

Lesson Exemplars for Agro-entrepreneurship

TECH-PRO ELECTIVE



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LESSON EXEMPLAR

Learning Area	AGRO-ENTREPRENEURSHIP	Grade Level	11
Term	SECOND	Lesson Exemplar	1

I. OBJECTIVES

A. Content Standard	The learners demonstrate an understanding of the importance of value-adding activities for farm products and services, product flow, supply, and value chain in production plan development.
B. Performance Standard	The learners develop a production plan for farm products and/or services
C. Learning Competencies	Discuss value-adding activities on farm products and services.
II. REFERENCES and MATERIALS	<p>Agricultural Marketing Resource Center. "Value-Added Agriculture." Accessed 2023. https://www.agmrc.org.</p> <p>Suryaningrum, D., and P. Lestari. "Strategies to Increase Added Value of Agricultural Products through Local Agribusiness Development." <i>West Science Agro</i> 3 (2025): 199–208. https://doi.org/10.58812/wsa.v3i03.2182</p>
III. CONTENT	<p>Value-Adding Activities on Farm Products and Services</p> <ul style="list-style-type: none"> ● Value addition <ul style="list-style-type: none"> o definition and importance of value addition in agro-products o economic benefits of value addition for agri-preneur ● Strategies in value addition of farm products <ul style="list-style-type: none"> o Processing <ul style="list-style-type: none"> - tools and equipment for small-scale agricultural processing - commonly processed agricultural products o Packaging <ul style="list-style-type: none"> - importance of packaging in the marketing of agro-products - types of packaging for agricultural produce - branding and labeling as a value-adding strategy o Sorting

	<ul style="list-style-type: none"> - role of sorting in ensuring product quality and marketability - techniques for sorting agricultural products <ul style="list-style-type: none"> ☐ manual ☐ automated - sorting based on criteria <ul style="list-style-type: none"> ☐ size ☐ ripeness ☐ color - sorting tools and technologies for small-scale operations o Cleaning <ul style="list-style-type: none"> - importance of cleaning for food safety and market standards - cleaning techniques for fresh produce and processed goods - equipment used in cleaning agricultural products - compliance with sanitation standards in agro-entrepreneurship o Peeling <ul style="list-style-type: none"> - significance of peeling in agri-products - methods of peeling - equipment for peeling in small-scale agro-processing ● Standard on size, length, and weight <ul style="list-style-type: none"> o market standards for agri-products o setting and adhering to standards in local markets o tools and equipment for measuring and standardizing agricultural produce o standardization of product
IV. OBJECTIVES	<ol style="list-style-type: none"> 1. Explain the concept of value addition in farm products and services, including techniques such as: <ul style="list-style-type: none"> ● Processing ● Cleaning ● Peeling ● Sorting ● Packaging; and ● Standardization of agricultural products 2. Match farm products and services with appropriate value-adding activities commonly practiced in the community. 3. Appreciate the importance of value-adding activities in enhancing the quality, usability, and marketability of farm products and services through participation in class discussions, reflection activities, or sharing of community-based examples..

V. PROCEDURES		ANNOTATIONS
<p><i>(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)</i></p> <p>This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary integration, and technology-enhanced instruction.</p> <p>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.</p> <p>(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	<p>1. Activating Prior Knowledge</p> <p>Activity: From Farm to Market Photo Analysis</p> <p>The teacher presents images through a PowerPoint slide showing the transformation of agricultural products:</p> <ul style="list-style-type: none"> • Fresh cassava → Cassava chips • Raw mango → Dried mango • Fresh milk → Cheese or yogurt 	<p><i>The teacher facilitates discussion by asking probing questions to stimulate learners' thinking. This activity activates learners' prior knowledge and connects the concept of value addition to real-life agricultural products. ICT integration is utilized through the presentation of visual materials.</i></p>



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?

2. Establishing the Purpose of the Lesson

Think-Pair-Share Activity

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.

With the guidance of the teacher, the learners synthesize their responses and derive the lesson on Value-Adding Activities on Farm Products and Services, highlighting the contribution of these activities to the agricultural value chain and agribusiness development.

<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Activity: Guess the Value-Adding Strategy</p> <p>The teacher presents pictures or short scenarios such as:</p> <ul style="list-style-type: none"> • 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 <p>Learners identify what value-adding strategy is being used: processing, cleaning, peeling, sorting, packaging, or standardization.</p> <p>2. Discussing New Concept</p> <p>Activity: Match the Value-Adding Situation</p> <p>The class is divided into three groups. Each group receives:</p> <ul style="list-style-type: none"> • Two value-adding strategy cards • Three situation cards (one dummy) <p>Learners analyze the situations and determine which ones match their assigned strategies.</p> <p>GROUP 1</p> <p>Value-Adding Strategy Cards</p> <p>Strategy Card 1: Processing Transforming raw agricultural products into a different product form to increase their value (e.g., cooking, drying, fermenting, frying).</p>	<p><i>The teacher facilitates discussion by asking learners to justify their answers. This activity develops observation and analytical skills while linking visual examples to agricultural processing practices.</i></p> <p><i>The teacher ensures that group members perform assigned roles (reader, analyzer, matcher, reporter) to ensure participation. After the activity, groups present their answers and the teacher clarifies concepts related to processing, packaging, cleaning, sorting, peeling, and product standardization.</i></p>
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	<p>Strategy Card 2: Cleaning Removing dirt, chemicals, and other contaminants from farm products before processing or selling.</p> <p>Situation Cards</p> <p>Situation Card A A farmer washes freshly harvested tomatoes using clean water before selling them in the local market.</p> <p>Situation Card B A group of students slices bananas and fries them to make banana chips that they plan to sell at school.</p> <p>Situation Card C (Dummy) A vendor separates large and small mangoes before arranging them on the display table.</p>	<p>Expected Matching Answers (Teacher's Reference)</p> <table> <tr> <th>Group</th><th>Strategy</th><th>Correct Situation</th></tr> <tr> <td>Group 1</td><td>Cleaning</td><td>Situation A</td></tr> <tr> <td>Group 1</td><td>Processing</td><td>Situation B</td></tr> <tr> <td>Group 2</td><td>Sorting</td><td>Situation A</td></tr> <tr> <td>Group 2</td><td>Packaging</td><td>Situation B</td></tr> <tr> <td>Group 3</td><td>Peeling</td><td>Situation A</td></tr> <tr> <td>Group 3</td><td>Product Standardization</td><td>Situation B</td></tr> </table>	Group	Strategy	Correct Situation	Group 1	Cleaning	Situation A	Group 1	Processing	Situation B	Group 2	Sorting	Situation A	Group 2	Packaging	Situation B	Group 3	Peeling	Situation A	Group 3	Product Standardization	Situation B
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Group 3	Peeling	Situation A																					
Group 3	Product Standardization	Situation B																					
	<p>GROUP 2</p> <p>Value-Adding Strategy Cards</p> <p>Strategy Card 1: Sorting Separating agricultural products based on size, quality, ripeness, or appearance.</p> <p>Strategy Card 2: Packaging Placing products in containers or wrapping them properly to protect the product and attract buyers.</p>																						
	<p>Situation Cards</p> <p>Situation Card A A vegetable seller arranges tomatoes according to size and removes damaged ones before selling them.</p>																						

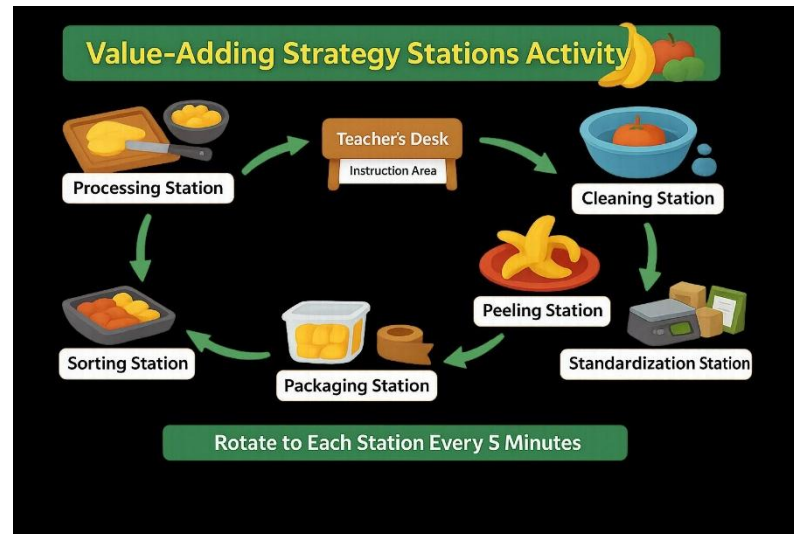
	<p>Situation Card B A small business packs cassava chips in sealed plastic pouches with colorful labels.</p> <p>Situation Card C (Dummy) A farmer washes sweet potatoes in clean water before bringing them to the market.</p>	
	<p>GROUP 3</p> <p>Value-Adding Strategy Cards</p> <p>Strategy Card 1: Peeling Removing the outer skin or covering of fruits or vegetables to prepare them for processing or consumption.</p> <p>Strategy Card 2: Product Standardization Ensuring that each product has consistent size, weight, and quality for uniformity and customer satisfaction.</p>	
	<p>Situation Cards</p> <p>Situation Card A A worker removes the skin of cassava before turning it into cassava flour.</p> <p>Situation Card B A food business ensures that every pack of sweet potato chips weighs exactly 50 grams.</p> <p>Situation Card C (Dummy) A vendor seals banana chips in plastic packaging before selling them.</p>	

3. Developing Mastery

Activity: Value-Adding Strategy Stations

The classroom is divided into stations representing:

- Processing
- Cleaning
- Peeling
- Sorting
- Packaging
- Standardization



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

The teacher facilitates the rotation and encourages collaborative discussion. This activity strengthens understanding through experiential learning and connects theory to practical agricultural practices.

