was because he did not like to eat vegetables. Junk food is something he prefers whether it be grilled meat, KFC, fried meatballs or hotdogs. He also hates working out. He feels that when he works out for a long period of time, he feels too tired. However, he is not unhappy with his obesity at all. It almost doesn't mean anything to him since everybody in the family is also obese.

Day, a very talkative boy and an only child of the family, is 160 centimeters tall and weighs 65 kilograms. His parents got divorced when he was young so he was brought up by his grandparents. Mom works in Bangkok. His family consists of his grandparents, grandmother's sister and a ninth grade cousin. He has to help his grandmother do some chores around the house such as preparing food for the cousin and doing dishes. Sometimes he doesn't understand why he has to do things for the cousin since the cousin is a much bigger boy than he is. They go to school together on the cousin's motorcycle. His grandmother gives him 100 baht weekly expenses to bring to school. The money is transferred from Bangkok every month from his mother.

Ta, a cheerful boy with chubby cheeks is 153 centimeters tall and weighs 69 kilograms. According to the body mass index, he is considered obese. He is an only child and lives with his parents. The father is a government official. The mother is a merchant. Ta's house is in a sub-district. His father drives him to school every morning. His breakfast is a box of milk and some crisps from a convenience store. He has 50 baht to bring to school and he uses part of the money to buy a soda and sweets after school.

Ta is very close to his parents. Whatever mom eats he will eat that too. Ice cream, drinks and sweets are the things that are available in the shop and he can eat

anything as he pleases. He started to realize that he was obese when he was in grade 1. There was a small note from a friend left on his desk saying, "Why are you getting bigger?" One thing that really agitated Ta was that he realized that when he ran he couldn't run as fast as he used to be able to. When he was in grade 2, the teacher reminded him again about his above average obesity but he didn't pay much attention to what he had been told. He was just plain lazy to work out. When he was in grade 3, the teacher reminded him once again and it was the first time that he wasn't happy about being told that. However, that was a starting point for Ta to start losing weight. He started running. Moreover, his parents and the public health personnel at school kept reminding him of his obesity. At the time, he thought eating was more important than being obese.

Pea, according to the body mass index, is considered getting obese. He weighs 60 kilograms and is 155 centimeters tall. He is open-minded, talkative and has lots of self-confidence. He is the youngest of the family. His parents are very well-off government officials. He lives in the city with his sister. His father comes and sees them on the weekends every weekday after school Pea goes to the tutorial school as well as on the weekends.

Pea had been told that he was fat, short and pale when he was in grade 2 by his mother and sister. Back then he liked to drink a lot of milk. His father, sister and teacher had told him to lose weight but he did not care.

Pea was happy with his body and felt nothing because he thought everything was normal. Obesity came and went, so he didn't pay much attention to it. He was not worried about his obesity and didn't want to know his body mass index because it might not be a good thing for him to know so he chose not to know it.

Na, a reasonable and mature boy, weighs 65 kilograms and is 165 centimeters in height. According to the body mass index, he is considered obese. He is the youngest child of the family. He lives with his parents, who are tailors, and grandmother. His brother goes to school in Bangkok. He's from a well-off family. His parents are always busy with their business so they don't have time to take care of him. Grandma was the one who brought him up when he was a child. He spends most

of his time eating food and playing sports with his friends at school. He loves table tennis. He used to play basketball with his brother but he can't do that anymore since his brother now lives in Bangkok. There is nobody to play any sports with him anymore. He has work out schedules from noon to six in the evening on the weekends apart from his one hour at the tutorial school. If there is any time left he likes to spend it on table tennis with an adult. There are table tennis equipment at home. Dad normally doesn't have time to play table tennis with him and mom is not very good at it. He brings 40 baht to school with him but he gets more money to spend on the weekends (about 100 baht) to buy juice and sodas.

Na realized that he was obese when he was in grade 3. His parents and brother told him to try to lose weight. The public health personnel at school also told him to lose weight because his weight had gone up since the last time they saw him. Na was somewhat confused and felt that he hated the fact that his body weight had gone up. He felt that it made him look bad and was hard to find clothes to wear. It also made him move around not as fast as he would like to. Dad said being obese made him lazy and he agreed with what dad said. He did not want to be fat.

Kan, a talkative and sociable boy, weighs 75 kilograms and is 155 centimeters in height. He has a younger sister. His father is a police man and his mother sells food. His parents have been divorced since he was in grade 3. They are both remarried. His sister and he had been under the care of the mother then he asked his parents if he could go and live with his father at the flat. He did not feel comfortable when he was told what to eat by his mother. He went back to see his mother on school break. Living with dad was quite good since dad would let him eat anything he wanted. Dad picked him up from school every day unless he was unavailable then mom would take over. He was given 40-50 baht to spend at school every day. The money went towards food such as deep fried chicken with rice and meatballs after school.

Kan accepted the fact that he was obese when he was in grade 3. His mother was the one who had brought it up. He started to feel unhappy with his body because he didn't want to be picked on by his friends. He wanted to lose weight but

could not do it because he felt hungry. The more his mother tried to control him about his eating habits, the more food he would eat and he ended up gaining more weight.

Table 4.1 Backgrounds of the 16 obese children.

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
1. Ma, Girl, Age 11	Getting Obese, 145 Cm, 45 Kg	Father: Government official Mother: Employee at a private company	Extended Family: Grandparents (Father's side), Father, Two brothers, Cousin (Mother works in Bangkok) Raised by Grandparents (Mother's side)	I am obese. I realized that I was obese when I was in grade 5	Picked on, Nature Gift Coffee Ads	Unsatisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
2. Arm, Girl, Age 12	Getting obese, 155 cm, 57 kg	Father: Motorcycle mechanic, Mother: Employee	In a sub-district,Single family: Father, Mother and Arm	I am obese. I realized that I was obese when I was in grade 4.	Nature Gift Ads, Picked on by father and friends,	Unsatisfied
3. Mind, Girl, Age 12	Obese, 155 cm, 70 kg	Parents: Employees	Single family: Father, Mother, Sister Raised by Grandmother when she was a baby	I was skinny but as I grew up I got bigger. I realized that I was obese from my sister. She said," You won't have a nice body and be as beautiful as anyone else.	Getting picked on by male friends and having a boyfriend	Unsatisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
4. Ton, Boy, Age 12	Obese, 155 cm, 65 Kg	Family business	Sub-district, Extended family: Grandparents, Parents, Aunt and sister	Realized that he was obese when he was in grade 4 by getting on the scale	Being reminded by mother, aunt and friends not to eat too much	Satisfied
5. Tang, Boy, Age 12	Obese, 154 cm, 70 kg	Father: Employee Mother: Business owner	Divorced parents Lives with mother in sub-district	I am obese. I'm more obese than everyone Realized his obesity when he looked at himself in the mirror	Mother, sister and teacher	Unsatisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
6. Game, Boy, Age 12	Very obese, 162 cm, 95 kg (currently almost 100 kg)	Father: Government official Grandparents: Retired and on pension	Divorced parents Lives with Grandparents and Aunt	He realized that he was obese when he was in grade 2 from friends and by observing his own body "When I touched my stomach, it's kind of round	Grandparents, relatives and teacher Picked on by friends News about sick obese people	Sometimes unsatisfied because of small clothing
7. Fran, Boy, Age 12	Getting Obese, 149 cm, 58 kg	Both parents work as employees in Bangkok	Lives with Great-grandparent, grandparents and brother	When looked at himself in mirror and realized that he was obese	Criticized by someone Parents reminded him not to eat too much	Unsatisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
8.Wan, Boy, Age 12	Very Obese,169 cm, 91 Kg	Parents: Government officials	Single family One sister	"I am obese and weigh more than other people. My shirt sizes are 46,47,48,49, 50 and L, XL and XXL. Realized that she was obese when she was very young	Doctor, teacher, mother Picked on by friends Videos about obese people	Unsatisfied
9. Kang, Boy, Age 12	Getting obese, 143 cm, 50 Kg	Father: Government official Mother: Business owner	Single family with parents and older brother	I didn't think I was fat but I was really fat. I noticed this when I was in grade 4	Parents and uncle	Unsatisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
				I because my parents and uncle had mentioned this to me.		
10. Noom, Boy, Age 12	Obese, 160 cm, 72 Kg	Father: Government official Mother: Employee	Divorced parents Brought up by Grandmother (who he called Mom) Lives with uncle Mother works in Korat	I am an obese kid and I realized it when I was in grade 1 because I got on the scale and found out that I weighed more than my friends.	Picked on by friends Warned by public health personel Obese people news	Unsatisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
11. Sung, Boy, Age 11	Obese, 168 cm, 87 Kg	Parents: Government officials	Extended family with grandmother, parents, aunt, uncle, younger sister (10 years apart)	I am obese. I realized that I was obese when I was very young.	grandmother, mother, uncle	Satisfied
12. Day, Boy, Age 12	Obese, 160 cm, 65 Kg	Mother: Employee	Lives with Grandparents, Grandmother's sister and a cousin Parents got divorced before he was born Mother works upcountry	Grandmother and brother	Looked down by brother and friends	Unsatisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
13. Ta, Boy, Age 12	Getting obese, 153 cm, 69 Kg	Father: Government official Mother: Business owner	Extended family: Grandparents, Parents, Aunt and her child	I am obese. I realized that I was obese after a friend had written me a note.	Mother and friend	Unsatisfied
14. Pea, Boy, Age 11	Getting obese, 155 cm, 60 Kg	Parents: Government officials	Single family: Father, Mother, Sister Family lives in a sub-district Pea lives with his sister in the town	I realized that I was obese when I was in grade 2. I am short and fat with light colored skin	Father and sister News about sick obese people	Satisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
15. Na, Boy, Age 11	Getting obese, 150 cm, 65 Kg	Parents: Tailors	Extended family: grandmother, Parents, brother (lives in Bangkok) Grandmother takes care of Na	He realized that he was obese when he was in Grade 3.	Friends	Unsatisfied
16. Kan, Boy, Age 11	Obese,155 cm, 75 Kg	Father:Government official Mother: Owns a restaurant	Parents: Divorced and remarried He wanted to live alone at the flat. Grandmother and Aunt	He compared his rounded body with Doraemon, a Japanese cartoon character. He realized	Mother and friends	Unsatisfied

Table 4.1 Backgrounds of the 16 obese children. (cont.)

Source	BMI	Occupation	Residence	First acknowledgement of obesity	Influenced by	Self satisfaction
			looked after him when his mother was not home.	that he was obese when he was in grade 3		

From table 4.1

Backgrounds of the 16 obese children, who are 13 boys and 3 girls and ages between 11-12, shows that most of them are obese. They accepted the fact that they were obese when they were in grade 3. They had been told by either their parents or people who were close to them. Weighing and touching themselves especially around the stomach area as well as consuming a large amount of food made them fell unhappy with their own bodies.

4.2 Constructed meanings of ‘obesity’ in the families.

Family (parents, grandparents, siblings and so on) and social values play an important role in reconstructing the meaning of the obesity for the children. For some of them, being obese means “healthy.” Obese children are cute and free from diseases.

“An obese child, a healthy kid.”

(Ta’s mother)

“ I look at it as cute, healthy and free from diseases.”

(Mind’ mother)

“He’s healthy and strong. He eats well. He has never been sick.”

(Kan’s mother)

“A fat kid means he or she is not sick.”

(Keng’s father)

The above meanings of obesity were from the parents’ points of view. They believed that raising a child in the modern society needed adapting. It was based on convenience, simplicity and fast pace. Raising a child to have more meat on his or her body under somatic society was essential. The body image of an obese kid was cute, healthy and strong.

“In the past when I saw fat kids I thought, “Well, they look healthy.”

(Game’s grandfather)

“We want our kids to be healthy and chubby kids with reddish cheeks.”
“I want her to be fat. Cute!”

(Sung’s mother)

The ability to raise their children to be obese was the value that made the parents proud. Obese children were always praised. It was more like a reward from the society for the parents. The parents proudly talked about how people always praised their kids when they came in contact with them.

"Most people love her because she has light colored skin and is chubby. She's very easy to take care of. She is not a picky eater and she's never sick. She's just cute."

(Mind's mother)

"I just love him to death. He's my only fat nephew. His arms used to be small but they got bigger and bigger as he grew up. he has a firm body. His cheeks are big now though. He's so cute that everyone always gives him food when they see him. That's why he looks like this now."

(Kan's mother)

" Fat kids are cute. Everybody wants to play with them.For my kid, they like to wrestle with him. They adore him. When he goes to my office he gets 100 baht here and there. Sometimes they give him candy.

(Keng's father)

Obese children mean they are under great care of their parents. It makes the parents so proud that they believe they have accomplished their most important duty.

4.3 Embodiment of obesity by the families

Obesity can be intentionally constructed and embeded through pregnancy. It means strength, good health and no diseases according to family values. There is also a cultural meaning of obesity: that is cute and impressive. A picture of an obese child is always impressive. It conforms to social values. Obese children are prosperity.

"Her grandpa, grandma and aunt want to see her fat and I also think obese kids are healthy kids."

(Ta's mother)

“I look at her as cute and healthy and not easy to get sick.”

(Mind’s mother)

“He’s strong and healthy. He eats well. I have never seen him sick.”

(Kan’s mother)

“A fat kid means he or she is not sick.”

(Keng’s father)

According to the parents’ perspectives on obesity, it leads to how they intentionally construct obese children to conform to social values.

4.3.1 Typical child-care pattern-induced (obesity) embodiment

Raising a child to be fat is not difficult according to the parents’ points of view. It starts with a pregnant mother who prepares for everything before the baby is born. The mother will pay attention to what she eats in hopes of giving birth to a healthy child. However, Sung was the only child who was born with an above average body weight. As for the other kids, their mothers had different ways of how they constructed obesity for their kids. The details are as follows:

4.3.1.1 Carefully and gradually feed nutritious food. Sung was the first child of the family. He had been overweight since he was still in his mother’s womb. He weighed 4800 grams and could not be delivered naturally so a C-section was needed. His mother raised him according to what the doctor had told her.

“We want our kid to be a chubby and healthy kid with reddish cheeks. We feel that we need to pay a lot of attention to him. We also feel that we are really raising a healthy kid. We take good care of him. He has always been an obese kid.”

(Sung’s mother)

4.3.1.2 “How to raise a child” Books

Wan was the first child. His mother is a nurse so she read a lot of books. He was raised with food rich in nutriments because his mother wanted him to be healthy. He then started to get fat when he was only two months old as his mother had hoped for.

“When he was young I fed him nutritious foods. He was breastfed from 2-6 months old then we switched to formula. He started to get fat when he was two months old. He weighed 4.7 kilograms. When he was six months old he weighed 9 kilograms.”

(Wan’s mother)

Ma’s father is a nurse who wanted his kid to be as tall as a Caucasian man so he asked for advice from his foreigner friend who is a doctor on how to raise kids. He had also studied a food and children’s growth research and later applied that to how he raised his own kid.

“ I saw that on a paper research. You need to eat a lot of cheese so I added cheese to everything my kids ate. This doctor raised his kid this way and the kid is really tall. The doctor is just as tall as me. He said cheese makes you grow taller.

(Ma’s father)

4.3.1.3 Obesity Reconstruction With “Food for Love” : Food Usage for Exchanges and Relationship Sustainability

Food is a mechanism that directly helps create an obese body in a child. It is also something that indicates love and care and helps the child to love and bond with him or herself. Adults use food to keep or sustain their relationship with kids whether it be the relationship between mother and her children, grandparents and grandkids, aunt and niece or nephew. They use food that the children like to attract them. They take them places and buy them gifts. Kan, Game and Keng were good examples for this. All the kids got to eat a lot of food because they were cute.

"His aunt adores him. He's an only fat nephew. He is alwaystaken places and fed with this and that. His light colored skin makes him cute. People just love to take him places. He eats a lot because everybody likes to feed him."

(Kan's mother)

"Most of the time my uncle would buy me chocolate and Lays crisps because he knew I loved them."

(Game)

It is always a special occasion for the divorced parents to get an opportunity to meet with their children. It is something that uses food as a tool in order to keep the relationship going. For example, Game's father who would come back home at the end of the month and take Game to his favorite KFC. During each school break, Game got fatter because his mother never stopped him from eating. He could eat any sweets. She would buy him sweet drinks. That is the reason why he loves his parents more than anything.

"He believes everything his mom tells him. he loves his parents so much that nobody can say anything bad about them."

(Game's grandfather)

4.3.1.4 Obesity Reconstruction by Directions and Forces

As a mother, raising kids to grow as the society expects them to grow is essential. Mothers need to discipline their kids on how to eat and drink properly and sufficiently. When kids are against that, mothers have to find ways to force the kids to eat and drink according to plans until they are obese and obsessed with eating no matter how terrible the resistance may have been when they first started doing it.

"I ran away. Mom told me that I always ran away when it was time for me to eat. At the time, I wasn't even in school yet."

(Ta)

"My grandmother forced me to drink milk every three hours. Just little by little. I was against it sometimes. I just turned away."

(Ma)

4.3.1.5 Stimulating the Appetite Using Vitamin Supplements

Seeing your child not obese enough was something the parents, grandparents or caregivers were not happy about. They were just worried that the child would not be healthy in spite of the fact that the child may be as healthy as he or she could be. So, the child was always given vitamin supplements to stimulate his appetite. If the child refused to take the vitamins or food, a toy was always used to persuade him to cooperate until he would eat a lot and gain more weight.

"At first, when Na was 4 or 5 he was very skinny. Then his grandmother bought the vitamin supplements, the kind that speeds a child's growth, and gave that to him. She was sad that he was so skinny so she went and bought Scotch syrup, orange in color, and made him drink that. After that he became a good eater. He loves Scotch syrup now."

(Na's mother)

Along with telling the kid that drinking milk would make them grow, some parents tried to make it a competition and some kids loved to compete with their brothers. In the end, they came to love drinking milk.

"He's starting to drink more. He usually drinks milk just to compete with his brother."

(Keng's father)

4.3.2 Obesity Adjustment using Food in a Special Occasion and to Gain Interest

Food was used as a reward for a special occasion for kids such as kids with good grades, birthdays or family get-togethers. It was also used to gain interest

between teachers and children in order to make the children obtain good grades in class.

"Top of class student will be given pizza from Pizza Hut by the teacher. Second and third will get pizza at KokYang.(local restaurant)"

(Kan)

"On my sister's birthday, she wanted to have pizza. I went to have grilled beef."

(Kan)

Also a celebration when Kan's aunt won a lottery or when relatives had a get-togethers.

"When a lottery is won, my relatives get together here to have grilled beef."

(Kan)

4.3.3 Regulating bodies in accordance with parents' convenience

Changes in family relationship forms whether it be a single parent family or divorced parents had a lot of effects on the children. Economic factors played a vital role on how parents tended to work harder to support their family. Working away from home limited some parents from fully taking care of their children. They sometimes tended to forget that the children needed a lot of taking care of. These children needed to be taken care of about food and how to look after themselves including sex education. Most of the parents dealt with food for their kids at their convenience so they could take the hassle out of preparing food. Most families did not have problems with breakfast because they could all take care of themselves. It was a "We go our separate ways" kind of thing. Everyone got to choose what they wanted to eat by getting their own breakfast.

"This morning we all had breakfast at school. We'll cook dinner though."

(Keng's father)

"For breakfast, we go our separate ways. Nobody has breakfast at home."

(Mind's mother)

When families have to adapt and the kitchen is not fully utilized, convenience stores and canteens are the best places as good alternatives. Take Ta's, Na's Ma's and Tang's families for example. They always went to the restaurants in front of their houses or the school's canteen to eat.

" 7-11 is where he usually gets some food and milk for breakfast and he always gets a pack of sweets then goes to school."

(Ta's mother)

"He sometimes has noodle soup at the place across the street. For the last few months, He has been having breakfast with friends at school."

(Na's father)

"He hasn't had enough time to have breakfast at home lately. Having breakfast at school is his solution.

(Ma's father)

The refrigerator helped store food for the children. The parents packed the fridge with chicken wings, thighs and eggs for their kids so the kids could cook something easy when they had to.

"We always buy things that he likes. Bacons, hams and hotdogs are easy

to cook. He can just put them in the microwave."

(Sung's mother)

"There is too much food for him. This fridge is big. The one in grandma's room is also big so he eats a lot.

(Ma's father)

Apart from packing their kids’ favorite foods in the fridge, the parents tended to store more food at home. It was a lot cheaper to buy everything in bulk. There were no rules on how to eat. They could always be there to keep an eye on the kids and it was a good time for the obese children to eat whatever they wanted and whenever they wanted.

“I buy lots of food in bulk. I eat it too, one here and one there. One day a piece or maybe one piece every two days. Mind eats every time food comes to her mind. A dozen milk can be gone in no time.”

(Mind’s mother)

The three kids’ homes were shops which were family businesses. Ta, Keng and Game had access to everything available in the shop at their own home. Candy, juice and sodas were the things that were the enabling factors that made them eat more either intentionally or unintentionally. Sometimes it was not even necessary for them to eat or they were not even hungry at all.

“He can eat anything. There’s so much stuff to eat.”

(Ta’s mother)

“Our home is also a convenience store. It’s the only one around here. Sweets here are like something you can get for free. They disappear all the time.”

(Keng’s father)

Some children participated in choosing candy to put in their shops and helped their mothers sell them. Some kids asked their mothers to buy something they had seen on TV to put it in the shop so they would have a chance to eat it too. After tasting it, they would tell their mother not to buy it again if they were not satisfied with what they had tasted.

“Something new he’ll try it first. If it’s good he’ll ask me to buy it again. We sell it. We eat it. He’s the one who makes a profit.”

