

Lesson Exemplars for Agro-entrepreneurship

TECH-PRO ELECTIVE



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LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Grade Level	11
Term	FIRST	Lesson Exemplar	1

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of the principles in Agro-Entrepreneurship and potential market opportunities of farm products and services.</i>
B. Performance Standard	<i>The learners develop marketing plans for farm products and services.</i>
C. Learning Competencies	1. Discuss the overview of Agro-Entrepreneurship
II. REFERENCES and MATERIALS	<p>Bello, S.M. "Digital Transformation in Agribusiness and Agripreneurship." In <i>Agripreneurship and the Dynamic Agribusiness Value Chain</i>, 103–116. Singapore: Springer, 2024. https://link.springer.com/chapter/10.1007/978-981-97-7429-6_6.</p> <p>Bhavsar, Umesh Kumar. "The Key Drivers and Barriers of Agricultural Entrepreneurship." <i>International Journal of Research Publication and Reviews</i> 6, no. 2 (2025): 451–457. https://ijrpr.com/uploads/V6ISSUE2/IJRPR38553.pdf.</p> <p>Department of Agrarian Reform (DAR). "Agrarian Reform Beneficiaries Development Services Program." Accessed March 25, 2026. https://www.dar.gov.ph.</p> <p>Department of Agriculture (Philippines). <i>Implementing Rules and Regulations of Republic Act No. 11321 (Sagip Saka Act)</i>. Quezon City: DA, 2019. https://faolex.fao.org/docs/pdf/phi195204.pdf.</p> <p>Food and Agriculture Organization of the United Nations (FAO). <i>Entrepreneurship in Farming</i>. Rome: FAO, 2012. https://www.fao.org/publications.</p> <p>Food and Agriculture Organization of the United Nations (FAO). <i>Agripreneurship 101</i>. Rome: FAO, 2023. https://openknowledge.fao.org.</p> <p>Food and Agriculture Organization of the United Nations (FAO). "Course: Agripreneurship 101." FAO E-Learning Academy. Accessed March 2026. https://elearning.fao.org.</p>

	<p><i>Food and Agriculture Organization of the United Nations (FAO). "Digital Agriculture." Accessed March 25, 2026. https://www.fao.org/family-farming/detail/en/c/1506686/.</i></p> <p><i>Food and Agriculture Organization of the United Nations (FAO). "Digital Agriculture and AI Innovation." Accessed March 24, 2026. https://www.fao.org/innovation/digital-agriculture-and-ai-innovation/en.</i></p> <p><i>Global Forum for Rural Advisory Services (GFRAS). "Agripreneurship." Accessed March 25, 2026. https://www.g-fras.org/en/agripreneurship.html.</i></p> <p><i>Kademani, Sujay, Manjeet Singh Nain, Rashmi Singh, et al. "Unveiling Challenges and Strategizing Solutions for Sustainable Agri-Entrepreneurship Development." Frontiers in Sustainable Food Systems 8 (2024). https://doi.org/10.3389/fsufs.2024.1447371.</i></p> <p><i>Malhotra, Himanshu, Rajeev Kumar, and Rohit Yadav. "Identifying the Enablers and Barriers of Agripreneurship: A Review and Research Agenda." LBS Journal of Management & Research (2025). https://doi.org/10.1108/LBSJMR-01-2025-0004.</i></p> <p><i>Philippines. Republic Act No. 10816, Farm Tourism Development Act of 2016. Approved May 26, 2016. https://lawphil.net/statutes/repacts/ra2016/ra_10816_2016.html.</i></p> <p><i>Republic of the Philippines. Republic Act No. 11321: Sagip Saka Act. Manila, 2019. https://lawphil.net/statutes/repacts/ra2019/ra_11321_2019.html.</i></p>
III. CONTENT	<p>Overview of Agro-Entrepreneurship</p> <ul style="list-style-type: none"> • Definition and key concepts of Agro-Entrepreneurship • Business opportunities in agriculture • Importance of Agro-Entrepreneurship in rural development • Trends and challenges in Agro-Entrepreneurship • Legal bases of Agro-Entrepreneurship • Basic regulatory requirements for business operations <p>Types of Agro-Entrepreneurships</p> <ul style="list-style-type: none"> • Farm-level producers

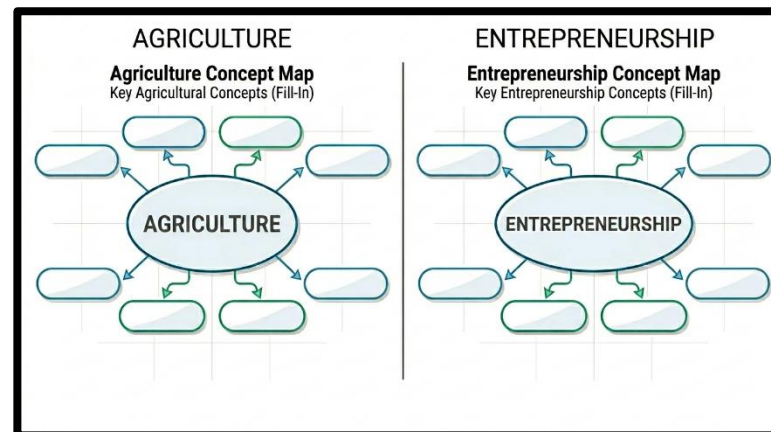
	<ul style="list-style-type: none"> • Service providers • Input producers • Processing and marketing of farm produce <p>Scope of Agro-Entrepreneurship</p> <ul style="list-style-type: none"> • Specialty crop farming • Vertical farming • Farm-to-table enterprises • Agri-tourism • Hydroponics and aquaponics • Digital agriculture and fishery operations • Greenhouse farming
IV. OBJECTIVES	<p><i>At the end of the lesson, the learners expected to:</i></p> <ol style="list-style-type: none"> 1. define Agro-Entrepreneurship. 2. recognize business opportunities in Agro-Entrepreneurship. 3. identify key benefits in rural economic development. 4. identify current trends and challenges in Agro-Entrepreneurship. 5. classify various legal bases and basic regulatory requirements according to their purpose in Agro-Entrepreneurship (business registration, taxation, labor, environment). 6. discuss types of Agro-Entrepreneurships. 7. explain scope of Agro- Entrepreneurship. 8. recognize successful Agro-Entrepreneur in the locality 9. Identify traits and characteristics of a successful agro- entrepreneur 10. appreciate the role of agro-entrepreneurs in ensuring food security and economic growth. 11. propose practical solutions to overcome common challenges faced by agro-entrepreneurs.

A. Activating Prior Knowledge

Activity 1: Activating Prior Knowledge

Activity 1: Concept Mapping - Define Agro-Entrepreneurship

- Teacher presents a concept map with the term “**Agriculture and Entrepreneurship**”
- Encourage learners to give concept or terms related to **Agriculture** and **Entrepreneurship**
- Using the given concepts gathered. Learners will create their own definition of **Agro-Entrepreneurship** and will share it to the class.



Activity 1: Concept mapping goes beyond a simple brainstorming activity or visual organizer; it is a powerful instructional strategy that promotes deep learning. Through this activity, learners actively construct knowledge by organizing and connecting their ideas. When learners create a concept map, they make their thinking visible, allowing you to observe how they understand and relate concepts.

As a teacher, you can use the ideas generated from the learners’ concept maps as a foundation for discussion. These initial ideas will guide you in facilitating a more meaningful introduction of the concept of Agro-Entrepreneurship. By building on the learners’ prior knowledge, you can effectively lead them toward a clearer and more accurate definition, making the learning process more engaging and learner-centered.

Aligned Learning Objective:

- Define Agro-Entrepreneurship

Activity 2: Problem-Based Learning (PBL),

is an abstract business concepts are grounded in real-world experiences. Starting from the community’s agricultural challenges allows learners to view agro-entrepreneurship not simply as a discipline, but as a responsive and

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

“Problem to Profit”

1. In this activity, learners are encouraged to find a partner.
2. The teacher presents a scenario showing excess tomato production leading to crop wastage.

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?



sustainable solution to local development needs. The activity will help learners recognize how agricultural problems can be transformed into opportunities through Agro-Entrepreneurship.