	<table><tr><th>Station</th><th>Materials to Prepare</th><th>What Learners Do at the Station</th><th>Key Learning Points</th><th>Suggested Time</th></tr><tr><td>Processing Station</td><td>Sample farm product (banana, cassava, sweet potato, or tomato), knife, chopping board, sample processed product (e.g., banana chips or cassava chips), picture of processing equipment</td><td>Learners examine the raw product and discuss how it can be processed into a value-added product. They identify possible processing methods (slicing, drying, frying, cooking).</td><td>Processing transforms raw farm products into new products with higher value and longer shelf life.</td><td>5 minutes</td></tr><tr><td>Cleaning Station</td><td>Basin of water, sample fruits/vegetables (or pictures), brush, cloth, poster showing proper washing steps</td><td>Learners observe or simulate washing and cleaning farm products. They discuss why dirt, pesticides, and contaminants must be removed before processing.</td><td>Cleaning ensures food safety, hygiene, and better product quality.</td><td>5 minutes</td></tr><tr><td>Peeling Station</td><td>Sample fruits or root crops (banana, mango, potato, cassava, or pineapple), peeler or knife, chopping board, waste container, pictures showing proper</td><td>Learners observe or simulate peeling farm products. They identify why peeling is necessary before processing.</td><td>Peeling improves product appearance, cleanliness, and readiness for further processing or consumption.</td><td>5 minutes</td></tr></table>	Station	Materials to Prepare	What Learners Do at the Station	Key Learning Points	Suggested Time	Processing Station	Sample farm product (banana, cassava, sweet potato, or tomato), knife, chopping board, sample processed product (e.g., banana chips or cassava chips), picture of processing equipment	Learners examine the raw product and discuss how it can be processed into a value-added product. They identify possible processing methods (slicing, drying, frying, cooking).	Processing transforms raw farm products into new products with higher value and longer shelf life.	5 minutes	Cleaning Station	Basin of water, sample fruits/vegetables (or pictures), brush, cloth, poster showing proper washing steps	Learners observe or simulate washing and cleaning farm products. They discuss why dirt, pesticides, and contaminants must be removed before processing.	Cleaning ensures food safety, hygiene, and better product quality.	5 minutes	Peeling Station	Sample fruits or root crops (banana, mango, potato, cassava, or pineapple), peeler or knife, chopping board, waste container, pictures showing proper	Learners observe or simulate peeling farm products. They identify why peeling is necessary before processing.	Peeling improves product appearance, cleanliness, and readiness for further processing or consumption.	5 minutes	
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		peeling techniques	packaging, or selling.			
	Sorting Station	Mixed samples of fruits or vegetables with different sizes/quality (or pictures), tray or basket	Learners separate products according to size, ripeness, or quality (good vs damaged). They discuss how sorting affects uniformity and product standards.	Sorting improves consistency and ensures only quality products are processed or sold.	5 minutes	
	Packaging Station	Sample packaging materials (plastic pouch, paper box, label, tape, sealer picture), example packaged product	Learners design or observe packaging. They identify what information should be included on the label (product name, ingredients, net weight, expiration date).	Good packaging protects the product and attracts customers.	5 minutes	
	Standardization Station	Weighing scale (or picture), measuring cups, sample labels showing weight or size standards	Learners examine how products are measured or standardized. They determine uniform weight, size, or packaging for consistency.	Standardization ensures fairness to customers and maintains product quality in every pack.	5 minutes	
Groups rotate among stations and complete a worksheet identifying:						

- Purpose of the activity
- Tools or equipment used
- Benefits for product quality and marketability

Sample Accomplished Station Observation Worksheet

Name: _____

Group: _____

Date: _____

Farm Product Observed (Optional): _____

Instructions:

As your group rotates to each station, observe the materials and discuss the tasks. Complete the table by identifying the **purpose of the activity**, **tools/equipment used**, and **benefits for product quality and marketability**.

Station	Purpose of the Activity	Tools / Equipment Used	Benefits for Product Quality	Benefits for Marketability
Processing	To transform raw farm products into a new product with added value (e.g., turning bananas into banana chips).	Knife, slicer, frying pan, stove, drying tray	Improves taste, texture, and shelf life of the product.	Processed products can be sold at a higher price and attract more buyers.
Cleaning	To remove dirt, chemicals, and other contaminants from farm products before processing.	Basin, clean water, vegetable brush, clean cloth	Ensures food safety and prevents contamination.	Clean products appear fresh and safe, increasing customer confidence.
Peeling	To remove inedible or unwanted outer layers of farm products before processing or consumption (e.g., bananas,	Knife, peeler, chopping board, waste container	Improves cleanliness, appearance, and readiness for further processing.	Peeled products are more convenient and appealing to consumers, increasing buyer preference.

		mangoes, potatoes).					
	Sorting	To separate products based on size, ripeness, and quality before selling or processing.	Sorting tray, baskets, grading table	Ensures uniform quality and removes damaged products.	Uniform products are more appealing to customers.		
	Packaging	To protect the product and make it visually attractive to buyers.	Plastic pouch, paper box, labels, tape, heat sealer	Protects the product from dust, moisture, and spoilage.	Attractive packaging helps promote the product and attract customers.		
	Standardization	To ensure that each product has consistent size, weight, and quality.	Weighing scale, measuring cups, labeling materials	Maintains consistent product quality in every pack.	Customers trust products that have clear standards and labeling.		

C. Demonstrating Knowledge and Skills

1. Finding Practical Application

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 
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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.
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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.

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

2. Making Generalization

Learners answer:

- What is value addition?
- Why is value addition important in agricultural products?
- How does value addition contribute to agribusiness development?

Annotation

During the activity, the teacher facilitates by moving around the class, guiding learners, and asking simple probing questions to help them justify their answers. After group work, each group presents their matches with brief explanations, while the teacher provides feedback and clarification when needed. The activity is concluded with a short synthesis emphasizing the importance of value-adding in improving farm productivity and income.

	<p>3. Evaluating Learning</p> <p>5-Item Multiple Choice Quiz</p> <ol style="list-style-type: none"> 1. What is the main purpose of value addition in agricultural products? <ul style="list-style-type: none"> A. To increase farm labor B. To improve the quality and market value of products C. To reduce farm production D. To shorten harvesting time 2. Which activity involves turning raw agricultural products into new products? <ul style="list-style-type: none"> A. Cleaning B. Processing C. Sorting D. Packaging 3. Why is sorting agricultural products important? <ul style="list-style-type: none"> A. To reduce farm expenses B. To group products according to size, color, or quality C. To make products heavier D. To improve soil fertility 4. Which value-adding strategy improves product presentation and market appeal? <ul style="list-style-type: none"> A. Packaging B. Harvesting 	
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	<p>C. Irrigation</p> <p>D. Fertilizing</p> <p>5. A group of farmers is preparing their harvested vegetables for delivery to the local market. Before selling, they need to ensure that each sack has the correct weight to follow the agreed market price and avoid complaints from buyers. Which tool should they use to ensure accurate measurement and fair pricing?</p> <p>A. Fertilizer spreader B. Measuring scale C. Irrigation pump D. Plow</p> <p>Answer Key:</p> <p>1-B 2-B 3-B 4-A 5-B</p> <p>4. Additional Activities</p> <p>Learners conduct a mini market research in their community or online to identify a value-added agricultural product being sold. They analyze how value addition improved its marketability.</p>	
VI. ASSESSMENT	<p>Performance Tasks: “Value-Adding Matching and Simple Product Idea”</p> <p>Learners will choose one common farm product found in their community (e.g., rice, corn, coconut, fish, vegetables, or milk). They will then identify simple value-adding activities that can be applied to improve the product before selling.</p>	

The task includes:

- Selecting one farm product or agricultural service
 - Listing at least three appropriate value-adding activities (processing, cleaning, peeling, sorting, packaging, or standardization) that can be applied to it
 - Matching the chosen product with the identified value-adding activities
 - Writing a short explanation (2–3 sentences each) on how each activity improves the product's quality, usability, or marketability
 - Sharing one example from their community where similar value-adding activities are practiced
- Learners will submit their work on paper or present it briefly in class.

Rubric (20 points)

Criteria	4	3	2	1
Understanding of Value-Adding Activities	Correctly explains all activities	Minor errors in explanation	Some correct understanding	Limited or incorrect understanding
Matching of Product and Activities	All matches are appropriate	Most matches are appropriate	Some correct matches	Incorrect matches
Clarity of Explanation	Clear and easy to understand	Generally clear	Some unclear ideas	Very unclear
Community Connection	Clear and relevant example	Adequate example	Weak example	No example given
Completeness of Output	Complete requirements	Minor missing part	Several missing parts	Incomplete task

Sample Answer Sheet: Match and Describe Value-Adding Activities

Name: _____

Grade & Section: _____

Date: _____

Chosen Farm Product:

Fresh tilapia

Value-Adding Activities and Explanation

1. **Cleaning**

Before selling, the tilapia is washed and cleaned to remove dirt and impurities. This makes the fish safer to eat and more appealing to customers.

2. **Sorting**

The fish are grouped according to size. This helps buyers choose what they need and ensures fair and proper pricing in the market.

	<p>3. Packaging The tilapia is placed in clean containers or plastic bags. This helps keep it fresh and makes it easier to transport and sell.</p> <p>Community Example: In our local wet market, fish vendors usually clean and pack tilapia before display. This simple practice helps keep the fish fresh and encourages more buyers to purchase it.</p>
VII. REFLECTION	<p>Learners' Reflection</p> <ol style="list-style-type: none"> 1. What new insights did you gain about value-adding activities in agriculture? 2. Which value-adding strategy do you think has the greatest impact on product quality? Why? 3. How can value addition help farmers increase their income? 4. Which activity helped you understand the topic best? 5. If you were an agri-preneur, what value-added product would you create? <p>Teacher's Reflection</p> <ol style="list-style-type: none"> 1. Were the learners able to explain the concept and importance of value addition? 2. Did the activities promote critical thinking and collaboration among learners? 3. Which activity generated the most engagement? 4. What difficulties did learners encounter during the lesson? 5. What strategies can be improved in future lessons?
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT and Google Gemini 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>

