

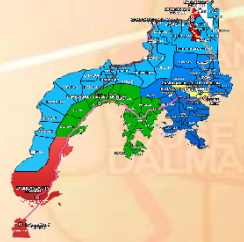


Republic of the Philippines
Department of Education
 Regional Office IX, Zamboanga Peninsula



- JANUARY**
Matuguhon
- FEBRUARY**
Mahigugmaon
- MARCH**
Matinabungan
- APRIL**
Matinahuron
- MAY**
Makapsay og Malimpyo
- JUNE**
*Maablik og Masunod sa
Dhasaklong Oras*
- JULY**
Maantigo og Maabilidad
- AUGUST**
*Maginhuhuhunon
para sa Uban*
- SEPTEMBER**
Madaginaton
- OCTOBER**
Matinud-anon
- NOVEMBER**
Masaligan
- DECEMBER**
Maalampon

5



Zest for Progress
 Zeal of Partnership

English

Quarter 2 - Module 7:

View Points Presented by Images



Name of Learner: _____

Grade & Section: _____

Name of School: _____



What I Need to Know

We all make judgments. We judge people based on how they talk, how they dress, how they behave, what they believe in. We even give judgments based on someone's relatives or ancestors, and all other things. Unknowingly, these judgments become standards and these standards are either constructive or destructive. In this module, you will learn about some of the particular stereotypes that are created by these standards.

In this module the learners should be able to:

- A. Examine images which present particular viewpoints e.g. stereotypes (gender, age, cultural, etc.) opinion on an issue
- B. Identify what kind of stereotyping a particular opinion or viewpoint it depicts



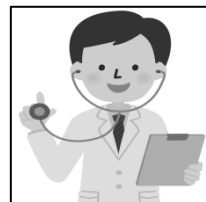
What's In

Directions: Look at these pictures. For each item, there are two pictures for you to choose from. Just choose one based on your preference as you see them and check the corresponding box. No pressure! There's no need for explanations! Just pick and check!

1.



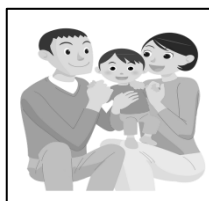
or



Female Doctor

Male Doctor

2.



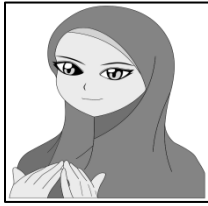
or



parents

grandparents

3.



or



Muslim woman

non-Muslim woman

4.



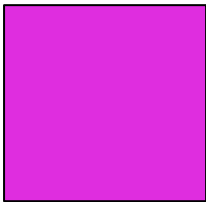
or



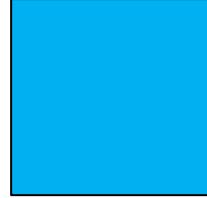
fair-skinned

dark-skinned

5.



or



pink color

blue color



What's New

Directions: Read the passage silently then answer the activity that follows.

Rashid is a nine-year old boy who lives in a small town with his parents. They are the only Muslims living there. Today, Rashid was called by his grandparents and that he will spend his weekend with them. He loves to be with his grandparents than with his parents because they give him whatever he wants. They even permit him to play with his cellphone the whole day. His parents set limits for him in using gadgets because they said, these things are the reason why young people today are very lazy. Another reason why Rashid is happy to be at his grandparents' place is that he feels he belongs there. He has friends because there are other Muslim boys, too, unlike in their town, his classmates feel awkward towards him because they think his family is one of those what they see on televisions that abducts and kills people. This makes him sad because it seems that being a terrorist has already become a brand to Muslims like them.

When he was about to go, his father called him in. He noticed that Rashid is again wearing the pink polo shirt that grandma gave him. His father doesn't like to see him wearing pink because he is a boy. So, Rashid doesn't have any other choice but to obey his father. He went back to his father wearing a blue polo shirt, this time, his father smiled and off he goes.

Activity 1

Directions: Reach each question carefully and write your answers at the spaces provided for you.