Think-Pair-Share: This activity effectively uses Think-Pair-Share to anchor a real-world Problem-Based Learning scenario, shifting learners from passive listeners to active community problem-solvers. The scaffolded guide questions and time to process the questions individually allow learners to connect personal observations to local agricultural problems before validating their ideas with a peer. Ultimately, this collaborative activity builds the confidence of the learners to engage in a meaningful, whole-class discussion on real-world agricultural problems that will encourage them to venture Agro-Entrepreneurship.

Aligned Learning Objectives:

1. Recognize business opportunities in Agro-Entrepreneurship
Learners identify possible income-generating ideas from agricultural problems (**processing excess tomatoes**).
2. Identify challenges in Agro-Entrepreneurship

	<ol style="list-style-type: none"> 3. Give learners time to think individually about their answers. 4. Learners, then pair up and share their ideas with their chosen partner. They should discuss together the best solution to the problem. 5. Select pairs or call for volunteer to share their responses with the class for feedback and interactive discussion. 	<p>Learners recognize real-life issues such as oversupply, price drops, and wastage.</p> <p>This activity also naturally supports additional objectives, even if not explicitly stated in the given learning objectives.</p> <ul style="list-style-type: none"> • Identifying challenges • Understanding value-adding • Developing problem-solving skills <p>This strengthens the lesson because it integrates multiple competencies using one activity.</p>
<p>B. Instituting New Knowledge</p>	<p>Activity 3: Mini-Lecture with Graphic Organizer (Matrix) Interactive Discussion:</p> <p>Facilitate a class discussion on the given concepts and encourage learners to provide their own examples to demonstrate understanding. Make sure that the examples shared are relevant and clearly connected to agricultural products and services.</p> <ul style="list-style-type: none"> • 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 	<p>Activity 3: Mini-Lecture with Graphic Organizer (Matrix)</p> <p>This activity combines a short lecture with guided learners' participation to support active learning. Through an interactive discussion, the teacher presents key concepts of agro-entrepreneurship while encouraging learners to share relevant examples related to agricultural products and services. The use of sequenced graphic organizer allows learners to organize information, connect new ideas with prior knowledge, and stay actively engaged throughout the lesson. This strategy helps deepen understanding of the definition, importance, types, trends and challenges, legal bases, and regulatory requirements of agro-entrepreneurship while promoting meaningful participation.</p>

	<p style="text-align: center;">ACTIVITY 3: MINI-LECTURE WITH GRAPHIC ORGANIZER (MATRIX)</p> <table border="1"> <thead> <tr> <th>AGRO-ENTREPRENEURSHIP CONCEPTS</th><th>KEY NOTES / DISCUSSION POINTS</th><th>LEARNERS EXAMPLES</th></tr> </thead> <tbody> <tr> <td> Definition of Agro-Entrepreneurship</td><td></td><td></td></tr> <tr> <td> Importance of Agro-Entrepreneurship</td><td></td><td></td></tr> <tr> <td> Types of Agro-Entrepreneurships</td><td></td><td></td></tr> <tr> <td> Trends and Challenges of Agro-Entrepreneurship</td><td></td><td></td></tr> <tr> <td> Legal bases of Agro-Entrepreneurship</td><td></td><td></td></tr> <tr> <td> Basic regulatory requirements for business operations</td><td></td><td></td></tr> <tr> <td> Successful Agro-Entrepreneur and their contribution</td><td></td><td></td></tr> <tr> <td> Traits and characteristics of an Agro-Entrepreneur</td><td></td><td></td></tr> </tbody> </table>	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			<p>Aligned Learning Objectives:</p> <ul style="list-style-type: none"> • define Agro-Entrepreneurship. • recognize business opportunities in Agro-Entrepreneurship. • identify key benefits 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.
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<p>C. Demonstrating Knowledge and Skills</p>	<p>Activity 4: Case Study</p> <p>Case study</p> <p>Instructions: Read each Farmer Scenario and provide the Agro-Entrepreneur Response.</p> <ol style="list-style-type: none"> 1. The Surplus Crisis 2. The Middleman Problem 3. The "Copycat" Risk 	<p>Activity 4: Case study</p> <p>The case study activity helps learners apply agro-entrepreneurship concepts to real-life farming situations. By suggesting solutions, they show their understanding of value-adding, market access, and product uniqueness. This activity</p>																											

		<p>develops practical thinking and real-world application.</p> <ul style="list-style-type: none"> • Applies learned concepts • Develops critical and strategic thinking • Encourages problem-solving skills <p>.</p> <p>Aligned Learning Objectives:</p> <ul style="list-style-type: none"> • 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
VI. ASSESSMENT	<p>Activity 5: Group Presentation – “Agri-Business Pitch”</p> <ul style="list-style-type: none"> • Each group proposes a simple agri-business idea: <ul style="list-style-type: none"> ◦ Type ◦ Opportunity ◦ Target market ◦ Possible challenges <p>Aligned Learning Objectives:</p> <ul style="list-style-type: none"> • Identify challenges in Agro-Entrepreneurship • recognize business opportunities in Agro-Entrepreneurship • propose practical solutions to overcome common challenges faced by agro-entrepreneurs 	

Collaborative Learning allows learners to work together in small groups to share ideas, discuss concepts, and solve problems. Through interaction, learners actively engage with the lesson, learn from each other's perspectives, and build deeper understanding. This strategy promotes teamwork, communication skills, and collective responsibility in achieving learning goals.

See the rubrics as your guide in completing the **“Agri-Business Pitch” activity**. The responses will be evaluated based on Proposed Agricultural Products/Services, Clarity of business idea, Identification of business opportunity, target market specification, Analysis of Possible Challenges and Presentation Performance & Team Participation

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	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

		business solves it				
	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	Identifies no challenges	
	Presentation Performance & Team Participation	Presentation is organized; all members speak; within time limit	Presentation is organized; most members participate	Presentation is partially organized; few members participate	Presentation is disorganized ; 1–2 members only participate	
	<p>Scoring Guide</p> <ul style="list-style-type: none"> • 30-28 points = Excellent • 27-25 points = Good • 24-20 points = Fair • Below 20 = Needs Improvement <p>Activity 6: Problem-Solution Chart</p> <ul style="list-style-type: none"> • Facilitate learners in identifying and listing common agricultural challenges in their community, and then guide them to determine appropriate business opportunities and propose realistic solutions for each identified problem. • A Problem–Solution Chart is a graphic organizer that helps learners analyze a problem, identify possible opportunities, and propose practical solutions. It is usually presented in a table with three columns: 					

- **Problem/Challenge** – the issue or difficulty encountered
- **Business Opportunity** – the possible idea or opportunity that can be developed from the problem
- **Proposed Solution** – the action or strategy to address the problem using the opportunity

Aligned Learning Objectives:

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

PROBLEM-SOLUTION CHART

CHALLENGE	BUSINESS OPPORTUNITY	PROPOSED SOLUTION

See the rubrics as your guide in completing the **“Problem Solution Chart” activity**. The responses will be evaluated based on number of challenges identified, identified business opportunities, proposed solution, Accuracy of Problem–Opportunity–Solution Link, Completeness of Chart Output and Participation and Readiness to Share

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
Scoring Guide <ul style="list-style-type: none"> • 21–24 points = Excellent • 17–20 points = Good • 13–16 points = Fair • Below 13 = Needs Improvement 					
VII. REFLECTION	<p>Let the learners complete the “Agro-Reflector” activity to synthesize and reflect on the concepts learned in Agro-Entrepreneurship.</p> <p>Agro-Reflector</p> <p>Instructions: Based on our lessons on Agro-Entrepreneurship; complete the following prompts.</p> <ul style="list-style-type: none"> • 3 New Things I Learned • 2 Qualities I See in Myself • 1 My Big "Why" 				
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used Co-pilot and Gemini in order to generate images, check grammar, generate suggested activities aligned with learning objectives and competency and rephrase statements. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>				

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Grade Level	11
Term	FIRST	Lesson Exemplar	2