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

I. OBJECTIVES <i>(Identifying the Goals)</i>	
Content Standard	The learners demonstrate an understanding of the importance of value-adding activities for farm products and services, product flow, supply, and value chain in production plan development.
Performance Standard	The learners develop a production plan for farm products and/or services.
Learning Competencies	Design supply chain diagram for farm products and services
II. REFERENCES and MATERIALS <i>(Selecting Resources and Material)</i>	References Food and Agriculture Organization of the United Nations (FAO). 2019. <i>Agri-Food Value Chains: What Is It?</i> https://www.fao.org/sustainable-food-value-chains/what-is-it/en/ Food and Agriculture Organization of the United Nations (FAO). 2023. <i>Agri-food Markets and Value Chains</i> . https://www.fao.org/family-farming/detail/en/c/449617/ Food and Agriculture Organization of the United Nations (FAO). 2025. <i>Sustainable Agribusiness and Agrifood Value Chain Development</i> . https://www.fao.org/agrifood-economics/areas-of-work/smart/sustainable-agribusiness-agrifood-value-chain/en/ International Fund for Agricultural Development (IFAD). 2024. <i>Markets and Value Chains</i> . https://www.ifad.org/en/markets-and-value-chains Food and Agriculture Organization of the United Nations (FAO). 2016. <i>Rural Development Report: Value Chains and Market Systems (Chapter 6)</i> . https://www.ifad.org/documents/38714170/40724622/Rural+development+report+2016.pdf

	<p>Technical Education and Skills Development Authority (TESDA). 2019. <i>Training Regulations: Agroentrepreneurship NC II</i>. https://tesda.gov.ph/Download/TrainingRegulations/Agroentrepreneurship_NC_II.pdf</p> <p>Department of Education (DepEd). 2023. <i>Strengthened Senior High School Curriculum: Agri-Fishery Arts – Agro-Entrepreneurship (Grade 11–12)</i>. https://www.deped.gov.ph/wp-content/uploads/SHS-Curriculum-Guide-Agrifishery-Arts.pdf</p> <p>Materials</p> <ul style="list-style-type: none"> • Realia of farm products (e.g., vegetables, fruits, grains) • Pictures of supply chain processes • Laptop • Projector • Television • Activity sheets • Manila paper • Marking pens • Internet access for digital diagram tools (e.g., Canva, Google Drawings, Lucidchart)
<i>(These shall be accomplished per topic)</i>	
<p>III. CONTENT <i>(Sequencing Content)</i></p>	<p>Product Flow, Supply Chain, and Value Chain</p> <ul style="list-style-type: none"> • Component • Differences and relationships
<p>IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i></p>	<p>At the end of the lesson, learners will be expected to:</p> <ol style="list-style-type: none"> 1.1 Discuss the concept of product flow, supply chain, and value chain of farm products and services in terms of their purpose, processes, and stakeholder roles. 1.2 Create a supply chain diagram that illustrates the correct sequence and flow of farm products and services from production to consumption. 1.3 Present the constructed supply chain diagram, clearly explaining each stage and the roles of stakeholders involved.

	1.4 Value the roles of farmers and other stakeholders by demonstrating cooperation, respect, and active participation during group activities.	
IV. PROCEDURE		ANNOTATION
A. Activating Prior Knowledge	<p>1. ACTIVATING PRIOR KNOWLEDGE</p> <p>ACTIVITY 1: "Trace the Tomato"</p> <p>Students are shown a picture of a ketchup bottle and must work in pairs to list the steps it took to get from a farm to their table.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Where do you think the tomatoes were first grown before becoming ketchup? 2. What steps are involved in turning fresh tomatoes into the ketchup in this bottle? 3. After processing, how does the ketchup get to stores or markets? <p>Possible Answer:</p> <ol style="list-style-type: none"> 1. <i>Tomatoes were first grown on farms.</i> 2. <i>They are harvested, cleaned, cooked, and mixed with ingredients to make ketchup.</i> 3. <i>The ketchup is packaged, transported, and delivered to stores or markets.</i> <p>ACTIVITY 2:</p> <p>Stakeholder Scramble:</p> <p>Provide cards with names like "Farmer," "Retailer," and "Transporter." Learners must arrange themselves in a line based on who they think handles the product first.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Who do you think handles the product immediately after it is harvested? 	<p>Activity 1: "Trace the Tomato" The teacher will show the class a picture of a ketchup bottle and ask learners to work in pairs to list the steps it took for the tomatoes to reach the bottle on their table. Learners will be encouraged to discuss their ideas and write them on the board or chart paper.</p> <p>The teacher will then facilitate a short discussion to compare the different ideas and clarify any misconceptions.</p> <p>The activity utilizes the activation phase of the Instructional Design Framework, as it engages learners in recalling prior knowledge and connecting it to real-life experiences of how farm products move through the supply chain. The activity also promotes collaborative learning, as students work in pairs to think critically and learn from each other.</p> <p>Activity 2: "Stakeholder Scramble" The teacher will prepare cards labeled with stakeholders such as "Farmer," "Transporter," "Retailer," and "Consumer." Each student will receive a card and will be asked to arrange themselves in the order of who handles the product first. After the students arrange themselves, the teacher</p>