1. To where will Rashid spend his weekend?

2. Why does Rashid love to be with his grandparents than with his parents?

3. What is the opinion of Rashid's parents about the young people of today?

4. Rashid is sad because people in their town branded them as terrorists basing on what they have watched from television. Do you think what the people in their town did was right? Why?

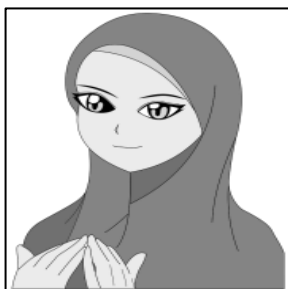
5. Boys should not wear pink because only girls should. What is your opinion about this?



What is it

Stereotype is a preconceived idea or notion about someone or a group of people. It is when a person easily gives his or her opinion on something based on a general idea that most of the people think. This happens because most people judge based on how others look from the outside or based on personal experiences. Stereotypes may sometimes be untrue or only partly untrue.

Here are some pictures with the corresponding statements or opinions that people usually think upon seeing them.



Viewpoint: Muslim women have no rights and have no freedom.

For this picture, the viewpoint given is culture-biased. Many people think that Muslim women are unhappy and that they are not free. But Muslim women say that they have rights and freedom as to what is stated in the tenets of their religion.



Viewpoint: Female doctors have more warmth and competence than male doctors.

For this picture, on the other hand, the viewpoint is gender-biased. Both male and female doctors can both be competent in their field.



Viewpoint: Teenagers nowadays are lazy. They are so drawn to gadgets.

The viewpoint given for this picture is age-biased. There are teens today that are doing far more impressive things than most adults, and you can see how hard they work.

Stereotyping may sometimes be hurtful because judging based on the outside attributes of a person or a group can lead to misjudgements because it only shows a small part of who a person really is. It may put someone or a group down and will result in bullying when someone is at a young age. Putting someone down because of a preconceived idea will not encourage them to succeed. Stereotyping may apply to various groups of people when it comes to age, gender, culture, race, social status, abilities/disabilities, or even religion.



What's More

Activity 1:

age-biased social status discrimination gender-biased
culture-biased religious discrimination
racial discrimination

Directions: Choose from the box of what particular stereotype each statement is telling. Write your answers on the space provided before each number. After that, write a sentence or two on how to correct these stereotypes.

_____ 1. Girls are concerned about physical appearance.

_____ 2. All black people who are not in the United States are poor.

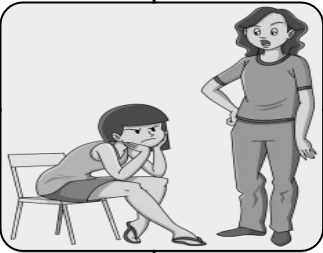
_____ 3. Poor people are not happy.

_____ 4. All elderly people have health issues and behave like children.

_____ 5. Muslim men are not bad because they have four wives.

Activity 2:

Directions: Use the following graphic organizers to give your opinion or viewpoint based on the common stereotypes or issues that are usually associated with each picture and tell what kind of stereotyping it depicts.

Stereotype:	Kind of stereotyping:
	
Stereotype:	Kind of stereotyping:

Stereotype:	Kind of stereotyping:
Stereotype:	Kind of stereotyping:

Activity 3:

Directions: Here is a set of pictures in Column A. You will concentrate more on giving opinions on this activity. Complete the sentence in Column B which you think will best describe the pictures in Column A. This time, you will give your opinion by using the phrases *I think that ...I believe that... or In my opinion.*

Column A	Column B
<p>1.</p>	<p>I think that babies _____ _____.</p>
<p>2.</p>	<p>In my opinion, old people _____ _____.</p>
<p>3.</p>	<p>I believe that men _____ _____.</p>

4.



In my opinion, women _____
_____.

5.



I think that children from poor families _____
_____.

Designed by HappyDwiS (Image #34500010 at VectorStock.com)
Designed by HappyDwiS (Image #34500010 at VectorStock.com)

Activity 4

Directions: Below are pictures that show some stereotypes. Give 2 to 3 statements for each picture that are based on the common opinion associated with each that may result in bullying or discrimination.

