

Learning Activity Sheets for Agro-entrepreneurship

TECH-PRO ELECTIVE



Government Property
NOT FOR SALE

This material is intended exclusively for the use of senior high school teachers participating in the implementation of the **Strengthened Senior High School Curriculum**. It aims to assist in delivering curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material is owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writers: Charmaine S. Tumangan, Nicel C. Ascaño,
Remy L. Untalan

Validator: **Maryan C. Diaros**

Resource Person: **Rafael M. Decena Jr.**
TESDA Provincial Training Center

Learning Area Specialist: **Blande C. Tullao, EdD**
BLD Learning Area Specialist

Bureau of Learning Delivery
Bureau of Curriculum Development
Bureau of Learning Resources

Every care has been taken to ensure the accuracy of the information provided in this material. For queries or clarifications, you may contact the Bureau of Learning Resources – Office of the Director at blr.od@deped.gov.ph or via telephone at (02) 8634-1072.

If you have feedback on the LE, please accomplish this form, which may be accessed through the following link: **<https://tinyurl.com/sshstechprofeedbackform>**.

Table of Contents

Lesson Exemplar 1: Value-Adding Activities on Farm Products and Services	1
Lesson Exemplar 2: Product Flow, Supply Chain, and Value Chain: Components, Differences, and Relationships.....	16
Lesson Exemplar 3: Production Plan for Farm Products and Services	34
Lesson Exemplar 4: Farm Budget Plan.....	43

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	1	Date:	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Discuss value-adding activities on farm products and services.

I. Activity No. 1: From Farm to Market Photo Analysis

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

1. Identify the changes that happen to farm products after undergoing value-adding activities.
2. Describe the processes or activities used to improve agricultural products for market purposes.
3. Analyze how value-adding activities increase the usefulness, quality, and market appeal of farm products.

III. Materials Needed:

- Activity sheet or guide questions
- Pen or pencil
- Notebook or sheet of paper for answers
- Pictures/images of:
 1. Fresh cassava → Cassava chips
 2. Raw mango → Dried mango
 3. Fresh milk → Cheese or yogurt

IV. Instructions:

The teacher presents images through a PowerPoint slide showing the transformation of agricultural products:

- Fresh cassava → Cassava chips
- Raw mango → Dried mango
- Fresh milk → Cheese or yogurt



AI-Generated Image <https://gemini.google.com/>

Learners analyze the images and answer:

- What changes happened to the product?

- What activities were done to improve the product?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	1	Date:	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Discuss value-adding activities on farm products and services.

I. Activity No. 2: Think–Pair–Share Activity

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

1. Share their ideas on how farmers can improve and add value to farm products before selling them.
2. Discuss with a partner different ways of increasing the market value and income from agricultural products.
3. Express insights and practical suggestions during the class sharing activity.

III. Materials Needed:

- Activity sheet or guide questions
- Pen or pencil
- Notebook or sheet of paper for answers

IV. Instructions:

Learners reflect on the question:

How can farmers increase the value and income from their products before selling them?"

Learners discuss their answers with a partner and share ideas with the class.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	1	Date:	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Discuss value-adding activities on farm products and services.

I. Activity No. 3: Activity: Guess the Value-Adding Strategy

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

1. Identify the different value-adding strategies shown in the pictures or scenarios.
2. Differentiate value-adding activities such as processing, cleaning, peeling, sorting, packaging, and standardization.
3. Explain how these strategies improve the quality and marketability of farm products.

III. Materials Needed:

- Activity sheet or guide questions
- Pen or pencil
- Notebook or sheet of paper for answers

IV. Instructions:

Activity: Guess the Value-Adding Strategy

Identify what value-adding strategy is being used: processing, cleaning, peeling, sorting, packaging, or standardization. Write your answers on the spaces provided.

- Vegetables being washed and packed

- Mangoes turned into dried mangoes

- Fruits sorted by size and ripeness

- Pineapples being peeled and sliced before selling or processing
- Eggs classified according to size and quality before packaging and selling

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	1	Date:	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Discuss value-adding activities on farm products and services.

I. Activity No. 4: Match the Value-Adding Situation

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

1. Identify the different value-adding strategies shown in the pictures or scenarios.
2. Differentiate value-adding activities such as processing, cleaning, peeling, sorting, packaging, and standardization.
3. Explain how these strategies improve the quality and marketability of farm products.

III. Materials Needed:

- Activity sheet or guide questions
- Pen or pencil
- Notebook or sheet of paper for answers

IV. Instructions:

Find two classmates and work together in answering the activity. Read and analyze each situation carefully, identify the value-adding strategy being described, and determine which situation does not match the assigned strategies.

Learners analyze the situations and determine which ones match their assigned strategies.

GROUP 1

Value-Adding Strategy Cards

Strategy Card 1: Processing

Transforming raw agricultural products into a different product form to increase their value (e.g., cooking, drying, fermenting, frying).

Strategy Card 2: Cleaning

Removing dirt, chemicals, and other contaminants from farm products before processing or selling.

Situation Cards

Situation Card A

A farmer washes freshly harvested tomatoes using clean water before selling them in the local market.

Situation Card B

A group of students slices bananas and fries them to make banana chips that they plan to sell at school.

Situation Card C (Dummy)

A vendor separates large and small mangoes before arranging them on the display table.

GROUP 2

Value-Adding Strategy Cards

Strategy Card 1: Sorting

Separating agricultural products based on size, quality, ripeness, or appearance.

Strategy Card 2: Packaging

Placing products in containers or wrapping them properly to protect the product and attract buyers.

Situation Cards

Situation Card A

A vegetable seller arranges tomatoes according to size and removes damaged ones before selling them.

Situation Card B

A small business packs cassava chips in sealed plastic pouches with colorful labels.

Situation Card C (Dummy)

A farmer washes sweet potatoes in clean water before bringing them to the market.

GROUP 3

Value-Adding Strategy Cards

Strategy Card 1: Peeling

Removing the outer skin or covering of fruits or vegetables to prepare them for processing or consumption.

Strategy Card 2: Product Standardization

Ensuring that each product has consistent size, weight, and quality for uniformity and customer satisfaction.

Situation Cards**Situation Card A**

A worker removes the skin of cassava before turning it into cassava flour.

Situation Card B

A food business ensures that every pack of sweet potato chips weighs exactly 50 grams.

Situation Card C (Dummy)

A vendor seals banana chips in plastic packaging before selling them.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	1	Date:	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Discuss value-adding activities on farm products and services.

