

Lesson Exemplars for Agro-entrepreneurship

TECH-PRO ELECTIVE



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LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Lesson Exemplar	1

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

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

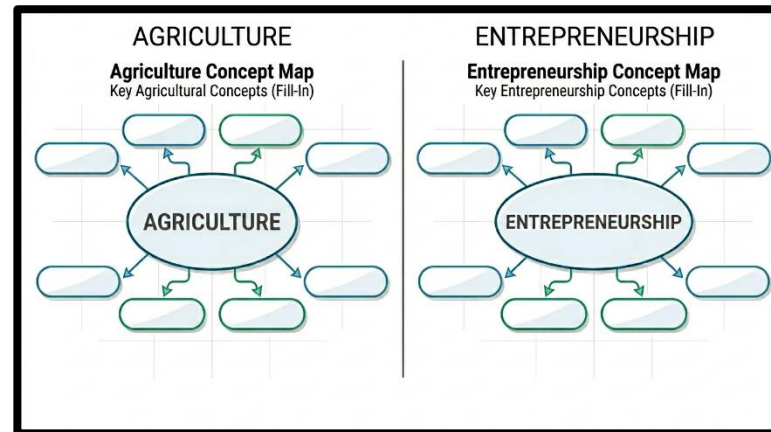
	<ul style="list-style-type: none"> • Service providers • Input producers • Processing and marketing of farm produce <p>Scope of Agro-Entrepreneurship</p> <ul style="list-style-type: none"> • Specialty crop farming • Vertical farming • Farm-to-table enterprises • Agri-tourism • Hydroponics and aquaponics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

A. Activating Prior Knowledge

Activity 1: Activating Prior Knowledge

Activity 1: Concept Mapping - Define Agro-Entrepreneurship

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



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

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

Aligned Learning Objective:

- Define Agro-Entrepreneurship

Activity 2: Problem-Based Learning (PBL),

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

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

“Problem to Profit”

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

Scenario

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



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

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

Aligned Learning Objectives:

1. Recognize business opportunities in Agro-Entrepreneurship

Learners identify possible income-generating ideas from agricultural problems (**processing excess tomatoes**).

2. Identify challenges in Agro-Entrepreneurship

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

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

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

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

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

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

		business solves it				
	Target Market Specification	Identifies specific target market (who, where, and needs)	Identifies target market but lacks 1 detail (who/where/needs)	Target market is too general (e.g., “everyone”)	No target market identified	
	Analysis of Possible Challenges	Identifies at least 2 realistic challenges with brief explanation	Identifies at least 2 challenges without explanation	Identifies only 1 challenge	Identifies no challenges	
	Presentation Performance & Team Participation	Presentation is organized; all members speak; within time limit	Presentation is organized; most members participate	Presentation is partially organized; few members participate	Presentation is disorganized ; 1–2 members only participate	
	<p>Scoring Guide</p> <ul style="list-style-type: none"> • 30-28 points = Excellent • 27-25 points = Good • 24-20 points = Fair • Below 20 = Needs Improvement <p>Activity 6: Problem-Solution Chart</p> <ul style="list-style-type: none"> • Facilitate learners in identifying and listing common agricultural challenges in their community, and then guide them to determine appropriate business opportunities and propose realistic solutions for each identified problem. • A Problem–Solution Chart is a graphic organizer that helps learners analyze a problem, identify possible opportunities, and propose practical solutions. It is usually presented in a table with three columns: 					

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

Aligned Learning Objectives:

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

PROBLEM-SOLUTION CHART

CHALLENGE	BUSINESS OPPORTUNITY	PROPOSED SOLUTION

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

Criteria	Excellent (5pts)	Good(4pts)	Fair (2pts)	Needs Improvement (1pts)
Number of Challenges Identified	Identifies 4 or more relevant challenges in agro-entrepreneurship	Identifies 3 relevant challenges	Identifies 2 challenges only	Identifies 1 or no challenge
Identification of Business Opportunities	Provides 4 or more clear opportunities , each directly linked to a challenge	Provides 3 opportunities , mostly linked to challenge	Provides 2 opportunities , weak link to challenges	Provides 1 or no opportunity , not clearly linked
Proposed Solutions (Practicality and Relevance)	Proposes 4 or more realistic and detailed solutions addressing each challenge	Proposes 3 realistic solutions with some explanation	Proposes 2 solutions , limited detail or feasibility	Proposes 1 or no solution , unclear or unrealistic
Accuracy of Problem–Opportunity–Solution Link	All entries clearly show correct connection between problem, opportunity, and solution	Most entries are correctly connected (1 minor error)	Some connections are unclear or incorrect (2 errors)	Connections are mostly incorrect or missing

	Completeness of Chart Output	Chart is fully completed (all columns filled correctly and neatly organized)	Chart is mostly complete (1–2 missing details)	Chart is partially complete (several missing parts)	Chart is incomplete or poorly organized
	Participation and Readiness to Share	Actively participates and clearly explains 2 or more entries during sharing	Participates and explains at least 1 entry clearly	Limited participation; explanation is unclear	Does not participate in sharing
Scoring Guide <ul style="list-style-type: none"> • 21–24 points = Excellent • 17–20 points = Good • 13–16 points = Fair • Below 13 = Needs Improvement 					
VII. REFLECTION	<p>Let the learners complete the “Agro-Reflector” activity to synthesize and reflect on the concepts learned in Agro-Entrepreneurship.</p> <p>Agro-Reflector</p> <p>Instructions: Based on our lessons on Agro-Entrepreneurship; complete the following prompts.</p> <ul style="list-style-type: none"> • 3 New Things I Learned • 2 Qualities I See in Myself • 1 My Big "Why" 				
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used Co-pilot and Gemini in order to generate images, check grammar, generate suggested activities aligned with learning objectives and competency and rephrase statements. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>				

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Lesson Exemplar	2

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

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

	<table><tr><th>Name of Learner</th><th>Price (Cheap/Expensive/Reason)</th><th>Location (Near/Far/Access)</th><th>Quality (Fresh/Good/Poor)</th><th>Convenience (Time/Ease/Service)</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td><td></td></tr></table> <p>You may tally the learners' responses and count how many prefer price, location, quality, or convenience. Then, invite selected learners to share their answers with the class and explain the reasons behind their choices.</p> <p>Teacher-led discussion on:</p> <p>1. Market Opportunities Situations where farm products or services can meet the needs and demands of buyers.</p>	Name of Learner	Price (Cheap/Expensive/Reason)	Location (Near/Far/Access)	Quality (Fresh/Good/Poor)	Convenience (Time/Ease/Service)	1					2					3					4					5					<p>agricultural products (e.g., wet market, supermarket, roadside stalls). They share their reasons and categorize their responses based on four factors: price, location, quality, and convenience. These responses are organized in a matrix to visualize patterns in consumer preferences.</p> <p>It develops the following key concepts</p> <ul style="list-style-type: none">• Buyers have different preferences and priorities• Market choices are influenced by factors such as cost, accessibility, product quality, and ease of purchasing• Differences in preferences create market opportunities for businesses <p>You're role as a teacher is;</p> <ul style="list-style-type: none">• Facilitate discussion by probing learners' answers Why is this important to them as a buyer?• Guide learners in organizing responses into the matrix• Highlight patterns and differences in the class data• Lead a synthesis discussion connecting responses to the concept of market opportunities <p>Aligned Objectives</p> <ul style="list-style-type: none">• Define market opportunities• Recognize different buyer preferences
Name of Learner	Price (Cheap/Expensive/Reason)	Location (Near/Far/Access)	Quality (Fresh/Good/Poor)	Convenience (Time/Ease/Service)																												
1																																
2																																
3																																
4																																
5																																

