

Learning Activity Sheets for Agro-entrepreneurship

TECH-PRO ELECTIVE



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LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	1	Date:	
Lesson Title/Topic:	Overview of Agro-Entrepreneurship		
Name:		Grade & Section:	

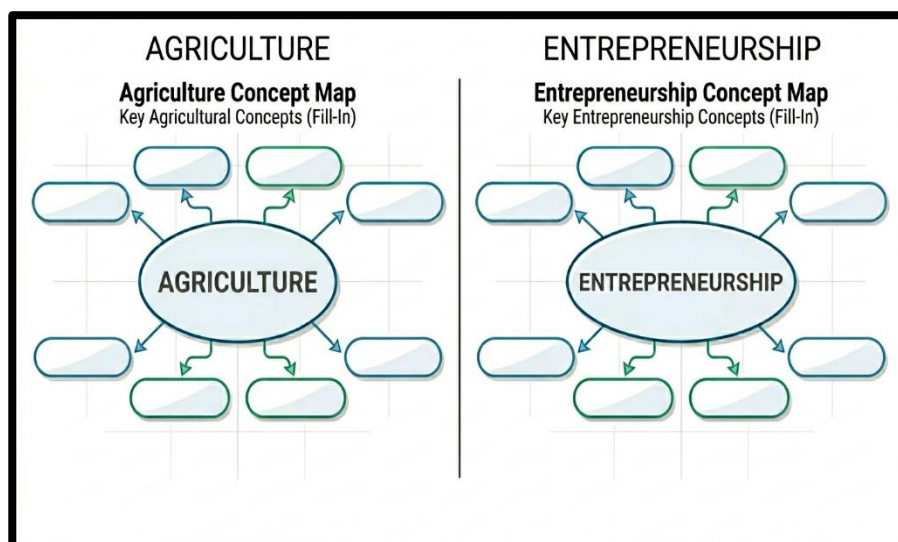
Activity 1: Concept Mapping – Define Agro-Entrepreneurship

Learning Objective: Define Agro-Entrepreneurship.

Materials: Activity Sheet, Pen or Pencil

Instructions

1. Look at your teacher's concept map **"Agriculture"** and **"Entrepreneurship."**
2. Think of words related to each term (like, farming ,business, crops or profit).
3. Discuss your ideas with the class.
4. Fill in the spaces on your activity sheet with these words.
5. Use these words to write your own definition of Agro- Entrepreneurship
6. Be prepared to share and explain your definition during the class discussion.



Definition: _____

Activity 2: Think- Pair- Share and Problem Based Learning -Problem to Profit

Learning Objectives:

- Recognize business opportunities in Agro-Entrepreneurship.
- Identify challenges in Agro-Entrepreneurship

Materials: Activity Sheet or paper and pen,

Instructions:

1. Find a partner and read the scenario together.
2. Brainstorm ways to turn the problem into a business opportunity.
3. Share your ideas with your partner and choose the best solution.
4. Be ready to share your answer with the class.

Scenario:

A large quantity of tomatoes is left to rot in the field because the market price has dropped too low. Imagine you are the farm owner experiencing an overproduction of tomatoes. How will you turn this situation into profit?



Answer _____

Activity 3: Graphic Organizer

Learning Objectives:

- define Agro-Entrepreneurship.
- recognize business opportunities in Agro-Entrepreneurship.
- identify key benefit in rural economic development.
- identify current trends and challenges in Agro-Entrepreneurship.

- classify various legal bases and basic regulatory requirements according to their purpose in Agro-Entrepreneurship (business registration, taxation, labor, environment).
- discuss types of Agro-Entrepreneurships.
- explain scope of Agro- Entrepreneurship
- identify traits and characteristics of a successful agro- entrepreneur
- appreciate the role of Agro-entrepreneurs in ensuring food security and economic growth

Materials: Notebook, pen, activity sheet

Instructions:

1. Listen Carefully to the Discussion
 - Pay attention while the teacher explains the different Agro-Entrepreneurship concepts.
2. Study the Graphic Organizer (Matrix)
 - You will be given a table with three columns:
 - Agro-Entrepreneurship Concepts (already provided)
 - Key Notes / Discussion Points
 - Learners' Examples
3. Fill in the “Key Notes / Discussion Points” Column
 - Write important ideas, definitions, or explanations based on the teacher’s discussion.
 - Keep your answers brief, clear, and organized.
4. Give Your Own Examples
 - In the “Learners’ Examples” column, provide at least one example for each concept.
 - Examples may be based on:
 - Local farms or businesses
 - Personal observations
 - Known agro-entrepreneurs in your community
5. Work Individually but Stay Engaged
 - You will complete the matrix individually while listening.
 - You may also ask questions if something is unclear.
6. Sharing and Checking of Answers
 - After the activity, you will compare your answers with a partner or the whole class.
 - Be ready to explain your answers when called.

ACTIVITY 3: MINI-LECTURE WITH GRAPHIC ORGANIZER (MATRIX)

AGRO-ENTREPRENEURSHIP CONCEPTS		KEY NOTES / DISCUSSION POINTS	LEARNERS EXAMPLES
	Definition of Agro-Entrepreneurship		
	Importance of Agro-Entrepreneurship		
	Types of Agro-Entrepreneurships		
	Trends and Challenges of Agro-Entrepreneurship		
	Legal bases of Agro-Entrepreneurship		
	Basic regulatory requirements for business operations		
	Successful Agro-Entrepreneur and their contribution		
	Traits and characteristics of an Agro-Entrepreneur		

Activity 4: Case study

Learning Objectives:

- Recognize business opportunities in Agro-Entrepreneurship
- Identify challenges in Agro-Entrepreneurship
- Identify traits and characteristics of a successful agro-entrepreneur
- Propose practical solutions to overcome common challenges faced by agro-entrepreneurs

Materials: Notebook, pen, and activity sheet

Instruction: Read each farmer scenario carefully. Answer the guide questions in complete sentences from the viewpoint of an agro-entrepreneur.

