Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Learning Activity Sheets for Agro-entrepreneurship

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LEARNING ACTIVITY SHEET (LAS)

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

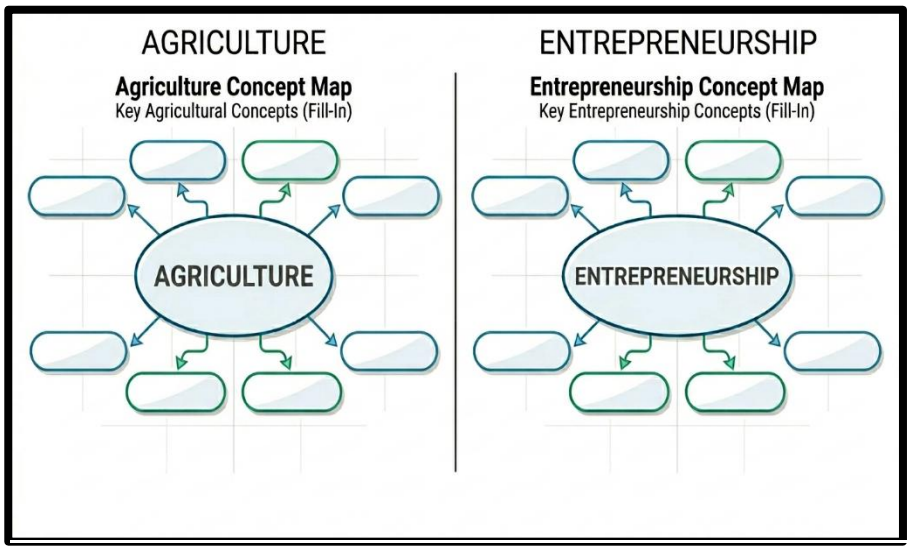
Activity 1: Concept Mapping – Define Agro-Entrepreneurship

Learning Objective: Define Agro-Entrepreneurship.

Materials: Activity Sheet, Pen or Pencil

Instructions

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



Definition: _____

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

Learning Objectives:

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

Materials: Activity Sheet or paper and pen,

Instructions:

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

Scenario:

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

Answer _____

_____

_____

Activity 3: Graphic Organizer

Learning Objectives:

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

Materials: Notebook, pen, activity sheet

Instructions:

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

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

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

Activity 4: Case study

Learning Objectives:

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

Materials: Notebook, pen, and activity sheet

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

1. **The Surplus Crisis**

a. **Farmer Scenario:** I have 500 kilos of tomatoes that nobody is buying at the local market. Should I leave them to rot or sell them for almost nothing?

b. **Agro-Entrepreneur Question:** What is one way you can change the form of these tomatoes so they last longer and sell for more?

c. **Agro-Entrepreneur Answer:** _____

2. **The Middleman Problem**

a. **Farmer Scenario**: A trader is offering me a very low price for my harvest, but I don't have a truck to take it anywhere else.

b. **Agro-Entrepreneur Question**: Instead of selling to one trader, how can you use social media or a cooperative to find a better price?

c. **Agro-Entrepreneur Answer:** _____

3. **The Copycat Risk**

a. **Farmer Scenario:** Everyone in my village is planting onions because the price was high last year. Now, the price is dropping because there are too many onions.

b. **Agro-Entrepreneur Question:** What could you plant or do differently to avoid having the same product as everyone else?

c. **Agro-Entrepreneur Answer:** _____

Activity 5: Group Presentation – "Agri-Business Pitch"

Learning Objectives:

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

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

Instructions:

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

   Your group must present the following:
   - Type of Agri-Business at least three (3)
     (e.g., crop production, food processing, agri-service, aquaculture)
   - Business Opportunity at least three (3)
     (Why is this idea needed? What problem does it solve?)
   - Target Market
     (Who are your customers?)
   - Possible Challenges
     (What difficulties might you encounter?)
4. Prepare a Short Presentation (3–5 minutes)
   - You may use a visual aid (cartolina, slides, or diagram).
   - Ensure all members have a role in the presentation.
5. Present Your Pitch to the Class
   - Speak clearly and confidently.
   - Be ready to answer questions from your classmates and teacher

Rubrics Group Presentation – "Agri-Business Pitch

Criteria	Excellent (5pts)	Good(4pts)	Fair (2pts)	Needs Improvement (1pts)
Proposed Agricultural Products/Services	Presents three (3**) or more well-explained products/services** clearly related to the business idea	Presents **at least three (3) products/services** but with limited explanation	Presents One -two (**1–2) products/services only**	No clear product/service presented
Clarity of Business Idea	Explains the business idea with **complete details (type, process, purpose) and clear logic**	Explains the business idea with **minor missing details**	Explains the idea but **lacks clarity and organization**	Explanation is **unclear or incomplete**
Identification of Business Opportunity	Clearly identifies three (**3) specific problems and (3) strong opportunities** with explanation of how the business solves it	Identifies one (**1) problem and one (1) opportunity** but explanation is **limited**	Identifies one **(1) problem and** one **(1) opportunity only but without explanation**	Does **not identify problem or opportunity**
Target Market Specification	Identifies **specific target market (who, where, and needs)**	Identifies **target market but lacks 1 detail (who/where/ needs)**	Target market is **too general (e.g., "everyone")**	No target market identified
Analysis of Possible Challenges	Identifies **at least 2 realistic challenges with brief explanation**	Identifies **at least 2 challenges without explanation**	Identifies **only 1 challenge no explanation**	Identifies **no challenges**