I. Activity No. 5: Value-Adding Strategy Stations

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

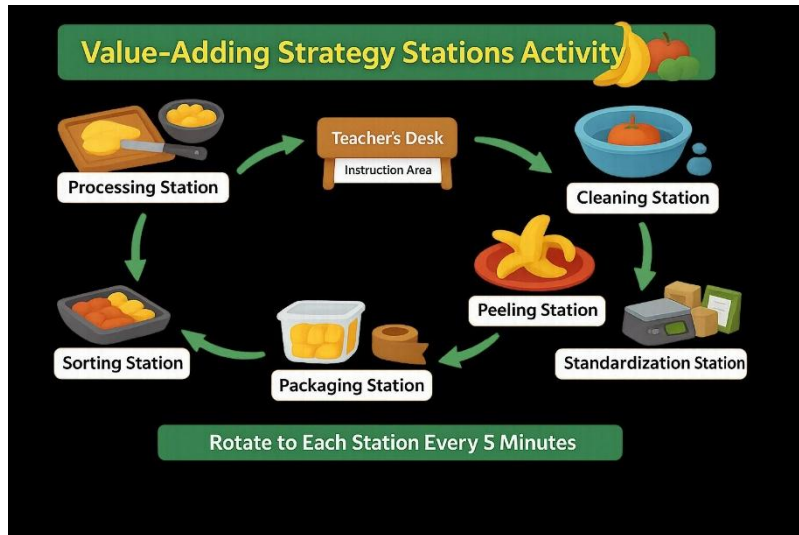
1. identify different value-adding strategies used in farm products and services;
2. differentiate how each strategy improves the quality and market value of farm products; and
3. participate actively in the station activities by demonstrating proper handling and organization of farm products.

III. Materials Needed:

- Sample farm products or pictures of farm products
- Station labels/signages (Processing, Cleaning, Peeling, Sorting, Packaging, Standardization)
- Activity sheets or guide questions
- Packaging materials (plastic, paper bags, boxes, baskets, etc.)
- Cleaning materials (cloth, basin, water container, brush, etc.)
- Peeler or improvised peeling tools (if applicable)
- Containers or trays for sorting activities

IV. Instructions:

1. Look carefully at the image of the stations provided. Each station shows a different value-adding strategy:
 - Processing – Changing raw products into a different form (e.g., cooking, drying, fermenting, frying)
 - Cleaning – Removing dirt, chemicals, or other contaminants
 - Peeling - Removing the outer covering or skin of fruits, vegetables, or root crops to improve appearance, cleanliness, and ease of use
 - Sorting – Separating products by size, quality, or ripeness
 - Packaging – Placing products in containers or wrapping them to protect and attract buyers
 - Standardization – Ensuring consistent size, weight, or quality for all products



AI-Generated Image <https://m365.cloud.microsoft/chat/conversation/>

2. Study each station carefully and write down what strategy is being applied in the image.
3. Think about how this strategy improves the product for selling. You can write a short note next to your answer.

Complete the table below:

Station Image	Value-Adding Strategy	How it adds value to the product?
	Cleaning	Removes dirt and ensures vegetables are safe and appealing for customers.
		
		

 <p>Packaging Station</p>		
 <p>Sorting Station</p>		
 <p>Processing Station</p>		

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	1	Date:	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Discuss value-adding activities on farm products and services.

I. Activity No. 6: Match the Value-Adding Steps

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

1. identify different value-adding activities applied to farm products and services;
2. match farm products with appropriate value-adding strategies; and
3. explain the importance of value-adding in improving the quality, usability, and market value of farm products.

III. Materials Needed:

- Activity sheets or guide questions
- Pens

IV. Instructions:

A.

MATCH THE VALUE-ADDING STEPS

Directions: Match each farm product or service with the most appropriate value-adding activity.

A. FARM PRODUCTS AND SERVICES (Product Cards)

1 Fresh Tilapia from Fishponds


2 Harvested Corn


3 Rice Grains after Harvest


4 Fresh Coconut


5 Fresh Milk from Dairy Production


6 Banana or Mango (fresh fruits)


7 Farm-to-Market Delivery Service


B. VALUE-ADDING ACTIVITIES (Activity Cards)

A **PROCESSING**
 Transform raw products into new products with higher value.

B **CLEANING**
 Remove dirt, chemicals, and other contaminants from products.

C **PEELING**
 Remove the outer skin or cover to make the product ready for use or processing.

D **SORTING**
 Separate products based on size, quality, ripeness, or grade.

E **PACKAGING**
 Protect the product and make it visually attractive to buyers.

F **STANDARDIZATION**
 Ensure consistent size, weight, and quality in every pack or batch.

 **What you will do:**

1. Match each product/service (1-7) with the most appropriate activity (A-F).
2. Write the letter of your answer on the space provided.
3. Prepare a brief explanation for each match.

Example:

1 – B (Cleaning) – Because fish must be cleaned to remove slime and dirt before selling or cooking.

B.

Learners answer the following:

- What is value addition?

- Why is value addition important in agricultural products?

- How does value addition contribute to agribusiness development?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	1	Date:	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name		Grade & Section:	

Learning Competency: Discuss value-adding activities on farm products and services.

I. Activity No. 8: Let's Wrap It Up! 🌱

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

1. define value addition in relation to farm products and services;
2. describe the importance of value addition in improving agricultural products; and
3. explain how value addition contributes to agribusiness development and increased income opportunities

III. Materials Needed:

- Activity sheets or guide questions
- Pens

IV. Instructions:

You've explored different ways farmers can improve and transform their products to make them more useful, attractive, and profitable. Now, take a moment to think about what you discovered about adding value to farm products during the lesson.

- What is value addition?

Answer:

- Why is value addition important in agricultural products?

Answer:

- How does value addition contribute to agribusiness development?

Answer:

Well done! 🙌

You successfully completed the activities and showed your skills in improving, transforming, and planning ways to make farm products more valuable and market-ready.

V. Synthesis

The activities helped learners understand different value-adding strategies such as processing, cleaning, peeling, sorting, packaging, and standardization. They were able to see how these practices improve product quality, appearance, and market value. Overall, the lesson emphasized that value addition strengthens agribusiness opportunities and helps increase farmers' income.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	2	Date:	
Lesson Title/Topic:	Product Flow, Supply Chain, and Value Chain: Components, Differences, and Relationships		
Name:		Grade & Section:	

Learning Competency:

Design a supply chain diagram for farm products and services.

I. Activity No. 1: Trace the Tomato

II. Objective(s): At the end of the activity, you should be able to trace the basic journey of a farm product from the farm to the table using a familiar product example.

III. Materials Needed:

- Picture of a ketchup bottle or printed/digital product image
- Paper or notebook
- Pen or pencil

IV. Instructions:

1. Work with a partner. Observe the picture of a ketchup bottle.



<https://www.lazada.com.my/products/ufc-ketchup-320g-i2488168272.html>



<https://zbga.shopsuki.ph/products/ufc-banana-catsup-bottle-320g>

2. List the steps that tomatoes may have passed through before becoming ketchup.
3. Answer the guide questions below in complete but concise sentences.
4. Share your answer with the class when called.

Guide Questions / Answer Space:

1. *Where do you think the tomatoes were first grown before becoming ketchup?*

2. *What steps are involved in turning fresh tomatoes into ketchup?*

3. *After processing, how does ketchup get to stores or markets?*

I. Activity No. 2: Stakeholder Scramble

II. Objective(s): At the end of the activity, you should be able to arrange stakeholders according to the correct sequence of handling a farm product.