1. The Surplus Crisis

- Farmer Scenario:** I have 500 kilos of tomatoes that nobody is buying at the local market. Should I leave them to rot or sell them for almost nothing?
- Agro-Entrepreneur Question:** What is one way you can change the form of these tomatoes so they last longer and sell for more?
- Agro-Entrepreneur Answer:** _____

2. The Middleman Problem

- a. **Farmer Scenario:** A trader is offering me a very low price for my harvest, but I don't have a truck to take it anywhere else.
- b. **Agro-Entrepreneur Question:** Instead of selling to one trader, how can you use social media or a cooperative to find a better price?
- c. **Agro-Entrepreneur Answer:** _____

3. The Copycat Risk

- a. **Farmer Scenario:** Everyone in my village is planting onions because the price was high last year. Now, the price is dropping because there are too many onions.
- b. **Agro-Entrepreneur Question:** What could you plant or do differently to avoid having the same product as everyone else?
- c. **Agro-Entrepreneur Answer:** _____

Activity 5: Group Presentation – “Agri-Business Pitch”

Learning Objectives:

- Identify challenges in Agro-Entrepreneurship
- recognize business opportunities in Agro-Entrepreneurship
- propose practical solutions to overcome common challenges faced by agro-entrepreneurs

Materials: Pen, Paper, Laptop and learning activity sheet, cartolina or PowerPoint presentation

Instructions:

1. Form a Group
 - Work in groups of 3–5 members depending on the number of learners that you have in class
2. Develop an Agri-Business Idea
 - Think of a simple and realistic agro-enterprise based on your community or local resources.
3. Prepare Your Pitch

Your group must present the following:

- Type of Agri-Business at least three (3)
(*e.g., crop production, food processing, agri-service, aquaculture*)
- Business Opportunity at least three (3)
(*Why is this idea needed? What problem does it solve?*)

- Target Market
(Who are your customers?)
 - Possible Challenges
(What difficulties might you encounter?)
4. Prepare a Short Presentation (3–5 minutes)
 - You may use a visual aid (cartolina, slides, or diagram).
 - Ensure all members have a role in the presentation.
 5. Present Your Pitch to the Class
 - Speak clearly and confidently.
 - Be ready to answer questions from your classmates and teacher

Rubrics Group Presentation – “Agri-Business Pitch

Criteria	Excellent (5pts)	Good(4pts)	Fair (2pts)	Needs Improvement (1pts)
Proposed Agricultural Products/Services	Presents three (3) or more well-explained products/services clearly related to the business idea	Presents at least three (3) products/services but with limited explanation	Presents One -two (1–2) products/services only	No clear product/service presented
Clarity of Business Idea	Explains the business idea with complete details (type, process, purpose) and clear logic	Explains the business idea with minor missing details	Explains the idea but lacks clarity and organization	Explanation is unclear or incomplete
Identification of Business Opportunity	Clearly identifies three (3) specific problems and (3) strong opportunities with explanation of how the business solves it	Identifies one (1) problem and one (1) opportunity but explanation is limited	Identifies one (1) problem and one (1) opportunity only but without explanation	Does not identify problem or opportunity

Target Market Specification	Identifies specific target market (who, where, and needs)	Identifies target market but lacks 1 detail (who/where/needs)	Target market is too general (e.g., “everyone”)	No target market identified
Analysis of Possible Challenges	Identifies at least 2 realistic challenges with brief explanation	Identifies at least 2 challenges without explanation	Identifies only 1 challenge no explanation	Identifies no challenges
Presentation Performance & Team Participation	Presentation is organized; all members speak; within time limit (3-5 minutes)	Presentation is organized; most members participate	Presentation is partially organized; few members participate	Presentation is disorganized ; 1-2 members only participate

Scoring Guide

- 30-28 points = Outstanding
- 27-25 points = Very Satisfactory
- 24-20 points = Satisfactory
- Below 20 = Needs Improvement

Activity 6: Problem-Solution Chart

Learning Objectives:

- Identify challenges in Agro-Entrepreneurship
- recognize business opportunities in Agro-Entrepreneurship
- propose practical solutions to overcome common challenges faced by agro-entrepreneurs

Materials: Pen, Paper, Laptop and learning activity sheet, cartolina or PowerPoint presentation

Instructions:

- Read and understand the task given by your teacher.
- Think about common challenges faced in agro-entrepreneurship (e.g., low market price, crop spoilage, lack of capital, climate change).
- Identify possible business opportunities related to these challenges.
- Propose practical and realistic solutions for each challenge.
- Write your answers in the chart provided below.
- Be ready to share your responses **with the class**

PROBLEM-SOLUTION CHART		
CHALLENGE	BUSINESS OPPORTUNITY	PROPOSED SOLUTION

Example: CHALLENGE: Excess tomato production leading to spoilage

BUSINESS OPPORTUNITY: Processing and value-adding (tomato-based products)

PROPOSED SOLUTION: Produce tomato sauce, ketchup, or dried tomatoes to extend shelf life and increase profit

Rubrics Problem-Solution Chart

Criteria	Excellent (5pts)	Good(4pts)	Fair (2pts)	Needs Improvement (1pts)
Number of Challenges Identified	Identifies 4 or more relevant challenges in agro-entrepreneurship	Identifies 3 relevant challenges	Identifies 2 challenges only	Identifies 1 or no challenge
Identification of Business Opportunities	Provides 4 or more clear opportunities , each directly linked to a challenge	Provides 3 opportunities , mostly linked to challenge	Provides 2 opportunities , weak link to challenges	Provides 1 or no opportunity , not clearly linked

Proposed Solutions (Practicality and Relevance)	Proposes 4 or more realistic and detailed solutions addressing each challenge	Proposes 3 realistic solutions with some explanation	Proposes 2 solutions , limited detail or feasibility	Proposes 1 or no solution , unclear or unrealistic
Accuracy of Problem–Opportunity–Solution Link	All entries clearly show correct connection between problem, opportunity, and solution	Most entries are correctly connected (1 minor error)	Some connections are unclear or incorrect (2 errors)	Connections are mostly incorrect or missing
Completeness of Chart Output	Chart is fully completed (all columns filled correctly and neatly organized)	Chart is mostly complete (1–2 missing details)	Chart is partially complete (several missing parts)	Chart is incomplete or poorly organized
Participation and Readiness to Share	Actively participates and clearly explains 2 or more entries during sharing	Participates and explains at least 1 entry clearly	Limited participation; explanation is unclear	Does not participate in sharing

Synthesis:

Agro-Reflector

Instructions: Based on our lessons on Agro-Entrepreneurship; complete the following prompts.

