



Family as the Core of Society: Examining the Concept of Family, Roles of Family Members and Activities in Primary School Life Sciences Textbooks

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Abstract

This study aimed to examine the concept of family covered by Life Sciences textbooks. To that end, how frequently the concepts regarding family are used, roles of family members and activities in the subjects about family in the Life Sciences textbooks on the primary school first, second, and third grade levels were examined. In this study conducted in the qualitative research design, document review was employed, and the data obtained were subjected to a descriptive analysis. In light of the data obtained, it was seen that many concepts about nuclear and extended families are addressed in the unit of Life at Home in the primary school first and second grades. However, other units only include the concepts about nuclear family. It was found that no data are included in the primary school first and second-grade textbooks about the roles of maternal grandmother, paternal grandmother, grandmother, grandfather, and *dede* (a generic word used either for maternal or paternal grandfather in the Turkish culture). The primary third-grade textbook includes the roles of *dede* and paternal grandmother only in the unit of Life at Home. Regarding the activities about family in the primary school first, second and third-grade textbooks, few activities that activate the student in the classroom are included in the textbooks, and the textbooks generally involve activities based on expressing child's thoughts and feelings.

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Introduction

The first system that encircles a child as of their birth and has the most impact on them is family. Children try to satisfy their needs, develop their skills and attain their physical, mental, emotional and social development within this first circle.

Family plays a critical role in how children prepare for life and society, their needs are met, they are educated and become good citizens (Altan & Tarhan, 2018). Such environment which will offer very different opportunities for the new learning that the child needs is important for their success in the future. As a concept which can be primarily addressed along with mental skills but cannot be abstracted from emotional, social and moral properties and as an important factor in how a child is raised as a good human, lives a successful life and starts a happy family, family plays a decisive role in child's life and future. Historically, it is observed that all societies have attached importance to family and it has been addressed as a traditional institution of which societal values have been protected the most. Changes and developments within societies in time also affects the family structure, and shifts from traditionally large families to modern, smaller and single-parent families are observed (Arıcı, 2016; Seçilmiş, 1996; Yağbasan & İmik, 2006; Yapıcı, 2008).

In our society, family has shrunken in time and transformed into the nuclear family. With the transformation into nuclear family, responsibilities have also changed within the family (Nirun, 1994). With mothers starting to work in particular, fathers have started to take care of their children more often and take more different responsibilities about their children (Güngörmüş, 2001). Hence, mother and father who have moved away from their traditional roles are now obliged to take roles and responsibilities required by their new lifestyles. As parental roles and responsibilities have changed, there have also been changes in the roles and responsibilities of children and grandparents.

Grandparents play very important roles both in extended and nuclear families. As well as taking care of their grandchildren, they show them love and affection, sometimes meet their need for accommodation while having an impact on the transfer of values and offering trust and social support. Despite cultural differences, the role of grandparents is generally to spend enjoyable time with their grandchildren, assist their care and support the parents with their own experiences. How grandparents communicate with their grandchildren and how they discipline them support their social development, confidence, self-esteem, self-efficacy, and personality development. Furthermore, they contribute to the linguistic and mental development of their grandchildren with the stories they tell, riddles they ask, lullabies they sing, and games they play with them. The rules they set, their mentality of discipline, and rewards and punishments they impose also influence moral development of their grandchildren. However, roles of grandparents have also changed and increased in time. As structure, function and shape of families have changed, grandparents have adapted to their new roles (Altan & Tarhan, 2018; Arpacı & Tezel-Şahin, 2015; Malone-Beach, Hakoyama & Arnold, 2018; Rani & Sharma, 2004; Türker, 2019). Old parents who communicate with their grandchildren convey their own culture to the third generation. Some of the common roles of grandparents include telling their grandchildren tales, taking them to the playground and making them have fun, and taking them out for a walk. Through such interaction which seems very ordinary and simple, cultural heritage is preserved and transferred properly (Altan & Tarhan, 2018; Barrett, 1993; Kafalı, 2019). All these responsibilities and roles give us a better understanding of grandparents' place and importance within our lives.