III. Materials Needed:

- Stakeholder cards such as Farmer, Farm Worker, Transporter, Processor, Retailer, Consumer
- Masking tape or board space
- Pen or marker



Farmer

Grows crops and raises livestock.



Farm Worker

Helps in planting, caring for, and harvesting the crops.



Transporter

Delivers the products from the farm to processing centers or markets.



Processor

Transforms raw products into value-added goods.



Retailer

Sells the products to consumers in stores or markets.



Consumer

Buys and uses the products for personal consumption.

OpenAI. (2026). ChatGPT [AI image generation tool]. <https://chatgpt.com/>

IV. Instructions:

1. Each learner or group receives a stakeholder card.
2. Arrange the cards or learners in the order of who handles the product first until it reaches the consumer.
3. Explain why each stakeholder belongs in that position.
4. Revise the sequence after class discussion if needed.

Guide Questions / Answer Space:

1. Who handles the product immediately after it is harvested?

2. What role does the transporter play in the journey of the product?

3. *How do retailers make sure the product is available for consumers?*

I. Activity No. 3: Trace the Products

II. Objective(s): At the end of the activity, you should be able to map the journey of a farm product and identify challenges and practical improvements along the way.

III. Materials Needed:

- Picture or real sample of a farm product such as tomatoes, eggs, rice, or vegetables
- Manila paper or bond paper
- Markers, pens, or pencils



OpenAI. (2026). ChatGPT [AI image generation tool]. <https://chatgpt.com/>

IV. Instructions:

1. Form a small group. Choose one farm product to trace.
2. Discuss where the product is produced or grown, how it is harvested or collected, how it is transported, how it is processed, if applicable, and how it reaches consumers.
3. Identify possible problems such as spoilage, delay, damage, contamination, high cost, or low demand.
4. Suggest practical solutions such as proper handling, better packaging, faster delivery, careful storage, or improved coordination.
5. Present your product journey using a simple diagram, drawing, or list.

Guide Questions / Answer Space:

1. *Who handles the product at each stage of its journey?*

2. *When might the product get delayed or damaged?*

3. *How can the journey be improved to make it faster, safer, or more efficient?*

I. Activity No. 4: The Product Pathway Challenge

II. Objective(s): At the end of the activity, you should be able to explain the stages of product flow, supply chain, and value chain through matching, sequencing, and value-adding tasks.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

1. Phase 1 - Mystery Match: Read the terms, definitions, and examples carefully. Match each term in **Table 1** with the correct definition from **Table 2** and the correct example from **Table 3**. Write the letter of the correct definition and the number of the correct example in the **Table 4** answer table.

Table 1. TERM

No.	Term
1	Product Flow
2	Supply Chain
3	Value Chain
4	Production
5	Post-Harvest
6	Processing
7	Distribution
8	Marketing
9	Consumption
10	Stakeholders
11	Transporter
12	Retailer

Table 2. DEFINITION

Letter	Definition
A	The stage where products are promoted, priced, displayed, and sold to buyers.
B	The complete movement of farm products from production until they reach the consumers.
C	The people or groups involved in producing, moving, processing, selling, or using farm products.
D	The stage where consumers buy, use, eat, or benefit from the product.
E	The direction or path followed by a farm product from one stage to another.
F	The stage where crops are grown or animals are raised.
G	A person or business that sells products directly to consumers.
H	The process of improving or adding value to a product through handling, processing, packaging, marketing, and feedback.
I	The stage where harvested products are cleaned, sorted, dried, packed, or stored.
J	A person or service provider who moves products from one place to another.
K	The stage where raw farm products are transformed into new or value-added products.
L	The stage where products are transported from farms, processing centers, or storage areas to markets or stores.

Table 3. EXAMPLES

No.	Example
1	A truck delivers vegetables from the farm to the town market.
2	Fresh tomatoes are cooked and made into ketchup.
3	Farmers, harvesters, truck drivers, processors, sellers, and consumers work together to bring rice to households.
4	A family buys vegetables from the market and cooks them for dinner.
5	A market vendor sells packed rice, eggs, and vegetables to customers.
6	Newly harvested rice is dried and stored properly before milling.
7	Tomatoes move from the farm to the market, then to the buyer's home.
8	A farmer plants and takes care of tomato crops.
9	Fresh mangoes are made into dried mangoes, packed attractively, and sold at a higher price.
10	A driver brings crates of eggs from a poultry farm to a grocery store.
11	A seller labels vegetables as fresh and organic to attract buyers.
12	Farmers, farm workers, transporters, processors, retailers, and consumers are involved in the product pathway.

Table 4. ANSWERS

Term	Definition (Letter)	Example (Number)
1. Product Flow		
2. Supply Chain		
3. Value Chain		
4. Production		
5. Post-Harvest		
6. Processing		
7. Distribution		
8. Marketing		
9. Consumption		
10. Stakeholders		
11. Transporter		
12. Retailer		

2. Phase 2 - Human Flow Line: Arrange the stages in the correct order: Production -> Post-Harvest -> Processing -> Distribution -> Marketing -> Consumption. Each member explains one stage.
3. Phase 3 - Value Chain Challenge: Choose a farm product and identify how value is added at each stage. Example: rice becomes cleaned rice, packaged rice, or rice cakes.
4. Phase 4 - Gallery Walk: Display your output, observe the work of other groups, and give respectful feedback.
5. Join the whole-class discussion using the processing questions below.

Guide Questions / Answer Space:

What is product flow based on your activity?

What are the stages of the supply chain?

How is a value chain different from a supply chain?

Why are all stakeholders important?

I. Activity No. 5: From Farm to Table

II. Objective(s): At the end of the activity, you should be able to draw a supply chain diagram for a selected farm product and explain the stages, stakeholders, challenges, and possible improvements.

III. Materials Needed:

- Sheet of paper, whiteboard, or manila paper
- Pencil, marker, or coloring materials

IV. Instructions:

1. Work in a small group. Choose a farm product such as tomatoes, rice, eggs, vegetables, or another agricultural product in your community.
2. List the stages: Production, Post-Harvest, Processing, Distribution, Marketing, and Consumption.
3. Add the stakeholders involved in each stage, such as farmers, transporters, processors, retailers, and consumers.
4. Use arrows to show how the product moves from one stage to the next.
5. Present your diagram and answer questions from your classmates.

Guide Questions / Answer Space:

What problems could happen at each stage?

Who is responsible for making sure the product reaches consumers safely?

How can the supply chain be improved to avoid delays or losses?

I. Activity No. 6: Digital or Manual Supply Chain Diagram

II. Objective(s): At the end of the activity, you should be able to create a complete digital or manual supply chain diagram showing the flow of a farm product from production to consumption.