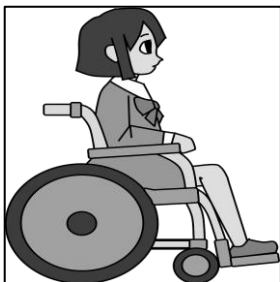
1.



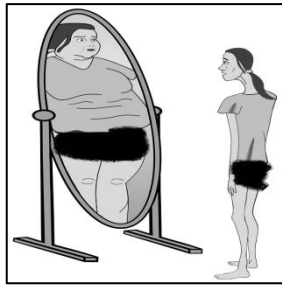
2.



3.



4.



5.





What I Have Learned

1. A preconceived idea or notion about someone or a group of people is called a _____.
2. Stereotyping may apply to various groups of people when it comes to _____, gender, _____, _____, social status, _____, _____ or even religion.



What I Can Do

Directions: Read the passage carefully and provide what is asked in the following items below.

There's a new student in Siay National High School. Her name was Roshila. She's 14 and already in the 10th grade. When you look at her, she's quite tall for her age. When she introduced herself in class, she said that her father is a South African but she never really met him. In her first month in school, she struggled to have friends and even bullied because of her skin color and her curly hair. It made her feel ugly. She was even bullied more when other students learned that she declined the invitation of the school's girl basketball team because she doesn't know how to play the sport. Many expected that she's good at it because she's black and she's tall. What others didn't know is that she fancied playing basketball but her mother did not permit her to train for she believed that the sport is only suited for boys.

1. Give 3 stereotyping scenarios that can be found in the passage and tell what kind of stereotyping it depicts.

- a. _____
- b. _____
- c. _____

2. If you were one of Roshiela's classmates, what are the things that you can do so that negative opinions about her will be corrected?

3. In your opinion, how can we avoid stereotyping?



Assessment

Direction: Examine the pictures with the corresponding stereotyping statements. Identify what particular kind of stereotyping each picture and statement depicts. Encircle the letter of the correct answer.

1.



- a. gender-biased
- b. social discrimination
- c. age-biased
- d. religious discrimination

All children don't enjoy healthy foods.
They just enjoyed it when they get older.

2.



- a. gender-biased
- b. culture-biased
- c. age-biased
- d. religious discrimination

Men are strong and should
do all the heavy works.

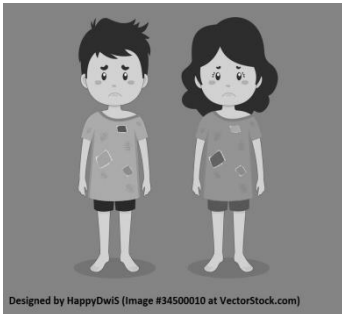
3.



Arab Muslims are terrorists.

- a. racial discrimination
- b. culture-biased
- c. age-biased
- d. gender-biased

4.



They are poor because they are lazy and don't want to work.

- a. age-biased
- b. religious discrimination
- c. social status discrimination
- d. culture-biased

5.



Teenagers are rebels and only do what they want.

- a. gender-biased
- b. culture-biased
- c. age-biased
- d. religious discrimination

References

<https://www.vocabulary.com/dictionary/stereotype>

<https://www.simplypsychology.org/katz-braly.html>

<https://examples.yourdictionary.com/stereotype-examples.html>

Pictures taken from:

vectorsstock.com

creazilla.com

Development Team

Writer: **ANN P. BARRIENTOS**

Camanga Elementary School

Siay, Zamboanga Sibugay

Editors/QA: **Alvyn D. Dalogaog**

Remia C. Luspo

Cheryl B. Velasco

Reviewer: **Evelyn F. Importante**

OIC-CID Chief EPS

Illustrator:

Layout Artist:

Management Team:

Jerry C. Bokingkito

OIC-Assistant Schools Division Superintendent

Raymond M. Salvador

OIC-Assistant Schools Division Superintendent

Dr. Jeanelyn A. Aleman, CESE

OIC-Schools Division Superintendent

I Am a Filipino
by Carlos P. Romulo

I am a Filipino—inheritor of a glorious past, hostage to the uncertain future. As such I must prove equal to a two-fold task—the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I sprung from a hardy race, child many generations removed of ancient Malayan pioneers. Across the centuries the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope—hope in the free abundance of new land that was to be their home and their children's forever.