Children's preparation for life starts with family and continues with school, and roles and responsibilities to be taken by them and experiences about their future styles of communication are experimented at school and learned through the courses which they take

there. One of the most effective courses for children to prepare for life and gain several experiences and values is Life Sciences which is a primary school first, second and third-grade course in Turkey. Information covered by this course is concrete and applicable to the daily life. Based on collective teaching, this course includes situations designed for students to get to know themselves and the society and world they live in (Ministry of National Education, 2018). Primary objectives of the course include providing children with accurate information about natural and social environments and problems and teaching them skills and behaviors required for adaptation to the environment. Furthermore, several values, roles and responsibilities are taught and experienced in this course. Roles of parents, children and grandparents, and how they are perceived within the society are covered by the course.

With family-centered social policies having gained currency in Turkey (Gürcan, 2011), it has become important for courses such as Life Sciences which address social problems to bring the concept of family to the forefront. Indeed, considering the Life Sciences curricula employed to date, it is seen that the 1936 and 1948 curricula included the family studies course. Removal of this course with the 1968 curricula created a great gap in this matter (Akyüz, 2012). Looking at the 2005 Life Sciences curriculum, most of its outcomes are in line with the family studies course and coincide with its content (Coşkun-Keskin, 2012). Within the framework of the Life Studies Lesson Curriculum, which aims to provide primary school students with basic knowledge, skills and values on the axis of "individual, society and nature", "He/she will have the basic values of the family and society." phrase is included (MoNE, 2018, p.8). In addition, in the second unit, "Life in Our Home", many achievements for families at every grade level are included. For example; "LS.1.2.1. Introduces family members. LS.2.2.5. Participates in family decision-making processes. LS.3.2.1. Compares the childhood characteristics of family elders with the characteristics of their own childhood" (MoNE, 2018).

Hence, it is important to investigate how concepts about family, properties of these concepts and gender roles are conveyed to children in a socially-themed course such as Life Sciences which takes family to the forefront. No studies on this subject were observed in the literature. Therefore, the main objective of this research is to examine the concept of family covered by the primary school first, second and third-grade Life Sciences textbooks. To that end, the following questions were answered in an attempt:

- 1) How frequently are concepts about family used in the primary school first, second and third-grade Life Sciences textbooks?
- 2) What are the roles of family members in the primary school first, second and third-grade Life Sciences textbooks?
- 3) What activities do subjects about family include in the primary school first, second and third-grade Life Sciences textbooks?

Method

Qualitative research method was used in the study. Qualitative research is based on the in-depth examination of certain phenomena or events within their natural environment. In qualitative research, more than one data collection tool can be used. In this study, document analysis method was used in the analysis of the books (Yıldırım & Şimşek, 2013).

Data Sources

In this study, the first, second and third-grade Life Sciences textbooks utilized in the primary schools in Turkey in the academic year of 2019-2020 were subjected to a document review. Purposive sampling was used in the research. The data sources of this research are the

Life Studies textbooks taught in Turkey in the 2019-2020 academic year. While choosing textbooks in Turkey, it was aimed that all three classes have different publishing houses. The reason for this is to examine the textbooks of each publishing house and to reach different results.

Examined Textbooks:

1. Life Sciences 1st Grade Textbook (Demir, 2018)
2. Life Sciences 2nd Grade Textbook (Kuşkaya, 2018)
3. Life Sciences 3rd Grade Textbook (Çelikbaş, Gürel and Özcan, 2018).

Data Collection Tool

The document review was used to collect data on the textbooks included in the study. Using documents provides a rich data source for qualitative research (Patton, 2014). The primary school first, second and third-grade Life Sciences textbooks were examined for “concepts about family, roles of family members, and activities used to teach students about these subjects.” The examination of activity types was based on Kabapınar’s (2012) classification of activity types. In this classification, the types of activities that can be included in the Life Sciences textbooks are “expressing child’s thoughts and feelings”, values and assumptions”, “empathising”, “interpreting photographs and pictures”, “drawing pictures and painting”, “drama”, “discussion”, “classifying and listing”, “taking notes and summarizing”, “matching”, “playing”, “comparison”, “preparing posters and banners”. In the coding of some activities, this classification has been revised because different types of activities are included in the textbooks. Regarding the ethical suitability and reliability of this revision, the validity of the form was tried to be increased by getting support from two faculty members working in the Department of Primary Education. After various arrangements were made on the revised activities in line with the expert opinions, the final version of the form was created.