	<p>2. What role does the transporter play in the journey of the product?</p> <p>3. How do retailers make sure the product is available for consumers?</p> <p>Possible Answer:</p> <ol style="list-style-type: none"> <i>1. Farm workers or post-harvest handlers manage the product after harvesting.</i> <i>2. Transporters move the product from farms to processing plants or markets.</i> <i>3. Retailers stock and display the product so consumers can buy it.</i> <p>2. ESTABLISHING THE PURPOSE OF THE LESSON</p> <p>At the end of the lesson, learners will be able to:</p> <ol style="list-style-type: none"> 1.1 Discuss the concept of product flow, supply chain, and value chain of farm products and services in terms of their purpose, processes, and stakeholder roles. 1.2 Create a supply chain diagram that illustrates the correct sequence and flow of farm products and services from production to consumption. 1.3 Present the constructed supply chain diagram, clearly explaining each stage and the roles of stakeholders involved. 1.4 Value the roles of farmers and other stakeholders by demonstrating cooperation, respect, and active participation during group activities. 	<p>will ask each student to explain their position and reasoning. The teacher will then discuss the correct sequence and clarify the roles of each stakeholder in the supply chain. This activity applies the IDF by involving learners in active and kinesthetic learning, as they physically participate in arranging the stakeholders. It also develops cognitive skills by having learners analyze and sequence the flow of farm products. Furthermore, it promotes social constructivism and collaboration, as students negotiate and justify their ideas within the group.</p> <p>The teacher will introduce the lesson objectives clearly and explain that by the end of the lesson, learners will understand how farm products move from production to consumption and the roles of different stakeholders. The teacher will relate this purpose to the previous activities, showing learners the practical connection between the “Trace the Tomato” and “Stakeholder Scramble” activities. This step applies the IDF by setting clear learning objectives, which helps learners know what they are expected to achieve. It also increases motivation and relevance, as learners see the real-life applications of the lesson. Additionally, it provides scaffolding by preparing learners for more complex tasks, such as designing a supply chain diagram.</p>
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<p>B. Instituting New Knowledge</p>	<p>1. PRESENTING EXAMPLES: TRACE THE PRODUCTS Instructions:</p> <p>Set the Scene: The teacher shows a picture of a farm product (e.g., a basket of tomatoes or eggs) and tells the students:</p> <p>“Let’s find out how this product gets from the farm to our table.”</p> <p>Group Work: Divide the class into small groups. Each group traces the journey of the product by discussing:</p> <ul style="list-style-type: none"> • Where is the product produced or grown? • How is it harvested or collected? • How is it transported to markets or stores? • How is it processed (if applicable)? • How does it reach the consumer? <p>Identify Problems: Each group talks about possible challenges along the way, such as spoilage, delays, or high costs.</p> <p>Propose Solutions: Using their prior knowledge, learners suggest practical improvements, such as better packaging, faster delivery, or improved storage.</p> <p>Present Findings: Groups share their ideas with the class using a simple diagram, drawing, or list that shows the product’s journey, challenges, and proposed solutions.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Who handles the product at each stage of its journey? 2. When might the product get delayed or damaged? 3. How can we improve the journey to make it faster or safer? 	<p>Presenting Examples – Trace the Products:</p> <p>Begin by showing a real or visual example of a farm product (e.g., a basket of eggs or vegetables) to capture students’ attention and make the concept concrete. Divide the learners into small groups and instruct them to trace the journey of the product from production to consumption. Prompt discussion about each stage, the stakeholders involved, and potential challenges such as spoilage, delays, or high costs. Encourage learners to propose practical solutions like better packaging, faster delivery, or improved storage. IDF is applied here by making the activity Interactive (students actively discuss and map the product journey), Differentiated (groups can use drawings, diagrams, or lists according to their strengths), and Fun (connecting the lesson to real-life products they use daily).</p>
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	<p>Possible Answers:</p> <ol style="list-style-type: none"> 1. <i>Farmers, transporters, processors, distributors, and retailers handle the product at different stages.</i> 2. <i>Delays or damage can happen during harvesting, transportation, storage, or processing.</i> 3. <i>Improvements can be made by using proper handling, better packaging, faster transport, and careful storage.</i> <p>2. DISCUSSING NEW CONCEPTS</p> <p>THE PRODUCT PATHWAY CHALLENGE</p> <p>Phase 1: Mystery Match (Definition Discovery)</p> <p>Learners are grouped into 4–5 members. Each group receives mixed cards containing terms, definitions, and examples. They match the correct term + definition + example.</p> <p>Phase 2: Human Flow Line (Concept Formation)</p> <p>Groups arrange themselves according to the correct sequence: Production → Post-Harvest → Processing → Distribution → Marketing → Consumption. Each member explains their stage.</p> <p>Phase 3: Value Chain Challenge (Deepening Understanding)</p> <p>Each group is given a product (e.g., rice → packaged rice or rice products like rice cakes). They identify how value is added at each stage and present it on manila paper.</p> <p>Phase 4: Gallery Walk (Sharing and Discussion)</p>	<p>Discussing New Concepts:</p> <p>Phase 1: This phase activates prior knowledge (Activation Phase – IDF) by encouraging learners to recall what they already know. The teacher avoids giving direct answers and instead uses probing questions such as “What makes this definition fit the term?” and “Can you relate this to real-life situations?” Equal participation among group members is encouraged, while the teacher observes and gently guides learners to address any misconceptions.</p> <p>Phase 2: This phase supports the construction of knowledge by guiding learners to understand the correct sequence of stages. The teacher asks guiding questions such as “Why should this stage come first?” and</p>
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	<p>Groups display outputs. Learners rotate, observe, give feedback, and present their work.</p> <p>Processing Questions (Whole Class Discussion):</p> <ul style="list-style-type: none"> • 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? <p>4. DISCUSSION</p> <p><i>Product Flow in Farm Supply Chains</i> A supply chain shows the movement of agricultural products from production to consumption.</p> <ol style="list-style-type: none"> 1. Production Stage Farmers grow crops or raise livestock. Proper farming practices ensure good quality and yield. 2. Post-Harvest Stage Products are sorted, cleaned, and stored properly to avoid spoilage. 3. Processing Stage Raw products are converted into value-added goods like juice or canned food. 4. Distribution Stage Products are transported from farms to markets or stores. 5. Marketing Stage Products are promoted, packaged, and sold to consumers. 6. Consumption Stage Consumers buy and use the products. Their preferences affect production. <p><i>Importance of the Supply Chain</i></p> <p>Each stage ensures food quality and availability. Problems in one stage affect the whole system.</p> <p><i>Value Chain</i></p>	<p>“What happens if a stage is skipped?” to deepen understanding. Emphasis is placed on the sequence and interdependence of stages, while the teacher facilitates learning without directly correcting students.</p> <p>Phase 3: This phase develops higher-order thinking skills, particularly analysis and application. The teacher uses prompts such as “How does the product improve at this stage?” and “Who adds value here?” to help learners examine how value is added. The distinction between the supply chain and value chain is clarified, while learners are encouraged to think in practical and economic terms.</p> <p>Phase 4: This phase promotes social learning and communication skills through group sharing and interaction. The teacher asks reflection questions such as “What similarities did you observe?” and “Which stage adds the most value?” to guide discussion. Respectful feedback and active listening are encouraged, and key ideas from the presentations are highlighted.</p> <p>Generalization Phase: In this phase, the teacher guides learners in forming clear definitions of product flow, supply chain stages, and value chain. Learners are given the opportunity to formulate their own answers before the teacher refines them. The teacher avoids</p>
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	<p>Focuses on adding value through production, processing, marketing, and consumer feedback.</p> <p><i>Supply Chain vs Value Chain</i> Supply chain ensures the flow of goods; value chain improves product quality and increases value.</p> <p>5. DEVELOPING MASTERY</p> <p>From Farm to Table</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide the class into small groups. Each group will choose a farm product such as tomatoes, rice, eggs, vegetables, or any agricultural product available in the community. 2. On a sheet of paper or whiteboard, draw a supply chain diagram showing how a selected farm product moves from the farm to the consumer. Learners are encouraged to create their own version of the supply chain, considering the correct components and flow of the process. This allows them to demonstrate critical thinking and creativity in organizing and presenting ideas before they present their work. <p>Steps:</p> <ol style="list-style-type: none"> 1. List the Stages – Think about: <ul style="list-style-type: none"> ○ Production – Who grows it? ○ Post-Harvest – How is it handled or stored? ○ Processing – Is it made into something else? ○ Distribution – How does it reach the market? ○ Marketing – How is it sold? ○ Consumption – Who uses it? 	<p>lecturing and instead uses guided discussion to consolidate learning.</p> <p>Discussion</p> <p><i>Product Flow in Farm Supply</i></p> <p>Introduce the lesson using a familiar local example (e.g., tomato from farm to market). Ask learners: “Where does our food come from before it reaches our table?”</p> <p><i>Production stage</i></p> <p>Emphasize learners’ prior knowledge about farming in their community. Use probing questions about what farmers do to grow crops.</p> <p><i>Post harvest stage</i></p> <p>Show real-life examples (e.g., sorted vegetables in the market). Ask: “What happens if harvested crops are not stored properly?”</p> <p><i>Processing stage</i></p> <p>Link to local products (e.g., mango juice, dried fish). Encourage learners to identify processed foods at home.</p> <p><i>Distribution stage</i></p>
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	<p>2. Add Stakeholders – Write down the people involved at each stage, like farmers, transporters, processors, retailers, and consumers.</p> <p>3. Draw the Flow – Use arrows to show how the product moves from one stage to the next.</p> <p>4. Present Your Diagram – Each group explains their supply chain to the class. Other groups can ask questions or give suggestions.</p> <p>Guide Questions:</p> <ul style="list-style-type: none"> • 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? <p>Possible Answers:</p> <ol style="list-style-type: none"> 1. <i>Problems can occur at each stage such as pests and bad weather during production, damage during harvesting, delays and spoilage in transportation, contamination during processing, and low demand or late delivery during distribution.</i> 2. <i>The responsibility of ensuring that products reach consumers safely is shared by farmers, workers, transporters, processors, distributors, retailers, and government agencies.</i> 3. <i>The supply chain can be improved by using proper storage and packaging, improving transportation, applying modern technology, training workers, and strengthening coordination among all involved.</i> 	<p>Highlight transportation challenges in rural areas. Ask learners how goods reach their local market.</p> <p><i>Marketing stage</i></p> <p>Discuss local market selling practices. Ask: “Why do sellers package or label products?”</p> <p><i>Consumption stage</i></p> <p>Connect to learners’ daily life. Ask: “What food do you usually buy and why?”</p> <p><i>Importance of supply chain</i></p> <p>Facilitate reflection: “What happens if transport or storage fails?” Encourage critical thinking.</p> <p><i>Value Chain</i></p> <p>Explain difference using simple comparison: supply chain = movement; value chain = improvement and added value.</p> <p><i>Supply Chain vs Value Chain</i></p> <p>Use comparison chart or Venn diagram activity. Ask learners to give examples from local agriculture.</p>
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		<p>Developing Mastery – From Farm to Table Activity:</p> <p>Have students work in small groups to choose a farm product (e.g., rice, eggs, vegetables) and design a supply chain diagram showing how the product moves from farm to consumer. Guide them to identify the stages, stakeholders, and possible challenges, and to use arrows or flowcharts to represent the movement. Groups then present their diagrams, while classmates ask questions and provide feedback. This reinforces critical thinking, problem-solving, and collaboration. IDF is applied here by making the activity Interactive (group creation and presentations), Differentiated (students can create diagrams, flowcharts, or written lists based on skills), and Fun (hands-on, creative task that connects to real-world understanding).</p> <p>Teacher Tips:</p> <ul style="list-style-type: none"> • Actively monitor each group to ensure participation and that discussions remain focused. • Encourage learners to acknowledge other groups' ideas and provide constructive feedback. • Use the activity as a bridge to later lessons where learners can create
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		<p>supply chain diagrams using ICT tools or apps.</p> <ul style="list-style-type: none"> Highlight the relevance of teamwork, problem-solving, and appreciation of stakeholders' roles.
C. Demonstrating Knowledge and Skills	<p>1. FINDING PRACTICAL APPLICATION Activity 1: Digital or Manual Supply Chain Diagram Directions: Students will choose a farm product (e.g., rice, corn, eggs, vegetables, or any available agricultural product in the community).</p> <p><i>Option A: Digital Output (For learners with ICT access)</i></p> <p>Using ICT tools or applications such as Canva, Google Slides, PowerPoint, or draw.io, each student or group will create a digital supply chain diagram showing the flow of the product from production to consumption.</p> <p><i>Option B: Manual Output (For learners without ICT access)</i></p> <p>Students may create a hand-drawn supply chain diagram on bond paper, manila paper, or a whiteboard. They may use colored pens, pencils, or improvised materials to clearly illustrate the diagram.</p> <p><i>Required Content for Both Options:</i> Include the following in your diagram:</p> <p>Stages: Production → Post-Harvest → Processing → Distribution → Marketing → Consumption Stakeholders: Farmers, transporters, processors, retailers, and consumers Use arrows, labels, icons, drawings, or images (digital or hand-drawn) to clearly show the flow of the product.</p>	<p>Digital or Manual Supply Chain Diagram</p> <p>This activity is designed to develop learners' understanding of the farm supply chain process through both digital and non-digital modalities, ensuring inclusivity and equal learning opportunities for all students. The teacher facilitates by guiding learners in identifying appropriate farm products commonly found in the local community to make learning more contextualized and meaningful.</p> <p>For ICT-capable learners, the teacher provides minimal technical assistance while encouraging the use of digital tools such as Canva or PowerPoint to enhance creativity and presentation skills. For learners without access to ICT resources, the teacher ensures equity by allowing manual drawing outputs using available materials, emphasizing that assessment focuses on understanding of concepts rather than digital proficiency.</p> <p>Throughout the activity, the teacher monitors group collaboration, prompts learners with guiding questions about each stage of the supply chain, and checks for accuracy in identifying stakeholders and processes. The teacher also reinforces the importance of the correct sequence:</p>

	Analytic Rubric: Digital/Manual Supply Chain Diagram Presentation Total Score: 20 points					<p>production, post-harvest, processing, distribution, marketing, and consumption.</p> <p>During presentations, the teacher facilitates discussion by encouraging learners to explain their diagram clearly and connect each stage to real-life experiences in their community. Emphasis is placed on critical thinking, creativity, and communication skills, ensuring learners can demonstrate understanding of how agricultural products move from farm to table.</p> <p>The teacher concludes by synthesizing responses and correcting misconceptions, highlighting the importance of each stakeholder in ensuring food security and efficient supply chain systems.</p>
	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	
	1. Completeness of Supply Chain Stages	All 6 stages are complete and correctly sequenced: 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.	
	2. Accuracy of Content (Stages & Stakeholders)	All stages and stakeholders are correctly identified and accurately described.	Minor errors in identifying stages or stakeholders.	Several inaccuracies in stages or stakeholder roles.	Most stages/stakeholders are incorrect or missing.	
	3. Organization and Clarity of Diagram	Diagram is very clear, well-organized, and easy to follow; flow is logical and visually effective.	Diagram is generally clear with minor issues in organization.	Diagram is somewhat unclear; flow is difficult to follow in some parts.	Diagram is disorganized and difficult to understand.	
	4. Creativity and Presentation (Digital/Manual Output)	Highly creative use of visuals (icons, drawings, colors, or digital tools); very engaging output.	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.	