- **3 New Things I Learned**

- **2 Qualities I See in Myself**

- **1 My Big "Why"**

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	2	Date:	
Lesson Title/Topic:	Identifying Market Opportunities in Agro-Entrepreneurship		
Name:		Grade & Section:	

Activity 1: Market Around Me- Brainstorming

Learning Objectives:

- Define market opportunities
- Recognize different buyer preferences

Materials: Pen and learning Activity Sheet

Instructions

1. Carefully read the guide question below:
“What is your primary consideration when purchasing or availing agricultural products and services: price, location, quality, or convenience?”
2. Reflect on your personal experience and choose the factor that most influences your decision.
3. On your activity sheet, locate the table or column provided for responses.
 ✓ Put a check mark (✓) in the column that corresponds to your chosen factor.
4. If the space on the activity sheet is not enough, you may use a separate sheet of paper to record your answer.
5. After completing your response, be prepared to share your answer with the class and briefly explain the reason for your choice.

Name of Learner	Price (Cheap/Expensive/Reason)	Location (Near/Far/Access)	Quality (Fresh/Good/Poor)	Convenience (Time/Ease/Service)
1				
2				
3				
4				
5				

Activity 2: M&M Relay (Interactive Game)

Learning Objectives:

- define market segmentation
- classify types of market segmentation

Materials:

- **M&M / Nips or Skittles candies** (mixed colors, equal amount per group)
- Small bowls, cups, or plates (one for each color per group)
- Tables or designated sorting areas
- Timer or stopwatch (optional)
- Scoreboard or checklist (optional)
- Hand sanitizer or gloves (for hygiene)

Instructions

1. **Form Groups**
 - Divide into teams with equal members.
 - Each team lines up in a straight line.
2. **Listen to the Goal**
 - Your goal is to **sort all M&M candies by color** as quickly and accurately as possible.
3. **Relay Mechanics**
 - When the teacher says **“Go!”**, the first member of each group runs to the sorting area.
 - Pick one M&M at a time and place it in the correct color group.
 - Return to your group and tag the next member.
 - Continue until all candies are sorted.
4. **Sorting Rule**
 - Group the M&Ms based on **color only**.
 - Make sure each group has **only one color**.
5. **Winning the Game**
 - The first team to **correctly sort all M&Ms** wins.
6. Accuracy is important incorrect grouping may disqualify the team or require re-sorting.
7. **Be Ready to Reflect**
 - After the game, be prepared to answer questions about how the activity relates to grouping or classification.

Activity 3: Agri-Market Mapping Task (Group Work)

Learning Objectives

- define market mapping and its purpose in visualizing market positions and competition
- develop simple market segmentation to specific target market for farm product or service.
- demonstrate a strategic mindset in choosing appropriate markets to serve.

Materials

- Manila paper (for face-to-face)
- or Digital presentation (PowerPoint, Canva, etc.)

Instructions

Work with your group to analyze a farm product and find its market opportunities. Follow the steps below and prepare your output to present to the class.

- As a group, select **one (1) farm product** from the following or your own idea:
 - Tomatoes
 - Eggs
 - Rice
 - Herbs
 - Other agricultural product (approved by the teacher)
- Discuss and list the possible customers who will buy your product. Examples:
 - Households
 - Market vendors
 - Restaurants
 - Health-conscious consumers

Write at least 2–3 target customers.

- Group your target customers based on differences such as:
 - Age or income (Demographic)
 - Location (Geographic)
 - Lifestyle (Psychographic)
 - Buying behavior (Behavioral)

Present your segmentation clearly using a table, list, or chart.

D. Create a simple market map to show how your product compares with others. You may choose one format:

- Price vs. Quality
- Accessibility vs. Quality

Include:

- Your product
- At least 2 competitors
- Proper labels (e.g., low/high price, low/high quality)

E. Your group output must include:

- Product name
- Target customers
- Market segmentation
- Market map (with labels)

F. Present your output in 2–3 minutes

Explain:

- Your chosen target market
- Your market segmentation
- Your product's position in the market

Rubrics for this Activity

Criteria	Excellent 20-15	Good 14-11	Satisfactory 10-5	Needs Improvement 4 -below	Scores
Identification of Target Customers	Clearly identifies at least Three (3) appropriate target customers with detailed explanation	Identifies Two (2) appropriate customers with some explanation	Identify one (1) or limited and unclear customers	No customers identified or incorrect identification of customer	/20
Market Segmentation	Accurate and well-organized segmentation using appropriate types (demographic, geographic, etc.)	Mostly accurate segmentation with minor errors	Basic segmentation with limited categories	Segmentation unclear or incorrect	/20

Market Map (Price vs Quality/Accessibility)	Map is complete, accurate, well-labeled, and clearly shows positioning with two named competitors	Map is clear but may have minor labeling or clarity issues with one named competitor	Map is partially correct or lacks detail. No competitor was named	Map is unclear, incorrect, or missing	/20
Analysis & Application	Shows strong understanding of market opportunities and connections to real-life situations	Shows good understanding with some explanation	Shows limited understanding	Shows little or no understanding	/20
Presentation & Creativity	Very neat, creative, and visually appealing; easy to understand	Neat and organized with some creativity	Acceptable but lacks creativity or clarity	Disorganized, hard to understand	/20
Group Collaboration	All members actively participated and contributed	Most members participated	Some members participated	Few members participated	/20