(Ta’s mother)

For some families, they took care of their children by letting the children take care of themselves on a daily basis. Some families would store food for their children so the children could easily have access to the food.

4.4 Family Behavioral Patterns on Food Consumption

Apart from creating a habit and food consuming pattern for their children to reach the parents' goals which is a healthy and obese kid, family eating patterns played an important role in creating good eating discipline. Attenuation of discipline took an effect on how obese the children may become. The family behavioral patterns are as follows:

4.4.1 Creating Eating Patterns

When a meal had been delayed due to the fact that the parents had to deal with their work made the children become more hungry. A fast eating behavior was then created. The children would eat again and again. Sometimes dinner was delayed until after 6 p.m. Since dinner was considered very important, everybody was expected to be at the table before they could start eating. Hence, children got so hungry that they would eat so fast and a lot more. Sometimes they just swallowed the food without chewing it and then had a drink of water.

"She doesn't chew the food well. Just a few times and then she swallows it. So, she eats a lot and then drinks water to push the food down."

(Mind's mother)

Sometimes when the children did not have lunch at school, they would add one more meal after school and then go home for dinner. After dinner, which was around 8-9 p.m., the children would go straight to bed which the parents knew that would be bad for them.

“One bad thing about me is that I usually have a very late dinner. I have to wait until the shop is closed. Sometimes it’s already 8 p.m. The food should already be digested by then. It’s one thing that we don’t really know what to do.”

(Na’s father)

Some families did not have dinner together because they had to wait for the father to get home from work. Dinner had sometimes been pushed back to around 9 p.m. Often times, the children had already had dinner and when the father started to eat they would join the table to have dinner with him again.

“My husband always has dinner after work which is around 9 p.m. Kan normally has dinner at 6 or 7. When he sees us at the table at 9, he always joins us.”

(Kan’s mother)

4.4.2 Prolonged Dinners

When there was no time limit on how long you could eat your dinner, some children tended to eat more. They would eat, talk and watch TV at the same time. There was no rush when all family members were together. It was a fun time to talk and relax by watching TV while having dinner. Children would continue to eat even if they were already full.

“I make dinner in the evening but we won’t start eating it until 8 or 9 o’clock. Watching TV is relaxing. It makes you eat more. We talk and eat a little bit here and there then we start eating the real dinner.”

(Mind’s mother)

4.4.3 Eating In Accordance With Parents

Children’s eating experience

“Ta thought I was a fussy eater so she started eating fussily. His dad loves eating as well.

(Ta’s mother)

"His dad eats a lot too. We are all fussy eaters."

(Ton's mother)

When parents loved eating fatty food and not vegetables, it was a bad example for your children because they would copy the habit.

"Sung doesn't eat vegetables. It may be because no one in the family likes vegetables. Not just Sung, I don't like themeither. We like pizza and fatty food. His dad likes fresh hamon rice and rice streamed with chicken soup. I don't like vegetables. I only eat meat. We mainly eat meat here."

(Sung's mother)

Mother and uncle loved sweets, soda and iced coffee

When the children saw an adult drinking nectar, soda or coffee they wanted to give it a try too. If the parents kept drinking one of those drinks, the children would use that as an excuse to drink it too. They could not be stopped because their parents had set a bad example for them. Here is one example.

"He looks up to his uncle. His uncle drinks a lot of soda.He probably got that from his uncle. He loves soda."

(Sung's mother)

Copying eating habits from their parents is a thought process of children this age. They believe that they will not be punished as long as they eat whatever their parents do. It's a freedom of eating, anytime, anywhere. Constant eating makes children think that it is not something out of the ordinary. As a result, it leads to self-practices. Children become fussy eaters. They will eat anything like sweets, fatty foods and meat. Vegetables are not on the menu.

In short, self-practices come from parents who want their children to be obese. Children reflexively think about freedom of eating they get from the parents. They can eat as they desire.

4.5 Reconstruction of the meaning of obesity by mainstream concepts

The parents' beliefs towards their children's obesity, based on culture and society, focused on the children's health and cuteness. The parents had redefined the meaning of obesity by reflexive thinking. They had come to realize that obesity was a disease, based on a medical definition, and could affect the children's health. It could lead to a lot of health problems. There was new information they got from doctors, TV media or neighbors. News had a great deal of effect on the parents' perspectives towards obesity. Here's an example.

"In the past when I saw an obese kid, I thought to myself...this kid is healthy...But now I look it at differently."

(Game's grandparent)

There were some changes that parents noticed on their children from doing their daily routines. Social relationships and depressive disorders in obese children are as follows:

4.5.1 The Unusual Appearances of a Child's Body

4.5.1.1 Mind's body size was changing rapidly. Different sizes of clothes had replaced the old ones. Her mother had noticed this. She felt sorry for her kid that the clothes were not big enough for Mind to wear and thought that she would not let this keep on happening. She would buy new clothes and shoes for Mind every year, sometimes twice a year. Before that, Mind always had to wear old clothes for many years. As time passed, she seemed to grow into her clothes so quickly no matter what she was wearing.

"She used to wear the same skirt when she was in grade 1and grade 2. Now we have to change that every year, sometimes twice a year. When she was in grade 6 she had to wear adult size clothing. She had this girl scout shirt when she was in grade 4 and we had planned to have her wear it till she was in grade 6. But she couldn't wear it any more. We thought it would be big enough for her for a couple of years but we were wrong. Her waist is probably 34 or 36 now. It's too tight. You can see red marks on her body when she takes it off."

(Mind's mother)

Wan's mother had to do the same thing. New clothes were bought every time a new semester arrived. She really felt sorry for him and was also concerned about his health.

4.5.1.2 Rashes and Black Marks on Body

Black marks on their children's bodies had made some mothers worry that their children might have had diabetes or high blood pressure according to what they had learned from TV. It was said that black arms and armpits were symptoms of body disorders. Kids with rashes on the stomach and some undisclosed areas should lose weight in order to prevent the unexpected.

"There is a black mark on his groin. When I saw that I thought he was starting to have a problem."

(Game's grandfather)

4.5.1.3 Physiological Risks of Diabetes and High Blood Pressure

Wan's mother started to worry when she found out from the blood test that his cholesterol was high. The doctor recommended that he took a work-out course to try to lose weight. Wan refused to take the course because he was afraid that he wouldn't be able to do it. So, his mother had to put his eating under her surveillance.

"I was so worried. His cholesterol was high."

(Wan's mother)

4.5.2 Difficult Body Movements or Slow Paced Activities

One mother had noticed that there was something wrong with her son. He started to move slowly and with difficulty. He had a hard time getting up and down. It affected his schooling and it made her realize that it was time to change his behaviors.

"His body seemed to be overweight. He had a hard time moving around. When he sat down he couldn't cross his legs because it hurt him. He couldn't tuck his

legs on one side. He would always complain about how he hated the religion class because the teacher made him sit on the floor. I was like..wow..maybe it’s time to change his behaviors.”

(Sung’s mother)

4.5.3 Genetic Risks

One mother had noticed that her child was so obese and started to move so sluggishly. She started to worry about his health because she knew that her kid was very likely genetically at risk for diabetes or high blood pressure. It was Sung’s mother.

“We were so worried about the risks of cholesterol that it might affect his heart. He was at risk of getting diabetes. Diabetes can be genetically inherited, so, for my kid the risk was high.”

(Sung’s mother)

4.5.4 Disorders of Social Relationships

4.5.4.1 Obesity: A Daughter’s Sexual Risk Factor

One mother had linked the child’s obesity to women’s beauty and lovers. When the child started to have her period, the mother was worried that her daughter might have problems with the opposite sex because of her obesity. Nowadays kids start paying attention to the opposite sex as early as grade 4 or 5. Obese girls are not usually attracted to the opposite sex. If they are in a relationship, they are often deceived or cheated on.

“Men are not interested in obese girls. A man might come by just to deceive her because he thinks it’s easy to do. Nowadays, fifth graders or sometimes even forth graders are already in a relationship.”

(Mind’s mother)

4.5.4.2 Obesity are Both Laziness and Ungainliness

Some of the parents used to be obese and thought that obese people had improper behaviors such as laziness, ungainliness and bad eating habits.

"If he eats a lot he will be ungainly and then he will become lazy. I know that because I used to be fat. I think he's quite lazy though."

(Na's father)

4.5.5 Reconstruction of the meaning of obesity affects the children's eating habits

The viewpoints of some of the parents on obesity had been all about health concerns before they were changed completely. Some parents used to believe that food, as well as sweets or gifts from a special occasion, was the main energy source. Now, they tend to believe that eating too much is unnecessary, useless and unreasonable.

"It is nonsense. She is eating unreasonably."

(Mind's mother)

"You are a fussy eater."

(Tang's mother)

"You don't know how to eat mannerly."

(Mind's mother)

Some of the parents claimed that the reason their children were obese because the children were lack of discipline. Some of the children were told that too much money had been spent according to their eating habits.

Obese children were obsolete. They were not good looking enough to be fashionable. They had no friends. If you wanted to be a good kid you needed to have discipline. You would have to listen to what you were told to do by your parents. The obesity that used to be the pride of the parents was becoming depression. They started to have self-reflexive thoughts about how obese their children would become or how

to properly treat them. They looked for reasons to explain to their children and tried to have them lose weight.

4.6 Regulating Bodies

Social reality of obesity that had been caused by social values was later redefined by social risks and medical facts. Everything could be measured and proved as risks and needed taking care of. Effective self discipline for children played an vital role in controlling their overweight bodies. It was a personal matter. Adults and children have different perspectives on things. But these parents still needed to be in control to stimulate their children to lose weight. Here are some ways these parents did to regulate their children’s bodies.

4.6.1 Strict Body Regulation

A strict body regulation is usually found in very obese children. They are controlled with their food and daily exercises. They are also being watched while getting on the scale. Their favorite foods will be cut down. They get to eat less and sometimes the amount of food at dinner is cut down to one plate or they can just taste it instead of having a whole meal.

“Just one plate of rice with some side dishes. For dinner, when the rice is gone he needs to stop eating. For breakfast, he can eat until he’s full. For lunch, it’s a little bit less than breakfast. One plate of rice for dinner. If there are a lot of side dishes, he can try them all. If someone has brought food, he can only taste it.”

(Game’s grandmother)

When there were some special treats like KFC or fried pork, some children would not be allowed to eat them. And that made them really agitated.

Some children would be controlled when they were doing exercise. They would be motivated or forced to run 30 minutes a day. Sometimes they were asked to play Hula Hoops. They were bored and tired and they would pray for the rain to fall.

"I was forced to run every day. I was so sick of it. I prayed for the rain to fall."

(Game)

Some of the children were under weight control. They would be asked to get on the scale every day until it got to the point where they did not want to get on it any more. They were afraid to see what the number on the scale was. So, when they knew that it was time for them to be weighed, they would prepare themselves by eating less food. As a result, this I-will-put-you-on-the-scale technique would be used every time the children refused to do what they had been told to do.

"When grandma went out, I started eating some candy. She came back and saw me eating the candy and she put me on the scale."

(Game)

4.6.2 Self-practice schedules

Scheduling meal times to control the eating habits was found in Kan's case. Kane once had an inflamed ankle and had to go to the doctor. The doctor suggested that he lost weight. His mother decided to put him on eating schedules. He was only allowed to eat according to the schedules. The amount of food was also under constant watch. He would not be allowed to get more rice. Sometimes he was given soy milk instead of food to control his body weight.

"Some of the dinner was cut down. Mom would only let me eat a small amount of food. She wouldn't let me eat rice. She made me drink soy milk."

(Kan)

Kan would not do what his mother had told him to do. He told her that if he ate fewer amounts of rice and a lot of side dishes he would not be full. "It doesn't fill me up", he tried to negotiate but his mother still would not let him. It kept on happening and sometimes it made him cry.

Some of the children tried to negotiate and some tried to resist Mom's rules. They were forced to have one meal per day at 6 p.m. and when they saw their parents having dinner at 9 p.m. they would ask for permission to join the table but were refused by their mothers. They refused to listen to their mothers, became angry and started complaining. Then they would start crying.

"He has dinner at 6 or 7. We have dinner around 9 and he always wants to join us. We won't let him. And if we keep on talking about this, he will cry.

(Kan's mother)

4.6.3 Regulating Bodies With Care

Regulating bodies with care had been used by most of the parents. They were not too strict with their children. The methods used by them were 1) Warning, stimulating and providing necessary tools 2) Dissuading the children. Every rule was flexible.

4.6.3.1 Warning and Stimulating

Children had been warned to control what they were to eat. Tools for exercises were provided. These were the patterns the parents used when they started to realize about their children's obesity and the effects obesity could cause.

1) Warning children about food

Some parents used this method to warn their children to control themselves. The children had been told to eat less amount of food, one plate per meal and stop eating when full. If there were some leftovers, eat that as your next meal. Some of them had been told not to eat rice and avoid eating fatty foods. Fast foods were not allowed. Avoid things like candy, sweets, carbohydrate foods, ice cream and nectar. They had also been told to drink water instead of soda and to eat a lot of vegetables. A dish filled with vegetables was always a good choice.

"He's full but he keeps on eating. There's a little bit of food left here and there. He just wants to eat it all. Put it in the fridge and eat it later, you know."

(Keng's father)

"If he is having dinner and watching TV at the same time, he will keep eating. We have to tell him to stop."

(Tang's mother)

"When he has a soda, I have to share that with him so he doesn't drink the whole bottle. Usually we share it, you know, Keng, his brother and I."

(Keng's father)

"Just water, ok, son? If you have to get it yourself you always get sweetened drinks. Get water for yourself, son."

(Na's mother)

"Nowadays, I have to wait until he's hungry then he'll come and ask for money to buy something to eat. Before, I always had some food ready for him here."

(Tang's mother)

2) Stimulating Children to Exercise

Some of the parents had provided exercise tools for their children. The children were told that if they exercised it was only for their own benefit. The tools provided were a bicycle, table tennis table, treadmill, bed, work-out set or Hula Hoops. Sometimes the parents would take their kids to play golf. Golf was something that was so boring for the kids. It was such a boring game. There were nobody to talk to during the game. Sometimes mom or dad did not have time to go with them.

"Sung wanted a bike so I went and bought one for him. It didn't take him long before he gave that up. He said there was nobody to go with him. The bike has been left there since. When I took him out golfing, he would always complain about how it hurt his hands and of course he gave it up too. Then he tried Hula Hoops and said it hurt his body. So, we changed it to running or jogging or

sometimes even walking in the morning with his grandmother. He did it 3 times a week, 10-15 minutes each time. When he was tired he would stop doing it.

(Sung's mother)

So, what that group of not-too-strict parents did was warning their children to watch what they would eat. When their children were hungry, these parents felt sorry for them and let them eat what they wanted to eat. They intentionally let the children eat and hoped that someday the children would want to lose weight on their own.

4.6.3.2 No Body regulation: Just a Warning

Some parents did not control their children's appetites. They just warned them once in a while if the children tended to eat too much. They did not look at those children's obesity as problems. They also did not want the children to feel bad about their own selves. They truly believed that food was good for children's health. They sometimes dissuaded the children because they knew that obese children were at risk of having diabetes.

"*It really depends on how he controls his eating. If he lets himself gain weight, he has a good chance of getting diabetes.*"

(Ma's father)

So, for the parents who used this method, there was no body regulation involved.

4.7 Collision and coordination between traditional and mainstream beliefs on obesity

Self-reflexive thinking about obese children was changed from being healthy and cute to the risk of disease. Parents were worried that obesity would affect the children's health and society. Pragmatically, each parent had a different approach on obesity. Thoughts and worries about obesity changed from time to time. Sometimes they thought about their children's obesity and started to worry and then it would fade

away. Sometimes they never worried about obesity at all. Irregularities of parents on the children's obesity are as follows:

4.7.1 Some children could live their daily lives regularly when compared with other children. Parents realized that their obese children could live their lives regularly when compared with children their age. Take Tang's mother for example; She saw nothing wrong with him. he could run around and play with his friends. He was stronger than other kids in her opinion. He may have been obese but it was quite ok because he had no congenital diseases.

"He's stronger than those kids. He has never fallen down like those other kids. He's a very healthy obese kid. He has no congenital diseases. He can play like a normal kid can."

(Tang's mother)

4.7.2 Consciousness of appearance is part of growing up

Most of the parents believed that the children would pay more attention to how they looked and their body when they grew up. They would start looking at someone of the opposite sex. They would try to control themselves and eventually lost the weight.

"He'll be skinny some day. He'll learn that when he has a girlfriend.

(Kan's mother)

"If he has a girlfriend he will lose the weight. he might think about his looks more."

(Ton's mother)

Even though some parents complained or warned the children about eating, deep down inside they feel nothing about their children's obesity.

4.7.3 It's not time for body regulation

Some parents only looked at today and not the future. The only thing they realized was obesity only had an effect on the children's movements such as walking and getting up and down. Obesity had no effect on the obese children's daily routines.

"As far as I'm concerned, his problems have not been reflexed clearly. He only has problems when he walks and gets up and down. We have never looked at obese children as a problem. It is actually a real problem that seriously needs fixing.

(Sung's mother)

4.7.4 Obese Children: Strong bodies and energy sources of growth

Some parents thought that children get their genetic characteristics from their parents.

"Genetics plays an important role in this. His parents are big. His father weighs 90 kilograms and is 189 centimeters tall. His grandfather is also a big guy. So, Sung has been big."

(Sung's mother)

"He's big like his father. His father is a really big guy."

(Tang's mother)

Some parents believed that those children were not obese but just a little short. If the children got taller, they would not be obese any more.

"If he is 3 or 4 centimeters taller than this, it will be normal."

(Ma's father)

4.8 Self-Reflexive Thinking

The obese children realized that they were overweight by using self-reflexive thinking, giving the meaning of obesity according to the society they lived in as well as the parents's reactions towards their obesity. In the meantime, the obese

children gave a definition of obesity through their experiences and understanding. They used self-practices to react to social norms and the meaning of obesity under collective actions. Individual actions were also important parts.

4.8.1 Reflexive Thinking and Self-Practices of Obese Children

While some parents were busy trying to make their children healthy and obese, the children's perspectives on being overweight were somewhat interesting. They said that living with obesity was somehow an obstacle. They had to eat more until it got to the point where they did not feel comfortable with themselves. Sometimes they could not even walk. They had to start walking around for the food to be digested in order to do some activities. Some children had no choice but to wear smaller shirts with a jacket on the outside to cover their bodies even in a hot day. Pants seemed so small that they had to hold their stomach in in order to feel a little bit more comfortable. Some obese children admitted that obesity made them move more slowly and hate doing exercise. They felt that they were not capable of doing things like normal kids. The obese girls accepted the fact that small or medium size shirts were not an option for them so it was hard to be fashionable. They had no other options but to wear bigger size shirts.

4.8.2 Reflexive Thinking and Self-Practices Reflect Parents' Treatments on Obese Children

"My parents want me to be obese." It was such a happy way of life filled with eating. It was then interrupted by obesity. Some obese children used reflexive thinking towards some of their parent's unstable and annoying behaviors.

"A lot of nagging going on. Very annoying."

(Na)

Some obese children used reflexive thinking to think about the parenting they had received from their parents. When the children were told to lose weight, instead of being told to freely eat what they wanted like before, it made them feel uneasy. They were used to eating anything they preferred to eat. Their obese bodies

were the productions of their parents because they were not obese when they were first born. They had been doing what they were told to do by their parents.

“I was brought up by my grandmother. She used to let me eat a lot. I was so skinny that she had to buy me some stimulants.”

(Na)

The same as Day and Wan...

“I wasn’t this obese before. Mom told me to eat.”

(Day)

“I was quite obese because I had been breastfed and given nutritious foods until I became bigger than anyone else.”

(Wan)

Mind also thought that the reason she was this obese was because of her grandmother. She was always allowed to eat anything. When she was older, her mother mentioned to her one day that she was getting fat. At the time, she still loved eating.

“My grandmother brought me up. She wanted me to be healthy so she would let me eat anything. Sometimes I was even forced to eat. When it comes to eating, she would let me eat anything I wanted. At the time, I was very happy.”

(Mind)

Most of the obese children were sometimes interrupted while having a meal.

“I was eating and all of a sudden Dad interrupted.”

(Na)

For Thai society where parents have more power than their children, disagreeing with your parents is considered disrespectful. You are supposed to do what you are told to do by your parents and be afraid of their power. You still have to rely on them.

"Mom is always hitting me."

(Kan)

"I was afraid that Dad would ask me to go live somewhere else."

(Noom)

Game was also afraid of his grandmother. Some children had to hide their thoughts because they feared the power that their parents had. A delicious dish was put in front but they were too afraid to eat it because their parents were the obstacles.

"I didn't say anything. I was just thinking to myself if I had said something I could have been kicked."

(Na)

There were times that the children had been told not to eat but someone like "Aunty" came in at the right time to rescue.

"Many people have told Mom to let me eat. When I'm in grade 7 or 8 the weight will go away by itself."

(Kan)

The disagreement that the children had had with their parents could only be a thought. They feared to say it because the parents might look at it as being talked back. Some children were confused about the fact that they used to be allowed to eat anything they wanted in the past, but now they were told not to do it.

"So, why did they let me eat a lot when I was young?"

(Mind)

"The things they tell me today and what they had told me in the past are different."

(Na)

Some children were brave enough to tell their parents that the reason they were obese was because they did what their parents had told them to do. It was because "I am the mother" way of thinking that made some of the children afraid to say anything or try to argue. They feared that they might not be well taken care of by their parents so they chose to be quite and surrender.

"....Or else I'll put everything away."

(Mind's mother)

"Sometimes I felt agitated and didn't do what I had been told to do, then they would say something like...it's up to you. It's not my body. If you don't want to do it then don't do it."