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of the principles in Agro-Entrepreneurship and potential market opportunities of farm products and services.</i>
B. Performance Standard	<i>The learners develop marketing plans for farm products and services.</i>
C. Learning Competencies	<i>2. Analyze potential market opportunities in the locality</i>
II. REFERENCES and MATERIALS	<p><i>Department of Agriculture. Agribusiness and Marketing Assistance Service Manual. Quezon City: Department of Agriculture, 2018.</i></p> <p><i>Department of Education (DepEd). K to 12 Basic Education Curriculum: Senior High School – Entrepreneurship Curriculum Guide. Pasig City: DepEd, 2016.</i></p> <p><i>Food and Agriculture Organization of the United Nations (FAO). Agricultural Entrepreneurship for Youth: A Practical Guide. Rome: FAO, 2017.</i></p> <p><i>Food and Agriculture Organization of the United Nations (FAO). “Market Analysis and Development Guidelines.” FAO. https://www.fao.org.</i></p> <p><i>Hisrich, Robert D., Michael P. Peters, and Dean A. Shepherd. Entrepreneurship. 10th ed. New York: McGraw-Hill Education, 2020.</i></p> <p><i>Kotler, Philip, and Gary Armstrong. Principles of Marketing. 18th ed. Boston: Pearson Education, 2021.</i></p> <p><i>Lamb, Charles W., Joseph F. Hair Jr., and Carl McDaniel. Marketing. 13th ed. Boston: Cengage Learning, 2020.</i></p> <p><i>OECD. Entrepreneurship at a Glance. Paris: OECD Publishing, 2022.</i></p> <p><i>Philippine Statistics Authority. Municipal and Barangay Profile Data. https://psa.gov.ph.</i></p>

III. CONTENT	Market Opportunities <ul style="list-style-type: none">• <i>Market analysis</i>• <i>market segmentation</i><ul style="list-style-type: none">▪ <i>types of market segmentation</i>▪ <i>benefits of market segmentation</i>▪ <i>implementation - challenges in market segmentation</i>▪ <i>kinds of buyers</i>• <i>Market mapping</i>	
IV. OBJECTIVES	<i>At the end of the lesson, the learners are expected to:</i> <ul style="list-style-type: none">• define market opportunities• understand the process of market analysis• define market segmentation• classify types of market segmentation• recognize the benefits of conducting market segmentation• distinguish the kinds of buyers• 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.	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	Activity 1: “Market Around Me” Brainstorming Open the discussion for this topic by asking the learners a question; What is your primary consideration when purchasing or availing agricultural products and services price, location, quality, or convenience? Instruct learners to use and check the column of their responses on the activity sheet provided. They are allowed to use separate sheet depending on the number of learners you have in the classroom	Activity 1: “Market Around Me” Brainstorming: This activity engages learners in reflecting on their personal buying behavior and introduces the concept of market opportunities by examining how and why people choose different places to buy agricultural products. The Learners identify where they usually buy vegetables or

	<table><tr><th>Name of Learner</th><th>Price (Cheap/Expensive/Reason)</th><th>Location (Near/Far/Access)</th><th>Quality (Fresh/Good/Poor)</th><th>Convenience (Time/Ease/Service)</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td><td></td></tr></table> <p>You may tally the learners' responses and count how many prefer price, location, quality, or convenience. Then, invite selected learners to share their answers with the class and explain the reasons behind their choices.</p> <p>Teacher-led discussion on:</p> <p>1. Market Opportunities Situations where farm products or services can meet the needs and demands of buyers.</p>	Name of Learner	Price (Cheap/Expensive/Reason)	Location (Near/Far/Access)	Quality (Fresh/Good/Poor)	Convenience (Time/Ease/Service)	1					2					3					4					5					<p>agricultural products (e.g., wet market, supermarket, roadside stalls). They share their reasons and categorize their responses based on four factors: price, location, quality, and convenience. These responses are organized in a matrix to visualize patterns in consumer preferences.</p> <p>It develops the following key concepts</p> <ul style="list-style-type: none">• Buyers have different preferences and priorities• Market choices are influenced by factors such as cost, accessibility, product quality, and ease of purchasing• Differences in preferences create market opportunities for businesses <p>You're role as a teacher is;</p> <ul style="list-style-type: none">• Facilitate discussion by probing learners' answers Why is this important to them as a buyer?• Guide learners in organizing responses into the matrix• Highlight patterns and differences in the class data• Lead a synthesis discussion connecting responses to the concept of market opportunities <p>Aligned Objectives</p> <ul style="list-style-type: none">• Define market opportunities• Recognize different buyer preferences
Name of Learner	Price (Cheap/Expensive/Reason)	Location (Near/Far/Access)	Quality (Fresh/Good/Poor)	Convenience (Time/Ease/Service)																												
1																																
2																																
3																																
4																																
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B. Instituting New Knowledge	<p>Game: M & M Relay.</p> <p>In this activity, learners will play a game in which they sort M&M chocolate candies by color. The first team to correctly group all the M&Ms according to color wins.</p> <p>After the game, the teacher can introduce the concept of Market Segmentation by connecting the activity to real-life business practices.</p> <p>Suggested Delivery:</p> <p>The teacher explains that just like the learners grouped the M&M candies by color, businesses also group their customers based on shared characteristics. This process is called market segmentation.</p>	<p>Activity 2: Game: M & M Relay.</p> <p>The M&M Relay helps introduce new knowledge by engaging learners in a fun, hands-on activity that models real-world concepts. As learners sort candies based on shared characteristics (such as color or type), they actively experience how grouping works.</p> <p>This activity provides a clear and concrete example of market segmentation, where businesses divide a broad market into smaller groups with similar traits. Through this game, learners easily grasp the concept because they are applying it in a simple, familiar context.</p> <p>By participating, learners build understanding in an interactive way, making the idea of market segmentation more meaningful, clear, and memorable.</p> <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> • define market segmentation

	<p>The teacher may briefly mention the types of market segmentation demographic, geographic, psychographic, and behavioral—to give learners an initial idea. Emphasize that this is just an introduction, and that a more detailed and in-depth discussion of these types will be explored in the next activity</p> <p>Mini-Lecture</p> <p>Prompt Question: What is market analysis in your own words? Then proceed to the definition of Market Analysis</p> <p>A. Define Market Analysis The study of consumers, competitors, and conditions to determine if a product can be sold profitably.</p> <ul style="list-style-type: none"> ● Follow- up Question: Why is it important to study consumers before selling a product? <p>B. Define Market Segmentation Dividing a large market into smaller groups of buyers with similar characteristics</p> <ul style="list-style-type: none"> ● Follow- up Question: Can you think of groups of buyers who have similar needs? <p>C. Discuss Types of Market Segmentation</p> <ul style="list-style-type: none"> ● Demographic (age, income, occupation,) <p>Follow- up Question: Can you give examples of buyers based on age or income?</p>	<p>Mini-Lecture:</p> <p>The delivery of the discussion and integrates a short lecture with guided learner participation to promote active and meaningful learning. Through an interactive discussion, the teacher presents key concepts related to market analysis, market segmentation, types of market segmentation, benefits and challenges of market segmentation, different kinds of agricultural product and service buyers, and market mapping.</p> <p>Throughout the discussion, learners are encouraged to share relevant examples, particularly those connected to agricultural products and services, to deepen their understanding of the concepts. The use of a sequenced lecture presentation enables learners to respond to guide questions, connect new knowledge with prior ideas, and remain actively engaged during the lesson.</p> <p>This strategy supports learners in developing a deeper understanding of how to analyze market opportunities</p>
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	<ul style="list-style-type: none"> • Geographic (barangay, town, city, region, country) <p>Follow- up Question: What agricultural products are common in your area?</p> <ul style="list-style-type: none"> • Psychographic (lifestyle, preferences) <p>Follow- up Question: What are your personal preferences when buying food? Can you describe a lifestyle that affects buying decisions?</p> <ul style="list-style-type: none"> • Behavioral (buying habits, brand loyalty) <p>Follow- up Question: Are you loyal to a certain brand? Why?</p> <p>D. Discuss Benefits of Market Segmentation</p> <ul style="list-style-type: none"> • Identifies correct target buyers. • Reduces marketing costs. • Improves product design and pricing depending on the target market preference. <p>Follow- up Question: How can businesses benefit from identifying the right buyers?</p> <p>E. Challenges in Market Segmentation</p> <ul style="list-style-type: none"> • Limited data due to costly • Changing consumer preferences • High competition <p>Follow-up Question: Why is it sometimes difficult to gather information about customers?</p>	<p>in agro-entrepreneurship, while fostering critical thinking, participation, and real-world application of concepts.</p> <p>As you conduct the mini -lecture make sure that you;</p> <ul style="list-style-type: none"> • Use Visual Aids Write student examples on the board under each category to motivate participation • Relate to Learners' Experiences encourage them to answer the questions based on their own experiences • Encourage Multiple Answers Affirm responses and invite more learners to answer your question: prompt an appreciation words example "That's a good or Who has a different one?" <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> • define market segmentation • classify types of market segmentation • recognize the benefits of conducting market segmentation • distinguish the kinds of buyers • define market mapping and its purpose in visualizing market positions and competition
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	<p>F. Different Kinds of Agricultural Product / Service Buyer</p> <ul style="list-style-type: none"> • Business to Consumer (e.g, household consumers) • Business to Business (e.g. Retailers, Wholesalers, Institution, Schools, hospital) <p>Follow-up Questions:</p> <ul style="list-style-type: none"> • Who usually buys agricultural products at home? • Can you give examples of businesses that buy in bulk? • What is the difference between household buyers and business buyers <p>G. Define Market Mapping</p> <p>Follow-up Questions</p> <ul style="list-style-type: none"> • What do you think market mapping means? • How can we organize information about buyers and competitors? • Why is it useful to visualize the market? 	
C. Demonstrating Knowledge and Skills	<p>Activity 3:(Group Work) “Agri-Market Mapping Task” Each group selects a farm product (e.g., tomatoes, eggs, rice, herbs)</p> <ul style="list-style-type: none"> • Task: <ol style="list-style-type: none"> 1. Identify target customers 2. Create simple market segmentation 3. Draw a market map (price vs. quality or accessibility) <p>Output Format:</p> <ul style="list-style-type: none"> • Manila paper / digital output 	<p>Activity 3 – “Agri-Market Mapping Task” (Group Work)</p> <p>This group activity allows learners to apply their understanding of market analysis and segmentation by working on a realistic agricultural scenario. By selecting a specific farm product (e.g., tomatoes, eggs, rice, herbs), learners analyze potential customers and classify them into segments based on shared characteristics.</p> <p>Through collaboration, learners identify target markets and organize them using simple segmentation</p>

