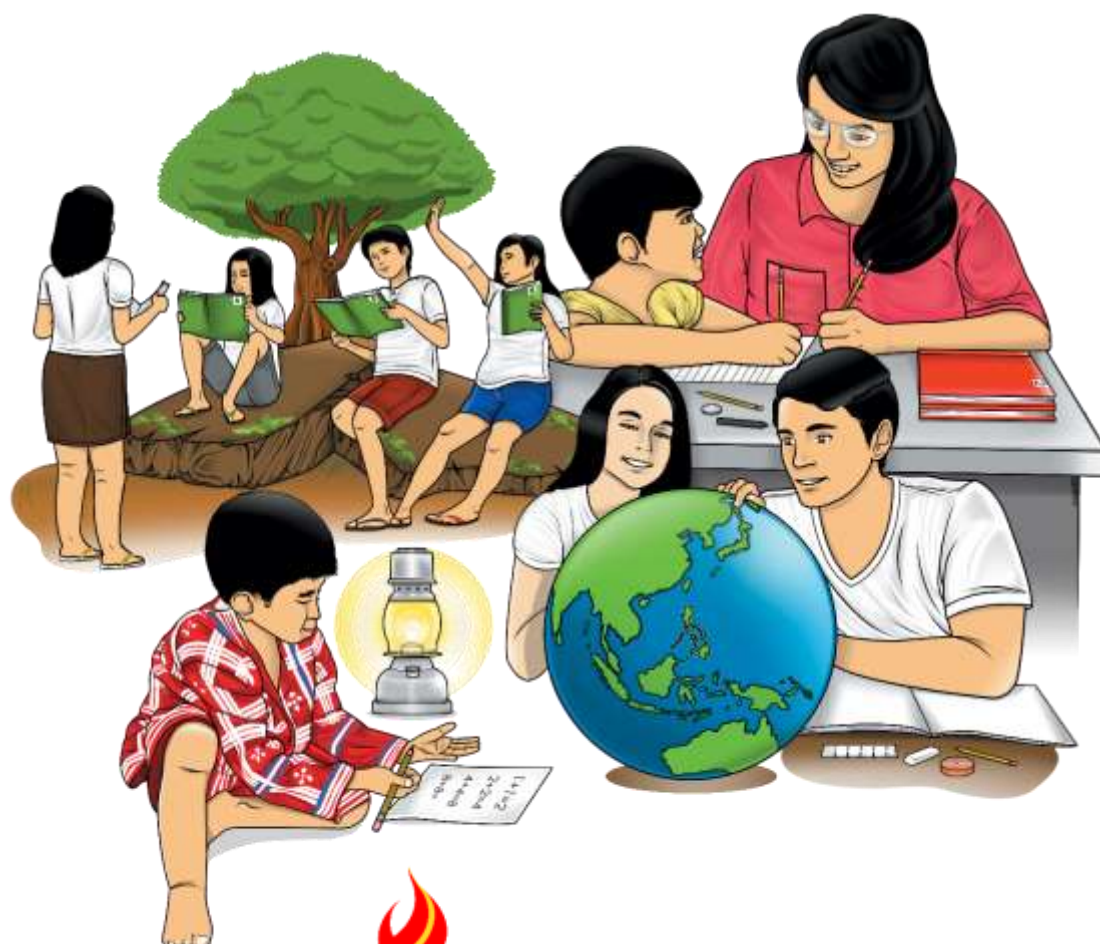


# English

## Quarter 2 - Module 3: Identifying Stereotypes



**English – Grade 5**  
**Alternative Delivery Mode**  
**Quarter 2 – Module 3: Identifying Stereotypes**

**First Edition, 2020**

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# **English**

## **Quarter 2 - Module 3:**

### **Identifying Stereotypes**

# Introductory Message

This Self-Learning Module (SLM) is prepared so that you can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pretests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the posttest to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, the **Notes to the Teacher** is also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests and read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

## Lesson

# 1

## Identifying Stereotypes



### *What I Need to Know*

What images or ideas influence people? What ideas influence your impression about someone or something?

For you to determine the influence or message of an image or idea, you must first identify what it is.