III. Materials Needed:

- Option A: Canva, Google Slides, PowerPoint, draw.io, or another diagram tool
- Option B: Bond paper, manila paper, whiteboard, colored pens, pencils, or improvised materials

IV. Instructions:

1. Choose one farm product, such as rice, corn, eggs, vegetables, or another available agricultural product in your community.
2. Choose your output format: digital diagram if ICT resources are available, or a hand-drawn diagram if ICT resources are not available.
3. Your diagram must include the stages: Production -> Post-Harvest -> Processing -> Distribution -> Marketing -> Consumption.
4. Include stakeholders such as farmers, transporters, processors, retailers, and consumers.
5. Use arrows, labels, icons, drawings, or images to show the product flow.
6. Present your output to the class.

Guide Questions / Answer Space:

Are all six stages present and correctly sequenced?

Are the stakeholders correctly matched with their roles?

Is the flow clear, organized, and easy to follow?

Analytic Rubric: Digital/Manual Supply Chain Diagram Presentation (20 points)

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Completeness of Supply Chain Stages	All 6 stages are complete and correctly sequenced from Production to Consumption.	5-6 stages are present with minor sequencing errors.	3-4 stages are present; some are missing or incorrectly sequenced.	1-2 stages only; major gaps in understanding the flow.
Accuracy of Content	All stages and stakeholders are correctly identified and accurately described.	Minor errors in identifying stages or stakeholders.	Several inaccuracies in the stages or stakeholder roles.	Most stages/stakeholders are incorrect or missing.
Organization and Clarity	The diagram is very clear, well-organized, logical, and easy to follow.	The Diagram is generally clear with minor organization issues.	The diagram is somewhat unclear; the flow is difficult to follow in some parts.	The diagram is disorganized and difficult to understand.
Creativity and Presentation	Highly creative use of visuals, colors, icons, drawings, or digital tools.	Adequate creativity; visuals are used but could be improved.	Limited creativity; minimal use of visuals or design effort.	No creativity shown; output is plain and incomplete.
Presentation Skills	Presents confidently, explains all stages clearly, and uses correct terminology.	Presents clearly with minor lapses in explanation or confidence.	Presentation is unclear at times; limited explanation of the stages.	Poor or incomplete presentation; unable to explain the diagram effectively.

Scoring Guide:

18-20 = Outstanding;

14-17 = Very Satisfactory;

10-13 = Satisfactory;

5-9 = Needs Improvement.

I. Activity No. 7: Venn Diagram - Supply Chain, Value Chain, and Product Flow

II. Objective(s): At the end of the activity, you should be able to compare and contrast supply chain, value chain, and product flow using a three-circle Venn diagram.

III. Materials Needed:

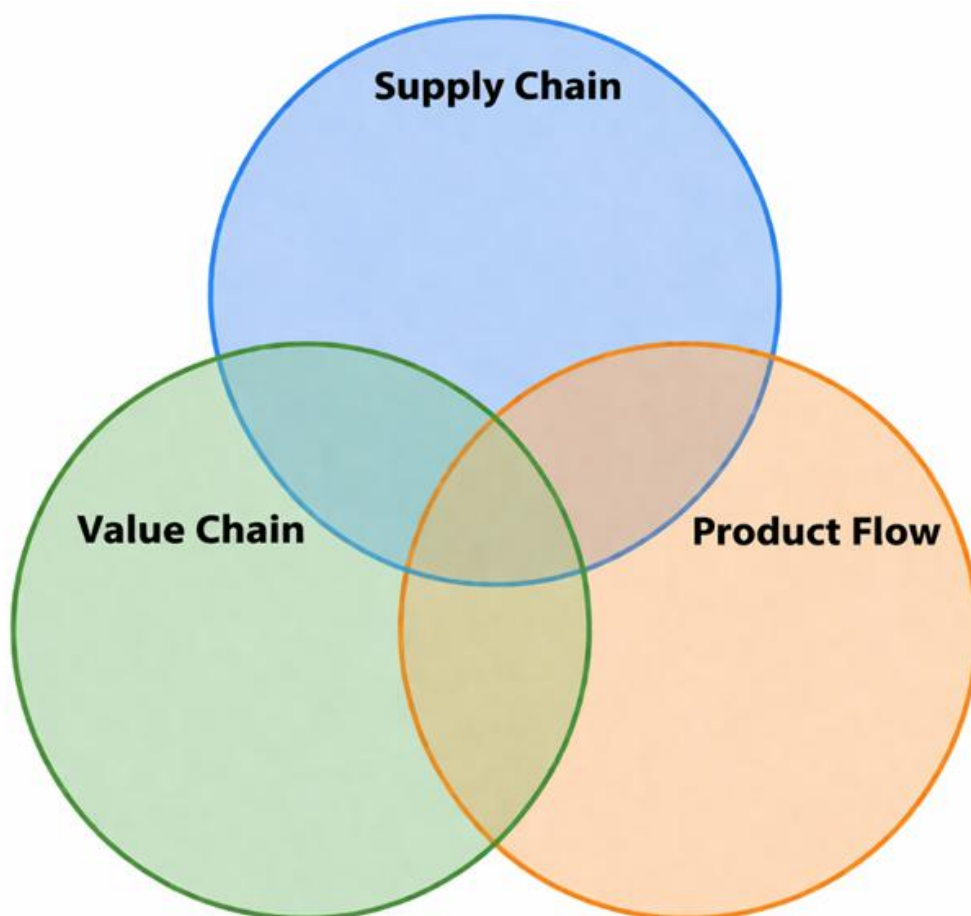
- Manila paper or bond paper
- Marker, pen, or pencil

Reminder:

- Supply Chain = movement of products
- Value Chain = adding value to products
- Product Flow = direction or path of the product

IV. Instructions:

1. Draw three overlapping circles and label them Supply Chain, Value Chain, and Product Flow.
2. Write the unique features of each concept in the separate parts of the circles.
3. Write the similarities in the overlapping sections.
4. Keep your answers short and clear, using keywords or phrases.
5. Present your Venn diagram and explain your answers briefly.



Guide Questions / Answer Space:

1. *What is the main focus of each concept?*

2. *How are they similar?*

3. *How are they different?*

I. Activity No. 8: Pass the Product

II. Objective(s): At the end of the activity, you should be able to demonstrate the sequence of the supply chain and explain the importance of each stage and service provider.

III. Materials Needed:

- Actual farm product, realistic replica, or printed picture
- Stage cards: Production, Post-Harvest, Processing, Distribution, Marketing, Consumption
- Optional role cards: Farmer, Transporter, Processor, Retailer, Service Provider

IV. Instructions:

1. Six to eight learners will receive stage or role cards.
2. Arrange yourselves in the correct sequence of the supply chain or value chain.
3. Pass the farm product or picture from one learner to another.
4. As the product is passed, each learner states their role in one simple sentence.
Example: "I am Production. I grow the tomatoes."
5. After the role-play, join the class discussion and answer the guide questions.