	5. Presentation Skills	Presents confidently, clearly explains all stages, and uses correct terminology; engages audience.	Presents clearly with minor lapses in explanation or confidence.	Presentation is unclear at times; limited explanation of stages.	Poor or incomplete presentation; unable to explain diagram effectively.	<p>Venn Diagram</p> <p>Begin by briefly reviewing the meaning of supply chain, value chain, and product flow using simple examples (e.g., rice or vegetables).</p> <p>Divide the class into small groups (3–5 learners) and provide materials. Instruct each group to draw a Venn Diagram with three circles and label them correctly.</p> <p>Guide learners as they work:</p> <ul style="list-style-type: none"> • Remind them to write unique ideas in each circle and similarities in the overlapping parts. • Encourage the use of keywords only (short and clear answers). • Move around the class to assist and check understanding. <p>After the activity, let each group present their work briefly. Ask follow-up questions to deepen understanding, such as:</p> <ul style="list-style-type: none"> • “Why did you place that idea there?” • “What makes it similar or different?” <p>End the activity by summarizing the key differences:</p> <ul style="list-style-type: none"> • Supply Chain = movement • Value Chain = adding value
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Scoring Guide:

- 18–20 = Outstanding
- 14–17 = Very Satisfactory
- 10–13 = Satisfactory
- 5–9 = Needs Improvement

Activity 2:

Venn Diagram – Supply Chain, Value Chain, and Product Flow

Objective:

Help learners understand the similarities and differences between supply chain, value chain, and product flow.

Materials:

- Manila paper / bond paper
- Marker or pen

Instructions:

1. Draw a Venn Diagram
Draw three overlapping circles and label them:
 - Supply Chain
 - Value Chain
 - Product Flow
2. Fill in the Diagram
 - Write the unique features of each concept in the separate parts of the circles.
 - Write the similarities in the overlapping sections.

	<p>3. Guide Questions: 7</p> <ul style="list-style-type: none"> ○ What is the main focus of each? ○ How are they similar? ○ How are they different? <p>4. Share Your Work Present your Venn Diagram to the class and explain your answers briefly.</p> <p>Reminder:</p> <ul style="list-style-type: none"> • Supply Chain = movement of products • Value Chain = adding value to products • Product Flow = direction or path of the product <p>Keep your answers short and clear.</p> <p>2. GENERALIZATION</p> <p>PASS THE PRODUCT</p> <p>Activity Mechanics:</p> <ol style="list-style-type: none"> 1. The teacher prepares actual farm products or real objects (e.g., tomato, egg, rice grain sample, vegetable, or any locally available farm product). If real items are not available, use realistic replicas or printed pictures. 2. The teacher also prepares stage cards for both products and services: <ul style="list-style-type: none"> ○ Production ○ Post-Harvest ○ Processing ○ Distribution ○ Marketing ○ Consumption ○ <i>(Optional Service Roles: Transporter, Processor, Retailer, Farmer, Service Provider)</i> 3. Select 6–8 learners and assign each one a stage card (include at least one learner representing a service provider role, such as transporter or retailer). 	<ul style="list-style-type: none"> • Product Flow = direction <p>Reinforce that all three are connected and important in agriculture.</p> <p>Pass the Product</p> <p>This activity engages learners in a hands-on and collaborative role-play to understand the flow of the farm supply chain, including both product and service roles. The teacher facilitates by providing real or simulated farm products and guiding learners in correctly sequencing the stages from production to consumption.</p> <p>The teacher monitors participation, ensures correct identification of each stage, and clarifies misconceptions through brief questioning. Learners are encouraged to actively communicate their roles in simple sentences to strengthen understanding and communication skills.</p> <p>The activity promotes active learning, teamwork, and critical thinking, as learners experience how each stage and service provider contributes to the successful movement of farm products.</p>
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	<p>4. Give one learner an actual product or object to start the activity.</p> <p>5. Learners will arrange themselves in the correct sequence of the supply chain/value chain.</p> <p>6. As the product is passed from one learner to another:</p> <ul style="list-style-type: none"> ○ Each learner states their role in one simple sentence, including both product and service roles. ○ Example: <ul style="list-style-type: none"> ▪ “I am Production. I grow the tomatoes.” ▪ “I am Transporter. I deliver the product to the market.” ▪ “I am Retailer. I sell the product to consumers.” <p>Guide Questions (Class Discussion):</p> <ul style="list-style-type: none"> • What happens if one stage in the chain is missing? • Why is each stage (including services) important in delivering farm products? • How do service providers help in the movement of goods from farm to consumer? • Who are the people involved in both products and services? <p>Possible Answer:</p> <ul style="list-style-type: none"> • <i>The product may not reach consumers properly or may be delayed, damaged, or lost.</i> • <i>Each stage ensures the product is safe, complete, and reaches consumers in good condition.</i> • <i>They transport, process, market, and deliver products efficiently.</i> • <i>Farmers, transporters, processors, retailers, and consumers.</i> <p>Quick Check (Thumbs Up/Down): The teacher reads statements and learners respond:</p> <ul style="list-style-type: none"> • “Processing happens before harvesting.” 👍 🙅 	
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	<ul style="list-style-type: none"> • “Transporters are part of distribution services.” 👍👉 • “Consumers are the final users of farm products.” 👍👉 <p><i>Generalization (Expected Learner Response):</i> “The supply chain shows how farm products and services work together to move goods from production to consumption. Each stage and service provider is important to ensure the quality, availability, and successful delivery of products to consumers.”</p> <p>3. EVALUATING LEARNING Directions: Read each item carefully. Choose or write the correct answer. A. Multiple Choice (Encircle the correct answer)</p> <ol style="list-style-type: none"> 1. A farmer in your community is taking care of tomato plants to ensure healthy growth and 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 	<p>Evaluating Learning</p> <p>The teacher facilitates understanding of the supply chain through situational questions that promote higher-order thinking and real-life application. Learners are guided to analyze each scenario carefully before selecting answers, ensuring comprehension of the stages and roles involved in the movement of farm products. Emphasis is given on correct sentence construction and complete answers to strengthen learners’ communication skills alongside content mastery. The teacher monitors responses, clarifies misconceptions, and reinforces key concepts such as production, post-harvest handling, processing, distribution, marketing, and consumption. This activity encourages critical thinking, contextual understanding, and integration of agricultural concepts with real community practices, while maintaining active learner participation.</p>
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	<p>stage is being applied in this situation?</p> <p>A. Production B. Processing C. Distribution D. Consumption</p> <p>5. A family buys vegetables from the market and prepares them for their meals. Who is represented in this situation?</p> <p>A. Retailer B. Processor C. Transporter D. Consumer</p> <p>B. Situational Identification (Write the correct answer)</p> <p>6. A group of farmers, traders, transporters, and buyers work together to move agricultural goods from farms to households. This process is called <u>Supply Chain / Product Flow.</u></p> <p>7. In a community, farmers advertise their vegetables as organic and fresh to attract more buyers. This stage is called <u>Marketing.</u></p> <p>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 <u>Stakeholders.</u></p> <p>C. Short Answer</p> <p>9. Why is proper handling during post-harvest important? → <u>Proper handling during post-harvest is important to prevent spoilage and maintain product quality..</u></p> <p>What will happen if one stage in the supply chain fails? → <u>If one stage in the supply chain fails, the products may be damaged, delayed, or may not reach the consumers.</u></p> <p>4. ADDITIONAL ACTIVITIES</p>	<p>Additional Activities</p> <p>The teacher begins by organizing learners into small groups and distributing scenario cards. Clearly explain the task and expected outputs. During the activity, the teacher circulates around the classroom to monitor group discussions, provide guidance, and ask probing questions such as:</p>
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	<p>Fix the Broken Supply Chain</p> <p>Objective: Learners will analyze problems in the supply chain and identify the affected stage and possible solutions.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Printed scenario cards (with supply chain problems) • Manila paper / bond paper • Marker/pen <p>Procedure:</p> <p>Step 1: Grouping (3–5 learners per group) The teacher divides the class into small groups and distributes one scenario card per group.</p> <p>Step 2: Scenario Analysis (5–7 minutes) Each group reads and analyzes its assigned situation. Sample Scenarios:</p> <ul style="list-style-type: none"> • 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 due to lack of advertising <p>Step 3: Task Proper (10 minutes) Each group answers the following on paper:</p> <ol style="list-style-type: none"> 1. What is the problem? 2. Which stage of the supply chain is affected? 3. Who is responsible (stakeholder)? 4. What solution can you suggest? <p>Step 4: Presentation (2–3 minutes per group) Groups present their answers briefly. The teacher may ask follow-up questions for clarification.</p> <p>Step 5: Processing of Answers (Teacher-Led Discussion) The teacher highlights correct answers, corrects misconceptions, and emphasizes the importance of each stage.</p>	<ul style="list-style-type: none"> • What stage does this problem belong to? • Who is responsible in this situation? • What could have been done to prevent the problem? <p>The teacher ensures that all group members participate by assigning roles if necessary (leader, recorder, reporter). During presentations, the teacher facilitates discussion by asking follow-up questions and encouraging other groups to give feedback.</p> <p>In the processing stage, the teacher clarifies misconceptions, reinforces correct ideas, and connects learners' answers to real-life situations. Finally, the teacher guides learners in forming a generalization by synthesizing their responses.</p>
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	<p>Step 6: Generalization (Whole Class)</p> <p>The teacher asks:</p> <ul style="list-style-type: none"> • What did you learn from the activity? • Why is each stage important in the supply chain? <p>Possible Answer:</p> <p><i>Each stage of the supply chain must function properly because a problem in one stage can affect the quality and delivery of the product.</i></p>	
<p>V. ASSESSMENT</p> <p><i>(Assessing Learnings)</i></p> <p><i>10 minutes</i></p>	<p>Performance Task: Farm Product & Service Value Chain Design</p> <p>Task Description:</p> <p>Choose one farm product commonly found in your community (e.g., rice, vegetables, eggs, fish, or poultry). Design a complete supply chain/value chain diagram that shows how the product and related services move from production to consumption.</p> <p>Your output must clearly show both products and services involved in each stage.</p> <p>Directions:</p> <p>Learners will:</p> <ol style="list-style-type: none"> 1. Select one farm product from the community. 2. Identify all stages of the supply chain: <ul style="list-style-type: none"> ○ Production ○ Post-Harvest ○ Processing ○ Distribution ○ Marketing ○ Consumption 3. Identify service providers involved in each stage (e.g., farmers, transporters, processors, retailers, market vendors). 4. Design a clear diagram (manual or digital) showing: <ul style="list-style-type: none"> ○ Flow of the product ○ Flow of services ○ Arrows showing movement and relationships 5. Add short labels or descriptions for each stage. 6. Present and explain the diagram to the class. 	