Performance Level

- 120-90- Outstanding
- 80-66- Very Satisfactory
- 65-30- Satisfactory
- 29- below Needs Improvement

Activity 4: Tell me who your market is and I tell you who you are (Application)

Learning Objectives:

- define market mapping and its purpose in visualizing market positions and competition
- develop simple market segmentation to specific target markets for farm products or services.
- demonstrate a strategic mindset in choosing appropriate markets to serve

Materials

- Previous outputs (market analysis, segmentation, mapping)
- Manila paper / cartolina / markers (optional)
- Gadgets for video recording (cellphones, tablets, laptops)

Instructions

Each group will present and justify their chosen target market based on their **market analysis, market segmentation, and market mapping** from the previous activity.

1. Group Discussion

- Review your outputs from Activity 4.
- Identify your primary target market.
- Answer the key question:
“Why is your chosen target market the best opportunity?”

2. Prepare Your Pitch

Your group will create a short presentation (2–3 minutes) that includes:

- Description of your chosen agricultural product
- Identified target customers
- Explanation of your market segmentation
- Insights from your market map (price vs. quality or accessibility)
- Clear justification of why this market is a strong business opportunity

3. Video Presentation

- Record your group pitch in **video format** (2–3 minutes only).
- Ensure that:
 - All members participate in the presentation
 - The explanation is clear, organized, and concise
 - Visual aids (manila paper or digital output) are shown if available

4. Submission Guidelines

- Submit the video through the assigned platform
- File name format: Group Name_Product_Market Pitch
- Ensure good audio quality and clear visibility of presenters

Rubrics for this Activity

Criteria	Excellent 20-15	Good 14-11	Satisfactory 10-5	Needs Improvement 4 -below	Scores
Clarity of Target Market (	Clearly identifies and explains target market with strong justification	Identifies target market with adequate explanation	Target market is somewhat unclear or lacks detail	Target market is unclear or missing	/20

Use of Market Analysis, Segmentation & Mapping (	Concepts are accurately applied and well-integrated in the explanation	Concepts are mostly correct with minor gaps	Limited or partially correct use of concepts	Concepts are incorrect or not used	/20
Justification of Market Opportunity (	Strong, convincing explanation of why the market is the best opportunity	Clear explanation with some supporting details	Basic explanation with weak support	Little or no justification provided	/20
Organization & Delivery	Presentation is clear, well-organized, confident, and within time limit	Mostly clear and organized; minor issue	Some disorganization or unclear delivery	Disorganized, difficult to follow	/20
Video Quality & Creativity	Video is clear, engaging, creative, and uses visuals effectively	Video is clear with some creativity	Video is acceptable but lacks creativity or clarity	Poor quality video; hard to see/hear	/20
Group Participation	All members actively participate and contribute equally	Most members participate	Some members participate	Few members participate	/20

Performance Level

- 120-90- Outstanding
- 80-66- Very Satisfactory

- 65-30- Satisfactory
- 29- below Needs Improvement

Activity 5 : Identify the Basis of Market Segmentation

Learning Objectives:

- classify types of market segmentation

Material: Notebook, Pen and Paper or Activity Sheet

Instructions: Read each situation carefully. Identify which basis of market segmentation is being described. Choose your answer from the options below and write the letter on the blank before each number.

Choices:

- A. Geographic
- B. Demographic
- C. Psychographic
- D. Behavioral

_____ 1. A rice dealer sells different varieties of rice depending on whether customers live in lowland or upland areas.

_____ 2. A farm supply store targets products mainly to farmers aged 30–60 years old who have large families.

_____ 3. An organic vegetable seller caters to consumers who value healthy living and environmental protection.

_____ 4. A poultry farm gives discounts to customers who buy feeds in bulk every month.

_____ 5. A fruit juice business focuses its marketing only on customers living in urban areas with high population density.

_____ 6. A goat-raising enterprise promotes premium products to customers with high income and stable employment.

_____ 7. A community-supported agriculture (CSA) program markets vegetables to people who prefer fresh, locally grown food and sustainable farming.

_____ 8. A tractor rental service offers loyalty rewards to farmers who frequently use their services during planting season.

_____ 9. A banana chip producer designs packaging specifically for teenagers and young adults.

_____ 10. A farm tourism site promotes weekend farm visits to customers who enjoy outdoor recreation and relaxation

Activity 6: Analyzing Local Market Opportunities

Learning Objectives

- Identify market opportunities based on given scenarios
- Distinguish different kinds of customers or buyers
- Apply appropriate market segmentation (demographic, geographic, psychographic, behavioral)
- Explain the importance of selecting a target market
- Propose practical business strategies based on customer needs
- Demonstrate understanding of market mapping and competitor analysis

Materials: Pen, Paper and Activity Sheet

Instructions: Read the situation given and answer the questions that follow. Write your answers clearly and concisely.

Situation: Maria wants to start a small agribusiness selling organic vegetables in her community. She noticed that:

- a. Some customers prefer cheap vegetables.
- b. Others prefer organic and chemical-free products.
- c. There are already two vegetable sellers in the local market.
- d. Restaurants nearby need bulk vegetable supplies.

Questions:

Part A: Identification (5 points)

1. What are the market opportunities you can see in Maria's situation?
2. Identify at least two (2) kinds of customers (buyers) mentioned.

Part B: Analysis (10 points)

3. What type of market segmentation can Maria apply? Explain your answer.
4. Why is it important for Maria to identify her target market?

Part C: Application (15 points)

If you were Maria:

5. Who is the target market you would choose?
6. Why?
7. Suggest one strategy to attract your chosen target market.

Part D: Short Output (10 points)

8. Create a simple market map description:
 - Identify who are your competitors
 - Describe where Maria's product will be positioned (e.g., high quality vs low price)
 - You may answer in paragraph or simple diagram form.