There are certain ways on how an image or idea is expressed. Come on and let us learn new things together.

At the end of this module, you should be able to:

- recognize four common types of stereotypes (gender, age, racial, and social-class);
- identify gender, age, racial, and social-class stereotypes in sentences; and
- develop respect and tolerance on the perspectives of others.



### *What I Know*

#### **Activity 1**

Read each statement below. On a separate sheet of paper, write **S** if it is an example of a stereotype and **NS** if not.

- \_\_\_\_ 1. Africans excel in sports while Asians rule martial arts.
- \_\_\_\_ 2. Stay away from Dagul. He is only a high school graduate.
- \_\_\_\_ 3. China has the largest population in the world.
- \_\_\_\_ 4. Emilio Jacinto was the “Brains of the Katipunan.”
- \_\_\_\_ 5. Girls are not good at sports.

## Activity 2

Identify the stereotype in each of the sentences below. Choose your answer from the words inside the box and write it on a separate sheet of paper.

Age	Gender
Racial	Social class

- \_\_\_\_\_ 1. Teenagers nowadays are hard-headed. They always cause trouble to their parents.
- \_\_\_\_\_ 2. French people are the best lovers.
- \_\_\_\_\_ 3. There is a very old woman living in that house. She seldom goes out of the house. She must be a witch.
- \_\_\_\_\_ 4. We should choose a boy as the leader of our group if we want to win.
- \_\_\_\_\_ 5. I don't like Juan as my playmate. He is a "probinsyano."



## What's In

In the previous lesson, you have learned about the different types of point of view. Let us see if you can still remember them by doing the activities below.

### Activity 1

Read each sentence which contains an example of a stereotype carefully and identify the point of view used. An example is provided below. Write your answers on a separate sheet of paper.

*Example: Americans make a lot of money, so they are rich.*

*a. First Person      b. Second Person      c. Third Person*

**Answer: C**

1. You're good at household chores because you're a girl.  
a. First Person      b. Second Person      c. Third Person
2. We can become fashion models if we are thin.  
a. First Person      b. Second Person      c. Third Person

3. Brando's co-workers do not obey him. They say that he is too young to be their boss.  
a. First Person      b. Second Person      c. Third Person
4. For sure, you are a "Bisaya" because of your accent when you speak Tagalog.  
a. First Person      b. Second Person      c. Third Person
5. Alberto must be a genius. He is studying in U.P.  
a. First Person      b. Second Person      c. Third Person

## Activity 2

Answer the following questions based on the items in Activity 1. Write your answers on a separate sheet of paper.

1. Do you agree that household chores are only for girls? Why?
2. Do you agree that we can become fashion models because we are thin? Why?
3. Do you agree that you cannot become a boss or a leader if you are young? Why?
4. Do you agree that all people who are "Bisaya" speak Tagalog with their Visayan accent? Why?
5. Do you agree that Alberto is a genius because he is studying in U.P.? Why?



## What's New

### Activity 1

Match the underlined words in Column A with their definitions in Column B. Write the letter of your answer on a separate sheet of paper.

#### Unlocking of Difficulty

##### Column A

1. Women clean and men make bucks to buy the needs of the family.
2. Women are quiet, men are bold in facing life's challenges.
3. We all have certain jobs to hold. It's for sure!
4. The observers biases can influence the result of their judgment.
5. The police do not want to prejudice an investigation.

##### Column B

- a. brave or without fear
- b. an unfair and unreasonable opinion or feeling
- c. having no doubt or knowing exactly that something is true
- d. favoring of some ideas or people over others
- e. dollars/money

## Activity 2

Read the poem written by **HK TEEN** entitled '*Gender Stereotypes*' then answer the questions that follow. Write your answers on a separate sheet of paper.

### Gender Stereotypes

(By hkteen BRONZE, Roundup, Montana)

- 1-Girls wear pink and boys wear blue.
- 2-We're told exactly what to do.
- 3-Women clean and men make **bucks**.
- 4-Girls have dolls and boys have trucks.
- 5-Girls cry more and boys just fight.
- 6-Girls are sweet and guys have might.
- 7-Women are quiet, men are **bold**.
- 8-We all have **certain** jobs to hold.
- 9-Women live, but men survive.
- 10-Guys are picked as "best" to drive.
- 11-Girls are clean and men are dirty.
- 12-Boys are strong and girls are flirty.
- 13-We go through life never knowing
- 14-All the **biases** we're showing--
- 15-All the **prejudice** and pain
- 16-Towards men and women with no gain.
- 17-We need to go the extra length
- 18-And notice that we all have strength.