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

	Rubrics for this activity						<p>(demographic, geographic, psychographic, or behavioral). They then create a market map (e.g., price vs. quality or accessibility), which helps visualize how products are positioned in the market relative to consumer preferences.</p> <p>This task strengthens learners' ability to analyze, categorize, and present data while developing critical thinking and teamwork skills. The use of manila paper or digital output encourages creativity and clear communication of ideas.</p> <p>By the end of the activity, learners will better understand how businesses identify opportunities, position products, and respond to the needs of different customer groups in the agricultural market.</p> <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> ● define market mapping and its purpose in visualizing market positions and competition ● develop simple market segmentation to specific target markets for farm products or services. ● demonstrate a strategic mindset in choosing appropriate markets to serve.
	Criteria	Excellent 20-15	Good 14-11	Satisfactory 10-5	Needs Improvement 4 -below	Scores	
	Identification of Target Customers	Clearly identifies at least Three (3) appropriate target customers with detailed explanation	Identifies Two (2) appropriate customers with some explanation	Identify one (1) or limited and unclear customers	No customers identified or incorrect identification of customer	/20	
	Market Segmentation	Accurate and well-organized segmentation using appropriate types (demographic, geographic, etc.)	Mostly accurate segmentation with minor errors	Basic segmentation with limited categories	Segmentation unclear or incorrect	/20	
	Market Map (Price vs Quality/Accessibility)	Map is complete, accurate, well-labeled, and clearly shows positioning with two named competitors	Map is clear but may have minor labeling or clarity issues with one named competitor	Map is partially correct or lacks detail. No competitor was named	Map is unclear, incorrect, or missing	/20	

	Analysis & Application	Shows strong understanding of market opportunities and connections to real-life situations	Shows good understanding with some explanation	Shows limited understanding	Shows little or no understanding	/20
	Presentation &/ Creativity	Very neat, creative, and visually appealing; easy to understand	Neat and organized with some creativity	Acceptable but lacks creativity or clarity	Disorganized, hard to understand	/20
	Group Collaboration	All members actively participated and contributed	Most members participated	Some members participated	Few members participated	/20
<p>Performance Level</p> <ul style="list-style-type: none"> • 120-90- Outstanding • 80-66- Very Satisfactory • 65-30- Satisfactory • 29- below Needs Improvement <p>Activity 4: “Tell me who your market is and I tell you who you are” (Application)</p> <p>Task Overview:</p> <ul style="list-style-type: none"> • Each group will present and justify their chosen target market based on their market analysis, market segmentation, and market mapping from the previous activity. <p>Instructions:</p> <ol style="list-style-type: none"> 1. Group Discussion <ul style="list-style-type: none"> ○ Review your outputs from Activity 4. ○ Identify your primary target market. 						
<p>Activity 4: “Tell me who your market is and I tell you who you are” (Application)</p> <p>This activity helps learners apply their knowledge, strengthen communication skills, and think like entrepreneurs by justifying real market decisions.</p> <p>Aligned Learning Objectives</p>						

	<ul style="list-style-type: none">○ Answer the key question: “Why is your chosen target market the best opportunity?” <p>2. Prepare Your Pitch Your group will create a short presentation (2–3 minutes) that includes:</p> <ul style="list-style-type: none">○ Description of your chosen agricultural product○ Identified target customers○ Explanation of your market segmentation○ Insights from your market map (price vs. quality or accessibility)○ Clear justification of why this market is a strong business opportunity <p>3. Video Presentation</p> <ul style="list-style-type: none">○ Record your group pitch in video format (2–3 minutes only).○ Ensure that:<ul style="list-style-type: none">▪ All members participate in the presentation▪ The explanation is clear, organized, and concise▪ Visual aids (manila paper or digital output) are shown if available <p>4. Submission Guidelines</p> <ul style="list-style-type: none">○ Submit the video through the assigned platform○ File name format: Group Name_Product_Market Pitch○ Ensure good audio quality and clear visibility of presenters <p>Rubrics for this activity</p> <table><tr><td>Criteria</td><td>Excellent</td><td>Good</td><td>Satisfactory</td><td>Needs Improvement</td><td>Scores</td></tr><tr><td></td><td>20-15</td><td>14-11</td><td>10-5</td><td>4 -below</td><td></td></tr></table>	Criteria	Excellent	Good	Satisfactory	Needs Improvement	Scores		20-15	14-11	10-5	4 -below		<ul style="list-style-type: none">● define market mapping and its purpose in visualizing market positions and competition● develop simple market segmentation to specific target markets for farm products or services.● demonstrate a strategic mindset in choosing appropriate markets to serve
Criteria	Excellent	Good	Satisfactory	Needs Improvement	Scores									
	20-15	14-11	10-5	4 -below										