Presentation Performance & Team Participation	Presentation is **organized; all members speak; within time limit (3-5 minutes)**	Presentation is **organized; most members participate**	Presentation is **partially organized; few members participate**	Presentation is **disorganized; 1–2 members only participate**

Scoring Guide

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

Activity 6: Problem-Solution Chart

Learning Objectives:

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

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

Instructions:

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

PROBLEM-SOLUTION CHART

CHALLENGE	BUSINESS OPPORTUNITY	PROPOSED SOLUTION

Example: **CHALLENGE:** Excess tomato production leading to spoilage

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

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

Rubrics Problem-Solution Chart

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

(Practicality and Relevance)	**and detailed solutions** addressing each challenge	**solutions** with some explanation	detail or feasibility	unclear or unrealistic
Accuracy of Problem–Opportunity–Solution Link	**All entries clearly show correct connection** between problem, opportunity, and solution	**Most entries are correctly connected** (1 minor error)	**Some connections are unclear or incorrect** (2 errors)	**Connections are mostly incorrect** or missing
Completeness of Chart Output	Chart is **fully completed (all columns filled correctly and neatly organized)**	Chart is **mostly complete (1–2 missing details)**	Chart is **partially complete (several missing parts)**	Chart is **incomplete or poorly organized**
Participation and Readiness to Share	Actively participates and **clearly explains 2 or more entries during sharing**	Participates and explains **at least 1 entry clearly**	Limited participation; explanation is unclear	Does not participate in sharing

Synthesis:

Agro-Reflector

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

- **3 New Things I Learned**

_____

_____

_____

- **2 Qualities I See in Myself**

  _____

  _____

- **1 My Big "Why"**

  _____

LEARNING ACTIVITY SHEET (LAS)

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

Activity 1: Market Around Me- Brainstorming

Learning Objectives:

- Define market opportunities
- Recognize different buyer preferences

Materials: Pen and learning Activity Sheet

Instructions

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

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

Activity 2: M&M Relay (Interactive Game)

Learning Objectives:

- define market segmentation
- classify types of market segmentation

Materials:

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

Instructions

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

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

Learning Objectives

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

Materials

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

Instructions

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

A. As a group, select **one (1) farm product** from the following or your own idea:
   - Tomatoes
   - Eggs
   - Rice
   - Herbs
   - Other agricultural product (approved by the teacher)

B. Discuss and list the possible customers who will buy your product. Examples:
   - Households
   - Market vendors
   - Restaurants
   - Health-conscious consumers

   Write at least 2–3 target customers.

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

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

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

Include:

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

E. Your group output must include:
   - Product name
   - Target customers
   - Market segmentation
   - Market map (with labels)

F. Present your output in 2–3 minutes
Explain:

   - Your chosen target market
   - Your market segmentation

- Your product's position in the market

Rubrics for this Activity

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

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

Performance Level

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

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

Learning Objectives:

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

Materials

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

Instructions

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

1. **Group Discussion**
    - Review your outputs from Activity 4.
    - Identify your primary target market.
    - Answer the key question:
      "Why is your chosen target market the best opportunity?"
2. **Prepare Your Pitch** Your group will create a short presentation (2–3 minutes) that includes:
    - Description of your chosen agricultural product
    - Identified target customers
    - Explanation of your market segmentation
    - Insights from your market map (price vs. quality or accessibility)
    - Clear justification of why this market is a strong business opportunity
3. **Video Presentation**
    - Record your group pitch in **video format** (2–3 minutes only).
    - Ensure that:
        - All members participate in the presentation
        - The explanation is clear, organized, and concise
        - Visual aids (manila paper or digital output) are shown if available
4. **Submission Guidelines**
    - Submit the video through the assigned platform
    - File name format: Group Name_Product_Market Pitch
    - Ensure good audio quality and clear visibility of presenters

Rubrics for this Activity

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

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

Performance Level

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

Activity 5 : Identify the Basis of Market Segmentation

Learning Objectives:

- classify types of market segmentation

Material: Notebook, Pen and Paper or Activity Sheet

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

Choices:

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

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

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

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

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

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

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

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

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

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

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

Activity 6: Analyzing Local Market Opportunities

Learning Objectives

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

Materials: Pen, Paper and Activity Sheet

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

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

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

Questions:

Part A: Identification (5 points)

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

Part B: Analysis (10 points)

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

Part C: Application (15 points)

If you were Maria:

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

Part D: Short Output (10 points)

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

Synthesis:

Answer the questions honestly:

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

LEARNING ACTIVITY SHEET (LAS)

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

Activity1: Market Basket Sort

(Written Version or Classroom Motivational Activity)

Learning Objectives:

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

Materials: Pen and Learning Activity Sheet

Instructions

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

Farm Product or

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

Service Activity

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

MATERIALS
VEGETABLES
FISH AND DRIED FISH
BOTTLED PRODUCTS
RICE
ORGANIC FERTILIZER
ORGANIC
ORGANIC
BANANA CHIPS
VEGETABLE CHIPS
CRISPY TARO
ANIMAL FEEDS AND FERTILIZERS
ORGANIC PRODUCTS
PACKED SNACKS
DAING NA BANGUS
Sweet Pili Tarts
FARM CONSULTATION
IRRIGATION SERVICE
PEST MANAGEMENT
FISH FARMING SERVICE
FARMERS TRAINING
PROCESSED GOODS

AGRICULTURAL SERVICE ACTIVITY

FARM PRODUCTS

Activity 2: "Listen, Match, and Market"

Learning Objectives:

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

Materials: Pen, Paper and Learning Activity Sheet

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

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

Activity 3: Farm Market Exploration and Classification

Learning Objectives

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

Materials

Pen and Paper
Learning Activity Sheet

Instruction

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

B. Sort each item you identified into the correct category:
A. Farm Product Categories

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

B. Farm Service Categories

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

C. Answer the following questions briefly

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

D. Fill in the matrix below

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

E. Present your answer for evaluation

Activity 4: From Raw to Innovation

Learning Objectives:

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

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

Materials

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

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

PART A: PRODUCT TRANSFORMATION (10 points)

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

1. Farm Raw Product or Service Activity: _____
2. Describe the farm product / farm service -(2–3 sentences):

   _____

   _____

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

   _____

4. What type is your product? (Check one)
   ☐ processed
   ☐ value-added
   ☐ organic
   ☐ preserved
   ☐ service Activity

PART B: SERVICE IMPROVEMENT (10 points)

5. How is this product usually sold?

---

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

---

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

PART C: VALUE ANALYSIS (10 points)

Explain why your product has higher value now.

Give **at least 3 reasons**:

1. _____
2. _____
3. _____

PART D: PRODUCT IDEA SUMMARY (5 points)

Write a short description (3–5 sentences):

"My product is called _____.
It is made from _____.
It is valuable because _____."

Rubrics for From Raw to Innovation

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

Clarity and completeness	All parts answered; writing is **clear, organized, and easy to understand**	Minor errors; mostly understandable	Difficult to understand; incomplete	No clear responses

Activity 5: Community Market Survey and Business Decision

Materials:

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

Learning Objectives:

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

Instructions

Part A: Community Data Gathering

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

Survey Guide Questions

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

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

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

Part C: Start-up Venture Decision Making

After gathering data, answer the following questions:

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

Part D: Proposed Future Business Venture

Complete the statement below and present

"My Proposed Farm Business Venture"

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

Performance Task: Rubrics Community Market Survey and Business Decision

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

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

Performance level

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

Activity 6: Performance Activity: Farm Product and Service Presentation

Agri-Prototype Showcase

Learning Objectives

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

Materials:

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

Instructions

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

Phase 1: Planning the Prototype

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

Learner Start-Up plan

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

Phase 2: Prototype Creation

Create a prototype of their chosen:

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

OR

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

Phase 3: Product and Service Presentation

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

Presentation Guide Questions

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

Performance Task Rubrics - Agri-Prototype Showcase

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

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

Performance Level

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

Synthesis:

Complete the statements below:

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

LEARNING ACTIVITY SHEET (LAS)

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

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

A. Think and Write:
Let's get your ideas flowing!

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

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

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

B. Identify Common Themes:

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

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

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

Processing Questions:

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

LEARNING ACTIVITY SHEET (LAS)

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

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

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

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

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

Guide Questions:

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

_____

_____

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

_____

_____

LEARNING ACTIVITY SHEET (LAS)

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

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

I. Activity No. 3: "Guess the Marketing Strategy!"

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

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

III. Materials Needed:

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

IV. Instructions:

1. **Look Closely** 👀

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

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

2. **Guess the Strategy** 💡

Think about what marketing strategy the farmer or seller is using. Is it

about **how the product is shown, the price, the packaging, or how customers are reached**?

_____

_____

3. **Write Your Idea** ✏️
   Jot down your answer and explain why you think this strategy works. What makes it effective in selling the product?