Data Analysis

Descriptive analysis was used for analyzing the data achieved in the study. First, the Turkish words ‘*anne, baba, aile, büyükbaba, babaanne, dede, anneanne, nine* and *büyükanne*’ (‘mother, father, family, grandfather, paternal grandmother, *dede* [a generic word used either for maternal or paternal grandfather in the Turkish culture], maternal grandmother, *nine* [a generic word used either for maternal or paternal grandmother in the Turkish culture] and grandmother’) were looked for in all of the textbooks. Although the word ‘*çocuk*’ (‘child’) is not mentioned in all units but in the ‘Life at Home’ unit, all of them include a child named differently (Efe, Metin, Ayşe, etc.). Hence, the word ‘*çocuk*’ was not searched in other units. When examining the concepts about family and the roles of family members, the second unit of the textbooks, ‘Life at Home’ was addressed separately from other units. The reason is that this unit is solely focused on family. As for the activities, fun-time, recall-time, and evaluation-time activities were not addressed. The reason for this is that only the activities in the part where the subjects are explained are wanted to be discussed in the book. In addition, after making the analysis, the validity was tried to be increased by adding various visual quotations from the books in the reporting part.

The researchers performed coding separately, and then, the codes achieved by them were compared. When comparing separate coding by the researchers, the inter-rater reliability formula by Miles and Huberman (1994) was utilized. According to Miles and Huberman (1994), the analysis is accepted to be reliable when the value is above 0.80. Inter-rater reliability coefficient values in the data analysis are given in Table 1.

Table 1. Reliability values of the data collection instruments

Data	Reliability coefficient
Concepts about family	0.98
Roles of family members	0.92
Activities	0.90
Mean	0.93

Due to the mean reliability coefficient of 0.93 achieved in the comparison of researchers' analyses, it was concluded that the analyses can be considered reliable.

Findings

Concepts about Family in the Life Sciences Textbooks

Concepts about family included in the primary school first-, second- and third-grade Life Sciences textbooks were examined. Table 2 presents the number of uses of these concepts, and roles of family members are provided in Table 3.

Table 2. Number of uses of concepts about family in the Life Sciences textbooks

Grade levels	Units	Family Members	Frequency (f)	
First Grade	Unit 2: Life at Home	Mother	8	
		Father	5	
		Family	5	
		Child	5	
		Grandfather	4	
		Paternal grandmother	4	
		<i>Dede</i>	2	
		Maternal grandmother	1	
		Other Units	Father	16
			Mother	15
Family	3			
Second Grade	Unit 2: Life at Home	Mother	20	
		Father	11	
		Family	6	
		Child	6	
		Paternal grandmother	4	
		<i>Dede</i>	2	
		Maternal grandmother	2	
		Other Units	Father	3
			Mother	2
			Family	1
Third Grade	Unit 2: Life at Home	Family	20	
		Child	11	
		Father	9	
		Mother	7	
		Paternal grandmother	6	
		<i>Dede</i>	6	
		<i>Nine</i>	1	
		Other Units	Family	20
			Mother	16
			<i>Dede</i>	13
Paternal grandmother	4			
Father	3			

As seen in Table 2, the uses of concepts about family were looked for in the Life at Home unit, which is Unit 2 in the textbooks of all three grades and in other units. While many concepts about nuclear and extended families are addressed in the unit of Life at Home in the primary school first and second grades, other units only include the concepts about nuclear family. Only other units of the third-grade textbook include the concepts of 'dede and paternal grandmother' whereas these concepts are not mentioned in the first and second-grade textbooks. In the Life at Home unit, both nuclear and extended families are frequently mentioned in the textbooks of all three grades. Moreover, although the word 'child' is not

mentioned in other units, each unit mentions a child named differently. Hence, the word ‘child’ was not searched in other units.

Roles of Family Members included in the Life Sciences Textbooks

Roles of family members in the primary school first, second and third-grade Life Sciences textbooks were examined. Data on the nature of these roles are given in Table 3.

Table 3. Roles of family members included in the Life Sciences textbooks

Grade levels	Units	Members	Roles
First Grade	Unit 2: Life at Home	Mother	Ironing, Cooking, Wiping the floor, Doing all the work
		Father	Reading newspaper, Watching TV, Ironing
		Child	Doing homework, Picking up toys
	Other Units	Mother	Warning her child about mistakes, Trimming nails, Buying stationery
		Father	Buying shoes, Installing technological tools-devices
		Child	Preparing the lunchbox, Making sandwiches
Second Grade	Unit 2: Life at Home	Mother	Ironing
		Child	Putting things to the cupboard, Cleaning and organizing the desk, Picking up toys, Tidying up his/her room, Laying the table
	Other Units	Mother	Cooking
		Father	Working at the workplace
Third Grade	Unit 2: Life at Home	Mother	Taking care of her parents, Making saving
		Father	Repairing
		Dede	Making toys
		Paternal grandmother	Sewing clothes
	Other Units	Child	Helping his/her <i>dede</i> , Preparing daily schedule
		Mother	Teaching about safe life
Other Units	Father	Teaching about safe life	
	Dede	Growing fruits-vegetables	

As seen in Table 3, there are no data on the roles of maternal grandmother, paternal grandmother, grandfather, and *dede* in the primary school first and second-grade Life Sciences textbooks. The primary third-grade textbook mentions the roles of *dede* and paternal grandmother only in the unit of Life at Home which is about family. Each role shown in Table 2 are mentioned once in the textbooks. Overall, mother’s role concentrates on ‘taking care of home and housework’, father’s role is ‘to make life easier for the family’, and child’s roles revolve around ‘doing homework and doing his/her own things’. As for the roles of paternal grandmother and *dede*, each of whom are mentioned once only in the third-grade textbook, paternal grandmother sews clothes and *dede* grows fruits and vegetables. A photograph of how roles are included in the 3rd grade textbook is given in Figure 1.

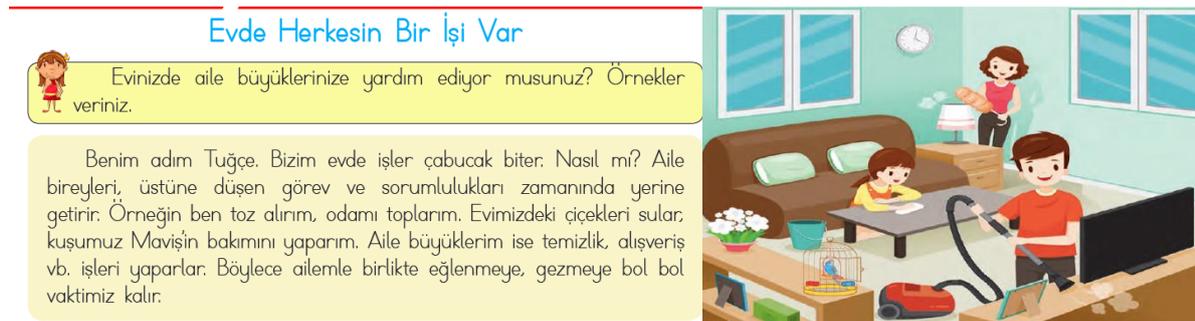


Figure 1. Roles at Home (Çelikbaş, Gürel and Özcan, 2018)

Figure 1 shows the distribution of roles in the house of a child named Tuğçe. Accordingly, it is understood that everyone has a responsibility, she dusts himself and tidies her room, and the elders of the family do things such as cleaning and shopping.

Activities in the Subjects about Family Concept in the Life Sciences Textbooks

Activities about the concept of family in the first, second and third-grade Life Sciences textbooks were examined according to Kabapınar's (2012) classification of activity types. The data obtained are given in Tables 4, 5 and 6.

Table 4. Activities in the subjects about family concept in the first-grade Life Sciences textbook

Grade level	Unit	Subject	Activity	Frequency (f)	
First Grade	Unit 1: Life at School	Yasemin Starts School	Expressing child's thoughts and feelings	2	
			Empathizing	1	
		Let's Get to Know Parts of Our School	Expressing child's thoughts and feelings	1	
	Unit 2: Life at Home	Our family	Expressing child's emotions	1	
			Who Our Family Members are	Defining family and extended family	1
		Our Family Life	Drawing pictures	1	
			Stating one's thoughts and value judgment	2	
			Providing similar examples	1	
		Subject 'I Know My Address'	Subject 'I Know My Address'	Reading	1
				Preparing posters/brochures/cards	1
	Empathizing			1	
	Expressing child's thoughts and feelings			1	
	Unit 3: Healthy Life	I'm Making a Sandwich	Expressing child's thoughts and feelings	2	
			Drawing pictures	1	
	Unit 4: Safe Life	Sevgi Goes to School	Expressing child's thoughts and feelings	2	
			Using the Technological Tools and Devices	Classifying	1
	Unit 5: Life in Our Country	Emre Goes to Ankara	Expressing child's thoughts and feelings	1	
			Let's Be Kind	Providing similar examples	1
			What If There were No Resources	Expressing child's thoughts and feelings	1
			Living Together	Writing poems/short stories	1
Plants Around			Classifying	1	
Unit 6: Life in Nature	A Clean Environment	Expressing child's thoughts and feelings	1		
		Drawing pictures	1		

Table 4 presents the examination of activities in the subjects about family in all units of the primary school first-grade textbook. Accordingly, one can see that all units in the primary school first-grade textbook involve subjects about family. 'Expressing child's thoughts and feelings' is the most covered activity in the textbook. However, activities such as 'empathizing, writing poems/short stories, drawing pictures' which activate students in the classroom are covered in the units in very few instances. An example of the activity of 'expressing the child's emotion' is given in Figure 2.



Figure 2. Expressing child's feelings towards the poem (Demir, 2018)

In Figure 2, there is a poem written by a child named Elif about her family. In addition, in the "Let's Think, Let's Say" section, it is seen that Elif expresses her feelings towards her family, and the students are asked to express their feelings towards their own families. Activities about the concept of family in the second-grade textbook are presented in Table 5.

Table 5. Activities in the subjects about family concept in the second-grade Life Sciences textbook

Grade level	Unit	Subject	Activity	Frequency (f)	
Second Grade	Unit 1: Life at School	I Change as I Grow	Interpreting the picture	1	
			Filling in the gaps and puzzles	2	
	Unit 2: Life at Home	My Close Relatives	Expressing child's thoughts and feelings	1	
			Interpreting the picture	1	
			When Using Things	Expressing child's thoughts and feelings	1
			Let's Help	Empathizing	1
			A Penny Saved is A Penny Earned	Expressing child's thoughts and feelings	1
			Unit 5: Life in Our Country	They were Children, Too	Reading activity
	Different Cultures Different People	Expressing child's thoughts and feelings	1		

According to Table 5, Units 1, 2 and 5 involve subjects about family in the primary school second-grade textbook. Like in the first-grade textbook, those units cover the activity 'Expressing child's thoughts and feelings' in the second-grade textbook. However, there are also other activities such as 'filling in the gaps and puzzles, reading activity'. An example of the activity of 'expressing the child's thoughts' is given in Figure 3.

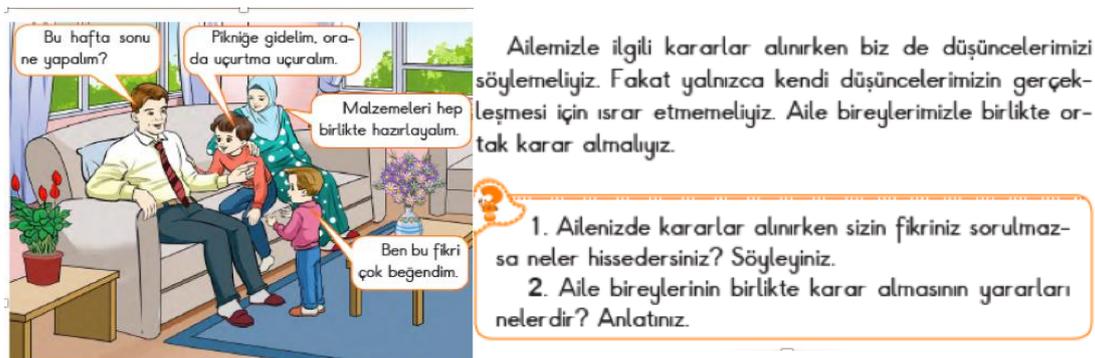


Figure 3. Expressing child's thoughts (Kuşkaya, 2018)

Figure 3 mentions the importance of children's expressing their opinions while making decisions about the family. Regarding this, the students were asked how they would feel if the children's opinions were not asked while making decisions in the family. In addition, family members were asked to explain the benefits of making decisions together. Activities in the subjects about family in the third -grade textbook are presented in Table 6.