(Na)

Conclusively, families are the important structures for the children to become obese. The meaning of "Obesity" given by parents and other family members comes from the social values they are familiar with. For these people, an obese child means healthy, strong and disease-free. Regulating bodies for their children was something the parents had intentionally done it because they wanted their children to be obese by using food and milk as a key. Mothers and grandmothers were the people who got everything in motion.

As babies, the children were fed according to the recommendation of the doctor or experiences that had been passed down from generation to generation. The children were taught to learn to distinguish the differences between good and bad taste foods. They were also taught to memorize the images of their favorite foods, to use human instinct to avoid hunger and to choose their favorite foods. Rewards such as sweets, food or drinks had been given to the children for being obese. Eating a large amount of food daily had become a habit for them. They were scheduled to eat and

they would keep eating until they became obese. They were used to the obese bodies they were in. It was the period when these obese children conducted themselves according to the social rules in their families. There were power relations, dependency, exchanges between family members and love involved. These parents did their best to take good care of their children as expected by the society.

In the meantime, some children were confused by the meaning of obesity. When they grew up and became obese, their parents decided, by mainstream thinking, to give a new meaning to obesity. It was not something the children had been familiar with. When they grew up, the meaning of obesity was redefined by a medical term to mean “disease” or the risk of disease. These new meanings of obesity had replaced the old meanings of it. Parent’s pride of having an obese child had turned into worries. They started to control their obese children under some rules. They started to ask their children to exercise and be careful with what the children would eat. Some disciplines were also part of trying to get the children to lose weight in order to get the body back to normal. Obesity was the children’s responsibility even though it was something they hadn’t chosen to be. It was a personal matter. The children tried to bargain or reject so as to free themselves from being controlled. Most of the parents failed to fulfill their goals.

4.8.3 Self-Awareness of Obesity

Most of the obese children were aware of their body sizes by being told by others and started to realize that they had become obese when they were in grade 2 or 3. The people who had mentioned that to them were mostly someone close to them or their family. A question like, “Have you gained weight?” or something like, “I think you are getting fat.”, “I don’t think being fat is good for you.” had often been mentioned.

“Too fat. Nobody’s gonna like you.”

(Kan)

“Mom said it’s not good. It’s worse when you get all kinds of diseases.”

(Ton)

“You are getting obese, Son. Be careful of diseases.”

(Wan)

“Grandma and Mom had mentioned that I was fat and told me not to eat too much.”

(Day)

“You’re fat, you know. Try to cut down on food.”

(Tang)

“You’re gaining weight. Eat less, ok?”

(Keng)

“Grandpa and grandma always tell me to lose weight.”

(Ton)

Most of the children chose not to argue with the parents. They either kept quiet or just smiled. Some children were in denial that they were really obese until they got on the scale or looked at themselves in the mirror.

The children had been told about their obesity again and again until they finally came to realize that they were really obese. Some names such as fat, fatty or you little pig were used to call them. They had been called these names until it became normal to them. They knew that adults had the power to call them anything and they were ok with that.

“it’s ok for my aunt or uncle to call me that. My uncle has been calling me that since I was young.”

(Game)

Most of the children did not like that. They were not happy with being called “obese” but nothing they could do because those people were older.

“ Both my mother and uncle call me fatty. Fatty come over here! I really don’t like it when they call me that. I am like...thinking to myself, please don’t call me that too often. I don’t like it.”

(Day)

“My brother likes to tease me. he gave me a nickname, “ Fat Boy.” I really don’t like it.”

(Fran)

“My sister calls me fat. It doesn’t bother me though because I’m really fat.”

(Tang)

“My sister calls me shorty. She likes to push it.”

(Pea)

However, most of the kids were not happy when they were called “Fatty” or “You pig!”. They wanted to be called by their names. It was agitating.

“I feel agitated. Why do they have to call me fat? I don’t like it one bit.”

(Mind)

But some of the children thought it was just a laughing matter.

“When I’m at home, my mom always calls me fat. She says that I don’t need to walk, just roll around to get to places.”

(Mind)

Truthfully, none of the obese children liked to be mentioned about their obesity. They just chose to ignore it and made it seem like it did not mean anything to them in order to stop people from bringing it up. “If you want to say it, go ahead.” They pretended like they did not hear what had been said.

For some of the children, their thoughts were reflected in their actions. Parents or family members who were obese would be called fat by some of the children as well.

"Sometimes my uncle was like...hey! your legs are bigger than mine now. But I think his legs are bigger than mine. He is also diabetic."

(Sung)

Some kids were afraid of being diabetic like their uncles. Some were more afraid to be bald like their fathers than being diabetic.

"They don't want me to be fat. They said nobody is going to like me if I'm fat. It's really hard to lose weight. They said it's better to try to lose weight when you are still young."

(Kan)

However, most of the children did not have any problems with their bodies as long as they were not intervened by the society and they could continue to live their lives the same as their friends.

"I'm used to my body. I can live with it as long as nobody teases me."

(Ma)

The most important thing that made the children want to lose their weight was to be the pride of their parents.

"I want to make my mom proud."

(Kan)

4.8.4 Self-reflexive thoughts of obesity

Most of the children had a negative meaning for their obesity. It was a social pressure these children had absorbed through reacting with people around them.

Those people were the parents, relatives, friends, doctors and public health personnel. The pressure had a great effect on their thought process and feelings as follows:

4.8.4.1 Reflexive Negative Thinking and Obesity

Some of the obese children thought that "Nothing good comes out of being obese." It's the direct experience they personally had from seeing obese kids in school. There were a couple of obese kids in the class, each of whom was somewhat incompetent. They could not even play chase. They were always tired and got caught so easily. "There is nothing good about them."

One of the obese children believed that obesity was an unusual condition. They noticed that from what people were calling him by his body size and not by his real name.

"People look at me as a fat and abnormal boy. They call me "Fatty" so I know I am not normal. If I was normal they would call me by my nickname."

(Kan)

More than half of the obese children had points of view about being obese. They believed that obese people were normally taller than anyone and that obese people had improper and disproportionate bodies.

"Too much weight, overweight."

(Sung)

"Too big of a tummy."

(Day)

"Tummy is expanding."

(Keng)

"Tummy is sticking out."

(Wan)

“A short and round body with short legs.”

(Ma)

Obese people were considered people with bad behaviors and could not detain themselves. Their behaviors are as follows:

“Eat too much.”

(Ma)

“Never enough.”

(Tun)

“Can’t control themselves when it comes to eating.”

(Mind)

“Never control their weight. Rarely or never exercise. Like to slack off and be lazy.”

(Day)

“Weak, lots of diseases. Obesity leads to diabetes, high blood pressure and fat diseases.”

(Noom)

“This and that disease all over the place.”

(Na)

Since the obese children had been told that they could easily get sick if they were obese, some of them were really afraid that they would be ill and would die from their obesity.

“Afraid he might get sick.”

(Kan)

"I'm afraid to die."

(Pea)

In addition, some of the obese boys and girls had social values that expressed through fashion. Obesity was an obstacle that made them look not as good as they would like to.

"You won't look as good."

(Pea)

"It doesn't matter how handsome you are. If you are fat, you can't look as good as someone skinny."

(Na)

The girls also thought that obesity made them look bad because it was hard to find something that really fitted them to wear.

"I don't look good. You just can't wear anything fashionable. You can't keep up with changing trends."

(Mind)

"You can't wear something and look as good as someone skinnier."

(Ma)

Some of the obese boys had different points of view on obesity between boys and girls. They thought that obese boys looked better than obese girls. They were often called "cute". The girls that were obese looked bad and disgusting because of their floppy muscles, especially the ones that were too fat to even walk.

Some of the children had inferiority complexes. They were concerned about all the expenses the obesity had been costing. "When you eat more

you have to spend more." Money spent on clothes was high as well. They were just bigger than normal size kids.

"Bigger clothes, more money. More material used to make clothes makes the price go up. I feel like I'm wasting my parents' money."

(Na)

Obese people are forgetful. Some of the obese children believed that forgetfulness was part of being obese. Some believed that becoming a doctor might be hard for them.

"What if you left scissors inside the patient's stomach during the operation. I am forgetful. Obese people are forgetful. I am really bothered by it."

(Kan)

The same as Wan who wanted to be a doctor like his brother. He was worried that he might not pass the test if he was still obese.

So, the negative meanings of obesity were pure pressure the children had been carrying around with them. They believed that obese people were incompetent and that they had improper body sizes. Obese people were not normal, forgetful and lack of self-control. Obese girls looked bad and disgusting and too much money was spent on them.

4.8.4.2 Reconstruction of Obesity

Reconstruction of obesity helped relieve inner self pressure. The obese children felt more secured and could live happily in the society. Some of the children gave a positive meaning to obesity in order for them to be accepted by the society. The positive meanings of obesity according to the obese children were as follows:

A rich Chinese merchant His obese body made Kan look like a wealthy Chinese man. Mom had mentioned that before.

"Rich Chinese men are always fat. They always busy counting money."

(Kan)

"Well-off people."

(Pea)

Powerful and Strong A big and obese body portraits a leader who has power and strength. Kan, Sun and Wan were once chosen to be the leaders of the Zulu tribe during a campfire at school.

A Healthy Person which means someone with no parasites in his body.

"Parasites help eat food inside your body. My brother has parasites in his body so he's skinny."

(Kan)

Special features Obese people will not drown. Kan and Na had a fun conversation about how obese people like them would survive drowning. They both agreed that skinny people would not survive drowning because they would not float. Obese people would automatically float when they drowned.

"if there is flooding in 2012, we will survive. We will float like a sponge all the way to the sea."

(Day)

"You don't have to do anything. Just lay in the water and float. It's like a sponge, you know. It just springs out of the water. It's like having your own swim ring."

(Kan)

Easy eaters, not picky eaters and self-assistant

Some obese children called the skinny kids "Chopsticks" meaning someone who had to rely on someone else. They considered themselves as easy eaters. They were not picky and could cook and take care of themselves. Skinny kids were fussy eaters. That's the reason why they were skinny.

"Such fussy eaters! That's why they are skinny."

(Na)

Obese people are cute Some of the obese children believed that obese people, as men, could be cute unless they were too obese. A girl with an overweight body looked disgusting.

"Obese people are cute, if not too obese."

(Game)

One of the children thought that his obese body was less important than his good heart.

"It doesn't matter if you are obese or not. It's what's inside."

(Kan)

Less obese than others Often times the children tried to compare themselves with others in order to find excuses to being obese, just to make them feel better about themselves.

"Wan is fat too. He's heavier than me."

(Kan)

"Someone is bigger than me. This kid weighs 80 kilograms."

(Tun)

"There are a lot of bigger kids in my class. I think I'm just chubby. Many of them are fatter than me."

(Fran)

Some said it was all about "being chubby", not obese.

At the same time, most of the children looked at themselves as normal kids who could live their normal lives and do things on a daily basis. It was not until they started to realize how big they were, then their perspectives on obesity changed and they accepted it.

Even though most of the obese children would look at themselves as normal, they were usually affected by what people had to say about their obesity.

More than half of the obese children were not happy with their bodies. They all had different personal reasons. Some wanted to wear fashionable clothing while the others wanted to join the army or were afraid of getting sick. Some claimed that it was hard to find big enough clothes to wear while the others claimed that moving around was hard and it made them look lazy.

"Sometimes I'm not satisfied when I can't put the clothes on."

(Game)

"I am short and fat. I feel bad because I want to be in the army."

(Keng)

"I don't feel comfortable with my body because I can't do things I want to do. I get tired very easily."

(Mind)

"I feel terrible every time my clothes are getting smaller. It's hard to sit down, very uncomfortable."

(Wan)

"I'm not happy that I'm fat because I always get picked on. I'm not satisfied with it. I'm afraid of being too fat and not being able to move around like my friend."

(Arm)

"I'm not happy with my body. It doesn't look good."

(Ma)

Some of them were not happy that they were gaining weight. They thought it made them look horrible. They couldn't wear clothes they wanted to wear and they were looked at as lazy people.

There was only one boy who was happy with the way he looked. He knew himself so well that he loved to eat and was happy every time he ate. He was always happy when he got a chance to eat his favorite foods.

"I'm happy that I'm fat. being fat is good and it doesn't do me any harm. I don't feel anything because I love eating a lot of food."

(Ton)

Ton was used to eating and his own body. He believed that his obesity was actually an advantage because he could help his parents, teachers and friends lift heavy stuff. On the other hand, he realized that obesity was the reason why he was not a good looking boy. Anyway, obesity, in Ton's opinion, had more positive images than negative ones.

No feelings. Not feeling anything at all Some of the obese children said that they did not feel anything about their obesity because they accepted the fact they were obese. It had been this way for a long time for them and it finally became something of their nature.

"I kind of don't feel anything. I can accept it becauseI have been this way since kindergarten."

(Sung)

"I don't feel anything because I'm already fat. It's normal to me."

(Pea)

Regulating bodies: it's normal even though the weight is still there

Some children who thought they were in weight loss process but could not lose the weight believed that they had already done their job.

"Don't want to think about it anymore. I have done it. I'm losing weight now. I don't want to waste time thinking about it."

(Kan)

In the meantime, some kids looked at themselves as someone who was capable of doing things like others. The weight could be reduced. They used that to explain the difference between obese and big people.

"I have all the 32 necessary organs. I am 6 kilograms overweight. I am tall and can do anything normally"

(Noom)

Redefining the meaning of obesity and accepting the obesity was part of their lives. They accepted the fact that they were obese, as having been portrayed by the society, but refused to embody it. These obese children will continue to be obese.

4.9 Self-Practices

The meaning of obesity had been defined and redefined by the families. When it was time for the obese children to start regulating their bodies, it was interrupted by the parents using all kinds of reasons to control them. It was something the children were not used to. Reflexive thinking was required for the children to think

how other people defined the meaning of being obese. They wanted to change themselves but their reactions could be anything from obedience, bargaining or resistance.

4.9.1 Desired Bodies for Obese Children: Goals and Methods

The children had imagination on the bodies they desired. Goals and methods had been set and then they started doing it even though it was different from what they had believed suitable for them. It was reflected in the painting the researcher had asked one child to draw a picture of himself, along with a description, and imagine what he wanted to be. Ton was the only one who was happy with his obese body and wanted to have a muscular body like all athletes. The other children wanted to be skinnier, tall, fashionable and have nice bodies. It truly showed that these children were not happy with being obese and did not want to be mentioned to as obese children.

The goal all of these obese children wanted to do was to lose weight. Their thought process on obesity was that they ate too much fatty, rich and sugar-sweetened food. They never exercised. They had to take care of their obesity by cutting down on food. They had to start eating more vegetables, skip dinner or try to eat less. Sodas were also skipped and they tried not to eat any more food when they were already full. Some of the children had tried to skip between meals to see what would be the best meal to skip during the day. They also thought up a way to become taller by drinking milk.

"I have skipped every single meal."

(Ta)

"Milk makes you taller."

(Wan)

Two girls agreed that skipping meals or using diet pills was a wrong thing to do.

"Isn't skipping meals bad?"

(Ma)

"Taking diet pills is bad."

(Mind)

Besides eating less, the things that some children planned to do were sports activities such as, football, badminton, riding a bike, rope jumping, playing chase and Hula Hoops.

"I exercise every day by running."

(Tang)

"I play Badminton every evening."

(Ta)

"I ride my bike for three hours then I do jump ropes 100 times then I play football with my brother and finally I do Hula Hoops for 30 minutes."

(Noom)

"I jump ropes, play chase and then Hula Hoops."

(Fran)

This reflected the way these children had learned and absorbed values and knowledge through medical concepts as well as social norms in order for them to regulate themselves to live under the rules of the society. Guidelines were used to rationalize these children's eating habits including exercises that were also used so they could be skinny, tall, slender and in good shape. The input and output system and a set of guidelines would help the children to get back in shape by starving themselves, changing their eating habits and exercises. Some kids tried it, but to no avail.

4.9.2 Self-practices (Bargaining, Resistance, Body regulation)

Self-practices and restrictions were used with rationalization to force the children to eat and exercise in order to reach the parents' goals. It was something

opposite to the ideal of resourcefulness that the children had been familiar with since they were young. Some parents gave their children an ultimatum to lose weight.

A goal reached by someone who had not set it

“Dad said I was fat and asked me to lose weight until I weighed no more than 60 kilograms.”

(Noom)

A kid always listened to what the adults had to say. He thought it was too late to lose weight at this age after he had been eating for years and it had become a habit.

“I have just started doing this. I’m not used to it yet.”

(Wan)

The hardest thing that the children were facing was the hunger. “When you eat less, you get hungry, but if you eat a lot, you are full” They compared it as being possessed by a spirit. They started to worry and did not know what to do.

“I don’t know what to do. You can’t just resist hunger, you know. Sometimes I really can’t do it.”

(Kan)

“I am hungry so I eat a lot.”

(Day)

Most of the times the children could not resist hunger because the foods in front of them were too tempting.

“I want to lose the weight but I just can’t do it. It’s too tempting to see delicious foods in front of you. My mouth is always watering.”

(Wan)

Most of the children would listen when told not to eat too much if the person who told them was an adult whether they liked it or not. They had to listen because they knew that without their parents or some adults, they would not be taken care of. So, parents were always someone with more power. But if it was someone their age who told them not to eat, they would definitely talk back at them.

"Give me some space! You are not my dad."

(Noom)

The children were not happy when controlled what to eat. They had to cope with hunger and they had no choice but to listen to their parents.

"I don't like it that much. Mom doesn't care how hungry I am. She'll wait till it's time to eat then she'll bring me something."

(Kan)

When hungry and it was not time to eat, the children would not get to eat anything especially when Mom was around. "Fat chance!" The children had to cope with their hunger while on weight control. It was the experience that adults would never comprehend because they were not part of it. Some of the children had been told to skip dinner and they did it once and then gave up. It was the fear they felt. It was such a torment to be hungry.

4.9.2.1 Obese children's moods, feelings and negotiations

All of the obese children have feelings and emotions. When they were controlled, sometimes forced, to lose weight, they tended to show that they were lazy, tired, bored or angry; sometimes they even felt like they were being tortured.

"Grandma told me to lose weight and made me eat a lot of vegetables. I was really lazy to do it."

(Game)

"Losing weight is unbearable. No energy and it's so boring."

(Pea)

"I don't like to exercise and I hate vegetables and fruit."

(Ma)

"When it comes to eating, it really depends on how I feel. If I don't feel like eating, I won't eat anything. All I do is drink some water before going to bed. But if I want to eat something, I'll go ahead and eat it. It's all about feelings."

(Na)

The torment that was caused by being on weight control under their parents' supervision sometimes made the children feels uneasy and agitated.

"I snuck a piece of candy and Dad scolded me."

(Pea)

So, some children decided to do what they wanted to do. They would not about their obesity any more. They would eat what they wanted to eat.

"Say what you want. I don't care."
"Mom mentioned it but I didn't care.

(Pea)

They chose to be scolded as long as they got to fill their tummies with food. Every rule was meant to be broken.

Dad was mad and I was scolded. But when you eat you are full, you know."

(Pea)

Resistance happens both at home and school when rule keepers are not around

The weight control algorithms were found in some families and the children who were against weight control were not quite so happy. Some

mothers were very strict on what the children were supposed to eat and that made the children feel uncomfortable because it was not something they had been familiar with. They used to be able to eat whatever they wanted to eat. But after these new rules had been implemented to put them under control, rejection was unavoidable.

Keeping the children under strict control had made the children become more hungry, they felt angry and agitated and were against all the so-called rules.

"Mom tells me not to eat meatballs sometimes but if I'm agitated I just eat them."

(Keng)

Sometimes they just wanted to be sarcastic; some mothers were put to the test.

"She walked to the back of the house and the food was there,right?, so I just put it in my mouth. When she came back, I had my mouth closed and then started chewing the food slowly. I walked to the back of the house and finished chewing it there."

"So mad! When I'm mad at my Mom, I just eat, eat and eat three or four plates of rice. I'm just mad that she alway scolds me. So I try to be a smart aleck, you know. I make faces at her when she's not looking too. When she turnsaround I start eating a lot just to be smart with her, you know, be sarcastic."

(Kan)

This had happened repeatedly to some of the children and later became some kind of conflict in their minds. They felt guilty and regretted doing it.

"We get mad at each other all the time. We sarcastically say something to one another but it doesn't work that way. When I eat I get fat and I hate it."

(Kan)

When going to school, meatballs were something that dad always asked us not to eat. They had something dangerous inside. But the children would always buy them when dad or mom was not around.

“There are borax and baking powder in the meatballs. It’s dangerous to your health. You could get cancer.”

(Pea)

Pea said that the reason he did not obey his father was because when he did it his father was not there to say anything to him. There was just his father’s voice echoing in his mind.

“He wasn’t there, so...”

(Pea)

One of the children refused to listen to what he had been told by his parents. He would just eat what he wanted to eat until he was full. In the end, the parents surrendered.

“Every time he’s hungry we will not stop him. If there’s no food in the house, he’ll just go to the night market.”

(Ton’s mother)

Back and forth arguments

In order to eat more food to be full, some of the children, when forced not to eat too much, would argue that they were not full yet. When they were told to be patient, they would say something like, “I can’t do it, Mom. I’m still hungry.” When their mothers saw that they were eating too much, they would be asked a question like, “Are you uncomfortable?” Most of the time the children would say, “I’m ok.” When asked to stop eating, the children would say something like, “Mom, you are big too.” or, “I’m smaller than most of my friends.”

"When I try to stop him from eating he'll say something like, "Do you really want me to die of hunger, Mom?

(Tang's mother)

Sometimes the mother was blamed for taking better care of herself than her kid.