Synthesis:

Answer the questions honestly:

1. I was able / not able to identify real market opportunities because
_____.
2. The strategy that helped me understand the lesson most was;
_____.
3. One thing I still want to improve or learn more about is
_____.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	3	Date:	
Lesson Title/Topic:	Farm Products and Services to be Marketed		
Name:		Grade & Section:	

Activity1: Market Basket Sort

(Written Version or Classroom Motivational Activity)

Learning Objectives:

- describe farm products in the Agri-Fishery Sector
- identify farm products available in their locality
- classify products according to type
- develop appreciation of local farm products

Materials: Pen and Learning Activity Sheet

Instructions

1. Examine each item shown in the picture carefully. Then, determine whether it belongs to the **Farm Product Categories** or the **Farm Service Categories**. After that, classify it into the most appropriate specific category under its group. Write your answer on the basket.

Farm Product or

- fresh products
- semi-processed products
- processed products
- value-added products
- preserved products
- packed products
- industrial raw materials
- organic and specialty products

Service Activity

- direct services
- subscription-based services
- pay-per-use services
- contract-based, digital, and remote services
- farm consultancy services
- cooperative-based services
- public and government services
- organic certification assistance



Activity 2: “Listen, Match, and Market”

Learning Objectives:

- describe farm products and services in the Agri-Fishery Sector;
- classify products according to type;
- identify services relevant to local farmers and consumers; and
- analyze which products and services are marketable in the locality.

Materials: Pen, Paper and Learning Activity Sheet

Instruction: Listen carefully to your teacher’s discussion and complete the Product–Service Processing Chart while listening. Identify the correct classification of each item presented and indicate whether you have seen it in your locality. Then, briefly explain why each product or service is marketable. Be prepared to share and discuss your answers with the class when called.

Product/Service	Classification	Seen in our locality	Marketable? Why?
1. Mango Jam			
2. Dried Pusit			
3. Cooperative Loan and Financing			
4. Soil Testing			
5. Gourmet Tuyo			
6. Veterinary Clinic			
7. Longganisa			
8. Mangosteen Smoothies			
9. Dragon Fruit Sherbet			
10. Tocino			

Activity 3: Farm Market Exploration and Classification

Learning Objectives

- describe farm products and services in the Agri-Fishery Sector;
- classify products according to type;
- identify services relevant to local farmers and consumers; and
- analyze which products and services are marketable in the locality

Materials

Pen and Paper
Learning Activity Sheet

Instruction

- A.** Look carefully at the image and list all the items and activities you can see in the matrix below.



- B.** Sort each item you identified into the correct category:

A. Farm Product Categories

- fresh products
- processed products
- semi-processed products
- value-added products
- preserved/packed products
- organic and specialty products

B. Farm Service Categories

- direct services
- pay-per-use services
- demonstration/training services

C. Answer the following questions briefly

- a. Which items are farm products?
- b. Which activities are farm services?
- c. Why are these products and services important in the community?
- d. Which of these have you seen in your locality or community ?

D. Fill in the matrix below

Farm Product or Services	Category	Reason for classification
1. Knife Sharpening	Farm Service Activity-Direct Service	Customers directly communicate and negotiate with the knife sharpening service provider regarding the service.

E. Present your answer for evaluation**Activity 4: From Raw to Innovation****Learning Objectives:**

- identify farm products available in the locality
- identify services relevant to local farmers and consumers
- analyze which products/services are marketable

- develop appreciation of local farm products and services
- practice decision-making and entrepreneurial skills
- develop a innovation from farm product or service available in the community

Materials

- Activity worksheet (printed or digital)
- Pen or pencil
- Sample images of agricultural products (optional)
- Local product references (actual items or pictures)
- Chart paper/Manila paper (for presentation, optional)

Instructions Read each item carefully and complete the tasks. Write your answers clearly.

PART A: PRODUCT TRANSFORMATION (10 points)

Choose **ONE (1)** raw agricultural product found in your locality.

1. Farm Raw Product or Service Activity: _____

2. Describe the farm product / farm service -(2–3 sentences):

3. Transform it into a **value-added product**:

4. What type is your product? (Check one)

- ☐ processed
- ☐ value-added
- ☐ organic
- ☐ preserved
- ☐ service Activity

PART B: SERVICE IMPROVEMENT (10 points)

5. How is this product usually sold?

6. Suggest **ONE improved service** (delivery, packaging, online selling, etc.):

7. How will this service help farmers or customers? (2–3 sentences)

PART C: VALUE ANALYSIS (10 points)

Explain why your product has higher value now.

Give **at least 3 reasons**:

1. _____
2. _____
3. _____

PART D: PRODUCT IDEA SUMMARY (5 points)

Write a short description (3–5 sentences):

“My product is called _____.
It is made from _____.
It is valuable because _____.”

Rubrics for From Raw to Innovation

Criteria	(4) Excellent	(3) Proficient	(2) Developing	(1) Need Improvement
Product Transformation	Clearly identifies 1 raw product + transforms into a distinct value-added product ; transformation significantly increases usability/ value	Product and transformation are correct but improvement is moderate only	Product identified but transformation is basic or common	Transformation is unclear or not value-adding
Service Improvement	Service idea is specific, realistic, and clearly improves marketing or delivery	Service is relevant but lacks detail or impact	Service idea is weak or unclear	Service is not related
Value Analysis	Provides 3 clear, logical, non-repetitive reasons showing increased value	Provides 2-3 reasons , but some are weak or repetitive	Provides 1-2 limited reasons	Reasons unclear or incorrect
Product Idea Summary	Complete (name, source, value explanation) with 3-5 clear sentences	Complete but slightly unclear or short	Missing 1 element	Missing 2 elements

Clarity and completeness	All parts answered; writing is clear, organized, and easy to understand	Minor errors; mostly understandable	Difficult to understand; incomplete	No clear responses
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Activity 5: Community Market Survey and Business Decision

Materials:

- Survey Form Template
- Pen and Paper
- Powerpoint Presentation and Laptop
- Cartolina or Manila Paper

Learning Objectives:

- identify farm products available in the locality
- identify services relevant to local farmers and consumers
- analyze which products/services are marketable
- develop appreciation of local farm products and services
- gather and organize community data
- practice decision-making and entrepreneurial skills
- create a possible farm product or service venture for the future

Instructions

Part A: Community Data Gathering

Interview at least five (5) people in your community using the guide questions below.