<https://copilot.microsoft.com/th/id/BCO.438f426c-8bcd-4e34-b950-a16dc57c6496.png>

I. Activity No. 9: Fix the Broken Supply Chain

II. Objective(s): At the end of the activity, you should be able to analyze problems in the supply chain and identify the affected stage, the responsible stakeholder, and a practical solution.

III. Materials Needed:

- Printed scenario cards
- Manila paper or bond paper
- Marker or pen

Sample Scenarios:

- Eggplants spoiled due to improper storage after harvest.
- Products arrived late in the market due to transport delay.
- Poor packaging caused damage during selling.
- Low sales happened due to a lack of advertising.

IV. Instructions:

1. Form a group of 3 to 5 learners. Your group will receive one supply chain problem scenario.
2. Read and analyze the assigned situation carefully.
3. Identify the problem, the affected stage, the responsible stakeholder, and a possible solution.
4. Write your answers on paper and present them briefly to the class.
5. Listen to feedback and revise your answer if needed.

Guide Questions / Answer Space:

What is the problem?

Which stage of the supply chain is affected?

Who is responsible or involved?

What solution can you suggest?

I. Activity No. 10: Farm Product and Service Value Chain Design

II. Objective(s): At the end of the activity, you should be able to design and present a complete supply chain/value chain diagram that shows both products and services from production to consumption.

III. Materials Needed:

- Farm product reference from the community
- Bond paper, manila paper, or digital diagram tool
- Pen, markers, coloring materials, or computer/mobile device if available

IV. Instructions:

1. Choose one farm product commonly found in your community, such as rice, vegetables, eggs, fish, or poultry.
2. Identify all stages of the supply chain: Production, Post-Harvest, Processing, Distribution, Marketing, and Consumption.
3. Identify the service providers involved in each stage, such as farmers, transporters, processors, retailers, and market vendors.
4. Design a clear manual or digital diagram showing the flow of the product, flow of services, and arrows showing movement and relationships.
5. Add short labels or descriptions for each stage.
6. Present and explain the diagram to the class.

Guide Questions / Answer Space:

1. Does your output show both product movement and service roles?

2. Are all stages and stakeholders correctly labeled?

3. Can your group clearly explain how value is added at each stage?

Performance Task Rubric (20 points)

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Completeness of Supply Chain and Services (5 pts)	All 6 stages and all key service providers are complete and correctly shown.	5-6 stages present with minor missing service/provider.	3-4 stages present; several missing services.	1-2 stages only; mostly incomplete.
Accuracy of Content (5 pts)	All stages and roles are correct and well understood.	Minor errors in stages or roles.	Several incorrect concepts.	Mostly incorrect or unclear understanding.
Organization and Flow (4 pts)	Clear, logical, and easy-to-follow flow of product and services.	Mostly clear with minor confusion.	Some disorganized parts.	No clear sequence or flow.
Creativity and Presentation (3 pts)	Highly creative, neat, and visually engaging output.	Good presentation with some creativity.	Minimal effort in design.	Poor or incomplete presentation.

Explanation/ Presentation (3 pts)	Clear, confident, and complete explanation of diagram.	Understandable with minor lapses.	Limited explanation.	Unable to explain output.
---	--	---	-------------------------	------------------------------

Performance Level:

18-20 = Outstanding

14-17 = Very Satisfactory

10-13 = Satisfactory

5-9 = Needs Improvement

Evaluating Learning

Directions: Read each item carefully. Choose or write the correct answer.

A. Multiple Choice. Encircle the correct answer.

1. A farmer in your community is taking care of tomato plants to ensure healthy growth and a good yield. Which stage of the supply chain is being described?

- A. Processing
- B. Production
- C. Distribution
- D. Marketing

2. After harvesting vegetables, a trader hires a vehicle to deliver them to the town market. Which role is being performed in this situation?

- A. Farmer
- B. Consumer
- C. Transporter
- D. Processor

3. Freshly harvested rice is cleaned, dried, and stored properly before being sold. Which stage of the supply chain is shown in this situation?

- A. Marketing
- B. Consumption
- C. Post-Harvest
- D. Distribution

4. A company turns fresh mangoes into juice and dried mango products before selling them in supermarkets. What stage is being applied in this situation?

- A. Production
- B. Processing
- C. Distribution
- D. Consumption

5. A family buys vegetables from the market and prepares them for meals. Who is represented in this situation?

- A. Retailer
- B. Processor
- C. Transporter
- D. Consumer

B. Situational Identification. Write the correct answer.

6. A group of farmers, traders, transporters, and buyers work together to move agricultural goods from farms to households. This process is called _____.

7. In a community, farmers advertise their vegetables as organic and fresh to attract more buyers. This stage is called _____.

8. In a rice-producing town, individuals such as farmers, millers, truck drivers, and market vendors all play roles in moving rice to consumers. These people are called _____.

C. Short Answer. Write your answer in 1-2 sentences.

9. Why is proper handling during post-harvest important?

10. What will happen if one stage in the supply chain fails?

Reflection

Answer the following in 3-5 sentences or discuss first with a partner/small group before writing your response.

1. *What is one new thing you learned about how farm products move from production to consumption?*

2. *How did you contribute to your group's supply chain diagram?*

3. *What did you learn about working with others and appreciating the roles of different stakeholders?*

V. Synthesis

The activities show that farm products and services move through an organized process from Production, Post-Harvest, Processing, Distribution, Marketing, and Consumption. The supply chain explains the movement of goods, product flow shows the direction or path of the product, and the value chain explains how value is added through proper handling, processing, packaging, marketing, and service support. Farmers, transporters, processors, retailers, consumers, and other service providers are connected; when one stage fails, product quality, safety, availability, and delivery can be affected. Therefore, an agro-entrepreneur must understand each stage, solve problems, and work with stakeholders to bring quality farm products to consumers.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	3	Date:	
Lesson Title/Topic:	Production Plan for Farm Products and Services		
Name:		Grade & Section:	

Learning Competency: Develop a production plan for farm products and/or services available in the locality.

I. Activity No. 1: Barangay Farm Product & Service Mapping

II. Objective(s): At the end of the activity, you should be able to identify farm products and farm services in the locality through observation, data gathering, and product assessment.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil
- Observation notes or interview notes from farmers, service providers, or local markets

IV. Instructions:

1. Form a group of 3-5 members.
2. List farm products commonly found in your barangay or locality, such as rice, corn, vegetables, livestock, poultry, or fish.
3. List farm services available in the locality, such as irrigation, veterinary service, machinery rental, transport service, or extension service.
4. Gather information through a short interview, market observation, or prior knowledge about your community.
5. Present your findings using a simple chart or written summary.

Answer the following:

1. What farm products are most common in your locality?

2. What farm services support the production of these products?

3. How do these products and services support local livelihood?

I. Activity No. 2: Farm Records Exploration

II. Objective(s): At the end of the activity, you should be able to examine sample farm records and identify the information they provide for farm operations.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil
- Sample farm records such as production log, sales receipt, inventory sheet, or service contract

Here are sample farm records you can use for the Farm Records Exploration activity.