Output Requirements:

- A complete supply chain/value chain diagram
- Inclusion of both products and services
- Clear sequence and labeling
- Creativity and clarity in presentation

Rubric

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
1. Completeness of Supply Chain & 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.
2. 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.
3. Organization & 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.
4. Creativity & Presentation (3 pts)	Highly creative, neat, and visually engaging output.	Good presentation with some creativity.	Minimal effort in design.	Poor or incomplete presentation.
5. Explanation/Presentation (3 pts)	Clear, confident, and complete explanation of diagram.	Understandable with minor lapses.	Limited explanation.	Unable to explain output.

Total Score: 20 Points

Performance Level:

- **18–20** – Outstanding
- **14–17** – Very Satisfactory
- **10–13** – Satisfactory
- **5–9** – Needs Improvement

<p>VI. REFLECTION</p> <p><i>(Feedback and Continuous Improvement)</i></p>	<p>Student Reflection Purpose: To encourage learners to think critically about their learning, their teamwork, and the application of knowledge and skills.</p> <ol style="list-style-type: none"> 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? <p>Format:</p> <ul style="list-style-type: none"> • Students write 3–5 sentences or discuss in pairs/small groups. • Encourage honesty and thoughtful reflection. <p>Teacher Reflection Purpose: To evaluate the effectiveness of the lesson, the activities, and student learning for continuous improvement.</p> <ol style="list-style-type: none"> 1. Were the students able to correctly identify the stages and stakeholders in the supply chain? 2. Did students demonstrate practical skills in designing a clear and accurate diagram? 3. How well did students collaborate and show appreciation for stakeholders' roles? 4. How effectively was ICT used to support learning and diagram creation? <p>Format:</p> <ul style="list-style-type: none"> • Teacher writes short notes after the activity. • Feedback can inform revisions for future lessons or similar activities.
<p>VII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used Chat GPT and Gemini in order to generate ideas, organize the content, simplify explanations, and improve clarity and presentation of the lesson. 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	SECOND	Lesson Exemplar	3

I. OBJECTIVES *(Identifying the Goals)*

Content Standard	The learners demonstrate an understanding of the importance of value-adding activities for farm products and services, product flow, supply, and value chain in production plan development.
Performance Standard	The learners develop a production plan for farm products and/or services.
Learning Competencies	Develop a production plan for farm products and/or services available in the locality

II. REFERENCES and MATERIALS

(Selecting Resources and Material)

Department of Education (DepEd). Strengthened Senior High School Curriculum: Agro-Entrepreneurship (Grade 11/12). Pasig City, Philippines: DepEd, 2025.

<https://www.deped.gov.ph/wp-content/uploads/Agro-Entrepreneurship-1.pdf>

Technical Education and Skills Development Authority (TESDA). Training Regulations for Agro-Entrepreneurship NC II. Taguig City, Philippines: TESDA, 2024.

<https://www.tesda.gov.ph>

Department of Agriculture. “DA Updating Farmers’ Registry to Better Plan, Implement Projects and Interventions.” Department of Agriculture, Philippines, February 6, 2024. <https://www.da.gov.ph/da-updating-farmers-registry-to-better-plan-implement-projects-and-interventions/> (da.gov.ph in Bing).

Food and Agriculture Organization of the United Nations. Module 6: The Farm Plan. Rome: FAO, 2023. <http://www.fao.org/3/cc4236en/cc4236en.pdf> (fao.org in Bing).

Food and Agriculture Organization of the United Nations. “Our Programs & Projects | FAO in the Philippines.” FAO Philippines, 2024. <http://www.fao.org/philippines/programmes-and-projects/en/> (fao.org in Bing).

	<p>International Fund for Agricultural Development. “Platform for Agricultural Risk Management.” IFAD, 2023. https://www.ifad.org/en/platform-for-agricultural-risk-management (ifad.org in Bing).</p> <p>International Fund for Agricultural Development. “Philippines: Rural Agro-Enterprise Partnership and Inclusive Development Project (RAPID) Climate Risk Analysis and Environmental & Social Management Plan.” IFAD, 2021. https://www.ifad.org/en/web/operations/-/project/1100001547 (ifad.org in Bing).</p> <p>MATERIALS</p> <ul style="list-style-type: none"> • Printed Samples of Farm Records (e.g., sales receipts, harvest logs, service agreements, labor logs) • Manila Paper / Bond Paper (for group outputs like charts, posters, and flowcharts) • Markers / Pens / Pencils (for designing mock templates and flowcharts) • Visual Aids / Projector Slides (to show examples of farm records and crop calendars) • Community Data Sources (local farmer interviews, barangay agricultural office information, market observations) • Reference Materials <ul style="list-style-type: none"> ○ Department of Agriculture, Philippines resources ○ FAO farm planning modules ○ PSA agricultural statistics • Role-Play Props (Optional) (simple items like hats, tools, or printed service contracts for farm manager role-play activity)
<i>(These shall be accomplished per topic)</i>	
<p>III. CONTENT</p> <p><i>(Sequencing Content)</i></p>	<p>Production Plan for Farm Products</p> <ul style="list-style-type: none"> • Farm assessment <ul style="list-style-type: none"> ○ site visit ○ data gathering ○ product identification in the locality • Types of farm records <ul style="list-style-type: none"> ○ business record ○ farm production record

	<ul style="list-style-type: none"> ● Production requirement <ul style="list-style-type: none"> o farm inputs o labor ● Production activities and cost computation <ul style="list-style-type: none"> o land preparation - planting <ul style="list-style-type: none"> ▪ crops ▪ crop calendar o crop maintenance o harvest and post-harvest activities ● Cost and return analysis <ul style="list-style-type: none"> o types of cost o operational expenses o Return On Investment (ROI) ● Production risk and preventive measures ● Production plan flow-chart
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<p>At the end of the lesson, learners will be expected to:</p> <ol style="list-style-type: none"> 1.1 Identify farm products in the locality through site visits, data gathering, and product assessment. 1.2 Differentiate between business records and farm production records relevant to farm operations. 1.3 Prepare a production plan by determining farm inputs, labor requirements, crop calendar, and production activities. 1.4 Organize a production plan flow-chart that outlines assessment, requirements, activities, costs, and risk management. 1.5 Apply preventive measures to minimize production risks while demonstrating responsibility in farm management practices.

A. Activating Prior Knowledge	<p>Activating Prior Knowledge</p> <p>Activity: Barangay Farm Product & Service Mapping</p> <ol style="list-style-type: none"> 1. Learners form groups of 3–5. 2. Each group lists farm products (rice, corn, vegetables, livestock) and farm services (irrigation, veterinary, machinery rental, extension services). 3. Learners gather data through short interviews with farmers, service providers, or by observing local markets. 4. Groups present findings using a chart or poster. 	<p>The teacher organizes a short field visit or virtual mapping exercise. Provide guiding questions: <i>“What farm products and services are most common here?”</i> Encourage learners to connect their findings with local livelihood and support systems.</p>
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Activity: Farm Records Exploration</p> <p>Learners examine sample farm records (production log, sales receipts, inventory sheets, service contracts).</p> <p>2. Discussing New Concepts</p> <p>In pairs, learners compare business vs. production records and identify differences.</p> <p>3. Discussion</p> <p>Station Rotation</p> <p>The teacher sets up 3 stations:</p> <p>1. Sales Records Station</p> <p>Guide Questions:</p> <ul style="list-style-type: none"> ✓ What information is usually found in a sales record? ✓ How can sales records help farmers make better decisions? ✓ What problems might occur if sales records are incomplete or inaccurate? <p>Possible Answers:</p> <ul style="list-style-type: none"> ✓ <i>Date of sale, product sold, quantity, price, buyer’s name, total income.</i> ✓ <i>They help track income, identify profitable products, and plan future sales strategies.</i> 	<p>Teacher provides sample documents and facilitates collaborative analysis. Use inquiry-based prompts: <i>“Which record helps track income?”</i> or <i>“Which record shows farm productivity?”</i> Ensure mastery by checking learners’ ability to distinguish record types.</p> <ul style="list-style-type: none"> • Encourage learners to compare across stations: e.g., “How do sales records differ from service agreements in purpose?” • Use collaborative learning: groups share insights after rotating through all stations. • Highlight the interconnection: records and services together form the backbone of farm management.

- ✓ *Farmers may miscalculate profits, fail to see trends, or lose trust with buyers.*

2. Production Logs Station

Guide Questions:

1. What details are recorded in a production log?
2. Why is it important to keep track of production activities?
3. How can production logs be used to improve farm efficiency?

Possible Answers:

1. *Planting dates, type of crop, inputs used (fertilizer, seeds), labor activities, and harvest dates.*
2. *They provide a timeline of farm activities, help monitor productivity, and identify problems.*
3. *Farmers can adjust schedules, allocate resources better, and avoid repeating mistakes.*

3. Service Agreements Station

Guide Questions:

1. What are examples of farm services that require agreements or contracts?
2. How do service agreements support farm operations?
3. What risks can be avoided by having clear service agreements?