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[http://www.teenink.com/poetry/free\\_verse/article/655209/Gender-Stereotypes/](http://www.teenink.com/poetry/free_verse/article/655209/Gender-Stereotypes/)



1. What color do girls wear according to the poem?  
a. blue                      b. pink                      c. white                      d. orange
2. What does Line 3 mean?  
a. Women are hired by men to clean.  
b. Men have more money than women.  
c. Women clean the mess made by men.  
d. Women are cleaners while men are money-makers.
3. Who are considered dirty in the poem?  
a. girls                      b. dolls                      c. men                      d. trucks
4. Do you agree with what Lines 1-12 are saying about boys and girls?  
a. Yes, because that is what girls and boys do.  
b. No, because the descriptions are unfair and untrue.  
c. Yes, because that is what I hear from the neighbors  
d. No, because I am not sure.
5. Which word below is associated with ideas that make unfair and untrue comments or statements?  
a. compliment                      b. insult                      c. stereotype                      d. point of view



## ***What Is It***

Can you not play with a toy truck if you are a girl? Should a boy not cry? Are girls really weak? Is it true that women are only good at cleaning? Do you agree that women cannot do the things being done by men and that men cannot also do the things being done by women?

Do you believe that people who live in poor neighborhoods are all bad, unpleasant, and uneducated? Do you agree that very young people like you are clumsy and foolish? Do you immediately believe that people are like this or like that without proof?

In our daily conversations, we hear some people describe other people. Sometimes, what they say influences our beliefs about people and things. Sometimes they use descriptions and comments which are inaccurate, untrue, and unfair. Hence, saying that girls should be assigned to work in the kitchen all the time and

that boys should be given the more difficult work all the time is not correct. How would you know if a girl likes to work in the field or if a boy wants to do some cooking if you only want them to work according to that incorrect belief? Do you think all girls like to stay at home and do household chores? Do you think all boys want to work outside under the heat of the sun and carry heavy objects all of the time?

These descriptions or comments which give **a fixed, overgeneralized belief about a particular group or class of people and how they should behave is what we call a stereotype**. Stereotypes may be positive or negative. It is positive if the description is a pleasant description of the whole group or class of people while it is negative if the description is not pleasant. However, whether the stereotype is positive or negative, both are not correct.

In this module, you will study four common stereotypes. These are age, racial, gender, and social-class stereotypes which are described below.

1. **Age stereotypes** -These are erroneous beliefs about infants, children, teens, adults, the elderly, and others. An example of this is “Children are choosy when it comes to food.” Although there are children who may be choosy, not all of them are like this.

2. **Racial stereotypes** – These are incorrect beliefs about the characteristics of a race. Saying that African-Americans are the toughest boxers is incorrect since we also have Filipino boxing champions who are among the best in the world.

3. **Gender stereotypes** – These are overgeneralization of characteristics and attributes of a certain group based on their gender. The examples on what roles girls and boys should take as given above are gender stereotypes. Saying that the job of a teacher is only good for women is an example of a gender stereotype.

4. **Social-class stereotypes** – These are also inaccurate beliefs about the characteristics of a social class. Often, this is related to how rich or poor people are or what education and achievements one has reached. When we immediately ask a friend to pay food expenses because his or her family has a car is not fair. Having a car does not make one’s family rich right away.

Stereotypes do not just create misinterpretations. They can also create labels or “tags” that are difficult to change. Even if we realize that boys and girls must be allowed to choose what role they should take or do at home, many people, even parents, still want the girls to behave like a respectable lady, to be prim and proper, to stay at home, and to avoid talking too loud but expect boys to be strong, firm, dominant, and smart.

Knowing about stereotypes can help you develop respect and tolerance on the perspective of others. By knowing these, you will be able to avoid saying some opinions that may be offensive and also understand why some people are mistakenly labeled in a certain way.