   _____

   _____

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

   _____

   _____

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

LEARNING ACTIVITY SHEET (LAS)

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

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

I. Activity No. 4: "Match the Marketing Situation"

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

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

III. Materials Needed:

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

IV. Instructions:

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

💡 **Helpful Clues:**

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

Part A. Match the Marketing Components

Write the letter of the correct situation in the blank.

1. _____ Marketing Objective 🎯
2. _____ Financial Requirements 💰
3. _____ Seven Ps of Marketing 🛒
4. _____ Market Risks ⚠️
5. _____ Contingency Plan 🔁
6. _____ Marketing Analysis Tool 🔍

Part B. Situations

A. Mang Pedro wants to increase the sales of his organic vegetables by 20% within three months.

B. The farmer prepares a budget for packaging, transportation, and promotional materials.

C. The farmer sells vegetables in the public market, promotes them through Facebook, and offers affordable prices.

D. The farmer worries that heavy rain and increasing competitors may affect his sales.

E. If the vegetables remain unsold, the farmer plans to sell them to nearby restaurants at a lower price.

F. The farmer conducts a short survey among neighbors to know which vegetables are in demand.

LEARNING ACTIVITY SHEET (LAS)

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

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

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

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

Guide Questions: **Your Answers**

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

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

LEARNING ACTIVITY SHEET (LAS)

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

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

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

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

Instructions:

1. Use the same farm product you chose in the previous activity.
2. Think about how you can improve your plan for selling this product.
3. Complete the Mini Marketing Plan template below using your ideas.

4. Output shall be rated based on the following rubrics:

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

My Mini Marketing Plan

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

What will you do if problems happen? *(Example: sell to nearby stores or offer discounts)*	
7. Marketing Analysis Tool How will you find out what customers want? *(Example: ask neighbors, observe the market, or conduct a simple survey)*	

LEARNING ACTIVITY SHEET (LAS)

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

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

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

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

1. Why do you think a marketing plan is important when selling farm products?
   🖍️ Your Answer:
   _____

2. What important elements should be considered when developing a marketing plan?
   🖍️ Your Answer:
   _____

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

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

V. Synthesis

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

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

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	5	**Date:**	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		**Grade & Section:**	

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

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

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

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

Learners analyze the images and answer:

• What changes happened to the product?

_____

_____

• What activities were done to improve the product?

_____

_____

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	5	**Date:**	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		**Grade & Section:**	

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

Learners reflect on the question:

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

_____

_____

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

_____

_____

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	5	**Date:**	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		**Grade & Section:**	

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

Activity: Guess the Value-Adding Strategy

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

- Vegetables being washed and packed

  _____

- Mangoes turned into dried mangoes

  _____

- Fruits sorted by size and ripeness

  _____

- Pineapples being peeled and sliced before selling or processing

_____

- Eggs classified according to size and quality before packaging and selling

_____

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	5	**Date:**	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		**Grade & Section:**	

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

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

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

GROUP 1

Value-Adding Strategy Cards

Strategy Card 1: Processing
Transforming raw agricultural products into a different product form to increase their value (e.g., cooking, drying, fermenting, frying).

Strategy Card 2: Cleaning
Removing dirt, chemicals, and other contaminants from farm products before processing or selling.

Situation Cards

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

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

Situation Card C (Dummy)
A vendor separates large and small mangoes before arranging them on the display table.

GROUP 2

Value-Adding Strategy Cards

Strategy Card 1: Sorting
Separating agricultural products based on size, quality, ripeness, or appearance.

Strategy Card 2: Packaging
Placing products in containers or wrapping them properly to protect the product and attract buyers.

Situation Cards

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

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

Situation Card C (Dummy)
A farmer washes sweet potatoes in clean water before bringing them to the market.

GROUP 3

Value-Adding Strategy Cards

Strategy Card 1: Peeling
Removing the outer skin or covering of fruits or vegetables to prepare them for processing or consumption.

Strategy Card 2: Product Standardization
Ensuring that each product has consistent size, weight, and quality for uniformity and customer satisfaction.

Situation Cards

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

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

Situation Card C (Dummy)
A vendor seals banana chips in plastic packaging before selling them.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	5	**Date:**	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		**Grade & Section:**	

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

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

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

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

III. Materials Needed:

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

IV. Instructions:

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

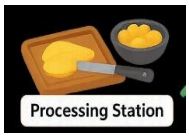
- Standardization – Ensuring consistent size, weight, or quality for all products

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

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

Complete the table below:

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

Standardization Station		
Packaging Station		
Sorting Station		
 Processing Station		

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	5	**Date:**	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		**Grade & Section:**	