	Clarity of Target Market	Clearly identifies and explains target market with strong justification	Identifies target market with adequate explanation	Target market is somewhat unclear or lacks detail	Target market is unclear or missing	/20	
	Use of Market Analysis, Segmentation & Mapping	Concepts are accurately applied and well-integrated in the explanation	Concepts are mostly correct with minor gaps	Limited or partially correct use of concepts	Concepts are incorrect or not used	/20	
	Justification of Market Opportunity	Strong, convincing explanation of why the market is the best opportunity	Clear explanation with some supporting details	Basic explanation with weak support	Little or no justification provided	/20	
	Organization & Delivery	Presentation is clear, well-organized, confident, and within time limit	Mostly clear and organized; minor issue	Some disorganization or unclear delivery	Disorganized, difficult to follow	/20	

	Video Quality & Creativity	Video is clear, engaging, creative, and uses visuals effectively	Video is clear with some creativity	Video is acceptable but lacks creativity or clarity	Poor quality video; hard to see/hear	/20	
	Group Participati on	All members actively participate and contribute equally	Most members participate	Some members participate	Few members participate	/20	
	Performance Level <ul style="list-style-type: none">● 120-90- Outstanding● 80-66- Very Satisfactory● 65-30- Satisfactory● 29- below Needs Improvement						
VI. ASSESSMENT	Activity 5: Identify the Basis of Market Segmentation Instructions: Learners will carefully read each given situation and determine which type of market segmentation is being described (demographic, geographic, psychographic, or behavioral). For each situation: <div>1. Analyze the key details (e.g., age, location, lifestyle, buying habits) stated in each situation presented in the activity.</div>						

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

Aligned Learning Objectives

- classify types of market segmentation

Activity 6: Analyzing Local Market Opportunities

Instructions:

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

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

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

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

Questions to be answered by the learners

Part A: Identification (5 points)

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

Part B: Analysis (10 points)

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

	<p>2. Why is it important for Maria to identify her target market?</p> <p>Part C: Application (15 points)</p> <p>1. If you were Maria:</p> <ul style="list-style-type: none"> ○ What target market would you choose? ○ Why? <p>2. Suggest one strategy to attract your chosen target market.</p> <p>Part D: Short Output (10 points)</p> <p>1. Create a simple market map description:</p> <ul style="list-style-type: none"> ○ Identify competitors ○ Describe where Maria's product will be positioned (e.g., high quality vs low price) <p>Output: Learners may answer in paragraph or in an outline form.</p> <p>Aligned Learning Objectives:</p> <ul style="list-style-type: none"> ● Identify market opportunities based on given scenarios ● Distinguish different kinds of customers or buyers ● Apply appropriate market segmentation (demographic, geographic, psychographic, behavioral) ● Explain the importance of selecting a target market ● Propose practical business strategies based on customer needs ● Demonstrate understanding of market mapping and competitor analysis
<p>VII. REFLECTION</p>	<p>Let the learners complete the reflection activity to synthesize and reflect on the concepts learned in the topic Analyze potential market opportunities in the locality</p> <p>Reflection</p> <p>Encourage learners to answer the questions honestly:</p> <p>1. I was able / not able to identify real market opportunities because _____.</p>

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

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Lesson Exemplar	3

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

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

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

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

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

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

Performance Rubrics for From Raw to Innovation

Criteria	(4) Excellent	(3) Proficient	(2) Developing	(1) Need Improvement
Product Transformation	Clearly identifies 1 raw product + transforms into a distinct value-added product ; transformation significantly increases usability/value	Product and transformation are correct but improvement is moderate only	Product identified but transformation is basic or common	Transformation is unclear or not value-adding
Service Improvement	Service idea is specific, realistic, and clearly improves marketing or delivery	Service is relevant but lacks detail or impact	Service idea is weak or unclear	Service is not related