I am a Filipino. In my blood runs the immortal seed of heroes—seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the first invader of this land, that nerved Lakandula in the combat against the alien foe, that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

The seed I bear within me is an immortal seed. It is the mark of my manhood, the symbol of dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousand years ago, it shall grow and flower and bear fruit again. It is the insignia of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its spirit, and in its struggles for liberation from the imperialist yoke. But I also know that the East must awake from its centuried sleep, shake off the lethargy that has bound his limbs, and start moving where destiny awaits.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

“I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children and my children's children—forever.”

(Reprinted from The Philippines Herald, August 16, 1941)

My Final Farewell

Farewell, dear Fatherland, clime of the sun
caress'd Pearl of the Orient seas, our Eden
lost!
Gladly now I go to give thee this faded life's
best, And were it brighter, fresher, or more
blest
Still would I give it thee, nor count the cost.

On the field of battle, 'mid the frenzy of fight,
Others have given their lives, without doubt or
heed; The place matters not-cypress or laurel
or lily white, Scaffold or open plain, combat or
martyrdom's plight, 'T is ever the same, to
serve our home and country's need.

I die just when I see the dawn break,
Through the gloom of night, to herald the day;
And if color is lacking my blood thou shalt take,
Pour'd out at need for thy dear sake
To dye with its crimson the waking ray.

My dreams, when life first opened to me,
My dreams, when the hopes of youth beat
high, Were to see thy lov'd face, O gem of the
Orient sea From gloom and grief, from care
and sorrow free; No blush on thy brow, no tear
in thine eye.

Dream of my life, my living and burning desire,
All hail ! cries the soul that is now to take flight;
All hail ! And sweet it is for thee to expire ;
To die for thy sake, that thou mayst aspire;
And sleep in thy bosom eternity's long night.
If over my grave some day thou seest grow, In
the grassy sod, a humble flower,
Draw it to thy lips and kiss my soul so,
While I may feel on my brow in the cold tomb
below The touch of thy tenderness, thy
breath's warm power.

Let the moon beam over me soft and serene,
Let the dawn shed over me its radiant flashes,
Let the wind with sad lament over me keen;
And if on my cross a bird should be seen,
Let it trill there its hymn of peace to my ashes.
Let the sun draw the vapors up to the sky,
And heavenward in purity bear my tardy
protest Let some kind soul o'er my untimely
fate sigh, And in the still evening a prayer be
lifted on high From thee, O my country, that in
God I may rest.

Pray for all those that hapless have died,
For all who have suffered the unmeasur'd
pain; For our mothers that bitterly their woes
have cried,

For widows and orphans, for captives by
torture tried, And then for thyself that
redemption thou mayst gain.

And when the dark night wraps the graveyard
around With only the dead in their vigil to see
Break not my repose or the mystery profound
And perchance thou mayst hear a sad hymn
resound 'T is I, O my country, raising a song
unto thee.

And even my grave is remembered no more
Unmark'd by never a cross nor a stone
Let the plow sweep through it, the spade turn it
o'er That my ashes may carpet earthly floor,
Before into nothingness at last they are blown.

Then will oblivion bring to me no care As over
thy vales and plains I sweep;
Throbbing and cleansed in thy space and air
With color and light, with song and lament I
fare, Ever repeating the faith that I keep.

My Fatherland ador'd, that sadness to my
sorrow lends
Beloved Filipinas, hear now my last good-by!
I give thee all: parents and kindred and friends
For I go where no slave before the oppressor
bends, Where faith can never kill, and God
reigns e'er on high!

Farewell to you all, from my soul torn away,
Friends of my childhood in the home
dispossessed ! Give thanks that I rest from the
wearisome day !
Farewell to thee, too, sweet friend that
lightened my way;
Beloved creatures all, farewell! In death there
is rest!

(This is the 1911 translation by Charles
Derbyshire of the Spanish original of José
Rizal's poem, Mi Ultimo Adiós)