## ***What's More***

### **Activity 1**

Classify the following comments or beliefs under the correct stereotype. Copy the table on a sheet of paper and write only the correct letters in the appropriate column.

AGE STEREOTYPES	RACIAL STEREOTYPES	GENDER STEREOTYPES	SOCIAL-CLASS STEREOTYPES

- A. All Filipinos are always late.
- B. Junjun's shirts look old while his jeans are faded. He must come from a poor family.
- C. Teenagers are fond of gadgets.
- D. Japanese women are polite and respectful.
- E. Girls like pink.
- F. Children are naughty.
- G. Elvin lives in a big house. He must be rich.
- H. All guys put on gel or wax on their hair.
- I. Badong is rich. He owns expensive shoes and mobile phones.
- J. All adults are already responsible in life.

### **Activity 2**

Identify what specific stereotype is illustrated in each item below. Write the specific stereotype on a separate sheet of paper.

1. Roberto Agustin, a 59-year-old OFW lost his job in Saudi because of the COVID-19. He returned to his hometown in Palompon last summer. However, he has not

found a new job since he arrived. He tried to apply as a carpenter, but the employers would just say he is too old and may not be able to perform his job.

2. Raynor, Sarah, and Tychus were about to go to the airport when they got stranded at the bus terminal because of the lockdown. After about a week without being able to change their clothes, they looked terrible and messy. When they finally reached the airport, they were not allowed to enter because the security guard thought that they were beggars.

3. We have a new classmate. His name is Edison Dimagiba. He wears eyeglasses and he carries a lot of books in his bag. I thought he was smart and cute. But when he was asked to read “My stomach is aching” yesterday, he said, “May-sto-mats-is-a-king.” My jaw almost fell to the ground. I was fooled by those glasses.

4. Many shipping companies hire Filipino seamen because they think Filipinos are the best sailors.

5. Alfred was shocked to see his idol “Zeratul,” a giant wrestler in WWE, with some tears in his eyes. Zeratul was announcing his retirement. Alfred could not believe that a big, muscular guy can cry. For him, real men never cry.



## ***What I Have Learned***

Let us check how well you understood the lesson by taking up the activity below.

Tell whether each statement below is TRUE or FALSE. Write your answers on a separate sheet of paper.

- \_\_\_\_\_ 1. Age stereotypes are assumptions to the role of men and women.
- \_\_\_\_\_ 2. Racial stereotypes are stereotypes that exist about a race and its culture.
- \_\_\_\_\_ 3. ‘*Men are strong and do all the work*’ is an example of gender stereotype.
- \_\_\_\_\_ 4. Stereotypes create labels that are easy to change.
- \_\_\_\_\_ 5. A stereotype is an overgeneralized belief about a particular group or class of people.



## What I Can Do

### Activity 1

You have learned that stereotypes may be positive or negative. Draw a **happy smiley face** 😊 on a separate sheet of paper if the statement is positive and draw a **sad smiley face** 😞 if it is negative.

- \_\_\_\_\_ 1. Many say that all Filipinos are hospitable.
- \_\_\_\_\_ 2. Women can't do as good of a job as men.
- \_\_\_\_\_ 3. People who cough and have fever are positive with COVID-19.
- \_\_\_\_\_ 4. All librarians are women who are old and who wear glasses.
- \_\_\_\_\_ 5. Young kids are noisy.
- \_\_\_\_\_ 6. All Asians are good at solving mathematical problems.
- \_\_\_\_\_ 7. Monks are good at kung fu and other martial arts techniques.
- \_\_\_\_\_ 8. Churchgoers are kind people.
- \_\_\_\_\_ 9. Guys are messy and unclean.
- \_\_\_\_\_ 10. People from Basey, Samar are good mat weavers since Basey is the 'Banig' (Sleeping Mat) Capital of the Philippines.



#### Notes to the Teacher

*Although some stereotypes may be considered positive in the way they are stated, remind learners that stereotypes are not desirable since they give inaccurate assumptions about people and things.*

## Activity 2

On a separate sheet of paper, put a check mark (✓) if the situation described in each number shows some form of stereotype. Write an (X) if it does not.