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

Aligned Learning Competencies

- identify farm products available in the locality
- identify services relevant to local farmers and consumers
- analyze which products/services are marketable
- develop appreciation of local farm products and services
- practice decision-making and entrepreneurial skills
- develop an innovation from farm product or

	Value Analysis	Provides 3 clear, logical, non-repetitive reasons showing increased value	Provides 2-3 reasons , but some are weak or repetitive	Provides 1-2 limited reasons	Reasons unclear or incorrect	service available in the community
	Product Idea Summary	Complete (name, source, value explanation) with 3-5 clear sentences	Complete but slightly unclear or short	Missing 1 element	Missing 2 elements	
	Clarity and completeness	All parts answered; writing is clear, organized, and easy to understand	Minor errors; mostly understandable	Difficult to understand; incomplete	No clear responses	
	Performance Level <ul style="list-style-type: none">● 20-17- Outstanding● 16-13- Very Satisfactory● 12-9- Satisfactory● 8-below -Needs Improvement					

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

C: Start-up Venture Decision Making

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

Questions:

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

D: Proposed Future Business Venture

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

My Proposed Farm Business Venture

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

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

Performance Task: Rubrics Community Market Survey and Business Decision

Criteria	(4) Excellent	(3) Proficient	(2) Developing	(1) Beginning
Data Gathering	Gathered complete and accurate responses from 5 or more respondents	Gathered responses from 4 respondents with minor missing details	Gathered responses from 2–3 respondents with incomplete details	Gathered responses from only 1 respondent or no clear data gathered
Organization of Data	Survey data are clearly organized, complete, and easy to understand	Data are mostly organized with few missing details	Data are somewhat organized but difficult to interpret	Data are disorganized and incomplete

	Analysis of Marketability	Clearly explains why the product/service is marketable using strong evidence from survey data	Gives reasonable explanation with some evidence from gathered data	Gives limited explanation with little connection to survey results	Explanation is unclear or unrelated to survey results		
	Decision-Making Skills	Proposed product/service strongly matches community needs and demand	Proposed product/service generally matches community needs	☐ Proposed product/service somewhat matches community needs	Proposed product/service does not match community needs		
	Creativity and Feasibility of Business Venture	Business idea is highly creative, realistic, and practical for the locality	Business idea is creative and mostly realistic	Business idea shows limited creativity or feasibility	Business idea is unclear or unrealistic		
	Completeness of Output	All parts of the activity are complete and well-prepared	Most parts are complete with minor missing information	Several parts are incomplete	Many parts are missing		
	Neatness and Presentation	Output is very neat, organized, and visually appealing	Output is neat and organized	Output is somewhat neat but lacks organization	Output is messy and difficult to read		

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

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

Performance Task Rubrics - Agri-Prototype Showcase

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

		with accurate details	information clearly	details but lacks clarity		
	6. Communication and Presentation Skills	Speaker is confident, organized, and speaks clearly throughout the presentation	Speaker is understandable with minor hesitations	Speaker shows limited confidence and unclear delivery	Speaker is difficult to understand and unprepared	
	7. Use of Data/Survey Results	Presentation effectively uses survey data to support the proposed business idea	Survey data are used with some explanation	Limited use of survey data	No evidence of survey data used	
	8. Teamwork/Participation (for group activity)	All members actively participated and contributed equally	Most members participated actively	Some members participated minimally	Only few members participated	
<p>Performance Level</p> <ul style="list-style-type: none"> ▪ 29-32- Outstanding ▪ 21-28- Very Satisfactory ▪ 13-20- Satisfactory ▪ 8-12 -Needs Improvement <p>Aligned Learning Objectives</p> <ul style="list-style-type: none"> ▪ describe farm products and services in the Agri-Fishery Sector ▪ identify products and services available in the locality ▪ analyze which products/services are marketable ▪ develop appreciation of local farm products and services ▪ create a prototype of a farm product or service not yet available in the community 						

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

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Lesson Exemplar	4

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

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

A. Activating Prior Knowledge

1. Activating Prior Knowledge

Instructions:

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



2. Establishing the Purpose of the Lesson

The teacher asks the learners:

1. Why do you think some farm products sell quickly while others remain unsold in the market?
2. Aside from producing good farm products, what else should farmers consider in order to successfully sell their products?