	Rubrics for this activity						<p>(demographic, geographic, psychographic, or behavioral). They then create a market map (e.g., price vs. quality or accessibility), which helps visualize how products are positioned in the market relative to consumer preferences.</p> <p>This task strengthens learners' ability to analyze, categorize, and present data while developing critical thinking and teamwork skills. The use of manila paper or digital output encourages creativity and clear communication of ideas.</p> <p>By the end of the activity, learners will better understand how businesses identify opportunities, position products, and respond to the needs of different customer groups in the agricultural market.</p> <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> ● 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.
	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
<p>Performance Level</p> <ul style="list-style-type: none"> • 120-90- Outstanding • 80-66- Very Satisfactory • 65-30- Satisfactory • 29- below Needs Improvement <p>Activity 4: “Tell me who your market is and I tell you who you are” (Application)</p> <p>Task Overview:</p> <ul style="list-style-type: none"> • Each group will present and justify their chosen target market based on their market analysis, market segmentation, and market mapping from the previous activity. <p>Instructions:</p> <ol style="list-style-type: none"> 1. Group Discussion <ul style="list-style-type: none"> ○ Review your outputs from Activity 4. ○ Identify your primary target market. 						
<p>Activity 4: “Tell me who your market is and I tell you who you are” (Application)</p> <p>This activity helps learners apply their knowledge, strengthen communication skills, and think like entrepreneurs by justifying real market decisions.</p> <p>Aligned Learning Objectives</p>						

	<ul style="list-style-type: none">○ Answer the key question: “Why is your chosen target market the best opportunity?” <p>2. Prepare Your Pitch Your group will create a short presentation (2–3 minutes) that includes:</p> <ul style="list-style-type: none">○ 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 <p>3. Video Presentation</p> <ul style="list-style-type: none">○ Record your group pitch in video format (2–3 minutes only).○ Ensure that:<ul style="list-style-type: none">▪ All members participate in the presentation▪ The explanation is clear, organized, and concise▪ Visual aids (manila paper or digital output) are shown if available <p>4. Submission Guidelines</p> <ul style="list-style-type: none">○ Submit the video through the assigned platform○ File name format: Group Name_Product_Market Pitch○ Ensure good audio quality and clear visibility of presenters <p>Rubrics for this activity</p> <table><tr><th>Criteria</th><th>Excellent</th><th>Good</th><th>Satisfactory</th><th>Needs Improvement</th><th>Scores</th></tr><tr><td></td><td>20-15</td><td>14-11</td><td>10-5</td><td>4 -below</td><td></td></tr></table>	Criteria	Excellent	Good	Satisfactory	Needs Improvement	Scores		20-15	14-11	10-5	4 -below		<ul style="list-style-type: none">● 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
Criteria	Excellent	Good	Satisfactory	Needs Improvement	Scores									
	20-15	14-11	10-5	4 -below										

	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 Participati on	All members actively participate and contribute equally	Most members participate	Some members participate	Few members participate	/20	
	Performance Level <ul style="list-style-type: none">● 120-90- Outstanding● 80-66- Very Satisfactory● 65-30- Satisfactory● 29- below Needs Improvement						
VI. ASSESSMENT	Activity 5: Identify the Basis of Market Segmentation Instructions: Learners will carefully read each given situation and determine which type of market segmentation is being described (demographic, geographic, psychographic, or behavioral). For each situation: 1. Analyze the key details (e.g., age, location, lifestyle, buying habits) stated in each situation presented in the activity.						

2. Determine the **appropriate type of market segmentation** being described.
3. The learners will write or state their answer and get ready to explain their reason once called.

Aligned Learning Objectives

- classify types of market segmentation

Activity 6: Analyzing Local Market Opportunities

Instructions:

The learners will read the situation given by the teacher and answer the questions that follow. They will write their answers clearly and concisely on the activity sheet provided.

This will be the situation learners need to study in able for them to answer the following guide questions provided.

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

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

Questions to be answered by the learners

Part A: Identification (5 points)

1. What is the **market opportunity** in Maria’s situation?
2. Identify **two types of customers (buyers)** mentioned.

Part B: Analysis (10 points)

1. What type of **market segmentation** can Maria apply? Explain your answer.

	<p>2. Why is it important for Maria to identify her target market?</p> <p>Part C: Application (15 points)</p> <p>1. If you were Maria:</p> <ul style="list-style-type: none"> ○ What target market would you choose? ○ Why? <p>2. Suggest one strategy to attract your chosen target market.</p> <p>Part D: Short Output (10 points)</p> <p>1. Create a simple market map description:</p> <ul style="list-style-type: none"> ○ Identify competitors ○ Describe where Maria's product will be positioned (e.g., high quality vs low price) <p>Output: Learners may answer in paragraph or in an outline form.</p> <p>Aligned Learning Objectives:</p> <ul style="list-style-type: none"> ● 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
<p>VII. REFLECTION</p>	<p>Let the learners complete the reflection activity to synthesize and reflect on the concepts learned in the topic Analyze potential market opportunities in the locality</p> <p>Reflection</p> <p>Encourage learners to answer the questions honestly:</p> <p>1. I was able / not able to identify real market opportunities because _____.</p>

	<p>2. The strategy that helped me understand the lesson most was _____.</p> <p>3. One thing I still want to improve or learn more about is _____.</p>
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used Generative AI to assist in organizing lesson structure, unpacking learning competencies, and contextualizing activities. The author reviewed and finalized the content and takes full responsibility for this LE.</p>

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Grade Level	11
Term	FIRST	Lesson Exemplar	3