"When I cook something, I won't let him eat with me."

(Kan'mother)

Anger, complaints and Begging for food

One of the children became extremely agitated when her mother would not let her eat. She kept complaining that she was so hungry that her mother had to let her eat because she felt sorry for her child.

"When I tell her to eat just a little bit, she'll be angry. She wants to eat until she's full. And then she'll be like," Mom, please let me eat."

(Mind's mother)

Prepared vegetables were untouched

Most of the children would only eat something they liked or were familiar with. Changing their behaviors to eat something such as vegetables in hopes of controlling their weight was something difficult. They would just put the vegetables to the side of the dish. Sometimes they chose to eat candy instead of food that had been prepared by their mothers.

"I prepared vegetables, salad for him because I thought he would be able to eat that. I even put crab stuffed with eggs in it. He only ate a little bit of it. Most of the time he won't finish it. There are always leftovers. If he doesn't like the food he won't eat it, then he will find something else to eat like, sweets or bread."

(Sung's mother)

Reinterpreting the eating restrictions

Everything was dependent upon reinterpreting. The children had redefined the meaning of unhealthy foods such as "sweetened foods" which meant "very sweet foods". If something was not too sweet, the children would believe that it was ok for them.

"If it's not too sweet it's ok. If there's too much sugar in it, that's a no-no."

(Kan)

Eating stealthily Having been strictly controlled by their parents on how to eat, some children decided to eat without their parents' knowledge. They felt offended when told not to eat and started complaining and in the end they decided to break the rules by eating stealthily.

"if they don't want me to eat, I'll just do it without them knowing."

(Sung)

"I just pretended that I was going to the bathroom, as I was walking pass the dining table, I grabbed something and put it in my mouth."

(Sung)

One child said that he was not worried about Mom's eating restrictions because he had a way to get around them, tip-toeing to the food.

"I go to the fridge at night then I open the fridge as Quietly as I possibly can so nobody can hear it."

(Wan)

One child mentioned that he had told he parents that he was going to the bathroom, but he went straight to the kitchen and started eating leftover foods in the fridge instead.

He even hid some candy in his room. After his parents had gone to sleep, he started eating it.

"I had hidden some candy in my room, at my table. After mom and dad fell asleep, I ate the candy."

(Pea)

One child was talking about how he had broken the house rules by eating without his parents' knowledge. When his parents were not aware of what he was doing, he thought that they did not know what he was up to.

"She told me to go sleep upstairs. She probably forgot, And she waited for me to come downstairs. She found candy all over the place."

(Wan)

Some of the children did not care much about their obesity especially when they were hungry. When hungry, obesity never crossed their minds.

"It gives you a headache when you think about it. If I'm not full I feel agitated. I used to argue with someone who tried to stop me from eating."

(Pea)

"When hungry, eat!"

(Kan)

Bargaining to eat

Some of the children tried to give reasons why it was necessary for them to eat. For example, they claimed that it gave them energy so they would not be lazy. They would always ask for more food.

“Not full...lazy...no energy...everything. He didn’t believe me so I tried to stay as still as I could, pretending like I had no energy.”

(Pea)

“One more spoon, please.”

(Kan)

They sometimes tried to establish righteousness for themselves when they bought sweetened drinks claiming that there was only chlorine filled water at school.

Anger and Sarcasm Some of the children were mad at their parents for not letting them eat or allowing them to eat only a small amount of food. They would slam the bedroom door shut and lock themselves in and would not eat anything all night. They would cover themselves with a blanket even when it was hot.

“Mom called me to come out of my room. I have only done that once.”

(Noom)

“I was so mad at her so I covered myself with a blanket.”

(Kan)

From the perspectives of some of the children, crying was a good way to gain power, to get attention when hungry.

“If he’s still awake he’ll ask for food. If I say no, he’ll start crying until I feel sorry for him.”

(Wan’s mother)

Avoiding the Restricted Areas

The children would always try to avoid some areas that they had no control over. Those were the areas where they would be asked to lose weight. They chose to be somewhere they felt safe and free to control themselves under their own rules. When at home, they were put under strict rules by their parents. One of them asked the mother to go live alone at the flat so as to be free and able to do whatever he wanted to do. One of them refused to join the weight loss program or become a novice.

"Wan didn't want to join the weight loss program or become a novice (a little monk) because he was afraid that he would not be able to control his hunger."

(Wan's mother)

Waiting for a good time and opportunity to eat when the parents were not home was something they loved. They would do what they had been told to do when their parents were home but as soon as the parents left home, they would eat anything they liked, something they could not eat when their parents were around. They would go out to buy their favorite food or sometimes they had already had it hidden somewhere.

"When school was out, Mom had to go to work. I was home alone so I just rode my bike to go get something and then ate it."

"As soon as Mom left, I snuck in the kitchen and ate everything in the fridge except forks and spoons."

(Sung)

"I just stuffed my tummy with everything, food...sodas."

(Pea)

Most of the children hated being controlled what to eat. They preferred freedom. Being controlled was no fun.

"I don't like it when I'm told not to do something. I want to do it myself. I don't know, I just love freedom. I don't like to be forced. Don't bother me, leave me alone!"

(Kan)

Kan got even more frustrated when his mother treated his sister better than him. She let her eat everything.

"My sister...she didn't want anything to eat but Mom gave her anyway. When I wanted something to eat, Mom never let me."

(Kan)

Doing Exercises Some of the obese children, who had tried to lose weight before, knew so well that in order for it to work they would have to stick with it, "Do more, when tired, don't stop." And the children who hated doing exercise after school would avoid their parents with all kinds of reasons.

"I run with grandpa every day but I didn't do it today because I got home late. I had to get the classroom ready for New Year."

(Game)

Or he would try to cancel the running session he had with his father by telling him that he had arranged an interview after school. Sometimes he would even pray for the rain to fall in order not to go exercise after school.

4.9.2.2 Self-Regulation

As soon as the obese children accepted the fact, within the frame of society, that they were obese, they would try to put themselves in the position where they would be fully accepted. They did not want to be looked at as irresponsible people and they would try everything to be cautious about what they were to do. They

would try to behave appropriately and take time to regulate their bodies using medical concepts. They had to choose the most effective methods for themselves in order for them to lose the weight whether it be cutting down on food, exercising, eating less amount of food or avoiding anything sweet.

"I would drink a can of coke once in a while. Grandma doesn't seem to care. As for sweets, I would eat that too. Just a small bowl."

(Game)

Ta had tried one method but it did not work out. It had made her feel discouraged and in the end, she gave it up.

"I tried to cut down on food on every meal but things got worse. It was a complete torture."

(Ta)

One of the children started to shake uncontrollably, have a headache and not be able to think straight after trying to lose weight by skipping dinner. He finally gave up trying.

"I have tried to skip dinner. Just drinking water or some milk. It was pretty bad the first day but I got used to it on day two. I did it for 5 days and then I gave it up. When I'm hungry, my hands start shaking and I'll have a headache

and can't seem to think straight. I haven't skipped dinner since."

(Wan)

Wan had tried to lose weight by doing exercise and right after the exercise he got a cramp in his stomach and sore muscles. He had just eaten before he started doing the exercise. The food had not yet been digested.

“I will never forget the cramp I had that day. I’m now afraid to exercise because I might get a cramp in my stomach again.”

(Wan)

Playing Hula Hoops had been fun at first and then it turned into pain.

“It really worked when I first started doing it then I started to have this pain in my stomach.”

(Ta)

“It really hurt my stomach. I quit doing that because it was such a torture.”

(Mind)

One child estimated that doing exercise did not help to lose weight. The more he exercised the more pain in his stomach he got. According to his own observation, he felt more tired after doing exercise and he ended up eating more food.

“When you finish exercising, you end up eating more. It’s the same old thing every day.”

(Fran)

It seemed that the more they tried, the worse it got. Some of them thought they got bigger doing the exercise. They had tried everything to help them lose weight. Some of them even tried to scrub their bodies because they believed that they could lose the weight that way as well.

“I wanted to lose weight so I used to scrub my body every day.”

(Fran)

Slow results in weight loss and the obese children's nature had discouraged them to continue. Later, they decided to give it up.

"I have tried to lose weight many times. I would get up early in the morning to work out and cut down on food. I did it for a while and then I stopped."

(Sung)

The effort to ineffectively lose weight as well as the spiritual bond the child had with his parents had made Na try to control himself by skipping dinner in order to be more handsome. It turned out that he could not constantly do it even his parents were 100% behind him. It was all because of his hunger.

"I just did it off and on, you know. That's me."

(Na)

Fighting with hunger made one kid feel uneasy, "I feel uncomfortable at night." There were days that he could not hold back his hunger so he had to sneak in the kitchen to get something to eat. From his perspective, hunger was compared to a ghost.

"I was haunted by the hungry ghost."

(Day)

Sometimes when they were hungry but realized that they still had to lose the weight, they had to keep reminding themselves to be patient. The stress and uneasiness were usually made disappear by drinking lots of water. But since they were mentally unstable, they tended to forget and started eating again.

"When I start eating I just can't stop. One plate of rice and then two."

(Na)

The obligation that one of the children had with his parents, which were determination, self-thinking and moral support, gave the child to be confident that he could pull this off.

“I was on my way to buy something at the shop next door then Mom asked me If I thought I would still be able to lose weight and I said “Yes”, then she said

“Good for you. You will be handsome.” When she said that I really made me happy so I decided not to go.”

(Na)

One of the children had always had intention, consciously or unconsciously, to lose weight. He once tried to tighten up his belt so he could eat less.

“If the belt is loose, I tend to eat more.”

(Na)

Apart from self-control, some of the children had paid a lot of attention to digestive system as well. A number of fruit and vegetables had been eaten and later defecated. They realized that eating a lot of fruit and vegetables help their digestion. Drinking the “Green Beauty Drink” was another good way to help lose the weight too.

“It helps, you know, but It’s not as good as fruit and vegetables. Delicious!”

(Arm)

To gradually do it or as much as possible, It made the children feel relieved. They totally agreed that it was a good way to lose weight.

But most of the children would only control themselves when they were being controlled by someone. They did not want to be obese and at the same time they did not want to lose weight.

"To be honest, I really don't want to do it but I don't want to be fat either."

(Tun)

The goal that had been set by their parents made the children feel depressed. It seemed impossible to achieve.

"The goal was for me to weigh 40 kilograms. It stresses me out because it will take forever. On top of that I'm very lazy. I get tired easily."

(Tun)

A good suggestion from the children is that their parents should not have let them eat too much food when they were young. Trying to tell them not to eat too much now is not going to work. It is impossible to achieve.

"They should not have let me eat from the beginning."

(Mind)

So, body-regulation was found in the children who had realized and accepted the fact that they were obese. They had tried to lose weight by choosing the right method for themselves such as exercising or cutting down on food. They later faced some obstacles such as pain and hunger and that failed to achieve their goals. Most of the time they had been left to deal with it alone.

4.10 Body Emplacement In Accordance With Social Needs

After having been constructed to be obese, The children pondered the meaning of obesity and positioned themselves according to the social context in order to be safe and stable so they could live their lives smoothly. It was the representation of themselves to impress the public. When the obese children had interactions with other people such as teachers, friends, the researcher and their strict parents,

everything they expressed was based on social norms that they thought they were expected to be by the society.

Self-disciplined people The children wanted to show, especially strangers, that they could restrain themselves and that they were ingenious and reasonable. They also wanted to show that they had regulated their bodies. From the researcher's observations, the children were taken to a convenience store and they chose to buy sugar-free Fuji green tea. When taken to the welfare shop at school, all of them chose to buy bottled water. The researcher asked them to make sure and they insisted on getting the water.

"I like water. I drink six glasses of water a day every day."

(Na)

"Coke (soda). Nope!"

(Kan)

Some of the children presented their self images to the researcher to confirm that they were eating reasonably.

"Three sticks of meatballs. That's the most I have even eaten. If I'm not full I....."

(Game)

"I just had one piece and I put he rest away. A couple days later I ate another piece because I didn't want to eat too much."

(Game)

Eating consciously and intelligently

"I won't eat anything stuffed with durian. They also have pork and sweet stuffings. They say overweight people can have diabetes, right? I don't like anything sweet. If it's sweet, there's probably a lot of sugar in it. Butter is flavorless, isn't it?

(Kan)

In fact, some of the things that these children had eaten such as corn mixed with sugar, meatballs and fried chicken had sugar and fat in them.

Eating Reasonably

Often times when the children had to buy a can of soda or nectar, they would come up with a reason such as there was no clean water to drink at school or no water for sale at school that day. According to the researcher, water was available at every shop.

The children claimed that they did not do this all the time and they always made sure that what they bought had little sugar in it.

"I like Oishi. The rice flavored ones are kind of rich and not too sweet. It smells good too. I drink it, maybe, twice a week. not all the time, you know. It's my own choice."

(Arm)

At one point, this child drank some nectar because there was no water. He also refused to eat the ice cream that the researcher had offered to buy for him by telling the researcher that he was already full.

When the researcher noticed that some of the children were sharing sweets with their friends, the children told the researcher that they liked eating sweets because there was no sugar in them and they were tasteless. they also said that eating sweets would not make you fat.

"I like chocolate, the kind with no sugar in it, the real chocolate. I like it because it has no sugar. You can eat as much as you want, eat until you die and you'll never get fat. It doesn't have fat in it either."

(Noom)

Good samaritans of the society

By using their obese bodies to help others, some of the children were proud to be portrayed as "a good kid." When they helped their parents do some chores

such as lifting heavy stuff that weighed 30-50 kilograms for customers, they would always be allowed to go buy some sweets.

“Mom usually doesn’t scold or spank me. She only does that when I go out and don’t help lifting stuff for her. If I help her, I’m always praised by her and she doesn’t scold me.

(Ton)

Helping society was another way to make them proud and they got some money or sweets as rewards. When one of the children helped carried an injured friend all the way home, every one said to him that his obesity was very useful.

“I can do anything to help my friends. One time, my friend fell and hurt himself so I carried him all the way back home. His mother praised me for what I had done. She said being obese was a good thing. There’s nothing wrong with obesity.”

(Tun)

“I helped one of my friends to climb over the wall at the boy scout camp. He didn’t even have to do anything.”

(Wan)

Having helped other people, such as helping the teacher lift something heavy, made one child proud of himself. He did it out of his good will even though he knew that he did not have to.

“You don’t have to do it, you know. There are other people.”

(Tun)

He concluded that the reason he could help other people was because of his obesity.

“It helps, you know. You can lift heavy stuff. You can help other people when they are in trouble.”

(Ton)

Being a strong obese kid

In order to be looked at as a strong obese child, some children needed to show how strong they were. They did not want people to look at their obesity as a problem. When Kan fell over and sprained his ankle during his exercise with the researcher, he was offered to help by the researcher but he refused and said that, “I’m ok. It will go away”. As he was limping, he did not ask for help from the researcher. He just wanted to prove to the researcher that he was strong enough and could deal with the pain himself. He then gave his sister a picky back ride around the park with the researcher walking along side with them.

“Carrying my sister gives me energy. She is light. If I were small I would not be able to carry her. She may look small but she’s quite heavy though. She eats a lot but she’s not fat. She’s skinny but tall.”

(Kan)

Noom was telling his story to Kan that he was so big that when he went home during the last school break riding his motorcycle around, the police did not even stop and ask him for his driver’s license. His uncle also said that he was a grown up and mature enough to help with the house chores. He had to carry six stacks of hay to the car so his uncle could put them away. Noom said that the hay was heavy but he could handle it. You would have to be strong to be able to do that.

“The ones that had been soaked with water were very heavy. You try it and I guarantee that you’ll be exhausted.”

(Noom)

4.11 Presenting their real selves

The obese children “revealed” their real identities when they were freed from being controlled or when they were under the familiar, trustworthy and equal relationship.

When the obese children trusted and became familiar with the researcher, they did not need to hide their own selves any more. They told the researcher that what the researcher had heard and seen did not match the reality of who they really were. For example, their eating behaviors and the real truth about them had been distorted.

“He is very tricky about the way he eats”

(Pea)

In the context of control, when the parents were not around, the children were at school or with the researcher, they started eating meatballs and drinking pearl milk tea openly even though they had said that they preferred water. The children would compete by drinking two or three boxes of milk. At recess, the researcher found that the children were having lunch together. The desks were put against each other as a dining table. They were sitting together in a big group and Game was sitting there with his stomach hanging out. There were some leftovers on the table in front of Game. Ton took off with a big bottle of Coke and he had food on his face. It indicated that he had just finished eating. As soon as he saw the researcher, he halted and did the gesture “Wai”(Thai greeting) and told the researcher that “The teacher wants us to learn how to use the serving spoon and bring your own food from home.” Besides, the researcher also noticed, one day after school, that Game hurriedly ate the meatballs when he saw the researcher approaching.

The real selves of these obese children were someone who chose to do anything according to their desires and needs and they tried to do it appropriately to fit the then situation or context.

CHAPTER V
REPRODUCTION OF MEANING OF OBESITY IN THE SCHOOL

The reproduction of meaning of obesity affects feeling, reflection of obesity children when they meet and interact with teachers, health care staff and friends in the school which can be classified as follows.

5.1 Reproduction of meaning of obesity in the school
5.2 Reflection of school administrators and teachers on obesity children
5.3 Body organization of obesity children through curriculums
5.4 Reflection of children on teachers' teaching
5.5 Reproduction of meaning of obesity of friends in the school
5.6 Reforming body of obesity children
5.7 Reflection of doctors and health care staff on obesity
5.8 Reflection that obesity children reflects on health care staff

5.1 Reproduction of meaning of obesity in the school

School is the basic place in socializing, educating and providing skills for people. In addition, it helps create belief and moral values. Within the factionalist perspective, Emile Durkheim views that education makes a single society and it functions to transfer, spread norm and social value. It is part that makes homogeneity with fixed planning for children from the beginning which is necessary to have similarity in participation according to need of life.

Learning about experience in the school is the preparation of children before going out to the society. In school, there are rules and punishment. Children have to learn about discipline. They have to learn not only about the avoiding of punishment but they should know that doing wrong will destroy all society. In this regard, they have a chance to learn about respect to general rules and develop

themselves to self-control. In addition, the school is the place in teaching and essential skills for future career. That is, they should view people in common and focuses indifference of individual, transfer of value or social value without considering other values in the society (Halalambos, M., Holborn, M and Hcald, R , 2004:).

School is the institute that seeks restraint, control, strict practice, design and particular expertise, mind and body adjustment of human being according to the expectation (Philo and Parr, 2000, p.513). Therefore, school is the institute that creates discipline of children's body as the obedient body and production ability. That is, it pushes children to do things on daily learning timetable and curriculum providing. The children's body is the social area which is recorded by norm and cultural value (Grosz, 1993) within the environment context of school in which children spend life for five days a week and eight hours a day as follows.

5.1.1 School area which helps maintain children's obesity

The school area for the activity and life spending with friends of children for 8 hours a day consists of the following.

5.1.1.1 Area for sports and recreation

The school in this study is a big primary school in the area of four raise which encompasses buildings in the third of the area. There are five buildings suited along the fence of four directions. The centre area is made of concrete. It is designed for sports playing, exercise and various activities including activity in the physical exercise course for thousands of students from kindergarten to Grade 6 students. In this area, there is a shared zone in teaching and doing activities together, sports playing. Children who play in the playground need to share a small area for playing in a small group that needs a care in order to present bumping into other people all the time. If they are girl students, it is difficult for them to find an area to play because boy students take control of area and play without carefulness. Therefore, girl students have to be careful when they play or sometimes they avoid their play. In this regard, the playground is made of concrete which is dangerous for children when they get hurt.

5.1.1.2 Shops in the school

In the school, there is a temporary and small food cafeteria in which different shops are arranged along the wall of school. They open at 7-9 am in the morning and from 3-5 pm in the evening. During the lunch, the school doesn't allow for food sale because the school has a lunch break project for students. In this regard, this is only one ice-cream shop which opens at noon and there is a welfare shop which sells sweet, water and drinks etc.

One of the teachers reflected that food shops are allow to open in the morning because it is the need of the parents and they cannot prepare breakfast for their children.

" In the past, there was a policy to not allow the shops to sell the breakfast. Students were engage to have breakfast at home because students did not have rice but they had other kinds of food such as flavors and sweet. However, parents said that they could not make breakfast for their children because they were afraid that their children had to travel to school in a long distance. So, they asked the school to sell breakfast for children."

(Teacher AO)

5.1.1.3 Food and drinking shops in front of the school

In the front area of the school, there are more shops that sell food, drinks, sweet for children during the day and in the evening. Although the school does not support children to buy food and lunch from outside. However, the environment outside the school is exciting with shops and pedestrian shops from 3 pm to the late evening after school time. In the front of the school, there are a lot of vendors selling different kinds of food such as fried and crispy snacks, noodle, aerated drinks and sweet with different tastes and colors and smell which motivate children to try. The shops start the sales from 3 pm in the noon until late in the evening. These shops will function to serve children's need and hunger from the lunch and serve those who have special classes in the evening or even the children who are not hungry but have money in their pockets to buy things and eat with friends before going home or during waiting for their parents. Some children call this kind of food as "food for living".

5.2 Reflection of school administrators and teachers on obesity children

The school administrators and teachers viewed that there is a trend of increasing of obesity children. They reflected that it is the duty of family to take care of children. School doesn't have a special policy to deal with the issue of obesity children. The teachers viewed that the school should have part to participate in taking care of children. However, the school pays a little attention to the problems of obesity children.