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

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

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

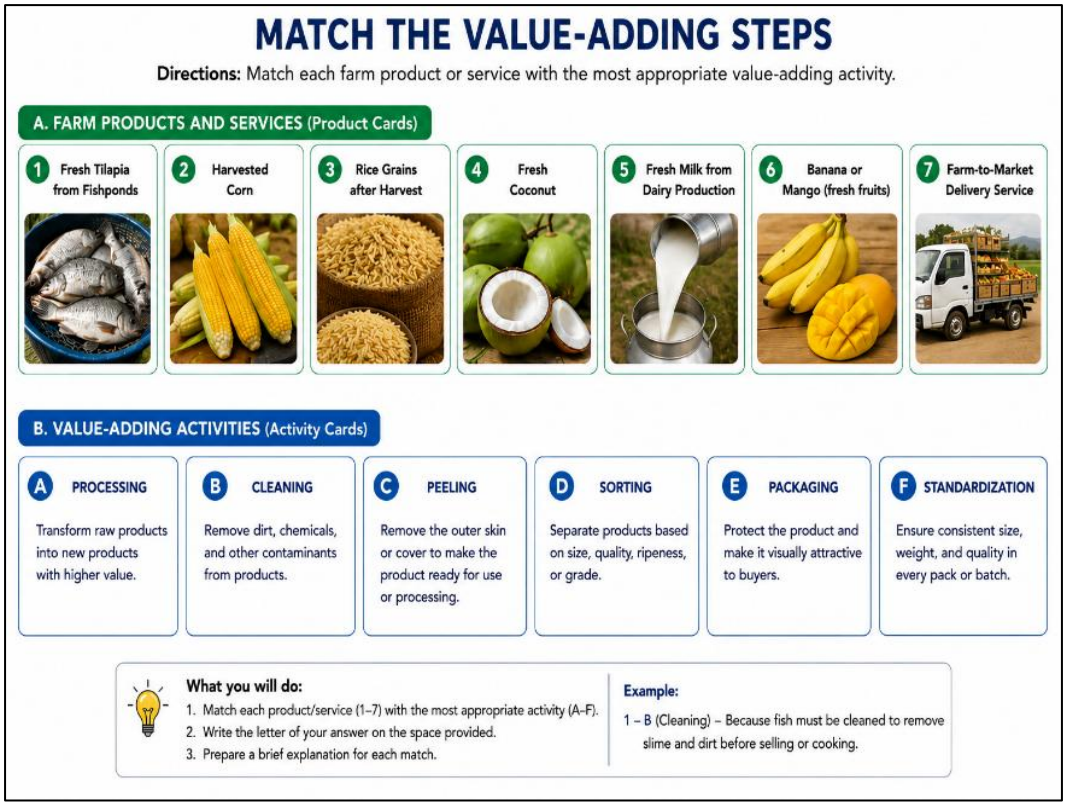
1. identify different value-adding activities applied to farm products and services;
2. match farm products with appropriate value-adding strategies; and
3. explain the importance of value-adding in improving the quality, usability, and market value of farm products.

III. Materials Needed:

- Activity sheets or guide questions
- Pens

IV. Instructions:

A.



B.

Learners answer the following:

• What is value addition?

_____

_____

• Why is value addition important in agricultural products?

_____

_____

• How does value addition contribute to agribusiness development?

_____

_____

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	5	**Date:**	
Lesson Title/Topic:	Value-Adding Activities on Farm Products and Services		
Name:		**Grade & Section:**	

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

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

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

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

III. Materials Needed:

- Activity sheets or guide questions
- Pens

IV. Instructions:

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

• What is value addition?

Answer:

_____

_____

• Why is value addition important in agricultural products?

Answer:

_____

_____

• How does value addition contribute to agribusiness development?

Answer:

_____

_____

Well done! 👏

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

V. Synthesis

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

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	6	**Date:**	
Lesson Title/Topic:	Product Flow, Supply Chain, and Value Chain: Components, Differences, and Relationships		
Name:		**Grade & Section:**	

Learning Competency:

Design a supply chain diagram for farm products and services.

I. Activity No. 1: Trace the Tomato

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

to trace the basic journey of a farm product from the farm to the table using a familiar product example.

III. Materials Needed:

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

IV. Instructions:

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

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

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

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

Guide Questions / Answer Space:

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

_____

_____

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

_____

_____

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

_____

_____

I. Activity No. 2: Stakeholder Scramble

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

III. Materials Needed:

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

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

IV. Instructions:

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

Guide Questions / Answer Space:

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

_____

_____

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

_____

_____

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

_____

_____

I. Activity No. 3: Trace the Products

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

III. Materials Needed:

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

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

IV. Instructions:

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

Guide Questions / Answer Space:

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

_____

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

_____

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

_____

_____

_____

I. Activity No. 4: The Product Pathway Challenge

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

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

Table 1. TERM

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

Table 2. DEFINITION

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

Table 3. EXAMPLES

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

Table 4. ANSWERS

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

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

Guide Questions / Answer Space:

What is product flow based on your activity?

_____

What are the stages of the supply chain?

_____

How is a value chain different from a supply chain?

_____

Why are all stakeholders important?