Possible Answers:

1. *Irrigation services, machinery rental, veterinary services, extension services.*

	<p>2. They ensure farmers have access to needed support, clarify responsibilities, and secure timely services.</p> <p>3. Risks such as disputes over payment, delays in service delivery, or misuse of equipment can be minimized.</p> <p>Note: Learners rotate, analyze, and answer guiding questions at each station.</p> <p>4. Developing Mastery Learners design a mock farm record template (no calculations required). Example: “Daily Harvest Log” or “Machinery Rental Log” with columns for date, crop/service, quantity, and remarks.</p>	<p>Ask learners to design simple farm record templates (e.g., Daily Harvest Log, Machinery Rental Log, Labor Log) using columns like Date, Crop/Service, Quantity/Duration, and Remarks. Remind them that no calculations are needed—focus only on structure and clarity. After group work, let learners present their templates and discuss how these records support farm management.</p>
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application Activity: Farm Production Plan Development – Learners choose one crop (e.g., rice, corn, vegetables). They list farm inputs (seeds, fertilizer, tools), labor requirements, services (irrigation, veterinary, machinery rental), and activities.</p> <p>2. Generalization – Learners summarize in writing: “Farm records and services help in planning because...”</p> <p>3. Evaluate Learning Activity 1: – Learners answer scenario-based questions: 1. If irrigation service is delayed, how will it affect your plan? Possible Answer: Planting schedules may be postponed, crop growth may be stunted, and yield could decrease.</p>	<p>The teacher scaffolds by showing a sample crop calendar. Encourage learners to think critically about risks (pests, weather, service delays). Use collaborative learning—groups present their flowcharts and receive peer feedback. Provide an analytic rubric (clarity, completeness, feasibility, risk awareness).</p> <p><i>Evaluate Learning</i></p> <ul style="list-style-type: none"> • Encourage learners to justify their answers with reasoning, not just short responses. • Use these scenarios in group discussions or as part of the

	<p><i>Farmers may need to adjust the crop calendar or seek alternative water sources.</i></p> <p>2. If fertilizer prices suddenly increase, what adjustments should you make in your production plan? Possible Answer: <i>Reduce fertilizer usage by adopting organic alternatives, prioritize high-value crops, or reallocate budget to balance costs.</i></p> <p>3. If laborers are unavailable during peak harvest season, how will you manage the situation? Possible Answer: <i>Hire temporary workers, use machinery rental services, or adjust harvest schedules to avoid crop losses.</i></p> <p>4. If pests damage part of your crop, what preventive measures can you apply to minimize future risks? Possible Answer: <i>Implement crop rotation, use pest-resistant varieties, schedule regular monitoring, and apply integrated pest management practices.</i></p> <p>5. If a service provider (e.g., machinery rental) fails to deliver on time, how will it affect your farm operations? Possible Answer: <i>Delays in land preparation or harvesting may occur, leading to reduced efficiency. Farmers may need backup service providers or contingency plans.</i></p> <p>Additional Activity Activity 2. Farm Manager Role-Play – Learners role-play as farm managers. Each group proposes preventive measures (crop rotation, pest monitoring, financial record-keeping, service scheduling). They present their strategies in a short skit or dialogue.</p>	<p>flowchart activity, so learners connect risks with preventive measures.</p> <ul style="list-style-type: none"> • Highlight that farm records and service agreements help anticipate and manage these scenarios effectively. <p>The teacher facilitates role-play, guiding learners to connect preventive measures with responsible farm management. Highlight sustainability and accountability.</p>
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V. ASSESSMENT

(Assessing Learnings)

10 minutes

Multiple Choice

Directions: Choose the best answer for each item.

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**

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| | <p>6. Which record is most useful for predicting future production risks?</p> <ul style="list-style-type: none">a. Harvest Logb. Labor Logc. Sales Receiptd. Service Agreement <p>7. If laborers are unavailable during peak harvest season, which solution is most practical?</p> <ul style="list-style-type: none">a. Stop production activitiesb. Delay harvest until labor is availablec. Reduce crop area immediatelyd. Rent machinery or hire temporary workers <p>8. Why is it important to keep service agreements documented?</p> <ul style="list-style-type: none">a. To reduce fertilizer costsb. To monitor pest infestationc. To increase crop yield directlyd. To avoid disputes and clarify responsibilities <p>9. Which farm record would best show the financial performance of the farm?</p> <ul style="list-style-type: none">a. Labor Logb. Service Agreementc. Production Logd. Sales Records <p>10. If pests damage part of the crop, which preventive measure ensures long-term sustainability?</p> <ul style="list-style-type: none">a. Hiring more workersb. Expanding land areac. Increasing irrigation frequencyd. Crop rotation and pest monitoring <p>11. Which farm service supports livestock health?</p> <ul style="list-style-type: none">a. Irrigation serviceb. Machinery rentalc. Marketing serviced. Veterinary service |
|--|--|

	<p>12. How can production logs improve farm efficiency?</p> <ol style="list-style-type: none"> By recording buyer information By reducing service costs By eliminating labor requirements By tracking activities and identifying problems <p>13. If machinery rental is delayed, which farm activity is most affected?</p> <ol style="list-style-type: none"> Pest monitoring Fertilizer application Marketing of products Land preparation or harvesting <p>14. Which record helps farmers decide which crops are most profitable?</p> <ol style="list-style-type: none"> Labor Log Service Agreement Production Log Sales Records <p>15. Why should remarks be included in farm records?</p> <ol style="list-style-type: none"> To calculate profits directly To reduce the number of entries To replace service agreements To provide notes on quality, issues, or conditions <p>Performance Task</p> <p>– Learners create a flowchart of the production plan, including assessment, requirements, activities, services, costs, and risk management. Present flowcharts to the class.</p>
VI. REFLECTION	<p>Reflection Journal</p> <p>Learner's Reflection:</p> <p>Learners write a short reflection: <i>“What new insights did I gain about farm management, planning, and services?”</i></p>

<i>(Feedback and Continuous Improvement)</i>	<p>Teachers Reflection:</p> <p>Reflect on how well learners understood farm management, planning, and services. Note which activities engaged them most, what challenges they faced, and how you can adjust strategies to improve future lessons. Use this reflection to strengthen teaching approaches and ensure continuous improvement.</p>
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used Chat GPT and Gemini in order to generate ideas, organize the content, simplify explanations, and improve clarity and presentation of the lesson. 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	SECOND	Lesson Exemplar	4

I. OBJECTIVES *(Identifying the Goals)*

Content Standard	The learners demonstrate an understanding of the importance of value-adding activities for farm products and services, product flow, supply, and value chain in production plan development.
Performance Standard	The learners develop a production plan for farm products and/or services.
Learning Competencies	Discuss the farm budget plan.

II. REFERENCES and MATERIALS <i>(Selecting Resources and Material)</i>	References (CMOS, specific online sources): Land Bank of the Philippines. "Agricultural Lending Programs." Accessed May 19, 2026. https://www.landbank.com/agri/agri-agricultural-lending-programs . Agricultural Credit Policy Council. "Agri-Negosyo Loan Program (ANYO)." Accessed May 19, 2026. https://acpc.gov.ph/agri-negosyo-loan-program-anyo/ . Agricultural Credit Policy Council. "Young Agripreneurs Loan Program." Accessed May 19, 2026. https://acpc.gov.ph/kapital-access-for-young-agripreneurs-kaya/ . Penn State Extension. "Budgeting for Agricultural Decision Making." Accessed May 19, 2026. https://extension.psu.edu/budgeting-for-agricultural-decision-making/ . Penn State Extension. "Enterprise Budgeting for Small Farms and Homesteads." Accessed May 19, 2026. https://extension.psu.edu/enterprise-budgeting-for-small-farms-and-homesteads/ .
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	Materials: <ul style="list-style-type: none"> • Whiteboard or projector; marker pens • Printed farm scenario cards and budget item cards • Station task cards and manila paper • Worksheet for classifying budget items • Exit ticket or assessment sheet
<i>(These shall be accomplished per topic)</i>	
III. CONTENT <i>(Sequencing Content)</i>	<p>Farm Budget Plan</p> <ul style="list-style-type: none"> • Financial service provider <ul style="list-style-type: none"> ○ Formal financial institution ○ Cooperatives and financial institutions ○ Government grants and subsidies <ul style="list-style-type: none"> - Department of Agriculture Loan Programs - Land Bank of the Philippines Loan Programs - Department of Trade and Industry (DTI) Loan Programs - Youth Farmer's Challenge Program ○ Private sector ○ NGOs and international Organizations • Financial services <ul style="list-style-type: none"> ○ credit and loan ○ savings and investment ○ insurance product ○ remittance services ○ financial literacy services • Financing application documents and requirements • Budget cost analysis <ul style="list-style-type: none"> ○ cost ○ expenses ○ income ○ profit ○ break-even point • Savings <ul style="list-style-type: none"> ○ bank savings ○ cooperatives ○ informal savings

	<ul style="list-style-type: none"> Investment options <ul style="list-style-type: none"> long-term short-term
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<p>By the end of the lesson, learners should be able to:</p> <ul style="list-style-type: none"> Explain the meaning, purpose, and importance of a farm budget plan. Describe the basic components of a farm budget plan, including expected income, expenses, labor, materials, and possible profit or loss. Classify the given farm budget items into appropriate categories. Demonstrate appreciation for farm budgeting through participation in discussion activities.
IV. PROCEDURES	
A. Activating Prior Knowledge	<div> <div> 1. ACTIVATING PRIOR KNOWLEDGE ACTIVITY 1: Farm Money Choices <i>Whole Class and Pair Activity: “Spend, Save, or Invest for the Farm?”</i> Step 1 - Set the Scenario (Hook): The teacher presents this situation: “Imagine you are helping manage a small vegetable farm. You have Php 1,000 before planting season. You need to decide what farm needs to spend on, what possible income you expect, and whether some amount should be saved.” Step 2 - Think <ul style="list-style-type: none"> Each learner writes three possible farm expenses and two possible sources of farm income. Learners may include simple examples such as seeds, fertilizer, labor, tools, vegetable sales, animal sales, or service income. Step 3 - Pair <ul style="list-style-type: none"> Learners pair with a seatmate and compare their answers. Each pair chooses one item that belongs to “money spent” and one item that belongs to “money earned.” Step 4 - Share and Classify <ul style="list-style-type: none"> Pair post or say their selected examples. The teacher writes responses under the headings: Expenses, Income, Savings, and Investment. Learners explain briefly why each item belongs to the selected category. </div> <div> Activity 1. “Spend, Save, or Invest for the Farm?” This activity is aligned with the competency “Discuss the farm budget plan” because it activates learners’ existing ideas about spending, earning, saving, and investing before formal discussion of farm budgeting. The teacher serves as facilitator by asking prompts, organizing responses, and encouraging learners to explain their reasoning. The teacher should avoid giving long explanations at this stage; learner responses should become the basis for the lesson discussion. The activity supports the objectives by helping learners explain the purpose of a budget, describe basic components, classify examples, and appreciate the value of financial planning. Formative evidence: learners can name farm expenses and income sources and can justify simple classifications. </div> </div>