5.2.1 Reflection of school administrators on obesity children

From the interview with the director of the school on the issue and policy of the Office of Primary Education and school's policy. It was found that the school is the small organization which functions to grow sub-consciousness to students in general. Therefore, the view on the situation of obesity children which increases should be under the responsibility of family to take care. In this regard, health care teacher viewed that obesity in children is caused by the parents who give freedom to their children for eating.

"School is a unit which will grow sub-consciousness but it can't take the whole because it is just a small unit. It is like we throw money into the river. We can't deal with it if we do not create a national recognition and work together seriously."

(Teacher AO)

"Parents and family are the most important. If we will solve this problem, we should focus on parents because they surrender their children when they ask to eat something."

(Teacher KO)

Regarding the policy of providing lunch to children, it is the food for the group of obesity children. The teacher head of Grade 6 reflected that the school does not provide a kind set of good including a particular sweet and fruit to children. Choosing a list of food to sell depends on the representatives from teachers in all

levels. They do not focus on the control of calories of food or management of obesity in children but they focus on hygiene and food safety. Before lunch time, cookers and chiefs manage to display food with trays on benches in front of study rooms. When the lunch times come, students will get in rows to get food. They give freedom to students to choose food. They can have more when they need.

5.2.2 Image of obesity children in the school

Regarding the image of obesity children in the school, some teachers viewed them with considerate feeling and sometimes they play jokes with them in the funny ways as follows.

5.2.2.1 Image of obesity children as a joke

Obesity children have become a part of teachers' jokes to empower learning climate. They are always teased in front of their friends and they are asked to play as a joke.

" My friends do not play a joke on me but the teachers do as " the obesity child".

(Pee)

When they are teased as "the thin child" by the teachers, friends in the class laughed and were fun with the wording of the teachers which is not real. Although the obesity students were fun but they thought in their mind that the teachers rather scolded. However, they were not angry with the teacher because they accepted that they are fat.

Regarding the fun activity in which the obesity children were chosen as players, although they liked the performance, they felt embarrassed. The obesity children reflected that when they were at the scout camp, they were chosen to act as the head of "Sulu" tribe. In that situation, the teachers chose only the obesity children to play. Although the children were chosen to play, they were pleased to play that role because they liked the play. However, if they can avoid the show, they will not take off their coat because they feel embarrassed to show their belly. At that time,

they had to hide themselves in the dark which could help them a little bit. However, the show was fun. They said that if there were not female friends there, they would not be embarrassed. In this regard, Kaen accepted that

“ I was embarrassed to take off my coat. If there was boys…. Girls laughed with fun.”

(Kan)

5.2.2.2 Image of being huge

Some teachers teased the obesity children in front of their friends with considerate feeling while they were taking a photo together and the teachers said that they were bigger than other students like “ a giant”. This pressed the obesity children and made them accept that they were different from other people.

“ Like a giant and a man”

(Wan)

5.3 Body organization of children through the curriculum that reproduces the meaning of obesity

The course of health and physical education has content and activity which reproduces and focuses difference, weak point to the obesity children to be evident in the eye of friends and creation of self of the obesity children.

5.3.1 Body organization of the obesity children by the course of health education

Regarding the course of health education, although there is no content about obesity or obesity disease, it has only the topic of our body that is related to change of body when a child enters a teenage period. From the participatory observation of the researcher, in the hour of health education the teacher explained the meaning of obesity to students in that it is a risk that causes high pressure, heart

disease and diabetics. In this regard, the teacher reflected that obesity offers an ugly dressing to fat people and they have a bad smell of body called “green smell”.

Therefore, in the course of health education about the obesity it focuses on the children to realize the risk and weak points of the obesity people.

5.3.2 Body organization of the obesity children through the curriculum of health education

Regarding the health education in Grade 6, learning activities are not separated the obesity children from the normal students. The teacher let all students to do the same activity because it is an integrated curriculum. All children have to pass all activities by the same criteria. Although the teacher knew well that the obesity children cannot do the activities like the normal activity such as summersault etc.

On the learning process of physical education, children have to practice and test until they pass the test. If they cannot pass the test, they have to run and have an oral examination for compensation by explaining things to their friends until they understand everything and then can practice correctly.

“ If the students cannot do the summersault, they are compensated by jogging for five rounds and they (the obesity children) have to be checked by the heart rate beating machine. They have to have an oral examination about the summersault again. They have to explain that to their friends and practice. This is to make sure that they at least understand what it is taught.”

(Teacher Por)

The process of learning on physical education focuses on difference and Oedipus to children to be evident in the eye of their friends and self of the obesity children.

5.4 Reflection of children on teachers' teaching

Socialization for children about the reality of obesity taught by the teachers creates negative meaning. This makes children reflect about their obesity and what the teachers practice with them. Some obesity children viewed that the teachers were not interested in their obesity or neglected their obesity. The teachers viewed this matter as a normal issue because the obesity children are minority. Because there are only few obesity children in each class. In addition, the teachers asked them for a help often to run errand of teachers such as carrying or lifting things.

" The teacher was not interested whether we are fat or not because he/she thought that it is a normal thing. Fat children may work better than other students such as carrying or lifting things."

(Mind)

5.4.1 Reflection of obesity children on teaching and teachers

The content of teaching in the course of health education and learning activities in the course of physical education had affected some obesity children's ideas and feeling about their body and they choose to stand at the point where is appropriate for them by negotiating and rejecting with teachers about the physical activity. This includes choosing not eat lunch provided by the school.

5.4.1.1 Reflection of the obesity children on teaching and health care teachers

From the content of obesity in which the teacher taught the students that the obesity is the causes of diabetics, high blood pressure and obesity people tend to have a bad smell and they are disgusting. From this kind of teaching, children reflected that they are meant to be fat but they think that they are all not the same. In this regard, they said that both thin and fat people have a similar chance to have a bad smell of body if they do not take of their body.

" I think fat people are not the same…. They may take care of their health well because I take care well of my body. For some fat people, I have ever

smelled their bad smell. This applies to thin people."

(Mind)

Some children do not feel that that word affected them and they think that they take care well of their body. However, some children are sensitive because they know that they are fat and they are not confident. They are afraid that they will be judged and feel disgusted not to be close with them. Therefore, they think they will take care of their body well, not like what the teacher said.

" I was upset and my friends will not be close to me. They will look at me, so I have to clean up myself."

(Na)

When the teacher tell them to lose weight, some children who had been on diet exchanged their experience with the teacher in that losing weight is not easy. It is very difficult to do so."

"If I will lose weight, it is very difficult. I have tried for a month…..When I run for a long time; I am tired and would not like to do it."

(Tun)

Some children have an excuse with the teacher in that they are still fat because their mother does not allow them to do so because it will block body growth. It can make body short.

" My mother told me that I have to take control of my weight. When I am in Matthayom one, it will be enlarged. Don't lose weight this time. You won't be high."

(Tun)

Some children claim that they are on diet. For example, they reflected that nowadays they do not eat lunch provided by the school. But they drink

water instead in order to lose weight. In reality, the cause that the children do not eat lunch because its taste is plain and not tasty."

"I drink water and I do not eat lunch."

(Pee)

"Children do not have their self or they are close to their teacher. The teacher then will ask them back about themselves in that why the teacher is still fat."

(Fran)

5.4.1.2 Reflection of the obesity children on teaching and the teacher of physical exercise course

The teaching of the physical exercise course displays a trauma of the obesity children in a wider context with the activity which contrasts their body.

The learning on the physical exercise course one hour a week is the hour of releasing in which children are fun. However, the obesity children reflected on the summersault activity in that they could not do that and felt embarrassed because they were teased by their friends.

" Fat man, you cannot do this activity."

(Na)

Although the teacher tried to stop this behavior, he could not control it because they were a lot of students. Some children reflected that "the teacher tried to stop some friends from playing jokes but at the end it was the same." At the same time, the teacher tried to let the obesity students to do summersault which have some limitations for them. This separated students and they were not happy about their study. Children did not like this and would like the teacher to set up activities for the obesity and fat children separately.

“ I do not like it….. fat people cannot do it. When we cannot do it, we feel embarrassed. The teacher still tried to push me to do that…. I would like the teacher to set up the activity for children who are different separately.”

(Na)

Some children refused to do what the teacher ordered. They sat down and looked at their friends playing until the teacher set up other activities for the obesity children such as body move up exercise, jogging or providing some other tools for them to play.

5.4.1.3 Reflection and self-practice of the obesity children on the school lunch project (the project in which adults think there is no choice for children)

The obesity children reflected by themselves on lunch the school provided for them and they thought that most of lunches provided were not delicious, without meat and plain. Children do not like it and then they choose to buy other things from the school welfare shop to eat.

“ I do not eat lunch..it is not delicious.”

(Na and Kan)

“ When I eat boiled rice, it is plain and it is itchy. .. I do not like it because it is not delicious. Sometime I eat it. Sometime I do not. If I do not eat food, I will buy some sweets such as Japanese sea weed and water at the school shop. I just pay only 12 Bath.”

(Pee)

Whether the students will be full or not when eating, they were forced to be full. For this, they had a census that although they ate vegetarian when they stayed at the Buddhist camp, the food was more delicious than the food at the school except pork minced salad, Sukiyaki soup, noodle stir fry and grilled meat which children like.

“ Yesterday I ate minced pork salad…Everybody ate more once a month.”

(Kan)

“ Sukiyaki soup and minced pork salad.. everyone was in a hurry to eat.”

(Na)

Practicing children to eat fruits and vegetable is not successful. When they eat food, they take out vegetable. This is because they are trained when they have already grown up. It is hard to change their behavior from their acquaintance.

“ Although there are more campaigns, children do not eat fruits and vegetable. If there are fruits, they will not eat them. They feel bored. At the beginning, they ate apples a little bit and they left some more. For example, today we have vegetables but they asked for meat. They do not eat vegetables and take them out.”

(Health care teacher)

If food is not delicious, some children will not eat lunch the school provided. They tended to be hunger. Some children choose to buy sweets, milk, ice cream, sweet drinks or water for their lunch. They buy these things at the school shop. They eat just for the relief of their hunger.

“ We bought drinking water or got some things to eat from friends. Some friends ate banana and rice.”

(Na and Kan)

Some obesity children drink a box of milk instead of lunch or they buy sweet drink.

“ Only a box of milk is enough. It is Milo which can be bought at the school shop.”

(Wan)

In this regard, children have their sufficient reasons to buy sweet drink. They gave a reason that they bought sweet drink because drinking water provided by the school is not clean, full of food particles in the pipe line and it has a lot of chlorine.

“ Some people made a dirt on water. I would like to drink it.”

(Na)

“ There is food waste in the pipe line. The water is not clean.”

(Kan)

“ Somebody put his/her nose waste in the pipe line.”

(Pee)

“ There is chorine in the water and somebody put his/her sock in it.”

(Na)

With more reasons of dirty water provided by the school, the water cannot be drank. If they want to drink, they have to buy sweet drink because it is more delicious and not plain.

“ Drinking water is plain, not tasty.”

(Pee)

However, for the view points of the children on the school, they reflected that when it is compared to living at home, the school gives more freedom to the students to eat. The children have a chance to release themselves free without any commitment. It is not like when they are at home. They have to drink just sprinkle water which has no taste.

“ When I am at home, I have to drink only water….but here drinking water is not delicious.”

(Kan)

For the tasty food, the children said it is sweet.

“ Roselle is the most delicious…It is delicious. Normally, it is sour but here it is sweet. But Chrysanthemum tea is plain.”

(Sung)

“ I like chocolate. It is sweet and delicious.”

(Kan)

“ I like to eat both Coke and Pepzi. They are sweet and delicious.”

(Wan)

And the delicious food for children is stir fried food such as fried chicken ball, fried chicken.

“ The steamed chicken is not delicious. The stir fried chicken is more delicious.”

(Kan)

Children who skip lunch or biscuits, sweet or water will wait for food which is sold until 3 pm. At this time, food shops outside the school will also sell food for children. There is a variety of food for buying. Money in which children receive from their parents will be spent for this evening food which display for children to buy.

“ I will keep my money to buy things to at 4 pm.”

(Sung)

“ I will come down to the school shop….but it opens only for two hours. At three, I will buy fried chicken. There is also a fish soup. There are a lot of things to choose to buy.”

(Kan)

Children take this time to buy things to eat. They are running down from their class with hunger to buy something to eat. They have a limited time because they have to learn for another period before they leave the school. Therefore, the waiting dinner for them is chopped fried chicken which costs 10 Baht a cup at the food shops in front of school.

“ Fried chicken with rice or rice with chopped fried chicken is my favorite. But they give me a little.”

(Sung)

In this regard, some children had a similar view that the seller sells them a little. It is not much. It is just to fulfill hunger a bit.

As far as it is concerned, time for food for hunger is little. Some children who eat and walk slowly cannot go to the class on time. They will be scolded by their teacher. Therefore, the children have to prepare themselves ready to run to the shop in a short time from the three storey building. Then they eat quickly and they have to finish everything in a short time and get back to a final class without losing much time.

Therefore, the food shops in front of the school after school time is the target for children and food from these shops are places in which parents viewed that it is the additional cause which makes children become fat.

“ In the evening, it is the best time to buy something to eat. There are fried meat balls and cups of sweet drinks and then they are brought to eat at home.”

(Keng’s father)

However, not eating lunch provided by the school and the dinner sold in front of the school makes children become more hungry. This makes them eat a double dinner at home.

“ My children likes to eat more sliced pork, adding some more food of mine on a big plate and asked for a double plate.”

(Kan’s mother)

Some fat children such as Na and Kan and Sung choose to violate the rules of school by ordering food from the shops outside the school from the lunch, not waiting for the dinner. They hide themselves to buy foods from the sellers because they are afraid that they will be scolded the teacher. This might lead to the avoiding of buying and selling for both parties.

This includes self-practice of the obesity children on activities provided at the Buddhist camp in which the school forced all students to participate and they were forced to eat vegetarian food and only one meal. For the rest, they drank herbal drinks. In this regard, the obesity children had a way out. That is, they stocked some biscuits and dried food to eat and then they shared among their friends. They took for granted that the teachers ordered them to eat only foods that are made from meat but not everything. Therefore, they thought that they did not commit any wrong behavior.

“ There was a crack sound of eating sweets and milk.”

(Wan)

“ Biscuits, milk and butter are allowed to eat except meat and eggs.”

(Pee)

“ I think vegetarian food including egg can be eaten.”

(Sung)

5.4.1.4 Reflection of the obesity children on the watch on malnutrition of the sixth grade students

Apart from learning in the courses of health care and physics and the school lunch project, the school had a watch activity on children's health. This is completed by health check-up from public health staff from a private hospital which has a contract with the school based on the principle of health insurance among Thai people. The staff from the hospital will check students' health twice a term. There is a general health and teeth check up. Weight and height measurement is one of the activities which need to be done daily. In this regard, the staff will measure and record data in the yellow health care card and it will be kept at the school. The staff does not provide additional activities for the over weighted children.

For the watch on malnutrition in obesity children in the past, children were measured by weight and height and they realized that they were fat.

" I am fat and over weighted with 65 kilograms and my height is 155 centimeters."

(Tun)

" I am 145 cm height with 45 kilograms. I think I am fat. My weight is over than the criteria."

(Ma)

" I am 155 cm high with 57 kilograms. I am fat."

(Arm)

These children received a warning from public health staff and teachers to lose weight. This makes some children to start thinking about their obesity.

For BMI, children have never been measured by BMI from their height which was informed by the teacher and public health staff. Therefore, when the researcher taught how to evaluate the condition of growth by using the graph and then let the children do on their own, the children were interested and very excited

to do so because they have never done that before. When they interpreted the result, some children felt confused for the terms “obesity” and “ fat” of their own.

“ It was confusing…but I think we don’t need to know about the width of belly.”

(Na)

Some children refused to know and understand the meaning of BMI of their own.

“ Knowing the obesity is bad. It is normal for me.”

(Pee)

In addition, some children was informed by the teacher as the obesity children and then were asked to lose weight “ You are overweighed, lose your weight and then you will be like other people.” They thought about the lunch provided by the school and they were informed by the teachers to eat more. Those children were skeptical in that at that time why the teacher did not stop them from eating when the teacher needed them to lose weight.

“ The teacher told us to eat more because we did not have lunch.”

(Kan)

5.5 Reproduction of meaning on the obesity of friends in the school

Friends have influence on self view especially teenagers because they will learn about their characteristics from practice of other persons on themselves (Bany and Johnson 1975:24 cited in Jairanai Songchaikul 2532:2539). In this regard, the view of friends on meaning making on body and obesity reflects relationship and practice to each other between the obesity children and friends who spend living time together in the school.

Meaning making on body and obesity

From the data obtained from 56 boys and 51girls in three classrooms of Grade 6 by random sampling of the classrooms, children responded to questions about the meaning of obesity which is connected to causes of the obesity which indicated that friends gave different meanings about the obesity as follows.

The meaning of the obesity as inappropriate behavior

Most of children with the percentage of 98.1 (105 students) gave the meaning of the obesity which is connected to eating behavior, sleeping and not exercising and in the form of inappropriate eating, overeating, eating food that has much fat such as stir fried things, eating meat and not eating vegetable, eating sweet or sugar, eating fatty food and protein, eating junk food, eating and sleeping in an appropriate way, eating and sleeping, sleeping more and going to bed late and not exercising.

The meaning of the obesity as risk of health

Most of the children with the percentage of 79.4 (85 students) gave the meaning of the obesity which is connected to health which includes over fat in the body, risk of diabetic and fat in blood vessel which is the heredity and causes diseases and short life.

The meaning of obesity on appearance

Friends who are in the same age gave the negative and positive meanings of the obesity as follows.

Positive meaning

53.3 percent of the children defined the obesity that it is loveliness, warming and beautiful cheek. Fat people have the fat, warm, big, healthy characteristics which indicate wealth.

Negative meaning

49.5 percent of the children defined the obesity that it comprises of big legs and arms, cheek and body, short, no belly, neck. He/she is not smart and beautiful

with slow motion, easy dizziness, much perspiration, dirty, smelly, thin, use much space, slow and inconvenient walk.

In addition, the obesity person has the negative appearance. It is compared that the obesity person is not handsome or beautiful, but without neck, being short like a small pig walking like a lame duck. Fat person cannot do a beautiful thing and there is no others who like to accompany. Therefore, the obesity is not a pleasing thing.

It is a fact that the obesity embedded in the society of children who are in the same age in the school tends to be negative. This makes all obesity children feel angry or furious about the satire of their friends. In this regard, when they are under control at school, fat children interact with friends. They often face with the situation of satire. They have to learn how to control their feeling by not being angry or responding to those situations in the following ways.

Reflection and responsive practice when they are called " fat man"

The satire or joke as "fat man" is a thing in which people in the same age cannot accept. They have to respond back because the interaction as being friend means there is no one taking a power over other person. Therefore, most children can't stand when they are made as a joke.

"My friends satire me. This makes me very angry. I would like to punch him…I satire him back as "short man".

(Ta)

When friends call the obesity children as " fat man", most children will feel angry like " a giant" running after to hit their friends because they realize that that way of satire is scolding.

"My friends satire me as "fat man"….I satire them back….At first time, I was feel normal but later I can't stand that. I feel angry. If they do not stop that behavior, I will scold them back."

(Noom)

The word “obesity” is the scolding word that has a bad meaning because it is a cause of satire. Some children reflected that the obesity is the most violent satire.

“ When people call us as the obesity, it is something that is painful. They satire us in a way that we do things different from them. We cannot fight with them even running to complete them. Being a fat person is not good at all.”

(Na)

Therefore, the word “ the fat man” is usually used by friends when they have a fighting.

“ I sometime fight with my friends… When I fight with them, they will satire me as “ the fat man”. Then I scolded him back..You are also the …”.

(Noom)

For some children, if their friends call them “ the fat man”, they will respond with a violent method.

“ Knock his head down. They are in the same age like us. They can’t stand our response.”

Students think that it is the best method to do so because today there is hardly anybody who dares to satire with them because they are afraid of being knock down. However, using violence with friends or not depends on emotion and context at that time. If they can’t stand when their friends satire, they will use their energy to have an attack with nuisance.

“ It’s up to emotion.” “ Sometimes if I can’t stand it…for example…When they satire me, I feel annoyed… I knock them up.”

(Game)

In another viewpoint of the story of obesity in the school, children viewed that at the school there are friends who are fat and some students’ names are really “Auan (fat)”. Therefore, it is a considerate story in which no one can talk about or call them as “ fat man” because this affects other friends.

For some children, they think that when their friends satire them, it is acceptable because the obesity can be cured and it is their nature or the obesity is a normal thing that children realize.

“ I am angry because it is my nature that I am big.”

(Kan)

“ It is normal. I am fat by nature…I am familiar with it.”

(Wan)

This includes the reason of being close friend or unfamiliar.

“ If they are not my close friends…I don’t it when they make a joke with me…If they are close friends. It’s OK because we have been playing together since we were young”

(Kan)

But in some occasion although they are close friends, they feel angry because they feel embarrassed when they are teased while they are playing with their friends. For example, when Keng was playing with friends, he was teased in front of the researcher.

Some children have their own reasons to not choose violence with friends who tease them because they want to keep their image and history. Therefore, although they are teased by their friends as the obesity children who are greedy, they are quiet and patient although they feel angry and hence they do not want to hear such satire such as

“ I was ever teased like in a song as “ You are fat and eat pumpkin without peeling skin. You are fat with bigger eyes and die before other.”

(Kan)

For girls, they tend to be teased by their friends. That is, their friends care for them and remind them with a good relationship. Friends in their group will inform them first in that they are getting fat. But with male friends, female children who are fat will be teased. Satire on the obesity is compared to " You are fat like an elephant." It is embarrassing for female children because this makes them ugly. They are very upset with male friends who tease them.