1. Production Log

Date	Crop	Activity	Quantity/Area	Remarks
Apr 10, 2026	Rice	Planting	2 hectares	Completed on time
Apr 15, 2026	Corn	Fertilizer applied	50 kg	Used organic type
Apr 20, 2026	Vegetables	Harvesting	200 kg	Good quality yield

2. Sales Receipt

Farmer's Name: Juan Dela Cruz Buyer: Local Market Vendor
Date: April 22, 2026

Item	Quantity	Unit Price	Total
Rice (sacks)	10	₱1,200	₱12,000
Corn (kg)	50	₱25	₱1,250
Vegetables	30 kg	₱40	₱1,200

Grand Total: ₱14,450

3. Inventory Sheet

Item	Quantity on Hand	Date Updated	Remarks
Fertilizer (bags)	15	Apr 18, 2026	Enough for next cycle
Seeds (kg)	20	Apr 18, 2026	Rice and corn seeds
Fuel (liters)	50	Apr 18, 2026	For machinery use

4. Service Contract

Service Provider: Barangay Irrigation Association
Farmer: Maria Santos
Date: April 5, 2026

Service: Irrigation for rice field

Duration: April–June 2026

Fee: ₱5,000 (paid in two installments)

Terms: Provider ensures water supply during planting and growing season. Farmer agrees to pay fees on schedule.

5. Financial Statement

Farmer: Pedro Reyes Period

Covered: April 2026

Category	Income (₱)	Expenses (₱)	Balance (₱)
Crop Sales	20,000		20,000
Livestock Sales	8,000		8,000
Inputs (Seeds, Fertilizer)		6,500	-6,500
Labor Costs		4,000	-4,000
Services (Irrigation, Vet)		3,500	-3,500

IV. Instructions:

1. Study the sample farm records provided by your teacher.
2. Identify the type of each record: sales record, production log, inventory sheet, labor log, or service agreement.
3. Write the information commonly found in each record.
4. Explain how each record helps a farmer manage production activities.

Answer the following:

1. Which record helps track income or sales?

2. Which record shows farm productivity?

3. Which record helps clarify responsibilities for farm services?

I. Activity No. 3: Station Rotation: Sales Records, Production Logs, and Service Agreements

II. Objective(s): At the end of the activity, you should be able to differentiate between business records and farm production records by analyzing their purpose and use in farm management.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil
- Sample sales records, production logs, and service agreements

IV. Instructions:

1. Rotate through the three learning stations prepared by your teacher.
2. At the Sales Records Station, identify the information usually written in a sales record and how it helps farmers make decisions.
3. At the Production Logs Station, identify the details recorded in production activities and how they improve farm efficiency.
4. At the Service Agreements Station, identify farm services that need clear agreements or contracts.
5. Write your answers clearly and be ready to share your group response.

Answer the following:

1. How are sales records different from production logs?

2. How do service agreements support farm operations?

3. What problem may happen if records are incomplete or inaccurate?

I. Activity No. 4: Mock Farm Record Template

II. Objective(s): At the end of the activity, you should be able to design a simple farm record template that can be used to organize farm production or service information.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil
- Ruler, if available

IV. Instructions:

1. Choose one farm record template to design: Daily Harvest Log, Machinery Rental Log, Labor Log, or another farm record approved by your teacher.
2. Use clear columns such as Date, Crop/Service, Quantity/Duration, and Remarks.
3. Make the template neat, organized, and easy to understand.
4. Explain how your record template can help in farm management.

Answer the following:

1. What type of farm record did you design?

2. What columns did you include in your template?

3. How can this record help farmers plan and manage farm activities?

I. Activity No. 5: Farm Production Plan Development

II. Objective(s): At the end of the activity, you should be able to prepare the main parts of a production plan by identifying farm inputs, labor requirements, services, activities, and possible risks.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil
- Community data or prior knowledge about a local farm product
- Sample crop calendar, if available

IV. Instructions:

1. Choose one crop or farm product commonly available in your locality, such as rice, corn, vegetables, poultry, fish, or livestock.
2. Identify the needed farm inputs, such as seeds, fertilizer, tools, feeds, or other materials.
3. List the labor requirements and farm services needed, such as irrigation, machinery rental, transport, or veterinary service.
4. Outline the production activities from land preparation or start of production up to harvest and post-harvest activities.

5. Identify possible risks and write preventive measures to reduce their impact.

Answer the following:

1. What product did your group choose and why?

2. What inputs, labor, and services are needed for this product?

3. What risks may affect production, and what preventive measures can be used?

I. Activity No. 6: Scenario-Based Farm Planning

II. Objective(s): At the end of the activity, you should be able to analyze farm production problems and suggest practical adjustments or preventive measures.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

1. Read each situation carefully.
2. Identify the part of the production plan affected by the problem.
3. Write a practical adjustment or preventive measure.
4. Explain your answer briefly.

Answer the following:

1. If irrigation service is delayed, how will it affect your plan?

2. If fertilizer prices suddenly increase, what adjustments should you make in your production plan?

3. If laborers are unavailable during peak harvest season, how will you manage the situation?

4. If pests damage part of your crop, what preventive measures can you apply to minimize future risks?

5. If a service provider, such as machinery rental, fails to deliver on time, how will it affect your farm operations?

I. Activity No. 7: Farm Manager Role-Play

II. Objective(s): At the end of the activity, you should be able to propose preventive measures that show responsibility, sustainability, and accountability in farm management.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil
- Simple props, if available

IV. Instructions:

1. Form a group and assign roles such as farm manager, farmer, laborer, service provider, and buyer.
2. Choose one farm production problem, such as pest infestation, delayed irrigation, high input cost, labor shortage, or machinery delay.
3. Prepare a short skit or dialogue showing how the group will manage the problem.
4. Include preventive measures such as crop rotation, pest monitoring, financial record-keeping, service scheduling, or backup service providers.
5. Present your role-play to the class.