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

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

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

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

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

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

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



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2. Discussing New Concept

“Match the Marketing Situation”

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

Match the Marketing Situation – Printable Card Sets

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

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

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

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

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

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

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

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

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

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

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

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

3. **Developing Mastery**

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

		<p>The teacher monitors group discussions and provides guidance when needed. This collaborative activity allows learners to apply their understanding while practicing teamwork, communication, and analytical thinking.</p>																				
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Each group develops a Mini Marketing Plan for a chosen farm product including marketing objective, application of the Seven Ps, financial requirements, possible market risks, contingency plan, and marketing analysis tool.</p> <p>Groups present their marketing plan to the class based on the following rubrics.</p> <table><tr><th>Criteria</th><th>Excellent 4</th><th>Good 3</th><th>Developing 2</th><th>Beginning 1</th></tr><tr><td>Marketing Objective</td><td>Clear, realistic, and well-defined objective</td><td>Objective is clear but lacks detail</td><td>Objective is somewhat unclear</td><td>Objective is missing or poorly defined</td></tr><tr><td>Application of the Seven Ps</td><td>All elements are clearly explained and relevant</td><td>Most elements are explained</td><td>Few elements are included</td><td>Elements are not properly applied</td></tr><tr><td>Financial Requirements</td><td>Budget is realistic and well-explained</td><td>Budget is adequate but lacks detail</td><td>Budget is unclear</td><td>Budget not presented</td></tr></table>	Criteria	Excellent 4	Good 3	Developing 2	Beginning 1	Marketing Objective	Clear, realistic, and well-defined objective	Objective is clear but lacks detail	Objective is somewhat unclear	Objective is missing or poorly defined	Application of the Seven Ps	All elements are clearly explained and relevant	Most elements are explained	Few elements are included	Elements are not properly applied	Financial Requirements	Budget is realistic and well-explained	Budget is adequate but lacks detail	Budget is unclear	Budget not presented	<p>The teacher clearly explains the task and presents the rubric for evaluation. Learners work collaboratively in organizing their ideas and preparing their presentation. This activity develops creativity, entrepreneurial thinking, and real-life problem-solving skills related to agro-entrepreneurship.</p>
Criteria	Excellent 4	Good 3	Developing 2	Beginning 1																		
Marketing Objective	Clear, realistic, and well-defined objective	Objective is clear but lacks detail	Objective is somewhat unclear	Objective is missing or poorly defined																		
Application of the Seven Ps	All elements are clearly explained and relevant	Most elements are explained	Few elements are included	Elements are not properly applied																		
Financial Requirements	Budget is realistic and well-explained	Budget is adequate but lacks detail	Budget is unclear	Budget not presented																		

	Risk and Contingency Plan	Risks and solutions clearly identified	Risks identified with limited solutions	Few risks mentioned	No risk planning
	Market Analysis Tool (SWOT/PESTLE)	Clearly applies SWOT or PESTLE; shows strong understanding of internal (strengths/weaknesses) and external (opportunities/threats or environmental factors)	Applies SWOT or PESTLE with minor gaps in analysis	Limited or partial use of SWOT or PESTLE	No evidence of market analysis tool used
	Presentation and Teamwork	Very organized; all members participated	Organized; most members participated	Limited participation	Poor organization and participation
<p>2. Making Generalization The teacher asks learners: 1. What is the importance of a marketing plan? 2. What are the important elements needed in developing a marketing plan? 3. Learners summarize what they learned from the lesson.</p> <p>3. Evaluating Learning Learners answer a short written assessment consisting of questions about marketing objectives, the Seven Ps of Marketing, financial requirements, market risks, contingency plans, and marketing analysis tools (SWOT/PESTLE). Short Written Assessment (Situational Multiple Choice) Direction: Read each situation carefully. Choose the letter of the correct answer. 1. A group of farmers sets a goal to increase their profit by 20% within two months. They now examine whether their resources,</p>					
<p><i>The teacher guides learners in synthesizing the key concepts learned during the discussion. Important points about marketing planning and its role in successful business operations are emphasized to reinforce learning.</i></p>					

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

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

8. Price (Marketing Mix – 7Ps)

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

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

Part III – Short Response (2 points)

Direction: Answer the question briefly.

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

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

Simple Essay Rubric (10 Points Total)

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

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

LESSON EXEMPLAR

Learning Area	AGRO-ENTREPRENEURSHIP	Lesson Exemplar	5
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I. OBJECTIVES

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

II. REFERENCES and MATERIALS

	<p>Agricultural Marketing Resource Center. "Value-Added Agriculture." Accessed 2023. https://www.agmrc.org.</p> <p>Suryaningrum, D., and P. Lestari. "Strategies to Increase Added Value of Agricultural Products through Local Agribusiness Development." <i>West Science Agro</i> 3 (2025): 199–208. https://doi.org/10.58812/wsa.v3i03.2182</p>
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III. CONTENT

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

V. PROCEDURES		ANNOTATIONS
<p><i>(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)</i></p> <p>This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary integration, and technology-enhanced instruction.</p> <p>These strategies are intended to foster active engagement, critical thinking, and adaptability across diverse learning pathways. The chosen approaches and methodologies will be reflected through varied and relevant activities and assessments that emphasize real-world relevance and application, thereby enhancing learner engagement and comprehension.</p> <p>(Each part shall have 2-3 varied activities)</p>		<p><i>(Instruction to teacher on how to facilitate the activities.)</i></p>
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activity: From Farm to Market Photo Analysis</p> <p>The teacher presents images through a PowerPoint slide showing the transformation of agricultural products:</p> <ul style="list-style-type: none"> • Fresh cassava → Cassava chips • Raw mango → Dried mango • Fresh milk → Cheese or yogurt 	<p><i>The teacher facilitates discussion by asking probing questions to stimulate learners' thinking. This activity activates learners' prior knowledge and connects the concept of value addition to real-life agricultural products. ICT integration is utilized through the presentation of visual materials.</i></p>



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

Learners analyze the images and answer:

- What changes happened to the product?
- What activities were done to improve the product?

2. Establishing the Purpose of the Lesson

Think-Pair-Share Activity

Learners reflect on the question:

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

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

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

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

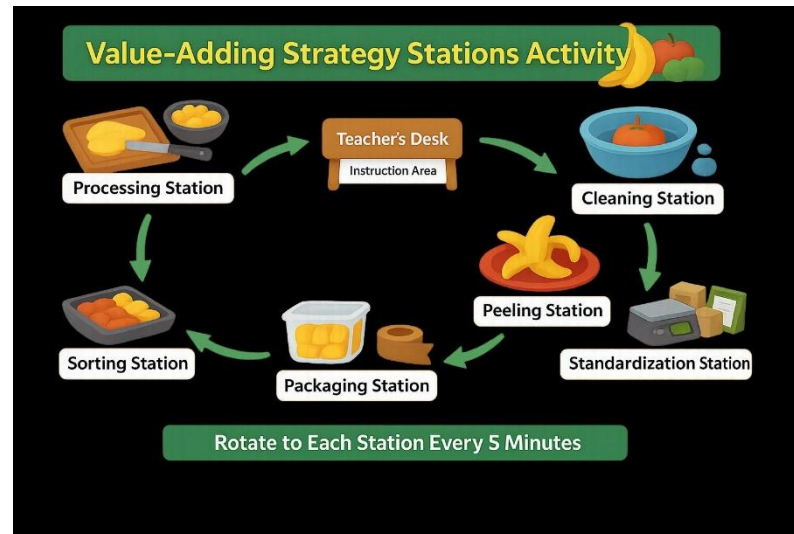
	<p>Situation Card B A small business packs cassava chips in sealed plastic pouches with colorful labels.</p> <p>Situation Card C (Dummy) A farmer washes sweet potatoes in clean water before bringing them to the market.</p>	
	<p>GROUP 3</p> <p>Value-Adding Strategy Cards</p> <p>Strategy Card 1: Peeling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