"….It is unacceptable….when someone says like this, I will walk away…I do not satisfy with the boys who tease me."

However, some male children are patient to the satire. They will not respond to that immediately until they can't stand it because they accept that it is true that they are fat.

" I am often teased by my friends but I do not worry about that because I realize that I am fate…. It doesn't matter. I don't care. They can say what they like to say."

(Mai)

However, when they can't stand it when they are teased often, they feel angry and will shout at those who tease them.

" When my friends tease me like a giant, if I am angry, I will shout at them. …. Then I say " Don't bother me."

(Mai)

These experiences press all male children to be on diet to be beautiful and then they will attack back those people who tease them in the future.

" I would like to be in a good and healthy shape. I would like to be on more diet. I would like to be more slim. If were slim, I would show them off."

(Mai)

Apart from being teased, it was found that the obesity children themselves satire each other about their own appearance. This causes some arguments in order to blame other to like themselves as found in the following.

Na teased Kan as " the fat frog" and " Pig leg". This caused fighting against each other. For Kan and Ma who are close friends, Kan teased Ma as " White male elephant" while Ma teased Kan as " White female elephant".

" He has teased me like this for a long time. I call him as " White female elephant".

(Ma)

For Na and Pee, they tease each other as "big belly". About this satire, it usually ends up among the obesity children in that they are all fat and if we compare them, they are like elephants.

" We cannot satire each other because when we satire them, it reflects ourself."

(Kan)

" You are my friend. You should move to live Tatoom Village, Elephant Village in Surin province. There are a lot of your friends there."

(Kan)

But for those children who can't stand the satire of the obesity their friends who teased them, they have different views on this. Some children viewed that the obesity is what their parents offered them. They reflected that their family has the characteristics of the obesity for all family members. Therefore, the satire made by their friends has not affected their feeling. In this regard, they viewed that those who say this are fat like them or this applies to their friends who remind them.

" It's OK. I can accept that because I have a big body. It is heredity. My parents are fat. My father is high. Although there are people who tease me, I don't feel the same."

(Sung)

" I was ever teased as " Big belly" but I was not interested in that because that guy is fat like me."

(Fran)

In another view point of the obesity children, they viewed that the obesity is not the interesting issue among their friends because they are more interested in other things."

(Day)

Therefore, from the children's interaction with their friends, children received experience, assimilated reality and value about the image of obesity in their groups in a negative way. However, children choose to position themselves and their image to interact with their group and society in order to create stability of themselves. This includes patience, being quiet and violent response and dependence among themselves.

Consideration of relationship and help

In reality, the obesity children are not teased all the time because in some occasion their friends understand the limitations of the obesity people in that there are some good points, limitations and then they help to cheer their friends up. They motivate their obesity friends to do activities with other people successfully.

Kan reflected his story with pride in that " I have many friends." He said that they have close friends since he was in Grade one. In the past scout camp which had 11 learning bases, he had friends who cared for him and warned him when doing activities. They shouted " Be careful. Stand on your feet." In this regard, his friends said , " Do not climb up because the robe will be cut." He had more friends who cheer them up when they choose to participate in the activities like his friends.

" People told me that Kan can do it. They did not press me."

(Kaen)

While he was climbing up the high cliff, there were more friends who cheered him up from the underground. This gave him a strong mind to climb up the tree successfully.

“ When I heard my friends cheer me up, I quickly climbed up the tree. I felt well and active. At first, I felt a thrill of fear. I was shake. However, my friends were still cheering me up. Then I got a strong mind to climb up to the top.”

(Kan)

5.6 Reforming body of the obesity children

Regarding the design of body and self-image to live in the society, there are many ways out the children choose to do in order to be concurrent to the social view and to create the self stability when they are in the group at the school as follows.

The satire from friends is that the obesity children are the obstacle in sport competition because they are slow. When divided for the sport competition, the obesity children will be taken out from the team and forced to be in the other teams. In some cases, they will be the last option for the team or chosen to be the last player in the team. It is done in the form of drawing. Regarding this story, all obesity children have a similar view and surrendered to be chosen as the last option to participate in the team.

“ When playing football, my friends do not need fat people. They think that we cannot kick the ball and we run slowly.”

(Na)

The feeling of the obesity children who are teased is that they are teased as the fat and slow which may make the team lose the game. Regarding this, the obesity children will feel resentful and they do not want to hear about the game. In that situation, they may choose to be silent in order to make the game continue. In this regard, they will try their best to play the game in order to prevent scolding from their

friends. However, in their mind, the obesity children would like to have a strong response back to their friends

" I feel resentful when my friends tell me that I am slow when playing football…If possible, I would like to go ahead."

(Keng)

Therefore, the obesity children try to win the satire made by their friends by choosing to do activities which are appropriate for them and increase potential to their body with the following ways.

Choosing the sport to play

In this regard, children decide to play sports when they evaluate themselves that they can do it. For example, they can play some sports such as sports that use energy not speed such as tug of war etc. Most obesity children viewed that tug of war is suitable for them.

" We are a kingkong that cannot climb the tree… but if it is the tug of war, it is Ok for us."

(Day)

Choosing to sports that decrease limitations of body movement and the target of the opponent

In this regard, children chose to play sports that do not need running or many players and they chose to play in a position that they do not run.

" My friends blamed me that fat boys come to run after each other…If there are a few players, I won't play… If there are many players, I will play. If there are a few players, I cannot run after them. If they are many players, I can run after them."

(Ta)

"I will run around the field. My friends will not look at me and I won't be thrown out and if I am thrown, it is easy to hide away. If my friends see me, I will change my side and run to play at another side of the field."

(Sung)

Choosing to play in a position that does not running

This can be observed when they play football in a position as a goal keeper or center half which does not need much running and they just use techniques to play such as kick the ball and run away.

" I play football as the goal keeper. If I am not the goal keeper, I play as a center half player because I do not have to run fast. I just attack them."

(Ta)

" If other players send me the ball, I will only kick it out…If the ball comes toward me, I will then kick it forward."

(Kan)

Apart from these sports, the obesity children may play the game under the decision of their friends. That is, they want their friends to be responsible for what happens when they have to compete the game. If their friends choose them to play the game, they will do that.

" I dare play it if my friends are not afraid of losing the game because I am not fast like my friends."

(Ma)

Attention to get training on sports to decrease their own limitations

For the obesity children who used to be athletes, when they are teased as the obesity children, they feel dissatisfied because they understand that the meaning of obesity means slowness. In the views of the children, the obesity contrasts to the characteristics of being athlete which is the original self. This makes them feel

unconfident to play sports although in the past they were the athletes. But when they have to move up themselves to the status of “athletes” who has ability like in the past, they try to recover their ability by practicing hard in order to not have any mistakes.

“ I have tried to best. For example, when I play basketball, I have to get much training. If we do not get a good training and the opponents are stronger than us, when we bump into them, then we fell down. Then they start laughing at us.”

(Ta)

But some children decided to stop playing sports because they did not have a chance to play the ball because their friends did not send them the ball.

“ In the past, I played basketball. But now I do not play it. When I play that, my friends do not send me the ball. They sometimes send it to me. I was dissatisfied and then walked away.”

(Games)

Proving for friends to see that the obesity children can do it.

Sometimes the obesity children stand up to show off themselves to prove that they can do it when comparing to normal children. This is to get over the satire made by their friends although in reality they have some limitations and fears. For example, this can be observed when they did some activities at the scout camp in the military camp in which their friends thought that the obesity children can’t do it. In this regard, some obesity children could not pass some activities or they asked for an excuse from the teachers to not participate in the activities. This can be evident in that their friends said that “ You can’t do this activity. ” or “ If you come here, why don’t you do it?”

“ I don’t like them. I don’t like anyone to look down at me. I have to be able to do it.”

(Kan)

Some obesity children are teased by friends in that " You don't play the game again because the robes will be torn". This pressed them to show that they can do it in order to make friends accept them although they are afraid of the height and they have abnormal body.

" My knee was painful since I was the base of Teacher Pornpimol…However, I have to do that in order to show her until she believes I can do it. In reality, I dare not do it because I am afraid of the height… However, I would like to do in order to make her know that the obesity people can do things."

(Kan)

The obesity children confessed with the researcher that they were scared but when they could do it, they felt relieved. The prove of their ability in front of their friends is the great relief because they realize that they are not different from others.

" At first I felt I was terrible. However, after I could it, I felt relieved…I was afraid I would fell down from the base of cliff."

(Kan)

Doing what the other people cannot do or beyond society's expectation

The obesity children evaluate their ability often when they have to face a particular situation or any possibility such as activities at 11 bases a the scout camp especially at the curve cliff which is higher above the ground at 40 degree with two meters high. It is difficult for the children to climb up and few children can do that. Most children ran up and fell down whether they are fat or not. In this regard, a game that children with 95 kilograms brought themselves up the top of the cliff made them happy. That is, the children were shouting happily by showing up their hands cheerfully as the winners. The teachers and their friends clapped the hands and cheered them up before the children jumped down to the ground. The researcher felt excited with a concern that Games' legs cannot accept the weight of the children. However, everything went well with a big clap and praise. In this regard, Games

thought that he did better than his expectation and felt exciting when jumping down to the ground.

" I felt excited while I was jumping down…It was high."

(Game)

Apart from the adjustment themselves to sports and doing activities with friends, some children have adjusted their new image to create a good relationship with friends in the following normal ways.

" Being a joker / talkative", In this regard, they chose to show off their good part and positive thinking. Some children viewed that the way their friends touched their belly and teased them as the obesity children is just kidding although they were not happy with that. They believed that being a joker and talking can draw their friends' attention.

" They will tease me..pat me and then we play together….I have more friends in different classes….because I am a funny boy. I am talkative about the games with friends."

(Day)

" Dressing as a tom boy", In this regard, friends observed that the obesity female girls tended to dress themselves in a big suit and they dressed like a boy."

" For the fat girls, they like to dress up like a boy. This includes the style of purse and shoes."

(Group of friends)

Dressing like a boy is not totally a private favorite because if the obesity children dress like a girl…they will be teased."

(Group of friends)

In this regard, the obesity children will protect themselves to not friends to invade their privacy in that dressing is their right in that " We ask them why they dress like a boy. They said that it is their personal right." (Group of friends)

Dressing like a boy of the obesity children is different from the real boy who has the normal body but with boy's behavior which exposes favorite feeling or personal flavor in which girls are loved by their friends. But the obesity female girls dress like a boy because of some limitations of the body. Therefore, they would like to hide their body with unpleasant feeling on girls.

5.7 Reflection of doctors and public health staff on the obesity

The reproduction f meaning on the obesity is connected with medical knowledge which uses BMI and knowledge of nutrition. This causes the power of knowledge to control and check students' bodies and divided them into groups according to their obesity. When they are in the obesity group, they will be controlled specially by doctors and public health staff. Using the criteria of weight and height to evaluate BMI is the organization of body between the normal and abnormal groups. This makes the abnormal group is defined as the obesity children automatically.

The public health staff checked students' health and viewed that nowadays there is an increasing number of both male and female obesity children. They viewed that the obesity of children is connected with health problems. Therefore, being obesity children is not appealing.

" it is not appealing…It affects health and causes diseases."

(Public health staff)

The public health staff viewed that family, parents have to realize together on taking care of food and controlling their children to exercise and then it will be successful. They will not have to follow their children as their children claim that

" We give them something to eat because they like it."

(Public health staff)

Annual Student health check

In this regard, the school will provide public health staff from a private hospital to check students' health twice a year. Each time the staff will check students' basic health and teeth. In this regard, Nan reflected that

" There was the check of teeth… only this term. At first, they checked students' teeth and later they took out students' teeth which have some problems. They came up with real stuff and tools."

(Na)

The measurement of weight and height is one of the activities which need to be done when checking students' health. In this regard, health care teacher worked the public health staff. They measured students' weight and height and then processed by BMI and then they kept data on the database of the school. For some children after the health check, the staff communicated with them about their obesity in that they are fat and fatter than in the past. They told the students to lose weight and viewed that all measurements used with the students are not effective. The important thing is function to check students' health in the school is set up by a set of activities for services. Therefore, teachers and staff can just do things by warning students to realize and lose their weight. In this case, they remind the children to realize that they are fat and they have to deal with the diet. In this regard, the staff do not let the children think about causes, methods and process to deal with the obesity together. They just focus on eating and exercising behavior which can be observed in the following expression.

"We told the children to lose weight because nowadays they like to eat a lot. They have to exercise because they do not usually run. They just sit in front of their computer and play games."

(Public health staff)

5.8 Reflection of the obesity children on public health staff

Based on the data of the obesity children collected by the public health staff, the children are classified by BMI which affects thinking and self-practice of the children in the following.

1) The obesity children who are warned by the public health staff will listen carefully without argument, rejection or refusing. In this regard, they are silent or answer in a short response such as “Yes” or “All right”. Regarding this response, the staff understand that the children are scare and they dare not say any truth and some children just listen but do not follow any recommendation which is observed in the following.

“ Children are considerate. So, they would not refuse or resist because they are afraid to be blamed by adults.”

(Public health staff)

“ They told me to take care of my health and lose weight and not to eat junk food…But I do not do that.”

(Tun)

In reality, the children would like to follow the recommendation but in practice they do not do that because they are lazy and tired to do so. They think that they cannot do it because they have to do that continuously and use much time until they see the result. It is the reason why the children delay to lose weight or do not want to do that.

“ …..At that time, I did not do it because I was lazy…..When I do it, I am tired. I have some problems of breathing when I do that. If I would like to lose weight, it takes time. Another reason is I am lazy.”

(Tun)

“ The doctor told me to lose weight….I said “ Yes.” I will go on diet now … But I can’t do it.”

“ The doctor told me to lose weight…. I said “Yes.”….I will go on diet now.”

(Tun)

Some children accepted and recognized what the public health staff recommended. That is, they do and follow what the staff tell and they are ready to follow any recommendation by taking care of their health as observed in the following.

“ The doctor told me to eat a lot of vegetable and take much rest…..I sometimes follow his suggestion.”

(Mind)

“ The doctor told me to lose a bit weight because it seems that I am fatter than the last he saw me.”

(Na)

“ You are fat…..He told me all the time that I am fat…He told me to lose weight or something like that….I think I have to be able to lose weight.”

(Ta)

“ The doctor talked to me that “ Why are you so fat? You have to lose weight…I follow his recommendation every day. I walk every day.”

(Day)

Some children are obedient to doctors’ recommendation because they think they will be more beautiful or smarter. Some children are predicted by the public health staff immediately that they are fat because they do not exercise or do not self discipline to take out the excessive weight. In reality, children play football with friends every day.

“ The doctor talked to me that “ Why are you so fat, my baby?... Why don’t you exercise?”

(Tang)

Apart from health check by the public health staff, some obesity children have been checked by the doctors. When they meet the doctor to cure their disease, they tend to be recommended to lose weight. In this regard, the doctors told them that their health condition would be better if they lost weight. They are warned about the risk of obesity if they do not lose weight. This causes children feel scare about the disease and would like to lose weight at that time because they obeyed the doctor.

“ The doctor told me that my knee was not good… because I was overweighed. The doctor told me to lose weight and then I would not be like at the moment and the doctor told me that “ Be careful about the obesity…..Minimize your food. I feel I will be like the doctor said when I had a problem of my knee. It was terrible….I follow his recommendation because I would like to be thin. But I can’t do it.”

(Kan)

Although some children accepted that their fat appearance is normal, when the doctor warned them about health care, they will obey the doctor by giving a reason of fear of death. Then they find out the ways to lose their weight. This can be observed in the following.

“ When I meet the doctor, he told me to lose weight. I obeyed him because I was afraid of death..However, I can’t do it.”

(Pea)

Therefore, the reproduction of meaning on the obesity in the school in which the obesity children faced is occurred from their relationship with teachers, content of physical education, health education, friends and public health staff. All parties related give a negative meaning on the obesity.

CHAPTER VI
REPRODUCTION OF MEANING OF THE OBESITY BY MEDIA

Media has influenced people when it sends a message or reality to audiences. When those media are interpreted, they will influence on persons on how to respond to those media (Katz & Lazarsfeld : Personal Influence, 1955). In addition, the media also has influence on imitative behavior (Bandura, Ross, 1963). This is the same in the case of the obesity children who have been influenced by media in construction of knowledge and reality through the process of reproduction of meaning of the obesity which effects perception and self-practice of the children in the following.

6.1 Reproduction of meanings of obesity through the media

6.2 Reflection of self of the obesity children on the obesity through news and media

6.3 Children's reflection on the media of food cooking and beverage

6.4 Internet: Source of knowledge for children

6.1 Reproduction of meanings of obesity through the media

Apart from the experience the obesity children received from the meaning of obesity from everyday interaction with people around them, the media has influenced the perception about the obesity, methods of diet and dressing fashions, sweets and foods. It has encompassed children' learning the most and the media which has most influenced on the reflection of the obesity children is TV, especially news, comedy show, diet advertisement which includes food and products, beauty and fashion. The subsequent influence is the Internet which most children use to search for games, music and cartoons. Some children imitate the diet from the Internet. Other least influent media includes newspapers, cut out broads, diet campaign. Nowadays

TV is compared as the “rite” in the globalized world in which information and image are presented to the audience in the form of inattention or teaching. But it causes some effectiveness (Kellner ,1993). In this regard, TV has sent a message that construct the image and meaning of the obesity for children to realize until they reflect about themselves and meaning of the obesity in the following.

6.2 Reflection of self of the obesity children on the obesity through news and media

6.2.1 Reflection of the obesity children on the meaning of the obesity from the media

Most children have received the image and negative meanings of obesity from TV especially from the news about the fattest people who are sick and can’t help themselves. That is, they need help from other people to take them to the hospital which most affects children’s thinking. Based on the experience received from the media of the obesity children, the children reflect themselves about the obesity in the form of interpretation on fat people in that they cannot help themselves and it is connected to disease, burden to other people and dangerous condition on life in the following.

Obesity as being unable to help oneself

In this regard, children see the story of the obesity people who are sick and can’t help themselves. From a news story in which a person whose weight is 300 kilograms cannot walk, this makes children reflect about themselves and compare themselves to the picture on TV. They realized that they are fat but they can change themselves and this motivates them to be on diet.

“I watched TV and then I saw a fat man lying on the bed. His weight is 350 kilograms. He can’t get out from the bed. At that time, I realized that I would not be like him.”

(Pee)

Obesity as connection to disease and death

Children perceived the meaning of the obesity from the media that their obesity will lead to some diseases and may be risky or dangerous to life later because each disease is dreadful even diabetics, obesity, cancer etc. I would like to be like that because it may lead to danger of life, so I would like to lose weight."

(Noom)

Obesity as the burden to other people

When children perceived that their obesity will lead to some problems and then becomes life limitations and being unable to help themselves, they reflected some expression in the following.

"I was very upset because I am afraid that when I grow up, I will be like him because his family has a difficult living. He can't stand up and has a big body and some diseases. I think I were him, I would be very upset that I had a body like that. He can't walk and sleep with some difficulty. If I were him, I wouldn't walk and had to stick at a place all the time. And the worst is that family members would take care of me."

(Noom)

Obesity as loss and danger to others

In this regard, the advertisement of Nature Gift Coffee makes children think that they are afraid and they would not like to be a fat man. This was communicated through the picture that an obesity girl was neglected by her boy friend.

"I was watching a TV program, I saw a woman buying ice-cream and then she saw her boyfriend walking with his new girlfriend. I would like to be like that."

(Arm)

"When I watched a scene in which a fat girl getting over her friend to the ground, I felt scare. If I eat a lot, I might be like that. I am afraid of that."

(Ma)

6.2.2 News and Advertisement make children in the condition of fear and remind them of stopping their mind from changing their appearance.

The news story about the obesity child impressed the children' memories. It has influenced on the control of children's thinking. This makes them think sometimes before they eat food. Beyond their perception on the obesity, it leads to the idea of weight loss and how to get on diet.

The obesity children have tried to control their eating. That is, they eat less, eat vegetable or decide not to eat although they see the advertisements of food, sweets, and ice-cream and then try to exercise.

"I am afraid that I will be like that. Then I go out to exercise and eat less food."

(Game)

"Since then I have never forgot the news I watched and have tried to eat more vegetable and exercise regularly."

(Game)

"I saw the news story f the obesity children and then I have started to exercise."

(Game)

6.3 Children's reflection on the media of food cooking and beverage

The food cooking and beverage show arouses appetite of the obesity children. They like to try the taste of food and find out something to eat. Apart from functioning to produce and communicate reality about the obesity with children in terms of their appearance, the media also presents the stories about food advertisements which arouse the appetite of the children. When they see the picture, they are hungry or like to eat immediately.

Pictures of the show arouse the appetite of the obesity children.

When they see the motion of the picture which is colorful and full of description sound, they like to eat even they are not hungry or like to eat at that time.

"I think I am not hungry but when I see the food cooking show such as Japanese food, I feel hungry (strong feeling). For example, when I see a show like "the iron bowl show on Channel 9, I feel like I like to eat again….because I am hungry."

(Sung)

"It is the advertisement of ice-cream. When I see the ice-cream vendors, I like to buy some although I am not hungry but I would like to try."

(Kan)

"When I see some people cooking on the TV, I feel that " Oh, that is interesting to try. This is interesting to try."

(Game's grandfather)

" When I watch some food cooking shows, I like to eat some food very much. When my birthday comes, I ask my dad to take me to MK restaurant."

(Game)

Children's reflection and action at that time tended to be on their need. They searched for food in the fridge or ate food in the kitchen as they could find. If there is no food, they drink water because there is nothing to try.

"While I was watching a movie at night, there was the advertisement of KFC (pizza), I came down to the kitchen and searched for something in the fridge to eat."