Answer the following:

1. What production problem did your group present?

2. What preventive measures did your group propose?

3. How did the farm manager show responsibility in the situation?

I. Activity No. 8: Evaluating Learning

II. Objective(s): At the end of the activity, you should be able to answer scenario-based and multiple-choice items to show understanding of farm records, services, risks, and production planning.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

A. Multiple Choice. Choose the best answer for each item. Write the letter of your answer in the space provided.

1. _____ Which farm record best helps in tracking productivity?
 - a. Sales Receipt
 - b. Cash Voucher
 - c. Service Agreement
 - d. Production Log
2. _____ If irrigation services are delayed, which part of the production plan is most affected?
 - a. Crop Calendar
 - b. Farm Inputs
 - c. Risk Management
 - d. Labor Requirements
3. _____ Which preventive measure reduces pest infestation most effectively?
 - a. Crop rotation
 - b. Hiring more labor
 - c. Expanding land area
 - d. Increased fertilizer use

4. _____ Which service is most critical during planting season?
 - a. Veterinary services
 - b. Marketing services
 - c. Irrigation services
 - d. Machinery rental for harvesting
5. _____ If fertilizer prices suddenly increase, what adjustment should be made in the production plan?
 - a. Hire more laborers
 - b. Delay planting
 - c. Increase crop area
 - d. Reduce fertilizer use or find alternatives
6. _____ Which record is most useful for predicting future production risks?
 - a. Harvest Log
 - b. Labor Log
 - c. Sales Receipt
 - d. Service Agreement
7. _____ If laborers are unavailable during peak harvest season, which solution is most practical?
 - a. Stop production activities
 - b. Delay harvest until labor is available
 - c. Reduce crop area immediately
 - d. Rent machinery or hire temporary workers
8. _____ Why is it important to keep service agreements documented?
 - a. To reduce fertilizer costs
 - b. To monitor pest infestation
 - c. To increase crop yield directly
 - d. To avoid disputes and clarify responsibilities
9. _____ Which farm record would best show the financial performance of the farm?
 - a. Labor Log
 - b. Service Agreement
 - c. Production Log
 - d. Sales Records
10. _____ If pests damage part of the crop, which preventive measure ensures long-term sustainability?
 - a. Hiring more workers
 - b. Expanding land area
 - c. Increasing irrigation frequency
 - d. Crop rotation and pest monitoring

11. Which farm service supports livestock health?
 - a. Irrigation service
 - b. Machinery rental
 - c. Marketing service
 - d. Veterinary service
12. How can production logs improve farm efficiency?
 - a. By recording buyer information
 - b. By reducing service costs
 - c. By eliminating labor requirements
 - d. By tracking activities and identifying problems
13. If machinery rental is delayed, which farm activity is most affected?
 - a. Pest monitoring
 - b. Fertilizer application
 - c. Marketing of products
 - d. Land preparation or harvesting
14. Which record helps farmers decide which crops are most profitable?
 - a. Labor Log
 - b. Service Agreement
 - c. Production Log
 - d. Sales Records
15. Why should remarks be included in farm records?
 - a. To calculate profits directly
 - b. To reduce the number of entries
 - c. To replace service agreements
 - d. To provide notes on quality, issues, or conditions

B. Performance Task. Create a flowchart of a production plan for one farm product or service available in your locality.

Instructions:

1. Create a flowchart that includes the following components:
 - Assessment (initial evaluation of farm needs and conditions)
 - Requirements (inputs such as seeds, fertilizer, tools, labor)
 - Activities (planting, fertilizing, pest control, harvesting)
 - Services (irrigation, machinery rental, veterinary, extension services)
 - Costs (operational expenses, input costs, service fees)
 - Risk Management (preventive measures, contingency plans, monitoring)
2. Use arrows to show the sequence and connections between steps.
3. Make the flowchart clear, organized, and creative (you may use symbols, colors, or icons).
4. Present your flowchart to the class in a short explanation (2–3 minutes).

Rubric

Criteria	Excellent (2 pts)	Good (1 pt)	Needs Improvement (0 pt)
Completeness	All required parts included	Most parts included	Few parts included
Clarity & Organization	The flowchart is neat and easy to follow	Somewhat clear	Disorganized or hard to follow
Accuracy	Information is realistic and correct	Minor errors	Many errors or irrelevant
Creativity	Presentation is engaging and original	Some creativity shown	Very minimal creativity
Presentation	Clear explanation during sharing	Adequate explanation	Weak or unclear explanation

Scoring Guide:

9–10 points → Outstanding

6–8 points → Satisfactory

3–5 points → Needs Improvement

0–2 points → Poor

V. Synthesis

Write a 3-5 sentence synthesis that explains how farm assessment, farm records, production requirements, production activities, services, costs, and risk management help in developing a production plan for farm products and/or services available in your locality.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP	Term:	2
Lesson Exemplar:	4	Date:	
Lesson Title/Topic:	Farm Budget Plan		
Name:		Grade & Section:	

Learning Competency: Discuss the farm budget plan.

I. Activity No. 1: Farm Money Choices - Spend, Save, or Invest for the Farm?

II. Objective(s): At the end of the activity, you should be able to identify farm expenses, income sources, savings, and investments to explain why farmers need a farm budget plan.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

1. Read the situation: Imagine you are helping manage a small vegetable farm. You have Php 1,000 before planting season. Decide what farm needs to spend on, what possible income you expect, and whether some amount should be saved.
2. Write three possible farm expenses and two possible sources of farm income.
3. Each learner writes three possible farm expenses and two possible sources of farm income.
4. Learner pair with a seatmate and compare their answers.
5. Each pair chooses one item that belongs to “money spent” and one item that belongs to “money earned.”
6. Learners explain briefly why each item belongs to the selected category.
7. Learners may include simple examples such as seeds, fertilizer, labor, tools, vegetable sales, animal sales, or service income.

Farm Expenses	Possible Farm Income	Money spent/money earned
1.	1.	
2.	2.	
3.	3.	

Category	Example
Expenses	
Income	
Savings	
Investment	

Processing Questions:

- Which items will require money before the farm earns income?

- Why should a farmer list expenses and expected income before starting farm work?

- What could happen if a farmer spends without a plan?

I. Activity No. 2: Farm Finance Carousel

II. Objective(s): At the end of the activity, you should be able to describe financial service providers, financial services, savings, investments, and budget cost analysis as parts of a farm budget plan.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil
- Manila paper or worksheet for group output

IV. Instructions:

1. Work with your assigned group. Choose a recorder and a reporter.
2. Complete each station task. Write concise answers in the tables below.
3. Prepare to report one station output in one minute.

Station 1 - Financial Service Providers: Match each provider with its possible role in farm support.

Provider	Possible Role in Farm Support
Bank / Land Bank	
Cooperative	
DA / DTI Program	
Private Company	
NGO / International Organization	

Station 2 - Financial Services: Identify whether a scenario refers to a loan, savings, insurance, investment, or remittance.

Station 2 - Scenario	Financial Service: loan, savings, insurance, investment, or remittance
A farmer borrows capital for seeds.	
A farmer keeps part of the earnings for the next planting season.	
A farmer protects crops against possible loss.	
A farmer buys a tool that can help with production.	
A farmer receives money sent by a family member.	

Station 3 - Financial Literacy Services: Identify documents or steps needed for funding applications.

Station 3 - Funding Application	Documents or steps needed
What documents may be needed?	
What steps should the farmer follow?	

Station 4 - Budget Cost Analysis: Classify items as operational cost, income, profit, or break-even point.

Station 4 - Item	Classification: operational cost, income, profit, or break-even point
Seeds and fertilizer	
Vegetable sales	
Amount left after expenses are deducted from income	
The point where revenue equals total cost	

Station 5 - Savings: Compare bank, cooperative/community, and informal savings.