_____

_____

_____

I. Activity No. 5: From Farm to Table

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

III. Materials Needed:

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

IV. Instructions:

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

Guide Questions / Answer Space:

What problems could happen at each stage?

_____

_____

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

_____

_____

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

_____

_____

_____

_____

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

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

III. Materials Needed:

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

IV. Instructions:

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

Guide Questions / Answer Space:

Are all six stages present and correctly sequenced?

_____

_____

Are the stakeholders correctly matched with their roles?

_____

_____

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

_____

_____

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

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

Scoring Guide:

18-20 = Outstanding;

14-17 = Very Satisfactory;

10-13 = Satisfactory;

5-9 = Needs Improvement.

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

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

III. Materials Needed:

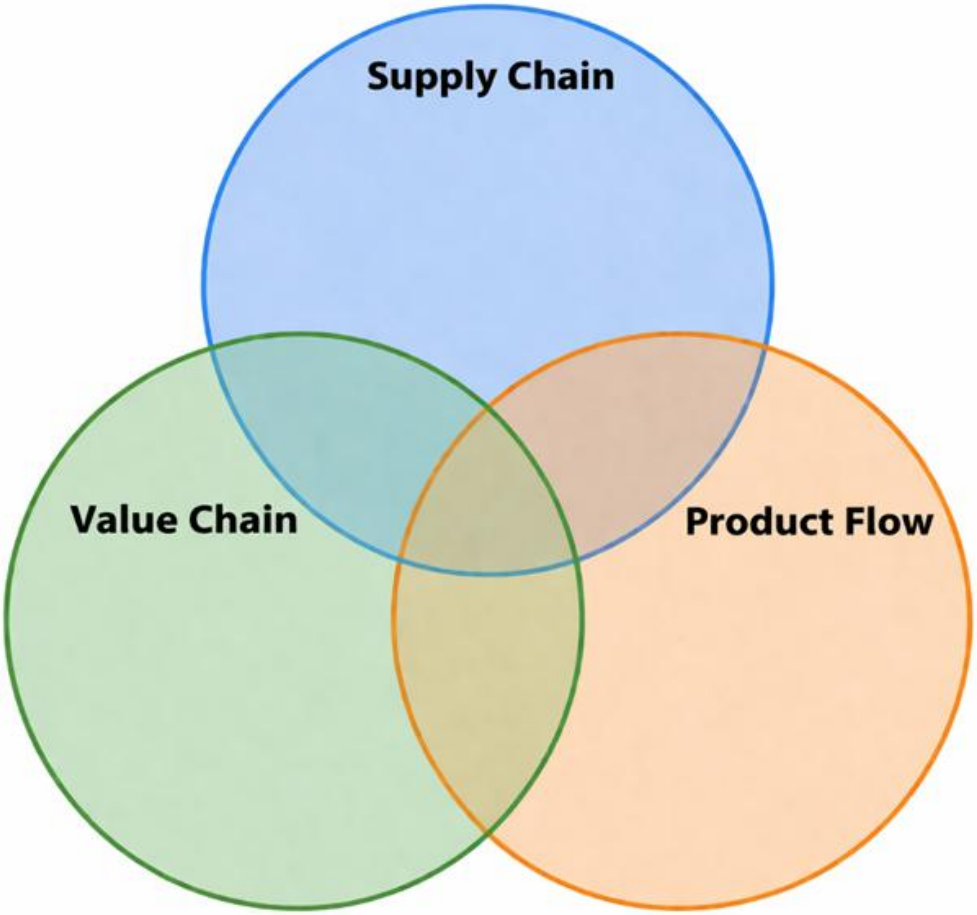
- Manila paper or bond paper
- Marker, pen, or pencil

Reminder:

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

IV. Instructions:

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



Guide Questions / Answer Space:

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

_____

_____

2. *How are they similar?*

_____

_____

3. *How are they different?*

_____

_____

I. Activity No. 8: Pass the Product

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

III. Materials Needed:

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

IV. Instructions:

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

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

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

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

III. Materials Needed:

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

Sample Scenarios:

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

IV. Instructions:

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

Guide Questions / Answer Space:

What is the problem?

_____

_____

Which stage of the supply chain is affected?

_____

_____

Who is responsible or involved?

_____

_____

What solution can you suggest?