"Sometime there is no food…I make up my mind and then sleep….It is interesting to try."

(Sung)

Food advertisement arouses children to try food.

New advertisements of food, sweet and beverage on TV make children to try taste of something new in order to test that whether it is delicious as advertised.

" Yes, I have to try it to test whether it is delicious…Then it is really delicious."

(Tun)

Although children know that those are junk foods as informed by their parents, when they have a chance, they decide to eat them.

Pictures in the story create deliciousness, happiness in eating food and arouse their need of the children.

Some parents viewed that the media aroused the need of trying something delicious. Happiness children receive from touching of food favor, advertisement of sweets or food on TV arouses or draws children's attention to try food with beautiful pictures. This makes children like to try something new based on some strategies of marketing.

"There are some advertisements of KFC sets during school holidays. When my kid sees them, they like to try. For example, pizza, there is a sale on it. Buy one get one. Then my kid will ask me in that " Mom, it is interesting to buy it. It is worth buying one and getting another free." Then he will present it to me. For example, at the moment there is a new advertisement of Suziyaki. He likes to try it. He will follow the advertisement to check whether there is something new…. About eating, he likes it. He will check whether there is something new to try…What kinds of new pizzas to try…He will have a look at it."

(Sung's mother)

Regarding the advertisements which presents the image of deliciousness, KFC and Dunkin use TV to advertise goods.

"Media on the Internet creates the flow of deliciousness…Yes, it is delicious. It is very delicious and they won't eat other foods. That is not right. That's because there are some Medias that are created. This draws children's attention."

(Ma's father)

This includes response to new advertisements such as KFC. In this regard, Ta told his mom that

"There is just a new release of advertisement. I would like to try whether it is delicious or not."

(Ta's mother)

Apart from the information of the obesity people who are sick, food advertisements on TV affect the reflection of the children about the obesity. TV is also a channel to search for the information about weight loss.

Some children like to be on diet because they watch some TV programs which present how to lose weight.

"I used to watch a TV program about weight loss. People played Hula hoop to lose weight. At that time, my grandma watched the program with me and then she bought me one. When I got it, I used it. I was not keen on it. But I tried my best. At the end, I could play with it."

(Fran)

6.4 Internet: Source of knowledge for children

"I used the Internet and watched some clips about the obesity people. In the clip, there was a child in a winter camp. There was a bridge over a river. Fat and thin people could walk across it. However, at the end, there was a fat man walking on it and then the bridge was broken. I thought about myself. If I were him, I would find a way to lose weight."

(Wan)

“ I used the Internet to find out some ways of weight loss. It was suggested that I should do a rope jumping every day. I followed that every day. Then I could lose some weight.”

(Fran)

Regarding the creation of reality about the obesity in which children receive and absorb from the media, most media use some strategies to draw children’s attention by means of fear of disease, guilty feeling, unconfidence. Image and meaning of body and obesity are embedded in the self of the obesity children. All images are in a negative meaning. Then the media presents a way out of the problems by presenting some products such as Hoola Hoop, Nature Gift Coffee to lose weight. The media not only produces and send a message of reality about the obesity to children, but also presents food with advertisements which arouse children’s need to create hedonism for themselves. When children see those advertisements, they feel hungry immediately. The media is also the source of information in which the obesity children can access and they use it to find out ways of appropriate weight loss suitable for themselves.

Therefore, we cannot reject that media has created “reality” about appearance and meaning making on obesity which can be grown in children. The children can find out answers to any changes which occur with their body and development. This can create a self which reflects themselves in a subjective way. They can perceive any risks and find out solutions to manage their body to get away from the meaning of the obesity.

CHAPTER VII
CONCLUSION, DISCUSSION AND RECOMMENDATION

This study is concerned with self reflection and self practice of the obesity children: the case study of Grade 6 students, Ubonratchathani province. It is the qualitative research which has the following objectives 1) to study the creation of meaning making and self-practice about the obesity of social institutes which are family, school and media advertisement which is accumulated as experience in the self of the obesity children 2) to study the reflection of thinking, self and self-practice about the obesity of obesity children. The sample of the study was 16 Grade 6 students who were overweighed in a primary school in Ubonratchathani province. The key informants were staff involved in nutritious work in students which consisted of two public health staff, one school director, one health care teacher, one physical education teacher. This includes the group of 16 parents and 107 Grade 6 students. The data was collected by the drawing activity and the technique of non- participated observation and pictorial ethnography which children had to draw their own picture with a short description of 5-10 sentences, composition writing, in-depth interview and focus groups. The researcher collected data in the field work from September 2010-2011. From the study, the results can be summarized as follows.

7.1 Family and obesity

7.1.1 Meaning creation about the obesity by parents

It was found that children's body is the social and activity area in which parents want to raise them as fat people within somatic society. In this regard, it is concerned with the value and belief in that obesity children means loveliness, strength and healthiness. Being able to raise children until they are connected to value can create pride to parents.

7.1.2 Creation of body and obesity for children in the family

It was found that body regulation for obesity children occurs with some children since they are mother's pregnancy. From care of mother's pregnancy until baby delivery, children's body is taken care to be fat with attention. It is based on the principle of nutrition which is the main base of thinking. When children grow up, food is still the main factor to function as the medium of love. This includes the connection between members in the family and children, parents and grandfather, grandmother, cousin or people who are close to children. In addition, food is used to regulate children's body to be under the power such as convenience for shopping, food storage in the fridge and different of kinds of cooked food because family does not time to cook because family members have to work. In this regard, parents cannot function as "the kitchen of the house". This offers children a chance to buy food from convenient stores to eat on their own or they choose much food stored in the fridge without setting up rules for eating or they cannot control children's eating all the time. This includes sweet and drinks in the house which is the accelerator to motivate their children's flavor or eat without inattention.

In addition, it was found that eating pattern in the family which varies according to the economics of the family is the main factor to create eating discipline and increase the obesity to children. This is, for example, the postpone of eating dinner time until late, long duration of dinner time, imitation on parents' eating such as eating a bit by bit, eating fatty food, being unable to eat vegetable, eating sweets, drinking sweet water, drinking coffee, eating like adults, eating all time without punishment. These things make children think that it is normal. It is the history which is written on children's body through days and time and grows sub-consciousness of self in children for eating, absorption of eating experience from the habitual action until it is familiar to children.

These cause some changes in children until they are fat and these will indicate some signs of abnormality. This kind of phenomena is found when children are in Grade 3-4. Then parents recreate meanings of the obesity for their children again. Children's fat body varies from healthiness to disease and then parents regulate their children's body by ways of losing weight. However, some parents think that it is

not necessary to control their children's weight. Because they still believe that their children's obesity can be changed and they can live normally.

7.1.3 Regulation on children's obesity of the family

In this regard, some parents are strict to regulate their children's obesity by controlling amount of food, weight watch, exercise and regulation of body and obesity according to time table. But most parents' ideas are just concern without strict control. They use talk, warning, and motivation for children to practice. In this regard, they provide them some tools or warn them sometimes.

7.2 School and obesity

7.2.1 Production and reproduction of meaning of obesity

Obesity children have to face with reproduction of meaning of obesity from society in the school and teachers, public health staff and friends who make them have the funny image. They are teased, imitated and viewed that they have a big body which is different from normal people. Teaching of health care subject makes them think that the obesity is the risk and causes some diseases of high blood pressure, heart attack and diabetics. The obesity makes people look ugly and smelly and disgusting.

7.2.2 Regulation of body of the obesity children in the school

The school is the controlling space to create discipline to children with exact time table such as eating time. In this regard, the school sets up a time for food sale at the school shop and has a lunch project for students. It teaches children to eat vegetable which most children viewed that it is not delicious and has a little meat. The taste of the food is plain. This makes more children not to choose to eat lunch provided by the school and then they buy something like sweets at the school shop. The school allows the sale of ice-cream at only one shop during lunch time. The welfare school shop sells sweets, water and sweet drinks and milk for children etc.

The activity of learning in physical health subject reminds of the difference and weak feeling to children to be evident in the eyes of their friends and

self of their own because it is the integrated curriculum. The obesity children have to practice until they pass the criteria like their friends. But fat children cannot activities in the curriculum like normal children such as summersault etc.

In this regard, there was the activity of basic health check of the public health staff to watch for the condition of nutrition of the obesity children who were measured by weight, height and self perception on their obesity because the teachers or public health staff told. But some children refused to perceive and understand the meaning of BMI.

7.3 Media advertisement and obesity

7.3.1 Reproduction of meaning of the obesity by media

Most children perceive their image and negative meaning from TV especially the program about the obesity people who cannot help themselves. The pictures from the media tended to use some strategies to convince children to have fear by conveying the message in that the obesity is inability to help oneself, burden for other people, loss and connection with disease and death, guilty and picture of the obesity man run over the dead man, hesitation and asceticism because they would like to change themselves by different ways presented by the media through diet products such as hoola hoop ring, Nature Gift coffee, beauty drink, drink without sugar to lose weight. At the same time, the media advertise food and create the story of deliciousness, happiness in eating and arousement of children's need which make them feel hungry.

7.4 Children's reflection on the meaning of obesity

Most children perceive their own body size from the data other people informed them. And then they start to know their body when they are too fat and when they are in Grade 2-3. In this regard, people who are close such as parents, cousins in the family tell them about their obesity.

Most obesity children give the meaning of their obesity in a negative way. They reflected that it means the appearance which has excessive parts from the normal appearance. It is the improper appearance because it is overweight or has more weights than other people with a big belly with observable fat, big and round body and short and thin appearance. This indicates a person who has bad behavior and asceticism and lack of self-control and laziness.

In addition, the obesity children have a view on the obesity in terms of medical perspective in that the obesity person means being a sick man with abnormality, weakness and disease, dietetics, high blood pressure, obesity and blood in the heart line. Some obesity children are afraid that they will be sick or get some disease or death and they have a value to follow the latest fashion and viewed that the obesity decreases handsomeness and makes up an unpleasing image. This applies to the girls who think that the fat appearance offers them a bad look because they cannot find beautiful suites to dress up.

Some male children viewed that the obesity of the girls and boys is different. That is, they viewed that the boys view themselves in a lovely way. However, they viewed that it causes some more cost and the obesity people are always forgetful and slow.

Most obesity children are not satisfied with their appearance. In order to decrease internal pressure and self, they give the meaning of obesity in a positive way in that the obesity person is like a tycoon, a great man with special characteristics and helping people. In this regard, the obesity people are lovely except girls. They argued that the obesity people are not fat but they are in the period of getting healthy. It is argued that making a new meaning on the obesity and accepting it is part of life in the self of the obesity children. Children do not reject their obesity but they refuse to absorb the definition of the obesity made by the society. Therefore, these children still live as fat people.

7.5 Self reflection and social structure

7.5.1 Self reflection of the obesity children in the family

7.5.1.1 Reflection on the action of parents

Based on the rules or practice to lose weight set up by parents, children reflected their thinking that it is too late to change their weight for their period. Asceticism is the internal war of self between instinct and discipline and huger. Some children can control their weight once in life after they are controlled in terms of eating by their parents. They are afraid to do that again because they feel painful when they are hungry. Therefore, rules are for violation. Resistance to rules of eating and avoidance of exercise can happen at home and school when there is no controller.

7.5.1.2 Control of self in the family

When most children realize and accept that they are fat they will some ways to lose weight. In this regard, they try to reduce eating and increase exercise such as having a tight belt, eating less/ not eating sweet. When they try something and it is not successful, they feel desperate and stop doing it. Commitment with parents reminds children's attention and consideration and mind support. This makes them feel confident that they can do it. And then they have a strong mind to do so. Most children control themselves when they are controlled or guided.

7.5.2 Self-reflection of the obesity children in the school

7.5.2.1 Self reflection on the obesity in the course of health and physical education and lunch provided by the school

In this regard, children reflect themselves that although they are fat but not all obesity children are smelly as taught by the teachers. They think that both fat and thin people have an equal chance to have a bad smell if they do not take care of their body. However, some children are sensitive because they know that they are fat. Then they are not confident and are afraid that they will be teased and no one will get close to them. Therefore, they think that they have to take care of their hygiene. Regarding the weight loss as suggested by their teachers, children think that it takes time and it is difficult to do that successfully. In the course of physical education, the obesity children reflected the activity which contrasts their body in that

they cannot do it because they feel embarrassed because their friends tease them. Some children negotiate with the teachers to do some other activities or they refuse to do the activities designed by the teachers. For the lunch provided by the school, they choose to a particular day that has their favorite food.

However, for the views of children on the school, when compared with living at home, the school gives them freedom in eating. They can release themselves freely without any bound which is not like living at home in which they drink only water which has not any taste.

7.5.2.2 Self-reflection and self-adjustment of the obesity children

Reflection on body regulation and role of the obesity children to live in the society and public space normally is one aspect the children pursue. It is the way out of the children to be concurrent with the social perspective when they are with friends in the school. They choose some suitable activities for themselves. Some children choose the activity which is superior to their friends because of their big body. They choose to play sports which reduce some limitations of movement and they prove themselves to the society that they can do anything in which most people can't do or beyond the expectation of the society. They behave themselves as a funny man. They believe that being a comedian and talkative can drawn their friends' attention without separation. In this regard, some obesity girls choose to dress like a boy.

7.5.3 Self-reflection of the obesity children and media advertisement

7.5.3.1 Reproduction of meaning of the obesity through media

Most obesity children perceived their image and meaning of the obesity in a negative from TV especially the program which is about the obesity people who are sick and cannot help themselves. Other people have to take them to the hospital which affects children's feeling the most. From the experiences concerned, the obesity children reflect on themselves. They interpreted the obesity in that being unable to help oneself, connection with disease, burden to other people and risky condition of life. With those advertisements, children think about their appearance and

feel afraid of the obesity. However, at the same time the media presents the advertisements about food which motivate children to try. When the children see the pictures, they feel hungry and like to eat immediately.

7.5.3.2 Presentation of real self

The self of the obesity children is the social self which is positioned under contexts and characteristics of relationship with people. It is set up in order to prevent itself from weakness which is created by the society. That is, scolding and embarrassment, stability can make children spend their life smoothly by presenting the real self to the public in order to get some impression when children have relationship with other people especially with parents or people who have power over them and strange people. It is the real self which is the nature of the children when they expose their real self. This becomes clear when they are out of the controlling region and when they have equal relationship with their friends who are familiar and sincere to them.

7.6 Discussion

7.6.1 Creation of meaning of the obesity and experience embodiment of the obesity children

The body of the obesity children is the creation of social reality (Berger, Peter and Thomas Luckmann, 1967) or is created by the society. The influence of socialization by family, culture and society, value in each period and scientific and medical knowledge has created the obesity as the reality based on BMI and connection of the obesity with risk and death. At the same time, the society has created the language for obesity which indicates the condition of unloveliness, slowness, fear and worry for those people who are in the domain of obesity. This makes the obesity children become an object which is controlled under the power of social institutes which consists of family, school and media in the following.

The family functions to take care of children and restraint body for the growth of children, healthiness since children are in their mother’s pregnancy until they are delivered. The body of the children is created by parents to be fat and through

the creation of meaning of obesity. It is prescribed by the society in that the obesity means loveliness, strong health. Parents use food to feed their children and as the reward at the same time. This makes children think that the obesity is normal which is accepted by parents and they realize that food is the source of energy for healthy growth. Children are happy to eat things with deliciousness. But when parents are dominated by medical knowledge and see some changes on their children's body, they are afraid the obesity will be a health problem. Some parents control their children to lose weight and regulate them to eat less and let them exercise more. In this regard, they warn and teach their children that the obesity is dangerous to health. Therefore, they should think carefully and be responsible for their own appearance. They have to adjust their eating behavior and have asceticism. They have to be a reasoning person on food consumption. They have to exercise regularly to lose their weight. However, although children's body is controlled by parents without the real realization of children's self, children have learnt about the self of themselves and experience embodiment. The children are not interested in their parents' warning or what the parents need them to do. Some children still think that the obesity is not the problem at all. They are still happy to eat their favorite foods according to suitable time and occasions.

Apart from the influence of the family, when the obesity children go to school which has different environments from their home, the school provides some regulations on children. That is, they have to follow school's rules and discipline. The school is the agent which provides the rationalization of the body to children through teaching and learning and practices in the curriculums and subject contents. They have to eat food according to timetable and there is a watch of nutrition by measurement of weight, annual health check from the public health staff. In addition, the school is the area of making relationship of the obesity children with their friends. This is affected in that they are regulated by the fixed activities. Movement of the children in the course of physical education does not facilitate the obesity. The content of the teaching in the course of health education which the teacher indicated is that the obesity is risky to the cause of disease; the obesity children have a bad smell of body. This includes the regulation of groups of children by BMI in the activity of health check, teasing from teachers and friends and discrimination of friends. These make children reflect

that the obesity is the harassment. The fat body is the thing the society does not like. This discommodes the self of the obesity children which causes instability and weakness. But at that time, the school opens the free area for children to choose to eat their own food.

The media advertisement is the important structure and has much influence on thinking and self-practice on the body of obesity children in this period. Especially, TV functions to spread data with the representation of the obesity which includes the disease of the hatred, horror, being unable to help oneself and burden to other people. The presentation of the pictures of the obesity is the important tool of advertisement of goods in the form of mass consumption. The fat body is presented as the area of risk of disease which contrasts to beauty and sex etc. The connection of the obesity to sales of goods such as clothes, food list, sweets and how to lose weight makes the children see the clear picture of themselves. When they see the pictures, then they think about their appearance. Then they think that the obesity is the unpleasing condition, disease and fear of death. At the same time, media used in the advertisement and news presentation has become the free area for the obesity children to decide to choose foods to eat, exercise and choose to lose weight on their own. Sometimes they do not reflect carefully, and then they become the victim of the lured image which is created through TV.

7.6.2 Self reflection and self practice of the obesity children

Within the creation of somatic society (Turner, 2008), the body of children has become the source of controlling operation. It displays the regulation of body of the society within the value of culture and a set of medical knowledge which is the form of rationalization. In addition, children are under the risky society which is full of advertisements which lure children to beauty and fashion. This makes some children interested in their body and regulation of body based on self-reflection. Turner proposes self as a project which is continuous and has developments. In the later period of this age, human beings have characteristics to regulate themselves. They ask themselves questions and they analyze and reflect themselves. They have dialogue to embodied self which is inside and outside. It is the self which can be changeable upon the contexts. It is the self which has potential and is knowledgeable which can cause

changes and negative and positive effects. And it challenges to the new regulation which is embodied in the self. It is the source which accumulates knowledge which is habitus of the body of all obesity children.

Turner argues that the development of potential of the body as the performance of the self. In this regard, he asserts that the self has its own process which starts from the beginning of the embryo and then it is socialized and is positioned and absorb experience and then becomes embodiment. The process of self creation will turn around to create a new self when a person accumulates experience and knowledge. Therefore, the person can choose different kinds of body by the process of regulation again and again. This is done through the process of self-reflection when he / she is with the self and others.

Therefore, the development of body of the obesity children starts from the childhood period until the adult period. The obesity children have a mechanics of self-reflection on meaning making on social obesity, reasoning of regulation according to BMI. It chooses a way to practice to present the identify of self which is needed by the self. That is, the obesity children are the subjectivity which has emotion, feeling, imagination and need. In this regard, the children described the real self through their reality by drawing a picture of themselves as the obesity person and virtual reality. It reflects the reality in the future which they would like to communicate to other people from their heart in the form of thin person which contrasts the present reality.

The self of the obesity children is the agency. Most children realize that they are fat and are not satisfied with their appearance. However, they do not refuse their obesity but they refuse to assimilate the definition of the obesity made by the society. Some children chose to make a new meaning of the obesity for themselves and they accepted that the obesity is a part of life. In this regard, they gave the meaning of the obesity in a positive way which is compared to a tycoon, strength, man without disease and special properties. They reflected that the obesity person is lovely and is in the final phase of obesity. Some children chose to adjust themselves or their image in a new way. They chose to do some activities which are appropriate for them. They chose the activity which is superior to other people. They chose to play sports which have some limitation of body movement and used some special techniques. They chose to do something that most people cannot do or beyond the expectation of

the society. They behaved themselves as funny and talkative persons. Some obesity girls chose to dress like a boy.

In addition, some obesity children regulated their own body by eating less and increasing exercise such as using tight belt, eating less, not eating sweet and exercise, playing hoola hoop etc. However, when they tried a particular method and they did not feel happy, they felt desperate and if there are no people who cheer them up, they will stop doing it.

The obesity children do not accept all but they have a strategy to negotiate and resist the control of regulation of their body according to the need of parents or sometime they avoid controlling and have resistance on rules, scolding or blame on their eating. This affects children in that they have conflict in their mind in more degree and affects their self-practice in a negative way such as eating more, hiding to eat, fasting, using some drinks as laxative medicine which affects mental health and body of the children.

Based on the application of the perspective of regulation proposed by Turner, the researcher studied the case study of the obesity children and view that the society under the scientific and medical thinking system has created a negative meaning on the obesity. The meaning concerned affects life of the obesity children. In this regard, the society has tried to manage, control and regulate children's body as needed through social institutes such as medical system, school and family. The meaning of the obesity in the medical perspective has pressed the self of the children and it has never reflected "reality" from the obesity children. The study based on the perspective of Turner has disclosed lively life and self of the children. It offers some understanding on idea, emotion and feeling and option to practice about the obesity of Grade 6 students through social interaction in everyday life. It has advantages and disadvantages on the body and it offers some understanding on social process to create the meaning of the obesity which becomes the dangerous option for the obesity children. And it offers a chance for businessman to take more advantages on the children concerned.