I. OBJECTIVES	
A. Content Standard	<i>The learners demonstrate an understanding of the principles in Agro-Entrepreneurship and potential market opportunities of farm products and services.</i>
B. Performance Standard	<i>The learners develop marketing plans for farm products and services.</i>
C. Learning Competencies	<i>Identify farm products and services to be marketed in the locality.</i>
II. REFERENCES and MATERIALS	<p><i>Department of Agriculture. Agri-Fishery Mechanization Program Handbook. Quezon City: Department of Agriculture, 2019.</i></p> <p><i>Department of Education (DepEd). K to 12 Basic Education Curriculum Guide: Senior High School – Entrepreneurship. Pasig City: DepEd, 2016.</i></p> <p><i>Food and Agriculture Organization of the United Nations (FAO). Adding Value to Farm Products: A Training Manual. Rome: FAO, 2011.</i></p> <p><i>Food and Agriculture Organization of the United Nations (FAO). Developing Sustainable Agricultural Value Chains. Rome: FAO, 2014.</i></p> <p><i>Hisrich, Robert D., Michael P. Peters, and Dean A. Shepherd. Entrepreneurship. 10th ed. New York: McGraw-Hill Education, 2020.</i></p> <p><i>Kotler, Philip, and Gary Armstrong. Principles of Marketing. 18th ed. Boston: Pearson Education, 2021.</i></p> <p><i>Lamb, Charles W., Joseph F. Hair Jr., and Carl McDaniel. Marketing. 13th ed. Boston: Cengage Learning, 2020.</i></p> <p><i>OECD. Innovation, Agricultural Productivity and Sustainability in Food and Agriculture. Paris: OECD Publishing, 2019.</i></p>

	<i>Philippine Statistics Authority. Agriculture, Forestry, and Fishing Statistics. Quezon City: PSA, 2022.</i>
III. CONTENT	<p>Farm Products and Services to be Marketed</p> <p>A. Products in the Agri-Fishery Sector</p> <ul style="list-style-type: none"> • Fresh products • Semi-processed products • Processed products • Value-added products • Preserved or storage-ready products • Packed products • Industrial raw materials • Organic and specialty products <p>B. Services in the Agri-Fishery Sector</p> <ul style="list-style-type: none"> • 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
IV. OBJECTIVES	<p><i>At the end of the lesson, the learners are expected to:</i></p> <ul style="list-style-type: none"> • describe the; <p>Farm Products in the Agri-Fishery Sector</p> <ol style="list-style-type: none"> Fresh Products Semi-Processed Products Processed Products Value-Added Products Preserved or Storage-Ready Product Packed Products Industrial Raw Materials organic and Specialty Products

	<p>Services in the Agri-Fishery Sector</p> <ul style="list-style-type: none"> a. Direct Services b. Subscription-Based Services c. Pay-Per-Use Services d. Contract-Based, Digital, and Remote Services e. Farm Consultancy Services f. Cooperative-Based Services g. Public and Government Services h. Organic Certification Assistance <ul style="list-style-type: none"> • identify farm products available in their locality • classify products according to type (fresh, processed, etc.) • identify services relevant to local farmers and consumers • analyze which products/services are marketable • develop appreciation of our local farm products and services • create prototype of farm product or services not yet available in the community 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>Activity 1: Market Basket Sort (Written and Interactive Game Activity)</p> <p>Instruction</p> <ul style="list-style-type: none"> a. Prepare pictures or actual samples of local farm products such as vegetables, fish, dried fish, bottled products, rice, feeds, fertilizers, organic products, packed snacks, and processed goods or farm service activities such as; 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 and Organic Certification Assistance 	<p>Activity 1: Market Basket Sort</p> <p>This activity is designed to activate learners' prior knowledge about the farm products and services they commonly see at home, in local markets, or from farms in their community. Through this task, learners will also have the opportunity to identify and determine how these products are categorized as farm product or services. The activity encourages collaborative</p>

	<p>b. Learners will be grouped according to class size. They will be tasked to sort products and services into appropriate categories (products or services) within their assigned group.</p> <p>Farm Product or Service Activity</p> <ul style="list-style-type: none"> • Fresh Products • Semi-Processed Products • Processed Products • Value-Added Products • Preserved Products • Packed Products • Industrial Raw Materials • Organic and Specialty Products • 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 <ul style="list-style-type: none"> ○ Each group explains why they placed the product in a certain category or services. ○ This activity may be conducted during class hours as preliminary interactive activity using the actual materials or cut-out pictures of materials. However, if physical materials are not available, a written version of the activity is provided in the Learning Activity Sheet for learners to complete. ○ The teacher processes answers and connects them to farm products or services commonly found in the locality. 	<p>learning and supports cognitive processing (classification task)</p> <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> • describe farm products in the Agri-Fishery Sector • identify farm products available in their locality • classify products according to type (fresh, processed, etc.) • develop appreciation of local farm products
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<p>B. Instituting New Knowledge</p>	<p>Activity 2: “Listen, Match, and Market”</p> <p>Instruction This activity combines a teacher lecture with an interactive learner-centered task. While the teacher discusses the different farm products and services in the Agri-Fishery Sector, learners actively process information through matching, note organization, and collaborative analysis.</p> <p>The teacher will present;</p> <p>Farm Products in the Agri-Fishery Sector</p> <ul style="list-style-type: none"> • Fresh Products • Semi-Processed Products • Processed Products • Value-Added Products • Preserved Products • Packed Products • Industrial Raw Materials • Organic and Specialty Products • <p>Services in the Agri-Fishery Sector:</p> <ul style="list-style-type: none"> • Direct Services • Subscription-Based Services • Pay-Per-Use Services • Contract-Based/Digital Services • Farm Consultancy • Cooperative Services • Government Services • Organic Certification Assistance <p>Learner Processing Task During Lecture While listening, learners accomplish a “Product-Service Processing Chart.” And share their responses as teacher ask questions aligned with the activity.</p>	<p>Activity 2 Title: “Listen, Match, and Market” The activity “Listen, Match, and Market” promotes a learner-centered environment by combining teacher-guided discussion with active learner participation. While the teacher explains the different farm products and services in the Agri-Fishery Sector, learners simultaneously process information through a guided chart and collaborative matching activity. This strategy strengthens listening comprehension, critical thinking, classification skills, and market analysis. The activity also connects classroom concepts to real-life products and services found in the learners’ locality, making learning meaningful and relevant. Through collaboration and discussion, learners become actively engaged in identifying and analyzing marketable farm products and services within their community.</p> <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> • describe farm products and services in the Agri-Fishery Sector; • classify products according to type;
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	Product/ Service	Classification	Seen in our locality	Marketable? Why?	<ul style="list-style-type: none"> • identify services relevant to local farmers and consumers; and • analyze which products and services are marketable in the locality.
	1. Mango Jam				
	2. Dried Pusit				
	3. Cooperative Loan and Financing				
	4. Soil Testing				
	5. Gourmet Tuyo				
	6. Veterinary Clinic				
	7. Longganisa				
	8. Mangoosteen Smoothies				
	9. Dragon Fruit Sherbet				
	10. Tocino				
Learners fill out this chart as teacher's lecture progresses					

	<p>Activity 3: Farm Market Exploration and Classification</p> <p>In this activity, learners will observe a given farm market image and identify various items and activities present. They will list these in a matrix and classify them into appropriate farm product and farm service categories. Learners will then answer guide questions to deepen their understanding of the role of these products and services in the community. Finally, they will present their outputs for evaluation, demonstrating their ability to classify, analyze, and explain their ideas clearly.</p>	<p>Activity 3: Farm Market Exploration and Classification</p> <p>This activity develops learners' analytical and critical thinking skills by engaging them in observation, classification, and reasoning tasks. Through identifying and categorizing farm products and services, learners gain a deeper understanding of agricultural value chains and community-based economic activities. The guide questions encourage reflection on real-life applications, while the presentation component enhances communication and confidence. The activity also serves as a formative assessment to evaluate learners' comprehension and ability to apply concepts learned in the lesson.</p> <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> • describe farm products and services in the Agri-Fishery Sector; • classify products according to type; • identify services relevant to local farmers and consumers; and
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		<ul style="list-style-type: none"> analyze which products and services are marketable in the locality
C. Demonstrating Knowledge and Skills	<p>Activity 4: From Raw to Innovation</p> <p>In this activity, learners will explore how raw agricultural products can be transformed into innovative and value-added products. They will select a local farm product or service, describe its current form, and propose ways to enhance its value through processing or service</p>	<p>Activity 4: From Raw to Innovation</p> <p>This activity promotes creativity, critical thinking, and problem-solving by guiding learners through the process of</p>

improvement. Learners will also analyze the benefits of their innovations and create a short product concept summary. This activity allows learners to apply their knowledge of agricultural products, services, and entrepreneurship in a practical and creative way.