	<p>Step 5 - Processing Questions:</p> <ul style="list-style-type: none"> • 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? <p>Step 6 - Bridge to the Lesson:</p> <p>The teacher concludes: “Farmers need to discuss and understand where money comes from, where it goes, and how it can be managed. This organized guide is called a farm budget plan.”</p>	
B. Instituting New Knowledge	<p>B. INSTITUTING NEW KNOWLEDGE</p> <p>Activity 2: Farm Finance Carousel</p> <p><i>Strategy: Station-Based Rotation, Collaborative Learning, and Inquiry-Based Discussion</i></p> <p>Step 1 - Form Groups:</p> <ul style="list-style-type: none"> • Divide the class into six small groups. • Assign a recorder and reporter for each group. <p>Step 2 - Rotate Through Learning Stations:</p> <p>Each group rotates every 4-5 minutes. At each station, learners read the task card, discuss the guide question, and write a concise answer on manila paper or a worksheet.</p> <ul style="list-style-type: none"> • Station 1 - Financial Service Providers: Match banks, cooperatives, DA/DTI/Land Bank, private companies, and NGOs with their roles in farm support. • Station 2 - Financial Services: Identify whether a scenario refers to a loan, savings, insurance, investment, or remittance. • Station 3 - Financial Literacy Services: Identify documents or steps needed for funding applications. • Station 4 - Budget Cost Analysis: Classify items as operational cost, income, profit, or break-even point. • Station 5 - Savings: Compare bank, cooperative/community, and informal savings. • Station 6 - Investment Options: Distinguish short-term and long-term farm investments. 	<p>Activities 2 and 3. Discussion of New Concepts</p> <p>The activities are designed to make learners active participants in the discussion. The teacher facilitates by giving prompts, monitoring group work, asking probing questions, and synthesizing class responses. Collaborative learning is used as learners work in groups; station-based rotation allows learners to encounter all content areas; inquiry-based learning is applied through guide questions and scenario cards.</p> <p>The discussion remains within the LC because learners are not required to prepare a full farm budget plan. They explain, describe, classify, and discuss the parts and uses of a farm budget plan.</p> <p>Suggested Facilitative Questions:</p> <ul style="list-style-type: none"> • 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 budget discussion? • Which farm item is an expense? Which is income? How do you know?

	<p>Step 3 - Group Reporting:</p> <ul style="list-style-type: none"> • Each group reports one station output in one minute. • Other groups may ask one clarifying question. <p>Step 4 - Teacher-Facilitated Synthesis:</p> <ul style="list-style-type: none"> • The teacher organizes the class answers into a concept map showing how providers, services, costs, income, savings, and investments connect to a farm budget plan. • The teacher clarifies misconceptions, especially the difference between income and profit and between savings and investment. <p>Activity 3: Match and Explain</p> <p>Groups receive provider, service, and example cards. They match the cards and explain their choices. Example: Cooperative - Savings/Loan - A farmer saves money for the next planting season or borrows capital for fertilizer.</p>	
C. Demonstrating Knowledge and Skills	<p>C. DEMONSTRATING KNOWLEDGE AND SKILLS</p> <p>Activity 4: Farm Budget Item Sort and Justify</p> <p><i>Strategy: Collaborative Classification, Gallery Walk, and Oral Justification</i></p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Form small groups of four to five learners. Give each group a set of farm budget item cards. 2. Ask learners to read each card and classify it under the correct heading: Financial Service Provider, Financial Service, Operational Cost, Income, Savings, Short-Term Investment, or Long-Term Investment. 3. Require each group to write one short reason for at least five classified items. 4. Let groups post their output on the wall or board for a short gallery walk. 5. During the gallery walk, learners place a check mark beside classifications they agree with and a question mark beside items that need clarification. 6. Facilitate a class debrief. Ask learners to explain their answers using the terms income, expenses, savings, investment, provider, and service. 	<p>Activity 4. Farm Budget Item Sort and Justify</p> <p>This activity is aligned with the learning competency “Discuss the farm budget plan” because learners classify, explain, and justify farm budget items without being required to prepare a complete budget plan.</p> <p>The teacher facilitates learning by moving around the groups, asking guide questions, and allowing learners to defend their answers. The teacher should avoid giving the correct answer immediately; instead, learners should compare, explain, and revise their ideas through discussion.</p> <p>The activity supports the objectives as follows:</p> <ul style="list-style-type: none"> • Objective 1: learners explain why a farm budget plan is important. • Objective 2: learners describe the components of a farm budget plan.

	<p>Sample Budget Item Cards:</p> <ul style="list-style-type: none"> • Seeds, fertilizer, water bill, hired labor, vegetable sales, poultry sales, bank savings, cooperative savings, loan, insurance, remittance, water pump, land improvement, seasonal crops, livestock. <p>Processing Questions:</p> <ul style="list-style-type: none"> • 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? <p>Generalization: One-Minute Farm Budget Summary</p> <ul style="list-style-type: none"> • Learners complete: “A farm budget plan is important because _____. It includes _____, _____, and _____.” • Selected learners share their summaries. Teacher records common correct ideas on the board. <p>Evaluating Learning: Quick Check</p> <p>Directions: Choose the best answer. Write the letter only.</p> <ol style="list-style-type: none"> 1. A farmer lists seeds, fertilizer, and labor before planting. What part of the farm budget plan is being discussed? <ul style="list-style-type: none"> A. Income B. Remittance C. Long-term investment D. Operational cost 2. A farmer sells harvested pechay and receives payment. How should this be classified? <ul style="list-style-type: none"> A. Loan B. Income C. Expense D. Insurance 	<ul style="list-style-type: none"> • Objective 3: learners classify farm budget items into proper categories. • Objective 4: learners show appreciation by participating respectfully in group discussion. <p>Evaluating Learning Annotation</p> <p>The quick-check items are HOTS-oriented multiple-choice questions because learners must interpret situations, classify farm budget items, and choose the most appropriate explanation. The questions remain within the LC and do not require learners to prepare, analyze, or demonstrate a full farm budget plan.</p> <p>Additional Activity Annotation</p> <p>The Farm Budget Decision Card reinforces discussion and classification through a short real-life scenario. It may be used for remediation, enrichment, or assignment. The expected output is concise and classroom-ready, focusing on identifying and explaining farm budget components.</p> <p>Teacher Reminders:</p> <ul style="list-style-type: none"> • Use probing questions such as: “Why did your group place this item under expenses?” and “How is income different from profit?” • Accept varied examples if learners can explain their reasoning correctly. • Correct misconceptions on income vs. profit, savings vs. investment, and operational cost vs. provider. • Observe participation, accuracy of classification, and clarity of explanations.
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	<p>3. Which statement best shows why farmers need a budget plan?</p> <p>A. It removes all risks. B. It replaces farm work. C. It guarantees high profit. D. It helps organize income, expenses, savings, and investments.</p> <p>4. A water pump used for several planting seasons is best classified as:</p> <p>A. Remittance B. Informal savings C. Operational cost only D. Long-term investment</p> <p>5. Which learner's answer shows appreciation of farm budgeting?</p> <p>A. "Savings are not needed." B. "Profit and income are the same." C. "Only large farms need budgeting." D. "Planning expenses can help farmers avoid losses."</p> <p>Answer Key: 1-D, 2-B, 3-D, 4-D, 5-D</p> <p>Additional Activity: Farm Budget Decision Card Directions:</p> <ol style="list-style-type: none"> 1. Each group receives one short farm situation card. 2. Groups identify the expenses, income sources, possible savings, and possible investments mentioned in the situation. 3. Groups write a two- to three-sentence explanation of why budgeting is useful in the situation. 4. One representative presents the group's answer in one minute. 	<p>Values Integration: Emphasize responsible decision-making, wise use of farm resources, and respect for group ideas.</p>
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	<p>Sample Situation:</p> <ul style="list-style-type: none"> • 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. <p>Expected Output:</p> <ul style="list-style-type: none"> • Expenses: seeds, fertilizer, labor • Income: pechay sales • Savings: money for the next planting season • Investment: sprayer • Budgeting helps the farmer plan spending, prepare for future needs, and make better farm decisions. 	
<p>V. ASSESSMENT (Assessing Learnings) 10 minutes</p>	<p>Evaluating Learning Directions: Choose the best answer. Write the letter only.</p> <ol style="list-style-type: none"> 1. A farmer receives money from selling harvested pechay. This should be classified as: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> A. Remittance B. Informal savings C. Short-term investment D. Long-term investment 3. Which item should be classified as an operational cost? <ul style="list-style-type: none"> A. Fertilizer B. Selling price C. Grant received D. Bank interest earned 	

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| | <p>4. If total revenue equals total costs, the farm is at the:</p> <ul style="list-style-type: none">A. profit pointB. loss pointC. break-even pointD. investment point <p>5. Which choice shows the correct relationship between income, expenses, and profit?</p> <ul style="list-style-type: none">A. Income is the same as profit.B. Expenses are always profit.C. Profit is expenses minus income.D. Profit is income minus expenses. <p>6. A farmer needs capital to buy seeds from a registered institution. Which provider is most appropriate?</p> <ul style="list-style-type: none">A. CustomerB. Farm toolC. Bank or cooperativeD. Weather report <p>7. Why is insurance included in financial services for farmers?</p> <ul style="list-style-type: none">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. <p>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?</p> <ul style="list-style-type: none">A. Informal savingsB. Budget cost analysisC. Remittance serviceD. Private sector support |
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	<p>9. Which statement best explains the purpose of a farm budget plan?</p> <p>A. It guarantees profit.</p> <p>B. It replaces all records.</p> <p>C. It lists only farm products sold.</p> <p>D. It helps farmers plan income, expenses, and financial decisions.</p> <p>10. Which learner response best shows appreciation for farm budgeting?</p> <p>A. “Only large farms need budgets.”</p> <p>B. “Income and profit mean the same thing.”</p> <p>C. “Budgeting is unnecessary if harvest is good.”</p> <p>D. “Farmers should plan costs, income, savings, and investments before deciding.”</p> <p>Answer Key: 1-B, 2-D, 3-A, 4-C, 5-D, 6-C, 7-D, 8-B, 9-D, 10-D</p>
<p>VI. REFLECTION</p> <p><i>(Feedback and Continuous Improvement)</i></p>	<p>For Learners:</p> <ul style="list-style-type: none"> • 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? <p>For Teachers:</p> <ul style="list-style-type: none"> • Were learners able to explain the purpose and importance of a farm budget plan? • Were learners able to classify budget items correctly? • Which activity generated the most learner participation? • What misconceptions should be addressed in the next lesson?
<p>VII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT and Google Gemini 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>