Table 6. Activities in the subjects about family concept in the third-grade Life Sciences textbook

Grade level	Unit	Subject	Activity	Number (f)
Third Grade	Unit 1: Life at School	I'm Influenced by my Friends	Employing case study	1
			Empathizing	1
			Expressing child's thoughts and feelings	1
			Providing similar examples	1
		Social Activities at School	Researching	1
		Once upon a Time, They were Children	Researching	1
	Unit 2: Life at Home	Let's Become Neighbors	Expressing child's thoughts and feelings	2
			Reading activity	1
		Saving at Home	Expressing child's thoughts and feelings	2
		Let's Be Organized	Expressing child's thoughts and feelings	1
	Unit 3: Healthy Life	When Shopping	Expressing child's thoughts and feelings	1
			Researching	1
		What and When to Eat	Expressing child's thoughts and feelings	1
			Researching	1
		I'm Eating Healthily	Providing similar examples	1
			Expressing child's thoughts and feelings	1
	Unit 4: Safe Life	Let's Get to Know Traffic Signs	Expressing child's thoughts and feelings	1
			Preparing posters	1
	Unit 5: Life in Our Country	I Should Say No for my Safety	Expressing child's thoughts and feelings	2
			Expressing child's thoughts and feelings	2
	Unit 6: Life in Nature	We Saw as We Traveled	Expressing child's thoughts and feelings	1
			Researching	1
		Strong Together With Republic	Providing similar examples	2
			Expressing child's thoughts and feelings	2
How Fruits and Vegetables are Grown	Expressing child's thoughts and feelings	1		
	Researching	1		

One can see in Table 6 that all units in the primary school third-grade textbook involve subjects about the concept of family. As for the activity types, activities of 'expressing child's thoughts and feelings' are covered like in the first- and second-grade textbooks. Activities such as 'employing case study, empathizing, preparing posters, researching' which activate students in the classroom are covered scarcely in this grade level as well. An example of the 'doing research' activity is given in Figure 4.



Figure 4. Making research (Çelikbaş, Gürel and Özcan, 2018)

As seen in Figure 4, the students were asked to learn what the toys and games played by their elders in the past were, and how they were played.

Regarding the activities about family in the primary school first, second and third-grade textbooks, it was found that few activities that activate the student in the classroom are included in the textbooks, which is a remarkable result. The textbooks were found to include activities of ‘expressing child’s thoughts and feelings’ in general.

Discussion, Conclusion and Recommendations

In this study, it was aimed to examine the concept of family covered by the primary school first, second and third-grade Life Sciences textbooks. Accordingly, the concept of family, social roles, and activities regarding these roles in the textbooks were examined.

In light of the data obtained, it was seen that many concepts about nuclear and extended families are addressed in the unit of Life at Home in the primary school first and second grades. However, other units only include the concepts about nuclear family. While all units but the ‘Life at Home’ unit of the third-grade textbook include the concepts of ‘*dede* and paternal grandmother’, these concepts are not mentioned in the first and second-grade textbooks. In the Life at Home unit, both nuclear and extended families are frequently mentioned in the textbooks of all three grades. It is a remarkable finding that concepts of *dede* and paternal grandmother are mentioned in very few instances except in the ‘Life at Home’ unit. The reason why concepts about extended family are covered less frequently in the Life Sciences textbooks might be that children are alienated from such concepts with changing experiences and lifestyles regarding the extended family in daily life (Şentürk, 2006).

There are no data on the roles of maternal grandmother, paternal grandmother, grandmother, grandfather, and *dede* in the primary school first and second-grade Life Sciences textbooks. The primary third-grade textbook includes the roles of *dede* and paternal grandmother only in the unit of Life at Home which is about family. Overall, mother’s role concentrates on ‘taking care of home and housework’, father’s role is ‘to make life easier for the family’, and child’s roles revolve around ‘doing homework and doing his/her own things.’ As for the roles of paternal grandmother and *dede*, which are mentioned in very few instances in the third-grade textbook, paternal grandmother sews clothes and *dede* grows fruits and vegetables. One can argue that the Life Sciences textbooks emphasize the traditional roles. It seems that new roles which differentiate within the modern life are not reflected in the textbooks.