Performance 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

transforming raw agricultural products into marketable innovations. It encourages learners to connect classroom concepts with real-life agricultural practices in their community. By analyzing value addition and service improvement, learners gain insights into agribusiness and entrepreneurship. The structured tasks and reflection questions also serve as a formative assessment of learners' understanding of product classification, value creation, and market relevance.

Aligned Learning Competencies

- 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 an innovation from farm product or

	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	service available in the community
	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	
	Performance Level <ul style="list-style-type: none">● 20-17- Outstanding● 16-13- Very Satisfactory● 12-9- Satisfactory● 8-below -Needs Improvement					

	<p>Activity 5: Group Activity: Community Market Survey and Business Decision</p> <p>A: Data Gathering</p> <p>Learners will interview (5) people in their community using the guide question</p> <p>Survey Guide Questions</p> <ol style="list-style-type: none"> 1. What Agricultural products or services do you usually buy or avail? 2. What farm products or services are difficult to find in the community? 3. What agricultural services or product are needed by farmers or consumers? 4. Which farm products/services are in high demand? 5. What farm product or service would you like to have in the community? <p>B: Survey Summary Table</p> <p>They will create a table to summarize the gathered data</p>	<p>Activity 5: Community Market Survey and Business Decision</p> <p>Learners will conduct a simple market survey within their family, neighborhood, or community to identify the most needed and marketable farm product or agricultural service. Based on the collected data, learners will decide what product or service they can offer as a future start-up venture.</p> <p>Aligned Learning Competencies</p> <ul style="list-style-type: none"> • 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
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Respondent	Suggested Agri-Product and Services	Reason why it is need

C: Start-up Venture Decision Making

In this part, learners are required to answer the following questions using the data they have gathered as their reference.

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?

D: Proposed Future Business Venture

After the learners have selected the agricultural product or service they intend to pursue, they are required to complete the following statements to further develop their ideas.

My Proposed Farm Business Venture

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

In this activity, learners will present their work and will be assessed based on the quality of their output, the originality of their farm product or service, and the clarity and effectiveness of their presentation.

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		

	<p>Performance level</p> <ul style="list-style-type: none"> • 25-28 Outstanding • 19-24 Proficient • 13-18 Very Satisfactory • 7-12 Needs Improvement 	
VI. ASSESSMENT	<p>Activity 6: Performance Activity: Farm Product and Service Presentation</p> <p>Agri-Prototype Showcase</p> <p>In this stage learners will create a prototype of their chosen farm product or agricultural service based on the data gathered from their community survey. They will present their prototype to the class through a short business pitch or product presentation.</p> <p>The prototype can be the following:</p> <p>an actual sample, model, drawing, packaging design, digital poster, service plan, mock-up, brochure, or miniature demonstration.</p> <p>Phase 1: Planning the Prototype</p> <ul style="list-style-type: none"> ▪ Learners review the results of their market survey. 	

	<ul style="list-style-type: none"> ▪ They will select one agricultural product or service that they believe is marketable in their locality or community. ▪ They will accomplish a simple start-up plan with the following content; <ul style="list-style-type: none"> ▪ Learner Start-Up plan: ▪ product/service name, ▪ target consumers, ▪ materials/resources needed, ▪ benefits, ▪ marketing strategy. <p>Phase 2: Prototype Creation</p> <p>Learners will create a prototype or sample of their chosen:</p> <ul style="list-style-type: none"> ▪ Farm Product (examples: organic vegetable pack, dried fish product, fruit jam, herbal fertilizer, packed rice product) <p>Or</p> <ul style="list-style-type: none"> ▪ Agricultural Service (examples: mobile farm consultation, organic certification assistance, delivery service for farm products, digital farm marketing service) <p>This should be aligned with their market analysis data that was presented in activity #5 of this learning activity sheet.</p> <p>Phase 3: Product and Service Presentation -</p> <p>Each learner or group will present their prototype to the class in 3–5 minutes. The guide questions will help structure their presentation, ensuring a clear and organized flow of ideas. This will also ensure that learners effectively communicate all important details about their selected farm product or service while demonstrating efficiency in their presentation.</p> <p>Guide Question</p> <ul style="list-style-type: none"> ▪ What is the name of your product/service? ▪ What type of farm product/service is it? ▪ What community need does it address?
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- Why is it marketable?
- Who are the target consumers?
- What makes your product/service unique?
- 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	Presentation explains most required	Presentation explains some	Presentation is unclear or incomplete	

		with accurate details	information clearly	details but lacks clarity		
	6. Communication and Presentation Skills	Speaker is confident, organized, and speaks clearly throughout the presentation	Speaker is understandable with minor hesitations	Speaker shows limited confidence and unclear delivery	Speaker is difficult to understand and unprepared	
	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	
	<p>Performance Level</p> <ul style="list-style-type: none"> ▪ 29-32- Outstanding ▪ 21-28- Very Satisfactory ▪ 13-20- Satisfactory ▪ 8-12 -Needs Improvement <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> ▪ 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 					

	<ul style="list-style-type: none"> demonstrate creativity, innovation, and entrepreneurship skills <p>Learners are expected to submit the following output:</p> <ul style="list-style-type: none"> Prototype, model, product design Short presentation or business pitch
VII. REFLECTION	<p>REFLECTION</p> <p>Complete the statements below:</p> <ul style="list-style-type: none"> I was able to identify farm products and services because _____. The activity I found most helpful was _____. One thing I learned about agro-entrepreneurship is _____.
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used Co-pilot and Gemini in order to generate images, check grammar, generate suggested activities aligned with learning objectives and competency and rephrase statements. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE</p>

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Grade Level	11
Term	FIRST	Lesson Exemplar	4

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of the principles in Agro-Entrepreneurship and potential market opportunities of farm products and services
B. Performance Standard	The learners develop marketing plans for farm products and services.
C. Learning Competencies	Develop marketing plan for farm products and/or services.
II. REFERENCES and MATERIALS	<p>Kotler, Philip, and Gary Armstrong. Principles of Marketing. 18th ed. Pearson, 2021.</p> <p>MindTools. "SWOT Analysis: Discover New Opportunities, Manage and Eliminate Threats." Accessed February 25, 2026. https://www.mindtools.com.</p> <p>Oxford College of Marketing. "What Is a PESTLE Analysis?" Accessed February 25, 2026. https://www.oxfordcollegeofmarketing.com.</p> <p>Scarborough, Norman M., and Jeffrey R. Cornwall. Essentials of Entrepreneurship and Small Business Management. 9th ed. Pearson, 2019</p>
III. CONTENT	<p>Marketing Plan for Farm Products and Services</p> <ul style="list-style-type: none"> ● Marketing objective ● Seven (7) P's of Marketing <ul style="list-style-type: none"> o product o price o place o promotion o people o positioning o processes ● Financial requirements in marketing plan ● Market risks <ul style="list-style-type: none"> o production risk

	<ul style="list-style-type: none"> o marketing risk o yield risk ● Market contingency plan ● Tools in marketing analysis <ul style="list-style-type: none"> o Strength, Weaknesses, Opportunities, and Threats (SWOT) Analysis o Political, Economic, Social, Technological, Legal, and Environmental (PESTLE) Analysis 	
IV. OBJECTIVES	<p>At the end of the lesson the learners are expected to:</p> <ol style="list-style-type: none"> 1. Explain the important components of a marketing plan for farm products or services, including: <ul style="list-style-type: none"> o marketing objectives o Seven Ps of Marketing o financial requirements o possible market risks o contingency plans; and o tools used in marketing analysis. 2. Create a simple marketing plan for a chosen farm product or service showing the important component 3. Show initiative, creativity, and responsibility in developing marketing strategies for farm products while recognizing the importance of careful planning. 	
V. PROCEDURES		ANNOTATIONS
<p><i>(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)</i> This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary integration, and technology-enhanced instruction. These strategies are intended to foster active engagement, critical thinking, and adaptability across diverse learning pathways. The chosen approaches and methodologies will be reflected through varied and relevant activities and assessments that emphasize real-world relevance and application, thereby enhancing learner engagement and comprehension. (Each part shall have 2-3 varied activities)</p>		<p><i>(Instruction to teacher on how to facilitate the activities.)</i></p>

A. Activating Prior Knowledge

1. Activating Prior Knowledge

Instructions:

The teacher presents the word **“MARKETING”** at the center of the board. Learners are asked to think of words that come to their mind when they hear or see the term. Their answers will be written around the word to form a **word pool**.