Survey Guide Questions

1. What farm products do you usually buy?
2. What farm products are difficult to find in the community?
3. What agricultural services are needed by farmers or consumers?
4. Which products/services are in high demand?
5. What farm product or service would you like to have in the community?

Part B: Survey Summary Table- summarized the data that you gathered from your respondent.

Respondent	Suggested Farm Product and Farm Services	Reason why it is need

Part C: Start-up Venture Decision Making

After gathering data, answer the following questions:

1. Which agricultural product or service was mentioned most often?
2. Why do you think it is marketable?
3. What resources are needed to offer this agricultural product/service?
4. Who will benefit from your proposed business?
5. What challenges might you encounter?

Part D: Proposed Future Business Venture

Complete the statement below and present

“My Proposed Farm Business Venture”

- Proposed Product/Service: _____
- Type of Product/Service: _____
- Target Consumers: _____
- Why It Is Marketable: _____
- Simple Promotional Strategy: _____

Performance Task: Rubrics Community Market Survey and Business Decision

Criteria	(4) Excellent	(3) Proficient	(2) Developing	(1) Beginning
Data Gathering	Gathered complete and accurate responses from 5 or more respondents	Gathered responses from 4 respondents with minor missing details	Gathered responses from 2–3 respondents with incomplete details	Gathered responses from only 1 respondent or no clear data gathered
Organization of Data	Survey data are clearly organized, complete, and easy to understand	Data are mostly organized with few missing details	Data are somewhat organized but difficult to interpret	Data are disorganized and incomplete
Analysis of Marketability	Clearly explains why the product/service is marketable using strong evidence from survey data	Gives reasonable explanation with some evidence from gathered data	Gives limited explanation with little connection to survey results	Explanation is unclear or unrelated to survey results
Decision-Making Skills	Proposed product/service strongly matches community needs and demand	Proposed product/service generally matches community needs	☐ Proposed product/service somewhat matches community needs	Proposed product/service does not match community needs

Creativity and Feasibility of Business Venture	Business idea is highly creative, realistic, and practical for the locality	Business idea is creative and mostly realistic	Business idea shows limited creativity or feasibility	Business idea is unclear or unrealistic
Completeness of Output	All parts of the activity are complete and well-prepared	Most parts are complete with minor missing information	Several parts are incomplete	Many parts are missing
Neatness and Presentation	Output is very neat, organized, and visually appealing	Output is neat and organized	Output is somewhat neat but lacks organization	Output is messy and difficult to read

Performance level

- 25-28 Outstanding
- 19-24 Proficient
- 13-18 Very Satisfactory
- 7-12 Needs Improvement

Activity 6: Performance Activity: Farm Product and Service Presentation

Agri-Prototype Showcase

Learning Objectives

- describe farm products and services in the Agri-Fishery Sector
- identify products and services available in the locality
- analyze which products/services are marketable
- develop appreciation of local farm products and services
- create a prototype of a farm product or service not yet available in the community
- demonstrate creativity, innovation, and entrepreneurship skills

Materials:

- Survey Form Template
- Pen and Paper
- Powerpoint Presentation
- Cartolina or Manila Paper

Instructions

Create a prototype of your plan agricultural product or services The **prototype** can be the following: **an actual sample, model, drawing, packaging design, digital poster, service plan, mock-up, brochure, or miniature demonstration.**

Phase 1: Planning the Prototype

1. Learners review the results of their market survey.
2. They choose one product or service that they believe is marketable in their locality or community.

Learner Start-Up plan

- product/service name,
- target consumers,
- materials/resources needed,
- benefits,
- marketing strategy.

Phase 2: Prototype Creation

Create a prototype of their chosen:

- Farm Product
(examples: organic vegetable pack, dried fish product, fruit jam, herbal fertilizer, packed rice product)

OR

- Agricultural Service
(examples: mobile farm consultation, organic certification assistance, delivery service for farm products, digital farm marketing service)

Phase 3: Product and Service Presentation

Each learner/group presents their prototype to the class in **3–5 minutes**.

Presentation Guide Questions

1. What is the name of your farm product/ farm service?
2. What type of farm product/ farm service is it?
3. What community need does it address?
4. Why is it marketable?
5. Who are the target consumers?
6. What makes your product/service unique?
7. How can it help the community or local farmers?

Performance Task Rubrics - Agri-Prototype Showcase

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score
1. Creativity and Originality	Prototype is highly creative, unique, and innovative	Prototype shows creativity with some original ideas	Prototype shows limited creativity	Prototype lacks creativity and originality	
2. Relevance to Community Needs	Product/service clearly addresses an important local need or problem	Product/service addresses a local need	Product/service somewhat relates to community needs	Product/service does not address community needs	
3. Marketability of Product/Service	Product/service is highly practical and marketable in the locality	Product/service is marketable with minor improvements needed	Product/service has limited market potential	Product/service is not practical or marketable	
4. Quality of Prototype	Prototype is well-made, detailed, organized, and visually appealing	Prototype is organized and properly prepared	Prototype is somewhat incomplete or lacks detail	Prototype is poorly prepared or incomplete	
5. Content and Explanation	Presentation clearly explains all required information with accurate details	Presentation explains most required information clearly	Presentation explains some details but lacks clarity	Presentation is unclear or incomplete	
6. Communication and Presentation Skills	Speaker is confident, organized, and speaks clearly	Speaker is understandable with minor hesitations	Speaker shows limited confidence	Speaker is difficult to understand and unprepared	

	throughout the presentation		and unclear delivery		
7. Use of Data/Survey Results	Presentation effectively uses survey data to support the proposed business idea	Survey data are used with some explanation	Limited use of survey data	No evidence of survey data used	
8. Teamwork/Participation (for group activity)	All members actively participated and contributed equally	Most members participated actively	Some members participated minimally	Only few members participated	