Similarly, Sarıtaş and Şahin (2018) found in their study on gender roles in the Life Sciences textbooks that mother takes responsibilities in childrearing. The researchers also found that mother and father differ by their roles and mother take responsibilities rather in housework due to the nature of the traditional structure. In that study, while it is noteworthy that mother has responsibilities in kitchen and house cleaning, highlighted roles of father are ironing, organizing the budget, and shopping. Aiming to improve the model of the family studies course within the scope of the Life Sciences course, Coşkun-Keskin (2012) similarly mentioned the roles to be taken in the family environment. It was stated that it is important for individuals to take responsibility in housework, childrearing and patient care, to gain experience in economic life and to take gender roles about cooking and cleaning. In the study conducted by Kılıç and Eyüp (2011) on gender roles in the Turkish textbooks, it was found that the traditional perspective is predominant and gender roles are influenced by the social and cultural structure. In that study, it was also found that men are mentioned more frequently than women in the textbooks. It was stated that women are represented more in familial roles. According to that study, woman is presented inside home while man is presented outside home in the textbooks.

In the present study, it is observed that all units in the primary school first-grade textbook involve subjects about family. 'Expressing child's thoughts and feelings' is the most covered activity in the textbook. However, activities such as 'empathizing, writing poems/short stories, drawing pictures' which activate students in the classroom are covered in the units in very few instances. Like in the first-grade textbook, those units cover the activity 'expressing child's thoughts and feelings' the most in the second-grade textbook. However, there are also other activities such as 'filling in the gaps and puzzles, reading activity.' It is observed that all units in the primary school third-grade textbook involve subjects about the concept of family. As for the activity types, activities of 'expressing child's thoughts and feelings' are covered like in the first and second-grade textbooks. Activities such as 'employing case study, empathizing, preparing posters, researching' which activate students in the classroom are covered scarcely in this grade level as well.

Regarding the activities about family in the primary school first, second and third-grade textbooks, it was found that few activities that activate the student in the classroom are included in the textbooks, which is a remarkable result. The textbooks were found to include activities of 'expressing child's thoughts and feelings' in general. In a study which aimed to evaluate Life Sciences course books and student textbooks according to teacher opinions (Güven, 2010), Life Sciences textbooks and workbooks have shortcomings in terms of activities that facilitate learning. According to Güven's (2010) recommendation, certain methods and techniques need to be used to attract student's attention, and activities should be reinforced with visual elements. Ütkür (2018) also examined the activity types in the first-grade Life Sciences textbooks of 2009 and 2015. The results showed in parallel with the present study that activities in the Life Sciences textbooks aim to enable students to 'express their thoughts and feelings, value judgments and assumptions' and to 'interpret photos.'

It hinders the activation of student in the classroom. It is frequently stated in the literature that using activities to make students active in the classroom setting is very important (Dumains, 2006; Guzdial, Rick & Kehoe, 2001; Kosky, 2008; Skehan, 1999; Swan, 2007; Yavuz, 2007). It is observed in these studies that activities which make students more active in the classroom setting and enable them to learn by having fun are considered important.

In this study, how concepts and activities about family as the core of society are covered in the textbooks of Life Sciences as one of the main courses in the primary school

that address social phenomena was examined. One of the limitations of the study is that only the textbooks used in the academic year of 2019-2020 were examined.

- It can be recommended to conduct more experimental studies and action research in future. More quantitative and qualitative studies can be carried out on several grade levels of primary school, which include parents and nuclear and extended families.
- In addition, family and gender roles can be included more in textbooks. Activities related to these issues can be increased. Today, especially in modern life, new roles that differ can be reflected in textbooks.
- Studies involving students, teachers and parents, including roles in modern life, can be carried out.
- In order not to lose our traditions and not to forget the importance of the extended family, more extended families should be focused in the activities carried out in life studies lessons.
- Because family is a concept which is and will be of importance for humanity both in Turkey and internationally.

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