7.6.3 Perspective of body regulation of Turner

When the researcher applied the perspective into this study, it was found that the perspective on creation of the obesity body can describe the phenomena in a concurrent way to the context of the life of the obesity children. The perspective concerned uses the body as representation of the age of society and culture to the new society. That is, the obesity in the society and culture creates the obesity as strength, loveliness, a thing which is needed by the society. However, the obesity in the current age means the body which is full of risk, slowness and a thing which is not appealing which affects emotion and feeling. This makes people who have a fat body dissatisfied with their body and then leads to self-practice and body adjustment without thinking such as taking diet pills and liposuction which is dangerous to the body.

The perspective of the body of Turner indicates social structure such as family, school and media which have influenced the regulation of the body of the obesity children clearly. This is from the creation of the meaning of the obesity and body creation to the obesity children based on the principle of nutrition, the evaluation of the obesity by BMI and effort to regulate the body by controlling eating and exercise in order to lose weight etc.

In addition, it can describe the phenomena in a concurrent way to the development of self of the obesity children as the experienced subject which has learning through interaction with society at home with parents, cousins and relationship between teachers and students and friends at school. This indicates the operation of family and school in that it is the strong and strict structure and offers no chance of options. Although the obesity children have freedom to make a decision on food to eat, some families still have the same pattern of eating while they still complain often about their children’s eating. Some parents believe that children can take care of their body when they grow up. However, most obesity children are intelligent. They have reasons to protect themselves. They like other people to view their value of obesity which preserves loveliness, pity and consideration and option to use the obesity body to get away from stigmatization. This makes children to present their body which reflects themselves in the form of subjectivity rather than objectivity. When the obesity children interact with other people, they consider their self all the time that how they behave themselves to be suitable with time and context. This is to

make the society accept and prevent themselves from blaming. This includes the reflection of reality in that the body of the obesity children is the image created by the society in terms of illness or abnormality which occurs from social interaction in a contrastive way. That is, the obesity is the inferior status, pressure (Turner, 2008:82-83) and it affects the obesity as the self of agency which is pressed and discriminated. The obesity children have to try to release themselves for freedom because their self is the experienced subject who has knowledge which is assimilated in life and makes them realize and understand themselves or self-embodiment. And then they choose to behave themselves to be concurrent and suitable to situations such as creation of positive meaning of the obesity, self identify creation, choosing to eat foods which are favorite and unfavourite, not eating vegetable and fruit etc. The self of the obesity children can create and change self smoothly depending on the context or social conditions such as having boy and girl friends, beauty, handsomeness according to the fashion, sense of self on the obesity including inconvenience, body smell and slowness etc.

The perspective of Turner on food and body regulation of woman is different from the obesity children. That is, the woman uses diet control to indicate the body of individual which restrain of desire and action through food control. It is in line with the value of the age which praises asceticism and diligence. It is a Christian way because it is believed that the body is sinful. Food will decorate internal desire of human being. The rejection to eat food of woman is disobedience because the woman is forced to eat food. Then there is resistance. It is different from the case of obesity children who has eating behavior to respond to hunger and their main need. Therefore, the obesity children eat food with their appetite and enjoy although their parents will dissuade them but it is in vain.

7.7 Recommendations

7.7.1 Family with obesity children

Parents have to persuade children to do activities together in order to let them move their body. At the same time, they have to take care of their children’s food

by adjusting their own way of eating. They should choose food without fat, sweet to eat. In this regard, they should focus on home cooking and eat together at home. For the families which are the shops, they have to choose and order food into the shop appropriately and they have to teach children to understand the effects of the obesity which occurs from free eating of sweets while they are not hungry. In addition, they have to work together as a network with schools and let students participate in the activities provided by the school in connection with parents' participation or they can set up a network of parents and create family activities to take care of the obesity children.

7.7.2 Solutions to the obesity children of the school

In this regard, they affect feeling of people involved and threaten the obesity children. Therefore, practitioners, children, teachers, public health staff should receive some training to develop their skills as counselors who understand children's experience. This is to find a way out with children by giving them an opportunity to show ideas which indicate their self such as training on motivational interviewing to teachers and public health staff who could supervise children. School should have a direction of providing activities or curriculums which expand the thinking base into different bodies of the children. They should accept different bodies of the children. There should be some flexibility to set up learning and teaching activities for children to choose. In this case, children should be motivated to participate in useful activities for society which can create confidence for the children themselves. This includes providing life skill activities to deal with the obesity correctly and there should be a system to transfer data as the network to take care of children between home and school.

7.7.3 TV and influence on the obesity children

As far as it is concerned, data about health can be transferred through media rapidly and most children tend to believe and follow them. Therefore, selection of data especially the advertisement of goods should be creative and useful for the obesity children because they are the marketing target of the media which tries to create confidence to children that when they consume goods, they will be happier with

relish and enjoyment and beauty. Therefore, the government should realize and manage media and control production of goods to reduce risk factors about food and weight loss of the obesity children.

7.7.4 Study with children aged 10-13

Researchers should use different kinds of techniques of data collection and then they should adjust them to be suitable to contexts of each child. One of the effective techniques is pictorial ethnography. The good point of this method is it is an easy activity that children can do with fun. It can create a good relationship between researchers and children well and another effective method is non-participative observation. It is the method in which the researchers can get the most facts. However, it has some limitations because children have a high sense of care. If they see the researchers, they will stop their behavior which is being performed. For the group interview, the appropriate amount of the sample is three because children will relax as there are more friends to think with and help do activities. The researcher can control the conversation. Children will not play or talk to each other. The inappropriate technique for data collection is in-depth interview and composition. The in-depth interview is more formal. Therefore, the researchers should adjust the method by using semi-interview. There might be some activities by the researcher with children such as walking to talk while exercising. For the composition, there are some limitations for some children and their writing skill which need some time to think and writing much makes children bored or they can write a little.

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APPENDIX

แนวการสัมภาษณ์เชิงลึก (In-depth interview)
สำหรับกลุ่มตัวอย่าง

วัตถุประสงค์ เพื่อศึกษาว่าในการปฏิสัมพันธ์กับบุคคลต่าง ๆ ในสังคม ได้แก่ แพทย์/เจ้าหน้าที่สาธารณสุข ครู ผู้ปกครอง กลุ่มเพื่อนสนิท และสื่อโฆษณา ประกอบสร้างความหมายความอ้วนและการปฏิบัติตน ให้เด็กอ้วนสะสมประสบการณ์เป็นอย่างไร ทำให้เด็กคิดไตร่ตรองในการให้ความหมายความอ้วนและการปฏิบัติตนอย่างไร

แนวการสัมภาษณ์ผู้เข้าร่วมวิจัย (เด็กอ้วน) ประกอบด้วยประเด็น ต่อไปนี้

วัตถุประสงค์	ศึกษาการให้ความหมายความอ้วน
คำถาม	หนูคิดว่าทุกวันนี้มีคนอ้วนเยอะไหม คนใกล้ตัว ญาติพี่น้อง หรือเพื่อนๆ ของหนูมีใครบ้างไหมที่อ้วน สำหรับหนูความอ้วนคืออะไร เวลาหนูจะบอกว่าคนไหนรูปร่างอ้วนหรือไม่ หนูดูที่ตรงไหน เวลาเห็นคนอ้วนหนูมักจะคิดถึง/เปรียบเทียบได้กับอะไร หนูคิดว่าคนอ้วน ที่เขาอ้วนนั้นเพราะอะไร หนูเคยได้ยินจากคนอื่นพูดถึงคนอ้วนเป็นอย่างไร หนูคิดว่าการเป็นคนอ้วนนี้ดีหรือไม่ดี เพราะสาเหตุใด
วัตถุประสงค์	ศึกษาการรู้ตัวว่าอ้วนของเด็กอ้วน
คำถาม	ในชั้นเรียนของหนูมีคนที่อ้วนหรือไม่ (ถ้ามี)มีจำนวนกี่คน หนูคิดว่ารูปร่างตัวเองจัดอยู่ในกลุ่มที่มีน้ำหนักตัวแบบใด (ถ้าคิดว่าตนเองอ้วน) หนูรู้ว่าตัวเองอ้วนตั้งแต่เมื่อไร ดูจากอะไร เคยมีคนทักหรือบอกหนู เกี่ยวกับเรื่องความอ้วนหรือไม่ เขาบอกหนูว่าอย่างไรบ้าง หนูเชื่อตามที่เขาบอกหรือไม่ รู้สึกอย่างไร หนูทำอย่างไร(ยอมรับ/ไม่ยอมรับ) หนูเคยตอบเขาว่าอย่างไร

แนวการสัมภาษณ์ผู้เข้าร่วมวิจัย (เด็กอ้วน) (ต่อ)

วัตถุประสงค์	ศึกษาการคิดไตร่ตรองของเด็กอ้วนเกี่ยวกับความอ้วน
คำถาม	หนูคิดว่าความอ้วนมีผลดีหรือผลเสียต่อสุขภาพตัวหนูเองหรือไม่ เพราะอะไร(ให้อธิบาย) หนูคิดว่าโตขึ้นรูปร่างของหนูจะเปลี่ยนแปลงอีกหรือไม่ เปลี่ยนแปลงเป็นแบบไหน ขณะนี้ถ้าหากสามารถเปลี่ยนแปลงร่างกายได้ หนูคิดว่าอยากเปลี่ยนร่างกายให้เป็นอย่างไร ทำไมหนูจึงคิดอยากเปลี่ยนแปลงร่างกาย หนูเคยพูดคุย โต้แย้ง กับคนอื่นที่บอกว่าหนูอ้วนบ้างหรือไม่ หนูเคยเล่าให้ฟังบ้างหรือไม่ว่าหนูคิดอย่างไรกับสิ่งที่คนอื่นบอกว่าหนูอ้วน หนูคิดอย่างไร/รู้สึกอย่างไรในขณะนั้น และคนนั้นเขาบอกหนูอย่างไร
วัตถุประสงค์	ศึกษาการปฏิบัติตัวของเด็กอ้วนเกี่ยวกับความอ้วน
คำถาม	ปกตินอกจากการเรียนที่โรงเรียน หนูชอบทำกิจกรรมอย่างอื่นในยามว่างอะไรบ้าง ที่ผ่านมาหนูเคยคิด และเคยทำอะไรบ้างเพื่อที่จะเปลี่ยนแปลงขนาดร่างกายของตัวเอง เช่น การกินอาหาร/ขนม ออกกำลังกาย การแต่งกาย ฯลฯ ถ้าหากเคยทำ หนูทำอย่างไรบ้าง ทำไมหนูจึงทำเช่นนั้น มีใครคอยบอกคอยเตือนให้หนูทำไหม ตอนที่ทำแบบนั้นหนูรู้สึกอย่างไร
วัตถุประสงค์	ศึกษาการให้ความหมาย การคิดไตร่ตรอง และการปฏิบัติตัวของเด็กอ้วนในบริบทต่าง ๆ ที่เด็กอ้วนมีปฏิสัมพันธ์กับกลุ่มคนกลุ่มต่าง ๆ ได้แก่ แพทย์/เจ้าหน้าที่สาธารณสุข ครู เพื่อน และสื่อโฆษณา

แนวการสัมภาษณ์ผู้เข้าร่วมวิจัย (เด็กอ้วน) (ต่อ)

คำถาม	(1) ตอนที่หนูตรวจสุขภาพ ที่มีการชั่งน้ำหนัก วัดส่วนสูง คุณหมอให้คำแนะนำเกี่ยวกับสุขภาพของหนูอย่างไรบ้าง หนูเชื่อไหมและหนูรู้สึกอย่างไร หนูอยากทำตามที่คุณหมอแนะนำบ้างไหม เพราะอะไร หนูอยากให้ร่างกายของหนูเป็นแบบไหน หนูคิดว่าหนูจะสามารถเปลี่ยนแปลงร่างกายตัวเองให้เป็นแบบนั้นได้หรือไม่
	(2) ที่โรงเรียนครูจัดกิจกรรมเกี่ยวกับสุขภาพและความอ้วนอะไรบ้างที่หนูได้เข้ามีส่วนร่วมในกิจกรรมนั้นบ้าง เช่น วิชาที่เรียนพลศึกษา กิจกรรมของโรงเรียน ฯลฯ ครูเคยพูดกับหนูเกี่ยวกับความอ้วนไหม ตอนที่คุยนั้นหนูกำลังทำกิจกรรมอะไรอยู่กับคุณครู ครูบอกหนูว่าอย่างไร ขณะนั้นหนูคิดและความรู้สึกอย่างไรกับความอ้วนที่ครูบอก หนูคิดเกี่ยวกับเรื่องความอ้วนของตนเองเหมือนกันกับที่ครูบอกหรือไม่อย่างไร
	(3) ในกลุ่มเพื่อน หนูกับเพื่อน ๆ ตัวเท่า ๆ กันไหม มีความแตกต่างกันไหมอย่างไร เพื่อนๆ เคยพูดถึงเรื่องความอ้วนอย่างไร หนูเคยพูดคุย โต้แย้ง กับเพื่อน ๆ เรื่องความอ้วนหรือไม่ หนูอธิบายให้คนอื่นฟังหรือไม่ หนูกับเพื่อนชอบชวนกันทำกิจกรรมอะไร (เช่น กีฬา การแต่งตัว อาหาร เกมส์ การเรียน)

แนวการสัมภาษณ์ผู้เข้าร่วมวิจัย (เด็กอ้วน) (ต่อ)

	(4) สื่อโฆษณา/รายการประเภทไหนที่หนูชอบดู (บ่อย , เป็นประจำ) ทำไมจึงชอบดู หนูเคยดูรายการในสื่อแล้วเอามาทำเลียนแบบบ้างไหม ตัวอย่างเช่นสื่อเรื่องอะไรบ้าง หนูเคยเห็นในสื่อที่พูดถึงความอ้วน หรือคนอ้วนอย่างไรบ้าง หนูรู้สึกอย่างไรเมื่อดูสื่อนำเสนอเรื่องความอ้วนอย่างนั้น (พร้อมทั้งให้ดูสื่อโฆษณาที่ผู้วิจัยจัดเตรียมไว้ และถามความคิดเห็นของเด็กว่า ดูสื่อนี้แล้ว มีความคิดเห็น และรู้สึกอย่างไร อยากเลียนแบบไหม เหตุผลเพราะอะไร)

แนวทางกิจกรรมกลุ่มของผู้เข้าร่วมการวิจัย

วัตถุประสงค์ เพื่อให้เด็กอ้วนถ่ายทอดถึงการให้ความหมายความอ้วน ประสบการณ์ที่เด็กเป็นอยู่กับความอ้วน การปฏิบัติตัว และความคาดหวังเกี่ยวกับขนาดร่างกายของตนเอง โดยให้ทำกิจกรรม

ครั้งที่ 1 กิจกรรมการวาดภาพ โดยใช้เทคนิคการเขียนเรียงความ และการวาดรูป (pictorial ethnography) โดยให้เด็กวาดรูปตัวเอง ภาพที่หนึ่งให้เด็กวาดภาพรูปร่างตัวเองที่เป็นอยู่ในปัจจุบัน และภาพที่สองเป็นภาพรูปร่างของตัวเองในอนาคต พร้อมให้เขียนคำบรรยายภาพสั้น ๆ 5-10 ประโยค ภาพแรกเขียนเกี่ยวกับความหมายความอ้วน ความพึงพอใจต่อรูปร่างของตนเองที่เป็นอยู่ในปัจจุบัน และภาพที่สองให้เขียนว่าจะปฏิบัติอย่างไรเพื่อที่จะเปลี่ยนแปลงร่างกายไปสู่ภาพอนาคตที่ตนเองต้องการ

ครั้งที่ 2 การเขียนเรียงความ เรื่อง“ตัวตนที่ฉันเป็น”ประกอบด้วยประเด็นการให้ความหมายความอ้วนและความงาม ภาพลักษณ์ของร่างกาย และประสบการณ์เกี่ยวกับความอ้วนมีอย่างไรบ้าง มีผลกระทบหรือเป็นอุปสรรคต่อการใช้ชีวิตอย่างไร

ครั้งที่ 3 การเขียนเรียงความ เรื่อง“ตัวตนที่ฉันต้องการจะเป็น”ประกอบด้วยประเด็นความคาดหวังเกี่ยวกับขนาดร่างกาย และวิธีปฏิบัติที่จะบรรลุตามความคาดหวัง

แนวทางกิจกรรมกลุ่มของกลุ่มเพื่อน

วัตถุประสงค์ เพื่อให้กลุ่มเพื่อนถ่ายทอดถึงการให้ความหมายความอ้วน ที่จะสะท้อนถึงการประกอบสร้างความหมายความอ้วน โดยให้กลุ่มเพื่อนตอบคำถามโดยเขียนบรรยายสั้นๆ เกี่ยวกับ ความหมายความอ้วนว่าหมายถึงอะไร และเมื่อกล่าวถึงความอ้วนแล้วคิดถึงอะไร

แนวคำถามการสัมภาษณ์ผู้ปกครอง

หัวข้อเรื่อง“การให้คุณค่าที่มีต่อความอ้วนของลูกของเรา”

1) การให้ความหมายเด็กอ้วน

2) กระแสสังคมมองว่าเด็กอ้วนเป็นอย่างไร ท่านมองความอ้วนของลูกแล้วมีความคิดความเชื่อ และความรู้สึกต่อการที่ลูกอ้วนเป็นอย่างไร

3) ท่านดูแลการกินอาหารของลูกอย่างไร อาหารที่คนในครอบครัวและลูกชอบ อนุญาตให้ลูกกินขนมขบเคี้ยว, การกักตุนอาหาร หรือไม่ อย่างไร

4) ท่านมีการบังคับเกี่ยวกับการกินอาหารของลูกหรือไม่ อย่างไร(บ่น ดุ ต่อว่า ฯลฯ) ลูกทำอย่างไร

5) ท่านมีการบังคับให้ลูกออกกำลังกายหรือไม่ อย่างไร(บ่น ดุ ต่อว่า ฯลฯ) ลูกทำอย่างไร

6) ลูกมีเพื่อนหรือไม่ ขนาดร่างกายเท่า ๆ กันหรือไม่ เคยเปรียบเทียบเรื่องร่างกายให้ลูกฟังหรือไม่

7) ลูกเคยพูดคุยเกี่ยวกับเรื่องร่างกาย หรือความแตกต่างของตนเองกับเพื่อน ๆ บ้างหรือไม่ อย่างไร ท่านแก้ปัญหาหรือให้คำแนะนำลูกอย่างไร

8) ลูกมีความสนใจในการเลือกเสื้อผ้า การแต่งตัวของตัวเองหรือไม่ ลูกชอบแต่งตัวอย่างไร

9) ลูกเคยคิด หรือเคยลดน้ำหนักหรือไม่ และเคยเห็นลูกมีพฤติกรรมที่เปลี่ยนไปจากเดิมที่เกี่ยวข้องกับรูปร่างหรือไม่ เช่น การกินอาหาร การเลือกประเภทอาหาร การออกกำลังกาย ฯลฯ

10) ท่านเคยคิด หรือให้ลูกลดน้ำหนักหรือไม่ อย่างไร และลูกตอบสนองอย่างไร

11) ความคาดหวังของท่านที่มีต่ออนาคตลูกและความอ้วนของลูก

แนวคำถามการสัมภาษณ์สำหรับครู

เรื่อง “การให้คุณค่าต่อความอ้วนของเด็กนักเรียน”

1) ท่านให้ความหมายเด็กอ้วนอย่างไร

2) สถานการณ์เด็กอ้วนในโรงเรียนของท่านในปัจจุบันเป็นอย่างไร เมื่อเปรียบเทียบกับปีที่ผ่านมาเป็นอย่างไร

3) มาตรการ ระเบียบของโรงเรียนในการป้องกันเด็กอ้วนมีอะไรบ้าง ทำมานานแค่ไหน

4) ประสบการณ์ ตลอดจนความคิดเห็น ทัศนคติของผู้บริหารโรงเรียน ครู ต่อสถานการณ์เด็กอ้วน

5) การเข้าร่วมกิจกรรมของเด็ก เด็กมีปฏิกิริยาโต้ตอบและการแสดงออกของเด็กเป็นอย่างไร

6) ท่านคิดว่ามาตรการ รูปแบบที่คุณคิดว่าจะช่วยให้เด็กอ้วนน้อยลงต้องทำอย่างไร

แนวคำถามการสัมภาษณ์สำหรับแพทย์และเจ้าหน้าที่สาธารณสุข

เรื่อง “การส่งเสริมการลดภาวะความอ้วนของเด็กนักเรียน”

1) ท่านคิดว่าสถานการณ์เด็กอ้วนในปัจจุบัน เป็นอย่างไร

2) นโยบายและแผนปฏิบัติการของเกี่ยวกับการลดภาวะโรคอ้วนในเด็กนักเรียนมีสาระสำคัญอย่างไร และเป้าหมาย คืออะไร

3) ผลการดำเนินงานเฝ้าระวังภาวะโภชนาการในโรงเรียนที่ผ่านมา มีกิจกรรมอย่างไร

4) ประสบการณ์ในการจัดโครงการ/กิจกรรม/การจัดค่ายเด็กอ้วน และการเข้าร่วมกิจกรรมของเด็ก ท่านคิดว่าจะช่วยให้มีเด็กอ้วนน้อยลงหรือไม่

5) เด็กมีปฏิกิริยาโต้ตอบและการแสดงออกของเด็กเป็นอย่างไร

6) ท่านคิดว่ามาตรการ รูปแบบที่คุณคิดว่าจะช่วยให้เด็กอ้วนน้อยลงต้องทำอย่างไร

7) ปัญหาอุปสรรคที่เกิดจากความร่วมมือจากเด็ก

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