Performance Level

- 29-32- Outstanding
- 21-28- Very Satisfactory
- 13-20- Satisfactory
- 8-12 -Needs Improvement

Synthesis:

Complete the statements below:

- I was able to identify farm products and services because _____.
- The activity I found most helpful was _____.
- One thing I learned about agro-entrepreneurship farm service and product is _____.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	4	Date:	
Lesson Title/Topic:	Marketing Plan for Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Develop marketing plan for farm products and/or services

I. Activity No. 1: “Word Pool - “What comes to your mind?”

II. Objective(s): At the end of the activity, you should be able to

1. Identify common words and ideas related to marketing based on prior knowledge and experiences.
2. Connect marketing concepts to products and services seen in daily life.
3. Participate actively in sharing and discussing ideas about marketing with classmates.

III. Materials Needed:

- Sheet of paper
- Ballpen or marker
- Activity guide/instructions

IV. Instructions:

A. Think and Write:

Let's get your ideas flowing!

Think about the term and write down all the words, ideas, or phrases that come to your mind. Your answers will be added around the main term to create a “word pool.”

 **Tip:** There are no wrong answers—just write whatever comes to mind!



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B. Identify Common Themes:

Look at the words in your word pool and see if you can group them into related ideas or common themes. For example, you might notice words about **selling, customers, promotion, pricing, or business strategies**.

 **Tip:** Think about how your words connect to each other and to real-life marketing. This will help you get ready for the next activities in the lesson!

These common ideas are important parts of marketing and will help you understand how to create a marketing plan for farm products and services.

Processing Questions:

1. What common ideas can you observe from the words in our pool?

2. Why do you think these words are connected to marketing?

3. How do these ideas help farmers or entrepreneurs sell their products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	4	Date:	
Lesson Title/Topic:	Marketing Plan for Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Develop marketing plan for farm products and/or services

I. Activity No. 2: “Understanding What Makes Farm Products Sell”

II. Objective(s): At the end of the activity, you should be able to

1. Identify factors that affect the selling of farm products in the market.
2. Explain the importance of proper planning and marketing in selling farm products.
3. Share ideas and real-life experiences related to buying and selling farm products.

III. Materials Needed:

- Sheet of paper or notebook
- Ballpen
- Activity guide/questions

IV. Instructions:

Have you ever walked through a market and noticed that some farm products disappear quickly while others stay on the shelves for days? Why do you think that happens?

In this activity, you'll explore the reasons behind why some farm products sell faster than others. You'll also think about what farmers need to consider—not just growing good products, but also planning smart ways to sell them.

Share your thoughts and think about real-life examples you've seen or experienced!

Guide Questions:

1. Why do you think some farm products sell quickly while others remain unsold in the market?

2. Aside from producing good farm products, what else should farmers consider in order to successfully sell their products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	4	Date:	
Lesson Title/Topic:	Marketing Plan for Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Develop marketing plan for farm products and/or services

I. Activity No. 3: “Guess the Marketing Strategy!”

II. Objective(s): At the end of the activity, you should be able to

1. Identify factors that affect the selling of farm products in the market.
2. Explain the importance of proper planning and marketing in selling farm products.
3. Share ideas and real-life experiences related to buying and selling farm products.

III. Materials Needed:

- Sheet of paper or notebook
- Ballpen
- Activity guide/questions

IV. Instructions:

1. Look Closely 🧐

Check out the picture about selling farm products. Notice the product, the surroundings, and any details that stand out.



AI-Generated Image <https://chatgpt.com/>

2. **Guess the Strategy** 💡

Think about what marketing strategy the farmer or seller is using. Is it about **how the product is shown, the price, the packaging, or how customers are reached?**

3. **Write Your Idea** ✎

Jot down your answer and explain why you think this strategy works. What makes it effective in selling the product?

4. **Think It Through** 🤔

Reflect on how this strategy helps the farmer attract customers or sell more products. How could you use a similar idea in real life?

💡 **Tip:** There are no wrong answers! Use what you see and what you know about selling products. Be creative and have fun spotting the strategies!

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	4	Date:	
Lesson Title/Topic:	Marketing Plan for Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Develop marketing plan for farm products and/or services

I. Activity No. 4: “Match the Marketing Situation”

II. Objective(s): At the end of the activity, you should be able to

1. Identify the different components of marketing through given situations.
2. Match marketing situations with the appropriate marketing component correctly.
3. Explain the importance of planning and decision-making in farm marketing.

III. Materials Needed:

- Activity sheet
- Ballpen or pencil
- Notebook or answer sheet

IV. Instructions:

1. Read the marketing components carefully.
2. Examine each situation and think about what the farmer is trying to do.
3. Match the correct situation to the appropriate marketing component by writing the letter of the situation in the blank provided.
4. Explain briefly why you think the situation matches the component.

Helpful Clues:

- Look for words that show **goals, strategies, budgeting, risks, planning, or gathering information.**
- Ask yourself: *What is the farmer trying to achieve or prepare for?*

Part A. Match the Marketing Components

Write the letter of the correct situation in the blank.