2. Establishing the Purpose of the Lesson

The teacher asks the learners:

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?

Learners share their responses. The teacher then introduces the lesson on developing a marketing plan for farm products and services.

The teacher begins the lesson by presenting a visual **Word Pool diagram** with the word **“Marketing”** written at the center. Learners are asked to observe the image and think about words or ideas that immediately come to their minds when they hear or see the term **marketing**.

The teacher encourages learners to actively participate by sharing their ideas. As learners mention their responses, the teacher writes or adds the words around the central term **“Marketing”** to form a pool of related concepts. The teacher acknowledges all responses and may briefly ask learners to explain why they think their suggested words are connected to marketing.

After several responses have been collected, the teacher guides the class in identifying common themes among the words, such as **selling, customers, promotion, pricing, and business strategies**. The teacher then briefly explains that these ideas are important elements in marketing and are also essential when developing a **marketing plan for farm products and services**.

This activity helps activate the learners' **prior knowledge**, encourages participation, and prepares them to better understand the concepts that will be discussed in the lesson.

The teacher encourages learners to share their ideas based on their observations or experiences. Responses are acknowledged and linked to the importance of marketing

		<p><i>in business. This activity helps learners connect prior knowledge with the new lesson while promoting communication skills and critical thinking.</i></p>
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples “Guess the Marketing Strategy!” Procedures</p> <ol style="list-style-type: none"> 1. The teacher presents pictures or short situations related to selling farm products (via PowerPoint, printed images, or flashcards). 2. Learners observe the picture and try to guess what marketing strategy is being used. 3. Learners raise their hands or discuss briefly with their seatmate before answering. 4. The teacher asks learners to explain why they think that strategy is effective. 5. The teacher connects their answers to the idea that these strategies are part of marketing planning, which will be discussed further in the lesson. 	<p><i>The teacher presents pictures related to the marketing of farm products. Learners observe each example and identify the possible marketing strategy being used. The teacher facilitates discussion by asking learners to explain their answers and relate them to real-life selling practices. This activity stimulates learners’ curiosity and prepares them for the discussion of marketing concepts.</i></p>



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2. Discussing New Concept

“Match the Marketing Situation”

1. The teacher divides the class into three (3) groups.
2. Each group will receive:
 - Two (2) Marketing Plan Component cards
 - Three (3) Marketing Situation cards, where one situation is a dummy or incorrect example that does not match the components provided.

Match the Marketing Situation – Printable Card Sets

Cut the cards and distribute to the three groups as indicated.

GROUP 1 – Components	GROUP 1 – Situations
Marketing Objective	Mang Pedro wants to increase the sales of his organic vegetables by 20% within three months.
Financial Requirements	The farmer prepares a budget for packaging, transportation, and promotional materials
	The farmer surveys customers in the community to know which vegetables are most in demand (Dummy)

The teacher organizes the learners into three groups and distributes component cards and marketing situation cards to each group. Learners collaborate to match the marketing situations with the appropriate marketing plan components while identifying the dummy situation. Group members perform assigned roles to ensure active participation. Selected groups present their answers and explanations, while the teacher facilitates discussion and clarifies the concepts related to the components of a marketing plan.

For **Group 2**, carefully read the situation and don't just match the whole paragraph. Try to look closely for specific words or phrases that show the 7 Ps of Marketing (Product, Price, Place, Promotion, People, Positioning, and Processes). Underline or highlight these clues, then match each one to the correct “P” card.

	GROUP 2 – Components	GROUP 2 – Situations	
	Seven Ps of Marketing 1. product 2. price 3. place 4. promotion 5. people 6. positioning 7. processes	A farmer sells fresh and neatly packed vegetables to people in the community. The vegetables are sold at reasonable prices in the public market and through online orders for easier access. To attract more buyers, the farmer uses Facebook posts, pictures, and special discounts . The farmer and helpers treat customers politely and answer their questions well . Many buyers recognize the business as a trusted source of fresh and affordable vegetables . The farmer also follows careful harvesting, packing, and delivery practices to keep the vegetables fresh and customers satisfied	
	Market Risks	The farmer worries that heavy rain and increasing competitors may affect his sales.	
		The farmer plans to expand his farm next year to plant more crops. (Dummy)	
	GROUP 3 – Components	GROUP 3 – Situations	
	Contingency Plan	If the vegetables remain unsold, the farmer plans to sell them to nearby restaurants at a lower price.	
	Marketing Analysis Tool	The farmer conducts a short survey among neighbors to know which vegetables are in demand and to identify possible strengths, weaknesses, opportunities, and threats (SWOT) or external factors such	

	as customer needs, competitors, and market conditions (PESTLE) that may affect the business.
	The farmer buys new farming tools to increase production. (Dummy)

3. The members of the group will read and analyze the marketing situations carefully.

4. As a group, learners will identify which situations correctly match their assigned marketing plan components and determine which situation is the dummy card.

5. Learners arrange the correct matches on their table and set aside the dummy situation.

6. Each group will briefly present their answers and explain why the situations match the components and why one situation was considered the dummy.

To ensure that all members participate, the following roles will be assigned within each group:

Role	Responsibility
Reader	Reads the marketing situation cards aloud to the group.
Analyzer	Leads the discussion in identifying which situation matches the assigned components.
Matcher	Arranges the cards and identifies the dummy situation.
Reporter	Presents the group’s answers and explanation to the class.

3. **Developing Mastery**

Learners will be divided into groups and given a sample farm product or farm service, such as vegetables, eggs, processed food products, or services like farm tours, gardening assistance, or seedling production. Each group will discuss who their target customers are, how much they might sell the product or charge for the service, how they will promote it, and what possible challenges or risks they may face in marketing it. Afterward, each group will briefly share their ideas with the class in a simple presentation.

		<p>The teacher monitors group discussions and provides guidance when needed. This collaborative activity allows learners to apply their understanding while practicing teamwork, communication, and analytical thinking.</p>																				
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Each group develops a Mini Marketing Plan for a chosen farm product including marketing objective, application of the Seven Ps, financial requirements, possible market risks, contingency plan, and marketing analysis tool.</p> <p>Groups present their marketing plan to the class based on the following rubrics.</p> <table><tr><th>Criteria</th><th>Excellent 4</th><th>Good 3</th><th>Developing 2</th><th>Beginning 1</th></tr><tr><td>Marketing Objective</td><td>Clear, realistic, and well-defined objective</td><td>Objective is clear but lacks detail</td><td>Objective is somewhat unclear</td><td>Objective is missing or poorly defined</td></tr><tr><td>Application of the Seven Ps</td><td>All elements are clearly explained and relevant</td><td>Most elements are explained</td><td>Few elements are included</td><td>Elements are not properly applied</td></tr><tr><td>Financial Requirements</td><td>Budget is realistic and well-explained</td><td>Budget is adequate but lacks detail</td><td>Budget is unclear</td><td>Budget not presented</td></tr></table>	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	<p>The teacher clearly explains the task and presents the rubric for evaluation. Learners work collaboratively in organizing their ideas and preparing their presentation. This activity develops creativity, entrepreneurial thinking, and real-life problem-solving skills related to agro-entrepreneurship.</p>
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
	Market Analysis Tool (SWOT/PESTLE)	Clearly applies SWOT or PESTLE; shows strong understanding of internal (strengths/weaknesses) and external (opportunities/threats or environmental factors)	Applies SWOT or PESTLE with minor gaps in analysis	Limited or partial use of SWOT or PESTLE	No evidence of market analysis tool used
	Presentation and Teamwork	Very organized; all members participated	Organized; most members participated	Limited participation	Poor organization and participation
<p>2. Making Generalization The teacher asks learners: 1. What is the importance of a marketing plan? 2. What are the important elements needed in developing a marketing plan? 3. Learners summarize what they learned from the lesson.</p> <p>3. Evaluating Learning Learners answer a short written assessment consisting of questions about marketing objectives, the Seven Ps of Marketing, financial requirements, market risks, contingency plans, and marketing analysis tools (SWOT/PESTLE). Short Written Assessment (Situational Multiple Choice) Direction: Read each situation carefully. Choose the letter of the correct answer. 1. A group of farmers sets a goal to increase their profit by 20% within two months. They now examine whether their resources,</p>					
<p><i>The teacher guides learners in synthesizing the key concepts learned during the discussion. Important points about marketing planning and its role in successful business operations are emphasized to reinforce learning.</i></p>					