_____

_____

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

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

III. Materials Needed:

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

IV. Instructions:

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

Guide Questions / Answer Space:

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

_____

_____

2. *Are all stages and stakeholders correctly labeled?*

_____

_____

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

_____

_____

Performance Task Rubric (20 points)

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

Performance Level:

18-20 = Outstanding

14-17 = Very Satisfactory

10-13 = Satisfactory

5-9 = Needs Improvement

Evaluating Learning

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

A. Multiple Choice. Encircle the correct answer.

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

A. Processing

B. Production

C. Distribution

D. Marketing

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

A. Farmer

B. Consumer

C. Transporter

D. Processor

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

A. Marketing

B. Consumption

C. Post-Harvest

D. Distribution

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

A. Production

B. Processing

C. Distribution

D. Consumption

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

A. Retailer

B. Processor

C. Transporter

D. Consumer

B. Situational Identification. Write the correct answer.

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

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

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

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

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

_____

_____

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

_____

_____

Reflection

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

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

_____

_____

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

_____

_____

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

_____

_____

V. Synthesis

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

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	7	**Date:**	
Lesson Title/Topic:	Production Plan for Farm Products and Services		
Name:		**Grade & Section:**	

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

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

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

III. Materials Needed:

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

IV. Instructions:

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

Answer the following:

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

_____

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

_____

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

_____

I. Activity No. 2: Farm Records Exploration

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

III. Materials Needed:

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

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

1. Production Log

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

2. Sales Receipt

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

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

Grand Total: ₱14,450

3. Inventory Sheet

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

4. Service Contract

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

Service: Irrigation for rice field
Duration: April–June 2026
Fee: ₱5,000 (paid in two installments)
Terms: Provider ensures water supply during planting and growing season. Farmer agrees to pay fees on schedule.

5. Financial Statement

Farmer: Pedro Reyes Period
Covered: April 2026

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

IV. Instructions:

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

Answer the following:

1. Which record helps track income or sales?
   _____
2. Which record shows farm productivity?
   _____
3. Which record helps clarify responsibilities for farm services?
   _____

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

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

III. Materials Needed:

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

IV. Instructions:

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

Answer the following:

1. How are sales records different from production logs?

   _____

2. How do service agreements support farm operations?

   _____

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

   _____

I. Activity No. 4: Mock Farm Record Template

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

III. Materials Needed:

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

IV. Instructions:

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

Answer the following:

1. What type of farm record did you design?

   _____

2. What columns did you include in your template?

   _____

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

   _____

I. Activity No. 5: Farm Production Plan Development

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

III. Materials Needed:

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

IV. Instructions:

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

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

Answer the following:

1. What product did your group choose and why?

   _____

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

   _____

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

   _____

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

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

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

Answer the following:

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

   _____

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

   _____

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

   _____

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

   _____

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

   _____

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

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

III. Materials Needed:

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

IV. Instructions:

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

Answer the following:

1. What production problem did your group present?
   _____
2. What preventive measures did your group propose?
   _____
3. How did the farm manager show responsibility in the situation?
   _____

I. Activity No. 8: Evaluating Learning

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

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

1. _____Which farm record best helps in tracking productivity?
   a. Sales Receipt
   b. Cash Voucher
   c. Service Agreement
   d. Production Log

2. _____If irrigation services are delayed, which part of the production plan is most affected?
   a. Crop Calendar
   b. Farm Inputs
   c. Risk Management
   d. Labor Requirements

3. _____Which preventive measure reduces pest infestation most effectively?
    a. Crop rotation
    b. Hiring more labor
    c. Expanding land area
    d. Increased fertilizer use

4. _____Which service is most critical during planting season?
    a. Veterinary services
    b. Marketing services
    c. Irrigation services
    d. Machinery rental for harvesting

5. _____If fertilizer prices suddenly increase, what adjustment should be made in the production plan?
    a. Hire more laborers
    b. Delay planting
    c. Increase crop area
    d. Reduce fertilizer use or find alternatives

6. _____Which record is most useful for predicting future production risks?
    a. Harvest Log
    b. Labor Log
    c. Sales Receipt
    d. Service Agreement

7. _____If laborers are unavailable during peak harvest season, which solution is most practical?
    a. Stop production activities
    b. Delay harvest until labor is available
    c. Reduce crop area immediately
    d. Rent machinery or hire temporary workers

8. _____Why is it important to keep service agreements documented?
    a. To reduce fertilizer costs
    b. To monitor pest infestation
    c. To increase crop yield directly
    d. To avoid disputes and clarify responsibilities

9. _____Which farm record would best show the financial performance of the farm?
    a. Labor Log
    b. Service Agreement
    c. Production Log
    d. Sales Records

10. _____If pests damage part of the crop, which preventive measure ensures long-term sustainability?
    a. Hiring more workers
    b. Expanding land area
    c. Increasing irrigation frequency
    d. Crop rotation and pest monitoring

11. Which farm service supports livestock health?
    a. Irrigation service
    b. Machinery rental
    c. Marketing service
    d. Veterinary service

12. How can production logs improve farm efficiency?
    a. By recording buyer information
    b. By reducing service costs
    c. By eliminating labor requirements
    d. By tracking activities and identifying problems

13. If machinery rental is delayed, which farm activity is most affected?
    a. Pest monitoring
    b. Fertilizer application
    c. Marketing of products
    d. Land preparation or harvesting