Station 5 - Savings Type	Advantage / Risk
Bank savings	
Cooperative or community savings	
Informal savings	

Station 6 - Investment Options: Distinguish short-term and long-term farm investments.

Station 6 - Investment Item	Short-term or Long-term? Explain briefly.
Seasonal crops	
Water pump	
Land improvement	
Livestock	

Processing Questions:

- Which provider would best help a farmer who needs capital? Why?

- How is income different from profit?

- Why should savings and investment be included in a farm budget discussion?

I. Activity No. 3: Match and Explain

II. Objective(s): At the end of the activity, you should be able to match farm finance providers, services, and examples, and explain how each supports farm budgeting.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

1. Study the mixed providers, services, and examples.
2. Match each provider with the most appropriate service and explanation.
3. Write one short explanation for each matched set.

Provider choices: Bank, Cooperative, DA/DTI/Land Bank, Private Company, NGO/International Organization.

Service choices: Loan/Credit, Savings/Loan, Grant/Subsidy, Insurance/Investment, Financial Literacy/Technical Support.

No.	Provider	Service	Explanation (Letter)	Short Explanation
1				
2				
3				
4				
5				

Letter	Example
A	A farmer saves money for the next planting season or borrows capital for fertilizer.
B	A farmer applies for government support to buy farm inputs.
C	A farmer receives training on using farm money wisely.
D	A farmer buys insurance or gets support from a private agribusiness partner.
E	A farmer borrows capital from a registered financial institution.

Processing Questions:

- How do financial providers help farmers prepare for planting or production?

- Why should farmers understand the service before applying or borrowing?

I. Activity No. 4: Farm Budget Item Sort and Justify

II. Objective(s): At the end of the activity, you should be able to classify farm budget items into the correct categories and justify the classification using farm budgeting terms.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil
- Group worksheet or manila paper

IV. Instructions:

1. Form small groups of four to five learners.
2. Read the farm budget items listed below.
3. Classify each item under the correct heading: Financial Service Provider, Financial Service, Operational Cost, Income, Savings, Short-Term Investment, or Long-Term Investment.
4. Write one short reason for at least five classified items.
Budget items: seeds, fertilizer, water bill, hired labor, vegetable sales, poultry sales, bank savings, cooperative savings, loan, insurance, remittance, water pump, land improvement, seasonal crops, livestock, bank, cooperative, DA/DTI loan program, Land Bank, NGO.

Category	Items Classified Under This Category
Financial Service Provider	
Financial Service	
Operational Cost	
Income	
Savings	
Short-Term Investment	
Long-Term Investment	

Item	Category	Reason for Classification
1.		
2.		
3.		
4.		
5.		

Processing Questions:

- Which items require money before the farmer earns income?

- Which items can help the farmer earn or protect money?

- Why should income and expenses be separated in a farm budget plan?

- How can savings and investment support future farm activities?

I. Activity No. 5: One-Minute Farm Budget Summary

II. Objective(s): At the end of the activity, you should be able to summarize the importance and components of a farm budget plan in a short statement.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

1. Complete the statement below.
2. Share your summary when called by the teacher.

*A farm budget plan is important
because_____.*

*It includes _____,
_____, and _____.*

Processing Questions:

1. What common ideas did your classmates mention about farm budgeting?

2. Which part of the farm budget plan do you think farmers should prepare first?
Why?

I. Activity No. 6: Farm Budget Decision Card/Additional Activity

II. Objective(s): At the end of the activity, you should be able to identify expenses, income sources, savings, and investments in a farm situation and explain why budgeting is useful.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

1. Read the farm situation below.
Situation: A farmer plans to plant pechay. The farmer needs seeds, fertilizer, and labor. After harvest, the farmer expects income from selling pechay. The farmer also wants to save part of the earnings for the next planting season and buy a sprayer later.
2. Identify the expenses, income sources, possible savings, and possible investments mentioned in the situation.
3. Write a two- to three-sentence explanation of why budgeting is useful in the situation.

Budget Component	Answer
Expenses	
Income	
Savings	
Investment	

Processing Questions:

- Why is budgeting useful in the situation?

- What could happen if the farmer does not prepare for the next planting season?

I. Activity No. 7: Assessment

II. Objective(s): At the end of the activity, you should be able to demonstrate understanding of the farm budget plan by selecting the best answer for each item.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

Directions: Choose the best answer. Write the letter of your answer in the space provided.

1. _____ A farmer receives money from selling harvested pechay. This should be classified as:
A. Labor
B. Income
C. Utility cost
D. Long-term investment
2. _____ A water pump that can be used for several planting seasons is best classified as:
A. Remittance
B. Informal savings
C. Short-term investment
D. Long-term investment
3. _____ Which item should be classified as an operational cost?
A. Fertilizer
B. Selling price
C. Grant received
D. Bank interest earned
4. _____ If total revenue equals total costs, the farm is at the:
A. profit point
B. loss point
C. break-even point
D. investment point
5. _____ Which choice shows the correct relationship between income, expenses, and profit?
A. Income is the same as profit.
B. Expenses are always profit
C. Profit is expenses minus income.
D. Profit is income minus expenses.
6. _____ A farmer needs capital to buy seeds from a registered institution. Which provider is most appropriate?
A. Customer
B. Farm tool
C. Bank or cooperative
D. Weather report
7. _____ Why is insurance included in financial services for farmers?
A. It removes expenses.
B. It replaces savings.
C. It makes crops grow faster.
D. It protects against risks such as crop failure or disasters.
8. _____ A farmer wants to know if vegetable sales can cover seeds, fertilizer, labor, and utilities. Which part of a farm budget plan is most useful?
A. Informal savings
B. Budget cost analysis
C. Remittance service
D. Private sector support
9. _____ Which statement best explains the purpose of a farm budget plan?
A. It guarantees profit.
B. It replaces all records.
C. It lists only farm products sold.
D. It helps farmers plan income, expenses, and financial decisions.
10. _____ Which learner response best shows appreciation for farm budgeting?
A. "Only large farms need budgets."
B. "Income and profit mean the same thing."
C. "Budgeting is unnecessary if harvest is good."
D. "Farmers should plan costs, income, savings, and investments before deciding."

I. Activity No. 8: Learner Reflection

II. Objective: At the end of the activity, you should be able to reflect on your understanding of farm budgeting and how it helps farmers make responsible decisions.

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

Answer the following questions in complete sentences.

Processing Questions:

- What part of the farm budget plan was easiest to understand?

- Which classification was difficult: income, expense, savings, or investment? Why?

- How can budgeting help farmers make responsible decisions?

V. Synthesis

Farm budgeting helps farmers plan how money will be spent, earned, saved, and invested. A farm budget plan includes expected income, operational costs, savings, financial services, financial service providers, investment options, and budget cost analysis. By understanding these parts, farmers can make responsible decisions, prepare for farm needs, reduce financial risks, and avoid unnecessary losses.

Write your own 3-5 sentence synthesis of the whole lesson below:
