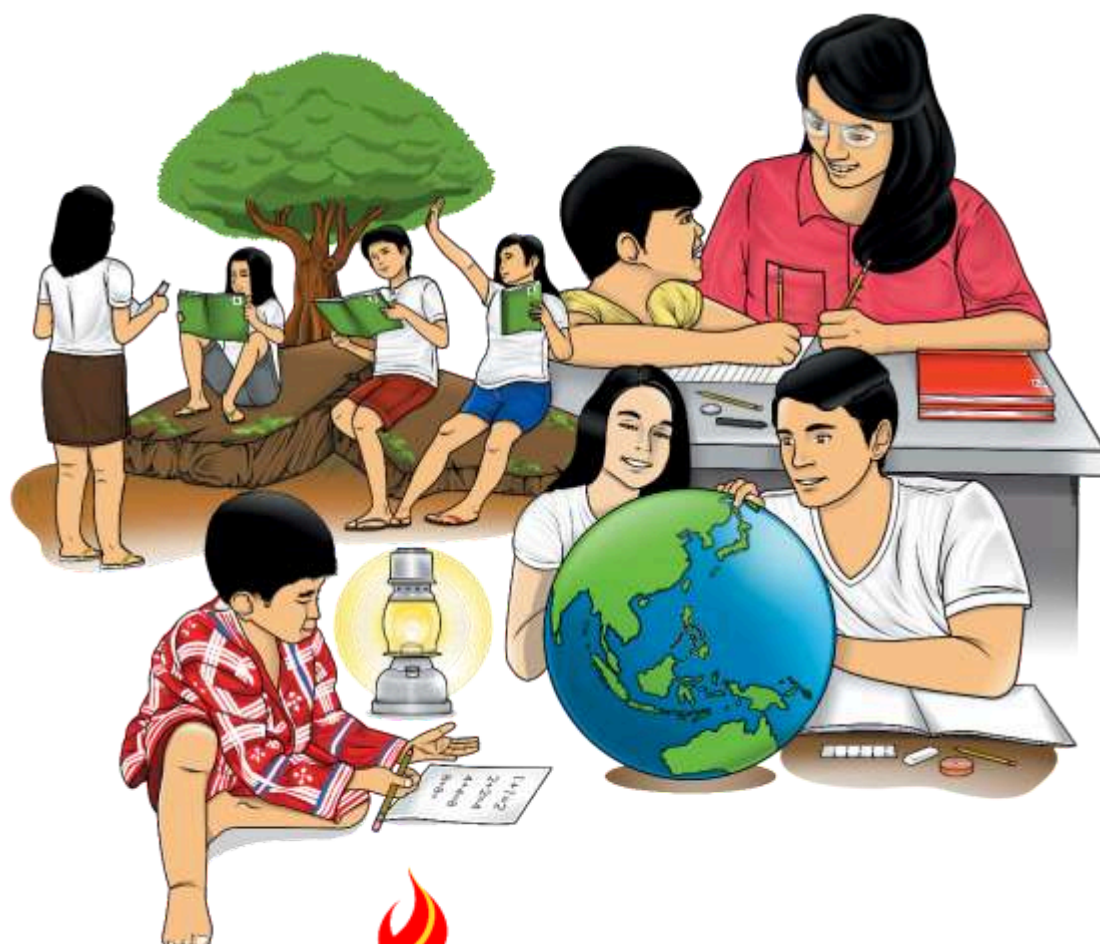


English

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.



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

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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.



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.

References

Teenink.com. 2014. *Gender Stereotypes / Teen Ink*. [online] Available at: https://www.teenink.com/poetry/free_verse/article/655209/Gender-Stereotypes [Accessed 17 July 2020].

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