14. Which record helps farmers decide which crops are most profitable?
    a. Labor Log
    b. Service Agreement
    c. Production Log
    d. Sales Records

15. Why should remarks be included in farm records?
    a. To calculate profits directly
    b. To reduce the number of entries
    c. To replace service agreements
    d. To provide notes on quality, issues, or conditions

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

Instructions:

1. Create a flowchart that includes the following components:
    - Assessment (initial evaluation of farm needs and conditions)
    - Requirements (inputs such as seeds, fertilizer, tools, labor)
    - Activities (planting, fertilizing, pest control, harvesting)
    - Services (irrigation, machinery rental, veterinary, extension services)
    - Costs (operational expenses, input costs, service fees)

- Risk Management (preventive measures, contingency plans, monitoring)

2. Use arrows to show the sequence and connections between steps.
3. Make the flowchart clear, organized, and creative (you may use symbols, colors, or icons).
4. Present your flowchart to the class in a short explanation (2–3 minutes).

Rubric

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

Scoring Guide:
9–10 points → Outstanding
6–8 points → Satisfactory
3–5 points → Needs Improvement
0–2 points → Poor

V. Synthesis

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

_____
_____
_____
_____
_____
_____
_____
_____

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	AGRO-ENTREPRENEURSHIP		
Lesson Exemplar:	8	**Date:**	
Lesson Title/Topic:	Farm Budget Plan		
Name:		**Grade & Section:**	

Learning Competency: Discuss the farm budget plan.

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

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

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

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

Category	Example
Expenses	
Income	
Savings	
Investment	

Processing Questions:

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

  _____

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

  _____

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

  _____

I. Activity No. 2: Farm Finance Carousel

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

III. Materials Needed:

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

IV. Instructions:

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

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

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

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

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

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

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

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

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

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

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

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

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

Processing Questions:

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

  _____

- How is income different from profit?

  _____

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

  _____

I. Activity No. 3: Match and Explain

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

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

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

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

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

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

Processing Questions:

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

_____

_____

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

_____

_____

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

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

III. Materials Needed:

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

IV. Instructions:

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

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

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

Processing Questions:

- Which items require money before the farmer earns income?

  _____

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

  _____

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

  _____

- How can savings and investment support future farm activities?

  _____

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

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

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

*A farm budget plan is important because*_____
_.

It includes _____,
_____, *and* _____.

Processing Questions:

1. What common ideas did your classmates mention about farm budgeting?
_____
_____
2. Which part of the farm budget plan do you think farmers should prepare first? Why?
_____
_____

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

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

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

Budget Component	Answer
Expenses	
Income	
Savings	
Investment	

Processing Questions:

- Why is budgeting useful in the situation?

  _____

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

  _____

I. Activity No. 7: Assessment

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

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

1._____ A farmer receives money from selling harvested pechay. This should be classified as:

A. Labor C. Utility cost

B. Income D. Long-term investment

2. _____A water pump that can be used for several planting seasons is best classified as:

A. Remittance C. Short-term investment

B. Informal savings D. Long-term investment

3. _____Which item should be classified as an operational cost?

A. Fertilizer C. Grant received

B. Selling price D. Bank interest earned

4. _____If total revenue equals total costs, the farm is at the:

A. profit point C. break-even point

B. loss point D. investment point

5. _____Which choice shows the correct relationship between income, expenses, and profit?

A. Income is the same as profit. C. Profit is expenses minus income.

B. Expenses are always profit D. Profit is income minus expenses.

6. _____A farmer needs capital to buy seeds from a registered institution. Which provider is most appropriate?

A. Customer C. Bank or cooperative

B. Farm tool D. Weather report

7. _____Why is insurance included in financial services for farmers?

A. It removes expenses. C. It makes crops grow faster.

B. It replaces savings. D. It protects against risks such as crop failure or disasters.

8. _____A farmer wants to know if vegetable sales can cover seeds, fertilizer, labor, and utilities. Which part of a farm budget plan is most useful?

A. Informal savings C. Remittance service

B. Budget cost analysis D. Private sector support

9. _____ Which statement best explains the purpose of a farm budget plan?

A. It guarantees profit. C. It lists only farm products sold.

B. It replaces all records. D. It helps farmers plan income, expenses, and financial decisions.

10. _____Which learner response best shows appreciation for farm budgeting?

A. “Only large farms need budgets.” C. “Budgeting is unnecessary if harvest is good.”

B. “Income and profit mean the same thing.” D. “Farmers should plan costs, income, savings, and investments before deciding.”

I. Activity No. 8: Learner Reflection

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

III. Materials Needed:

- Learning Activity Sheet
- Pen or pencil

IV. Instructions:

Answer the following questions in complete sentences.

Processing Questions:

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

_____
_____

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

_____
_____

- How can budgeting help farmers make responsible decisions?

_____
_____

V. Synthesis

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

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

_____
_____
_____
_____
_____