Understanding Culture, Society and Politics
Quarter 2 – Module 5:
Suggest Ways to Address Social Inequalities

ALTERNATIVE DELIVERY MODE

ADM

Understanding Culture, Society and Politics
Alternative Delivery Mode
Quarter 2 – Module 5: Suggest Ways to Address Social Inequalities
First Edition, 2020

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DepED
DEPARTMENT OF EDUCATION

Introductory Message

For the facilitator:

Welcome to the <u>Understanding Culture, Society and Politics for Senior High School</u> Alternative Delivery Mode (ADM) Module on <u>Suggest Ways to Address Social Inequalities</u>!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

> ### *Notes to the Teacher*
> This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the <u>Understanding Culture, Society and Politics for Senior High School</u> Alternative Delivery Mode (ADM) Module on <u>Suggest Ways to Address Social Inequalities</u>!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

	What I Need to Know	This will give you an idea of the skills or competencies you are expected to learn in the module.
	What I Know	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
	What's In	This is a brief drill or review to help you link the current lesson with the previous one.
	What's New	In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.
	What is It	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
	What's More	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
	What I Have Learned	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.

	What I Can Do	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
	Assessment	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
	Additional Activities	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.
	Answer Key	This contains answers to all activities in the module.

At the end of this module you will also find:

References   This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

What I Need to Know

This module discusses the Social Inequality in our modern times. This was designed and written with you in mind. This module was designed and written with you in mind. It is here to help you master the nature of Cultural, Social and Political Change Sources of social, cultural and political change. The scope of this module focused on ways how to address Social Inequality. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into four topics, namely:

- Lesson – Ways on how individual respond to the following:
  - ➢ Gender Inequality
  - ➢ Ethnic minorities inequality
  - ➢ Inequality on differently able person

After going through this module, you are expected to:

1. Identify ways on how to responds to the following social inequalities
   - ➢ Gender
   - ➢ Ethnic minorities
   - ➢ Differently able Person
2. Craft action plans on how to address inequalities
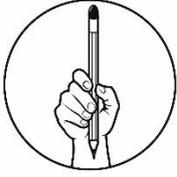
What I Know

DIRECTIONS: Read each statement or question carefully and write your appropriate choice from the options provided below in the space provided before the number.

_____ 1. It refers to the unequal distribution of wealth, power, and privilege between men and women.

_____ 2. It denotes to a cultural orientation that tell us what is appropriate for girls and for boys, women and men to do in our society.

_____ 3. It is a social division that is based on physical attributes.

_____ 4. Social division that is based on cultural aspects is_____.

_____ 5. Refers to attitudes, rigid and unfair generalization about a category of people.

_____ 6. It refers to actions and unequal treatment of various categories of people.

_____ 7. It refers to biases built into the operation of society's institutions such as workplace, schools, hospitals, and law enforcement

_____ 8. It is consisting of conduct, words or practices which advantage or disadvantage people because of their color, culture or ethnic origin.

_____ 9. It is defined as the collective failure of an organization to provide an appropriate and professional service to people because of their color, culture or ethnic origin.

_____ 10. It is the unequal access to scarce goods or resources

Race	Minority	Gender Stratification
Racism	Inequality	Institutionalized Racism
Ethnicity	Discrimination	Institutional prejudice and discrimination
Prejudice	Gender Norms	

Lesson

Response to Social Inequalities

One important dimension of social stratification is inequality. Inequality is the unequal access to scarce goods or resources. It is found in most, if not all, societies. It is a question of *how unequal* a society is and what the bases of inequality are.

Social ranking likewise involves gender, ethnicity, and those underprivileged sectors of society such as persons with disability. Minority refers to any category of people distinguished by physical or cultural difference that a society sets apart and consider as subordinate members of society.

What's In

Previous lesson discussed about the concept, characteristics and dimension of social inequality in local and international condition as a result of social stratification or the ranking of people based on social status, gender, ethnic minorities and persons with disabilities. Social inequalities existed because society learned it through agent of socialization, and can be unlearned through proper education.

As a social and political concern, programs, law and social movement were undertaken by the government and non-government organization to institutionalize the steps taken in combating social inequalities and lessen the gap of privileged and underprivileged sectors of society. However, these endeavors may not be sufficient if it will not be imbued in every fabric of society.

This module will discuss the faces of social inequality and learn to respect other's diverging opinion, cultural orientation, political and cultural perspective.

Activity 1: Picture Review

DIRECTIONS: Examine the picture and briefly discuss you answer.
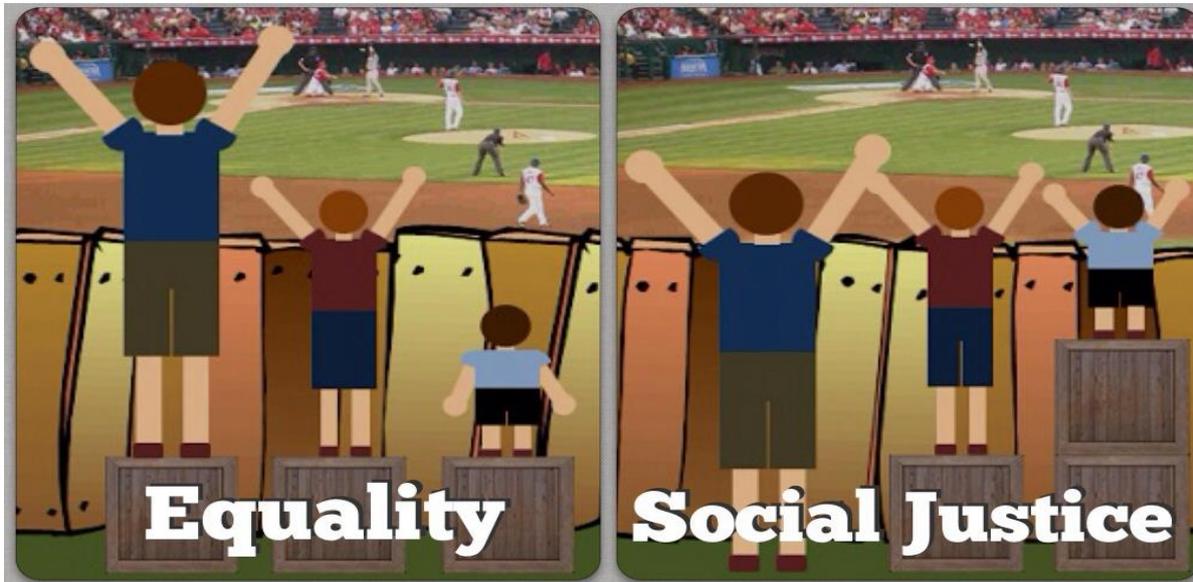
Observe

1. What do you notice first?
_____
_____

2. What people and objects are shown?
_____
_____

3. What do you see that might be a symbol?
_____
_____

Reflect

1. What is happening in the picture?
_____
_____

2. What issue do you think this picture about?
_____
_____

3. What do you think is the picture's owner opinion on this issue?
_____
_____

Question

1. What do you wonder about?
_____

What is It

Gender Inequality

Gender is an important dimension of social stratification. Gender is the meaning a culture attaches to being female or male. **Gender stratification** is the unequal distribution of wealth, power, and privilege between men and women.

We are all influenced by gender and everyone is affected by gender inequality. Gender norms (or rules) tell us what is appropriate for girls and for boys, women and men to do in our society. Gender roles and stereotypes impact individuals throughout their lives. Gender inequality affects everyone, including men. Stereotypes or 'rules' about how women and men, girls and boys should begin in childhood and follow us through to adulthood. Gender stereotypes affect children's sense of self from a young age also gender stereotypes affect behaviour, study choices, ambitions and attitudes about relationships.

Not everyone experiences inequality the same way. The situation is worse, and often different, for people who face more than one type of discrimination. Boys and men suffer too. Ideas about what it means to be a man force boys and men to behave in very limited ways which can harm them. Negative masculinities encouraged in boys serve to perpetuate the cycle of discrimination and inequality.

Denying people the freedom to choose their path in life because of their gender prevents them from fulfilling their full potential. There are lots we can do to help build a more gender-equal world. Understanding the deep roots of gender inequality and challenging gender inequality when we see it are the first steps.

How can I call out gender inequality when I see it?

1**. Speak out about your own experiences**

It's important, if you feel comfortable, to call out your own experiences of gender inequality. This could be highlighting sexist remarks made by your friends or peers or reporting harassment on regardless of places. It's important to note that there are dangers associated with calling others out on their behaviour. People may not like to have their viewpoints challenged; they may react in a negative or aggressive way, so if your instincts tells you that a situation is too risky, your own safety is the priority. Often the best course of action when discrimination is

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experienced is to alert an authority figure in a particular place such as a member of staff on public transport, or where relevant your teacher or your boss. The more they are made aware these issues are happening, the more they'll be encouraged to step in and be part of the solution.

2. **Call out discrimination in the media and advertising**

Mass media is a primary agent of socialization, if you come across stories that portray gender inequalities, write to advertisers, marketers and media outlets.

- Are there gender stereotypes in your textbooks at school?
- Does an advert in your city objectify women?
- Does a film you've watched promotes gender inequalities?

Find out who is responsible and write to them to let them know your thoughts. Also - vote with your feet. Don't support entertainment that is disrespectful to gender equality and doesn't represent their true power, potential, talent and diversity.

3. **Support other campaigners**

A great way to make a big effect in the pursuit of gender equality is to join with others. Seek out local campaign groups. Join or set up school societies for gender equality. There is strength in numbers - more voices tackling a particular issue means they are more likely to be heard. Helping to raise the profile of campaigns by other marginalized groups is a vital part of ending discrimination thereby promoting equality.

4. **It's OK to not challenge discrimination every time you see it**

As mentioned above, sometimes calling out discrimination can carry risks. It's not your job alone to fix the world. Just changing how we relate with others, and demanding that others do the same, will not end gender inequality. Lasting change will only happen if the institutions that affect our lives also change. Don't feel defeated by these big obstacles - each small achievement is an extra step towards our shared goal.

Social Stratification and Ethnicity

Race is a social division that is based on physical attributes. Ethnicity is a social division that is based on cultural aspects. **Ethnicity** is a shared cultural heritage based on common ancestry, language, or religion that gives a group people a distinctive social identity. However, people of a particular ethnicity can be a target of prejudice, just like those of a

particular social class, sex, sexual orientation, age, political affiliation, or physical disability. Prejudice is a rigid and unfair generalization about a category of people. A related concept, discrimination, is the unequal treatment of various categories of people. **Prejudice** refers to attitudes while **discrimination** involves actions. Both prejudice and discrimination can be either positive (favorable views, providing special advantages) or negative (unfavorable views, creating obstacles). Also, these biases may be built into the operation of society's institutions such as schools, hospitals, the police, and the workplace. This is referred to as institutional prejudice and discrimination. Meanwhile, **racism**, in general terms, consists of conduct or words or practices which advantage or disadvantage people because of their color, culture or ethnic origin. Its more subtle forms are as damaging as its overt form. Institutionalized racism can be defined as the collective failure of an organization to provide an appropriate and professional service to people because of their color, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages people from ethnic minorities. Racist incidents and harassment can take place in any institution, regardless of the numbers of pupils from different ethnic backgrounds within it. The fight against racism begins with being informed. Identifying manifestation of racism and how it can be countered will impact on our present social stratification and bring change, especially on those who are its victims. As learners we should be aware of all avenues where Racism is to be found, in the workplace, in education, in health care and in the courts, in the media and the Internet.

Social Stratification and the Differently able Person

Over 650 million people around the world live with disabilities. In every region of the world, in every country, persons with disabilities often live on the margins of society, deprived of some of life's fundamental experiences. They have little hope of going to school, getting a job, having their own home, creating a family and raising their children, socializing or voting. Persons with disabilities make up the world's largest and most disadvantaged minority. The numbers, according to the UN handbook "From Exclusion to Equality: Realizing the Rights of Persons with Disabilities", are damning: 20% of the world's poorest people are with disabilities, 98% of children with disabilities in developing countries do not attend school, around a third of the world's street children live with disabilities, and the literacy rate for adults with disabilities is as low as 3%, and 1% for women with disabilities in some countries.
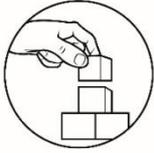
What's More

Activity 2. **A Powerful Story "From Where I Stand"** (A Gender Equality Project For the Global Goals)

Directions: Read a story below. Reflect and respond to the following statements and questions:

Once upon a time, there was a young girl who loved going to school. However, she lived in an area where some political leaders didn't want her to go to school. They used to attack the schools and try to stop girls going to school.

Question: What would you do if the people with political power in your area attacked your school and said you (whether you are a boy or a girl) weren't allowed to go anymore?

So, one day this young girl, who was only eleven years old at the time, started to make speeches and write blogs saying that girls should be allowed to go to school as well.

Question: How do you think the people with political power, who were against girls in school, might have reacted when she started doing this?

However, the people in power, who didn't want girls to go to school, wanted to frighten her to stop her telling people these things. They knew lots of people around the world were listening to what she was saying, so they made it clear that they would harm her if she kept saying these things.

Question: If someone threatened you for saying your opinion, would you stop or would you carry on anyway?

The young girl did not stop saying her opinions. So, one day, when she was fourteen years old, a man came onto the bus when she was on her way back from school and shot her. The bullet hit her head. Luckily, this young girl did not die.

Question: If you had been harmed for saying your opinions and survived, would you stop after that?

She was taken to another country and she survived. She went on to finish school and continues to tell the world that girls should be allowed to go to school.

Question: What do you think of this girl? Do you think what she did made an impact? Why/ why not?

This girl is Malala Yousafzai and this happened between 2008 and 2012. In 2014 she was awarded the Nobel Peace Prize and is now a leading global advocate championing the equal right to education for all, especially for girls.

➢ Is Malala Yousafzai is a role model for you? Why / why not?

_____

➢ Women can be as good at being leaders and role models as men.

_____

➢ Do you think we need more role models like Malala in the world and our local community?

_____

➢ Could you be someone like Malala, passionate about something you believe in, in your local community?

_____

➢ As a student how can you become active contributors towards eradication of gender inequality,

_____

![lightbulb in hand icon] *What I Have Learned*

**Activity 3   1-2-3 Summary**

After going through the different lessons on this module, I now understand that:

Social inequality is prevalent in terms of Gender, Ethnicity, and to the person with disabilities. These sectors of society are the Minority which is referred to as any category of people distinguished by physical or cultural difference that a society sets apart and subordinates.

Social inequality affects everyone, and not everyone experiences inequality the same way. These experience impact individuals throughout their lives.Combating social inequalities require the multifaceted approach and with collaboration of members of society across different walks of life.

Use this graphics organizer to help you summarize you just read.
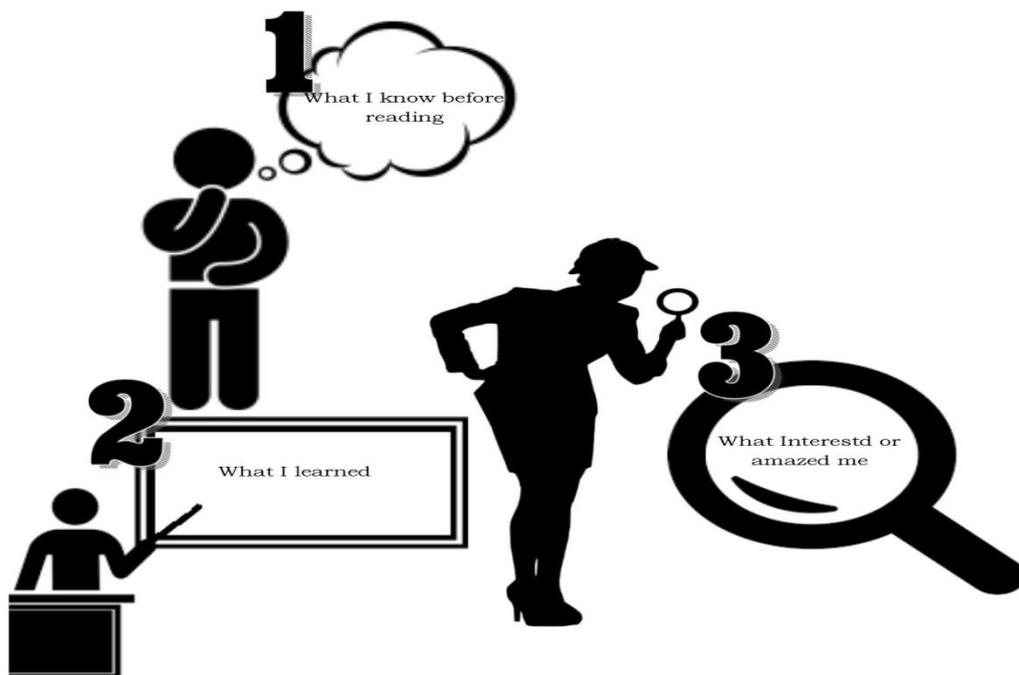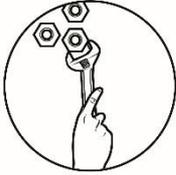
What I Can Do

Activity 4: Action Plan

DIRECTIONS: Formulate a social action plan using the template provided below. Read and understand carefully the necessary content of your action plan enumerated after the template.

TITLE
ISSUE DISCRIPTION Suggest a social action plan, that, in your opinion, will help combat social Racial and ethnic inequality, and person with disabilities, social class difference or any other social stratification divisions that exist in your locality or based on your own experience, inequalities in our society. Your action plan can focus on different aspects of social inequalities
EXPECTED OUTCOME Define your goal and set a specific objective/s that respond to the specific issues

Strategic Action	What action do you suggest to interrupt or combat Social inequality
Responsible	Identify your responsibility and what behaviors on your part would take this action entail?

Your action plan can focus on different aspects of social inequality: Racial and ethnic inequality, gender inequality, and person with disabilities, social class differences or any other social stratification divisions that exist in your locality or based on your own experience. Your plan can involve any social institution that might be related to the social inequality that you chose: the family, the education system, the mass media, the government, the economic system, the army/police, etc.

Make sure that you are answering the following questions in your action plan:

➤ What action do you suggest to interrupt or combat Social inequality?

➤ What resources or materials (people, space, information, etc.), if any, would you need to achieve your goal?

➢ What behaviors or steps on your part would take this action entail?

➢ What obstacles might you encounter? What could you do to reduce or overcome these obstacles?

➢ How can you measure/evaluate your success?

Assessment

Short Quiz: Multiple Choices.

DIRECTIONS: Encircle your response that best answer the questions or statement.

1. Which is not true about gender?
   A. Gender is a battle for equality for women.
   B. Gender is a culture attaches to being female or male
   C. Gender is an important dimension of social stratification
   D. We are all influenced by gender and everyone is affected by gender inequality.

2. Which statement refers to the unequal distribution of wealth, power, and privilege between men and women?
   A. gender bias
   B. gender roles
   C. gender norms
   D. gender stratification

3. What cultural orientation that denotes what is appropriate for girls and for boys, women and men to do in our society?
   A. gender bias
   B. gender roles
   C. gender norms
   D. gender stratification

4. Which is **not true** to Gender Stereotypes?
   A. Everyone experiences inequality the same way.
   B. Gender Stereotypes impact individuals throughout their lives.
   C. Gender Stereotypes affect children's sense of self from a young age.
   D. Gender stereotypes affect behaviour, study choices, ambitions and attitudes about relationships

5. What is a social division that is based on physical attributes.
   A. Race
   B. Gender
   C. Ethnicity
   D. Differently able individual

6. Which ssocial division that is based on cultural aspects?
   A. Race
   B. Gender
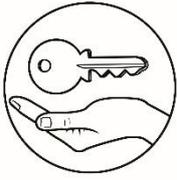   C. Ethnicity
   D. Differently able individual

7. What refers to attitudes, rigid and unfair generalization about a category of people?
   A. Racism
   B. Prejudice,
   C. Discrimination
   D. Social Stratification

8. Which of the following social inequalities that refers to actions and unequal treatment of various categories of people.
   A. Racism
   B. Prejudice,
   C. Discrimination
   D. Social Stratification

9. Which of the following social subdivisions that refers to biases built into the operation of society's institutions such as workplace, schools, hospitals, and law enforcement
   A. Social Stratification
   B. Social Mobilization
   C. Institutionalized Racism
   D. Institutional Prejudice and Discrimination

10. Which of the following social inequalities that consists of conduct, words or practices which advantage or disadvantage people because of their color, culture or ethnic origin.
    A. Racism
    B. Prejudice,
    C. Discrimination
    D. Social Stratification

11. Which of the following concept best defined as the collective failure of an organization to provide an appropriate and professional service to people because of their color, culture or ethnic origin.

    A. Social Mobilization
    B. Social Stratification
    C. Institutionalized Racism
    D. Institutional Prejudice and Discrimination

12. Which is not true in the statements below?

    A. Persons with disabilities often live on the margins of society.
    B. Persons with disabilities receive special treatment in society
    C. Persons with disabilities are deprived of some of life's fundamental experiences.
    D. Persons with disabilities make up the world's largest and most disadvantaged minority.

13. What refers to the unequal access to scarce goods or resources?

    A. Poverty
    B. Inequality
    C. Social Ranking
    D. Social Stratification

14. What is the category of people distinguished by physical or cultural difference that a society sets apart and consider as subordinate.
    A. Minority
    B. Inequality
    C. Social Ranking
    D. Social Stratification

15. How can I call out gender inequality when I see it?
    A. Speak out about your own experiences
    B. Call out discrimination in the media and advertising
    C. It's OK to not challenge discrimination every time you see it
    D. All of the above

Answer Key

What I Know?	Assessment
1. gender stratification	1. A
2. gender norms	2. D
3. Race	3. C
4. Ethnicity	4. A
5. prejudice	5. D
6. Discrimination	6. A
7. Institutional prejudice and discrimination	7. C
8. Racism	8. B
9. Institutionalized racism	9. C
10. Iinequality	10. A
	11. C
	12. B
	13. B
	14. B
	15. D

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