1. ☐ The children and their grandmother were walking to the market. Along the way, they met a tall, big man with a thick mustache and beard. Grandma said, "Come here children, or I'll give you to this monster."
2. ☐ Mr. Pan Rico, the company branch manager, did not want to wear the new office uniform. He told himself, "If I go out with this, people will think that I am a taxi driver."
3. ☐ Five-year-old Katy doesn't like to eat vegetables. Her parents always give her tasty cereals and milk.



## Assessment

### Activity 1

Tell if the following ideas are stereotypes or not. Copy the sentences on a separate sheet of paper and draw a star opposite the sentence if it is a stereotype, and a circle, if not.

- \_\_\_\_ 1. Hand washing can help in killing the virus.
- \_\_\_\_ 2. Vitamin C is good for our body.
- \_\_\_\_ 3. All Koreans love to eat kimchi.
- \_\_\_\_ 4. I believe Pacquiao's son will also be a talented boxer.
- \_\_\_\_ 5. Barbie dolls are only for girls.
- \_\_\_\_ 6. You can only find beautiful women in Manila.
- \_\_\_\_ 7. The San Juanico Bridge is the longest bridge in Eastern Visayas.
- \_\_\_\_ 8. I think our neighbor has a bad attitude. He doesn't go out to mingle with friends.
- \_\_\_\_ 9. The pandemic has affected our economy.
- \_\_\_\_ 10. Private schools are better than public schools.

## Activity 2

Identify the specific stereotype in each situation. Write the letter of the correct answer on a separate sheet of paper.

A. Age	B. Racial	C. Gender	D. Social class
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1. Diana's parents told her not to marry a farmer's son.
2. Filipinos are good English speakers.
3. It is not good to recruit women as police officers.
4. Wisdom can only be gained when one is already old.
5. "I'm sure that Hao-hao is also intelligent. His parents are both lawyers," Mokmok said.



## ***Additional Activities***

On a separate sheet of paper, write one new example for each kind of stereotype.



# **Answers Key**

<p><b>Additional Activities</b></p> <p>Answers vary.</p>	<p><b>What I Can Do</b></p> <p>Activity 1</p> <p>1. 😊 2. 😊 3. 😊 4. 😊 5. 😊 6. 😊 7. 😊 8. 😊 9. 😊 10. 😊</p> <p>Activity 2</p> <p>1. 😊 2. 😊 3. 😊 4. 😊 5. 😊 6. 😊 7. 😊 8. 😊 9. 😊 10. 😊</p>	<p><b>Assessment</b></p> <p>Activity 1</p> <p>1. 🟡 2. 🟡 3. 🟡 4. 🟡 5. 🟡 6. 🟡 7. 🟡 8. 🟡 9. 🟡 10. 🟡</p> <p>Activity 2</p> <p>1. 🟡 2. 🟡 3. 🟡 4. 🟡 5. 🟡 6. 🟡 7. 🟡 8. 🟡 9. 🟡 10. 🟡</p>	<p><b>What I Know</b></p> <p>Activity 1</p> <p>1. S 2. S 3. NS 4. NS 5. S</p> <p>Activity 2</p> <p>1. Age 2. Racial 3. Age 4. Gender 5. Social Class</p> <p>What's In</p> <p>Activity 1</p> <p>1. b 2. a 3. c 4. b 5. c</p> <p>Activity 2</p> <p>1-6 No 7. Answers vary</p>	<p><b>What's New</b></p> <p>Activity 1</p> <p>1. e 2. a 3. c 4. d 5. b</p> <p>Activity 2</p> <p>1. b 2. d 3. c 4. b 5. c</p> <p>What's More</p> <p>Activity 1</p> <p>AGE - C, F, J RACIAL - A, D GENDER - E, H SOCIAL CLASS - B, G, I</p>	<p><b>What I Have Learned</b></p> <p>Activity 2</p> <p>1. Age Stereotype 2. Social Class Stereotype 3. Social Class Stereotype 4. Racial Stereotype 5. Gender Stereotype</p> <p>1. FALSE 2. TRUE 3. TRUE 4. FALSE 5. TRUE</p>
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## ***References***

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