1. ____ Marketing Objective 
2. ____ Financial Requirements 
3. ____ Seven Ps of Marketing 
4. ____ Market Risks 
5. ____ Contingency Plan 
6. ____ Marketing Analysis Tool 

Part B. Situations

- A. Mang Pedro wants to increase the sales of his organic vegetables by 20% within three months.
- B. The farmer prepares a budget for packaging, transportation, and promotional materials.
- C. The farmer sells vegetables in the public market, promotes them through Facebook, and offers affordable prices.
- D. The farmer worries that heavy rain and increasing competitors may affect his sales.
- E. If the vegetables remain unsold, the farmer plans to sell them to nearby restaurants at a lower price.
- F. The farmer conducts a short survey among neighbors to know which vegetables are in demand.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	4	Date:	
Lesson Title/Topic:	Marketing Plan for Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Develop marketing plan for farm products and/or services

I. Activity No. 5: Your Farm Product Marketing Idea

II. Objective(s): At the end of the activity, you should be able to

1. Identify simple marketing ideas for selling farm products.
2. Apply basic marketing concepts in planning how to sell a farm product.
3. Share practical and creative ideas for promoting farm products in the market.

III. Materials Needed:

- Activity sheet
- Ballpen or pencil
- Notebook or answer sheet

IV. Instructions:

Imagine that you are a farmer who wants to sell a farm product in the market. How would you plan to sell it?

Choose one farm product that you would like to sell (for example: vegetables, eggs, fruits, or a processed food product). Think about how you would sell this product successfully. Write your ideas in the table below.

Guide Questions:

Your Answers

1. What farm product would you like to sell? _____
2. Who do you think will buy your product? _____
3. How much do you think you will sell it for? _____
4. How will you promote or advertise your product? _____
5. What possible problems might you face when selling it? _____

 **Tip:** Think about what you usually see in markets or stores when people sell farm products.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	4	Date:	
Lesson Title/Topic:	Marketing Plan for Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Develop marketing plan for farm products and/or services

I. Activity No. 6: Develop Your Mini Marketing Plan 🌱

II. Objective(s): At the end of the activity, you should be able to

1. Develop a simple marketing plan for a selected farm product.
2. Apply basic marketing concepts such as the Seven Ps, budgeting, and risk planning in farm product selling.
3. Present practical ideas on how to market farm products successfully in the community.

III. Materials Needed:

- Mini Marketing Plan worksheet
- Ballpen or pencil
- Notebook or answer sheet
- Reference notes or learning materials on marketing concepts

IV. Instructions:

In the previous activity, **“Your Farm Product Marketing Idea,”** you chose a farm product and shared some ideas on how you could sell it. Now, let’s take that idea a step further!

In this activity, you will develop a simple Mini Marketing Plan using the same farm product you selected earlier. This will help you organize your ideas and think more carefully about how farmers plan to sell their products successfully.

Instructions:

1. Use the same farm product you chose in the previous activity.
2. Think about how you can improve your plan for selling this product.
3. Complete the Mini Marketing Plan template below using your ideas.
4. Output shall be rated based on the following rubrics:

Criteria	Excellent 4	Good 3	Developing 2	Beginning 1
Marketing Objective	Clear, realistic, and well-defined objective	Objective is clear but lacks detail	Objective is somewhat unclear	Objective is missing or poorly defined
Application of the Seven Ps	All elements are clearly explained and relevant	Most elements are explained	Few elements are included	Elements are not properly applied
Financial Requirements	Budget is realistic and well-explained	Budget is adequate but lacks detail	Budget is unclear	Budget not presented
Risk and Contingency Plan	Risks and solutions clearly identified	Risks identified with limited solutions	Few risks mentioned	No risk planning

My Mini Marketing Plan

Parts	Your Idea 
1. Farm Product What farm product did you choose?	
2. Marketing Objective What do you want to achieve in selling your product? <i>(Example: Sell more vegetables in the community market.)</i>	
3. Seven Ps of Marketing Product – What product will you sell? Price – How much will you sell it for? Place – Where will you sell it? Promotion – How will you promote your product? People – Who will help you sell the product? Process – How will the product reach the customer? Physical Evidence – How will the product look or be packaged?	
4. Financial Requirements What things will you need to spend money on? <i>(Example: packaging, transportation, or promotion)</i>	
5. Possible Market Risks What problems might affect your sales? <i>(Example: bad weather, competitors, or unsold products)</i>	
6. Contingency Plan What will you do if problems happen?	

<i>(Example: sell to nearby stores or offer discounts)</i>	
7. Marketing Analysis Tool How will you find out what customers want? <i>(Example: ask neighbors, observe the market, or conduct a simple survey)</i>	

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	1
Lesson Exemplar:	4	Date:	
Lesson Title/Topic:	Marketing Plan for Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Develop marketing plan for farm products and/or services

I. Activity No. 7: Let's Wrap It Up! 🌱

II. Objective(s): At the end of the activity, you should be able to

1. Reflect on the importance of marketing planning in selling farm products.
2. Identify important elements included in a simple marketing plan.
3. Express personal learning and insights gained from the lesson on farm marketing.

III. Materials Needed:

- Reflection activity sheet
- Ballpen or pencil
- Notebook or answer sheet

IV. Instructions:

You've explored different ideas about marketing farm products and even created your own mini marketing plan. Now, take a moment to think about what you discovered during the lesson.

Think about the activities you completed today. In your own words, answer the questions below. There are no right or wrong answers—just share what you understood from the lesson.

1. Why do you think a marketing plan is important when selling farm products?

 Your Answer:

2. What important elements should be considered when developing a marketing plan?

 Your Answer:

3. In a few sentences, describe the most important thing you learned from today's lesson about marketing farm products.

 Your Answer:

 **Remember:** Good planning helps farmers sell their products more effectively and prepare for possible challenges in the market.

V. Synthesis

In these activities, you learned that selling farm products is not just about producing them, but also about planning how to make them attractive and marketable. You explored simple ways farmers use marketing ideas like pricing, promotion, packaging, and understanding customer needs.

You also saw that good planning helps farmers prepare for challenges and improve their chances of selling successfully. Overall, effective marketing helps farm products reach buyers better and supports farmers in earning more from their work.