	<p>production capacity, and market demand can realistically support this target. What part of the marketing plan are they evaluating? A. Market Risk B. Marketing Objective C. Financial Requirement D. Contingency Plan</p> <p>2. Before starting production, a farmer carefully calculates the costs for seeds, fertilizers, labor, and transportation to determine if the business can operate without financial loss. What is being demonstrated in this situation? A. Market Analysis Tool B. Financial Feasibility Assessment C. Promotion Strategy Planning D. Risk Identification</p> <p>3. A farmer notices that competitors are lowering prices and using online platforms more effectively. In response, he improves packaging, adjusts pricing, and strengthens social media promotion to stay competitive. Which marketing concept is being applied? A. Seven Ps of Marketing B. Market Risk C. Contingency Plan D. Financial Requirement</p> <p>4. A vegetable seller observes that unpredictable weather conditions and increasing competition may reduce future sales and affect business stability. Which component of the marketing plan is being analyzed? A. Marketing Objective B. Market Risk C. Pricing Strategy D. Promotion Plan</p> <p>5. After experiencing low demand, a farmer processes unsold vegetables into pickled products and sells them to nearby stores to prevent losses. What does this action demonstrate? A. Market Analysis Tool B. Contingency Plan C. Marketing Objective D. Financial Planning</p>	<p><i>The teacher administers the assessment individually to measure learners' understanding of the lesson. Responses may be reviewed afterwards to clarify misconceptions and reinforce important concepts.</i></p>
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	<p>Answer Key</p> <p>1 – B</p> <p>2 – B</p> <p>3 – A</p> <p>4 – B</p> <p>5 – B</p> <p>4. Additional Activities</p> <p>Learners will conduct a short interview with a local farmer, vendor, or small entrepreneur to explore their real-life marketing practices and the challenges they encounter in selling their products or services. Using the provided interview guide, they will gather relevant information focused on the 7 Ps of Marketing, market risks, and basic marketing strategies. After the interview, learners will organize and summarize their findings and be ready to share key insights in the next class discussion.</p> <p>Interview Guide:</p> <p style="text-align: center;">Marketing Practices of Local Farmers/Vendors/Entrepreneurs</p> <p>Subject: _____</p> <p>Activity: Interview a local farmer, vendor, or small entrepreneur</p> <p>Purpose: To understand real-life marketing practices, challenges, and strategies used in selling products or services.</p> <p>A. Respondent Information</p> <ul style="list-style-type: none"> • Name (optional): _____ • Business/Enterprise: _____ • Location: _____ • Type of business: ☐ Farmer ☐ Vendor ☐ Small Entrepreneur ☐ Other: _____ • Years in business: _____ <p>B. Marketing Practices (7 Ps Focus)</p> <ol style="list-style-type: none"> 1. What products or services do you sell? (<i>Product</i>) 2. How do you determine the price of your products or services? (<i>Price</i>) 	
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	<p>3. Where do you usually sell your products or offer your services? <i>(Place)</i></p> <p>4. How do you promote your products or services? (e.g., Facebook, posters, word of mouth) <i>(Promotion)</i></p> <p>5. Who are your main customers? <i>(People/Target Market)</i></p> <p>6. What makes your product or service different from others in the market? <i>(Positioning)</i></p>	
	<p>7. What steps do you follow from production to selling your product/service? <i>(Processes)</i></p> <p>C. Market Challenges and Risks</p> <p>8. What are the common challenges or risks you face in your business? (e.g., weather, competition, low sales, costs)</p> <p>9. How do you respond when sales are low or when problems arise? (Contingency plan)</p> <p>D. Market Analysis (Simple Reflection)</p> <p>10. What do you think affects your sales most—customers, competitors, or other factors? Why?</p> <p>11. What do you think could help improve your business in the future?</p> <p>E. Learner Reflection (To be answered after interview)</p> <p>12. What did you learn about real-life marketing practices from this interview?</p> <p>13. How is this similar or different from what you learned in class?</p>	<p><i>The teacher explains the instructions clearly and encourages learners to connect classroom learning with real-life experiences in the community. This activity strengthens learners' appreciation of real-world agricultural entrepreneurship.</i></p>

VI. ASSESSMENT	Understanding the Marketing Plan	
	Name: _____	
	Grade & Section: _____	
	Date: _____	
	Part I – Matching Type (5 points)	
	Direction: Match the marketing situation in Column A with the correct Marketing Plan Component in Column B . Write the letter of the correct answer.	
	Column A – Marketing Situation	Column B – Marketing Plan Component
	1. Mang Pedro wants to increase the sales of his organic vegetables by 20% within three months.	A. Seven Ps of Marketing
	2. The farmer promotes his vegetables through social media and sells them in the local market.	B. Marketing Objective
	3. The farmer prepares a budget for packaging and transportation of vegetables.	C. Financial Requirements
4. The farmer worries that strong competitors might affect his sales.	D. Market Risks	
5. The farmer surveys customers to know which vegetables are in demand.	E. Marketing Analysis Tool	
Part II – Situational Multiple Choice (3 points)		
Direction: Read each item carefully. Choose the letter of the best answer.		
6. Contingency Plan		
Which situation best shows a contingency plan in marketing?		
A. A farmer calculates the total cost of seeds, fertilizers, and labor before planting		
B. A farmer sells vegetables at a fixed price in the public market every day		
C. A farmer decides to sell vegetables online if they are not sold in the public market		
D. A farmer surveys customers to know which vegetables are in demand		
7. Purpose of a Marketing Plan		
Which situation best explains the purpose of a marketing plan ?		
A. A farmer lists all the tools needed for planting vegetables		
B. A farmer organizes strategies for selling products, pricing, promotion, and reaching customers		
C. A farmer schedules harvesting activities for all crops		
D. A farmer records daily rainfall and weather conditions		

8. Price (Marketing Mix – 7Ps)

Which situation best shows the **pricing strategy** of a farmer?

- A. A farmer posts pictures of vegetables on Facebook to attract buyers
- B. A farmer sells organic vegetables at affordable prices to attract more customers
- C. A farmer delivers vegetables directly to nearby households
- D. A farmer hires workers to help in harvesting crops

Part III – Short Response (2 points)

Direction: Answer the question briefly.

9. Why is it important for farmers or entrepreneurs to identify possible market risks before selling their products?

10. Give one example of a marketing strategy that can help a farmer sell farm products more effectively.

Simple Essay Rubric (10 Points Total)

Criteria	Excellent (4)	Good (3)	Developing (2)	Beginning (1)
Understanding of Market Risks	Clearly explains why it is important to identify market risks	Explains market risks but not very detailed	Mentions market risks but explanation is unclear	Does not explain market risks
Marketing Strategy Example	Gives a clear and correct example of a marketing strategy for farmers	Gives a correct example but explanation is limited	Example is given but not clearly explained	No clear or correct example given
Clarity of Answer	Ideas are clear and easy to understand	Ideas are mostly clear	Ideas are a bit unclear	Ideas are hard to understand

	<p>Answer Key</p> <p>Part I</p> <p>1 – B</p> <p>2 – A</p> <p>3 – C</p> <p>4 – D</p> <p>5 – E</p> <p>Part II</p> <p>6 – C</p> <p>7 – B</p> <p>8 – B</p> <p>Part III</p> <p>Answers may vary but should show understanding of the concept.</p>
VII. REFLECTION	<p>Learners' Reflection</p> <ol style="list-style-type: none"> 1. What new ideas did you learn today about developing a marketing plan? 2. Which part of the lesson helped you understand marketing better? Why? <p>Teacher's Reflection</p> <ol style="list-style-type: none"> 1. Did the activities help learners apply the Seven Ps of Marketing effectively? 2. Which activity engaged the learners the most? 3. What difficulties did learners encounter during the lesson? 4. What strategies can be improved to make the lesson more effective in the future?
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to support the development of instructional strategies, assessment items, and learning activities aligned with the lesson objectives and competency. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>