3. Developing Mastery

Activity: Value-Adding Strategy Stations

The classroom is divided into stations representing:

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



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

Station	Materials to Prepare	What Learners Do at the Station	Key Learning Points	Suggested Time
Processing Station	Sample farm product (banana, cassava, sweet potato, or tomato), knife, chopping board, sample processed product (e.g., banana chips or cassava chips), picture of processing equipment	Learners examine the raw product and discuss how it can be processed into a value-added product. They identify possible processing methods (slicing, drying, frying, cooking).	Processing transforms raw farm products into new products with higher value and longer shelf life.	5 minutes
Cleaning Station	Basin of water, sample fruits/vegetables (or pictures), brush, cloth, poster showing proper washing steps	Learners observe or simulate washing and cleaning farm products. They discuss why dirt, pesticides, and contaminants must be removed before processing.	Cleaning ensures food safety, hygiene, and better product quality.	5 minutes
Peeling Station	Sample fruits or root crops (banana, mango, potato, cassava, or pineapple), peeler or knife, chopping board, waste container, pictures showing proper	Learners observe or simulate peeling farm products. They identify why peeling is necessary before processing,	Peeling improves product appearance, cleanliness, and readiness for further processing or consumption.	5 minutes

		peeling techniques	packaging, or selling.			
	Sorting Station	Mixed samples of fruits or vegetables with different sizes/quality (or pictures), tray or basket	Learners separate products according to size, ripeness, or quality (good vs damaged). They discuss how sorting affects uniformity and product standards.	Sorting improves consistency and ensures only quality products are processed or sold.	5 minutes	
	Packaging Station	Sample packaging materials (plastic pouch, paper box, label, tape, sealer picture), example packaged product	Learners design or observe packaging. They identify what information should be included on the label (product name, ingredients, net weight, expiration date).	Good packaging protects the product and attracts customers.	5 minutes	
	Standardization Station	Weighing scale (or picture), measuring cups, sample labels showing weight or size standards	Learners examine how products are measured or standardized. They determine uniform weight, size, or packaging for consistency.	Standardization ensures fairness to customers and maintains product quality in every pack.	5 minutes	
	Groups rotate among stations and complete a worksheet identifying:					

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

Sample Accomplished Station Observation Worksheet

Name: _____

Group: _____

Date: _____

Farm Product Observed (Optional): _____

Instructions:

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

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

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

C. Demonstrating Knowledge and Skills

1. Finding Practical Application

MATCH THE VALUE-ADDING STEPS

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

A. FARM PRODUCTS AND SERVICES (Product Cards)

1 Fresh Tilapia from Fishponds 	2 Harvested Corn 	3 Rice Grains after Harvest 	4 Fresh Coconut 	5 Fresh Milk from Dairy Production 	6 Banana or Mango (fresh fruits) 	7 Farm-to-Market Delivery Service 
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B. VALUE-ADDING ACTIVITIES (Activity Cards)

A PROCESSING Transform raw products into new products with higher value.	B CLEANING Remove dirt, chemicals, and other contaminants from products.	C PEELING Remove the outer skin or cover to make the product ready for use or processing.	D SORTING Separate products based on size, quality, ripeness, or grade.	E PACKAGING Protect the product and make it visually attractive to buyers.	F STANDARDIZATION Ensure consistent size, weight, and quality in every pack or batch.
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What you will do:

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

Example:

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

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2. Making Generalization

Learners answer:

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

Annotation

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

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

The task includes:

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

Rubric (20 points)

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

Sample Answer Sheet: Match and Describe Value-Adding Activities

Name: _____

Grade & Section: _____

Date: _____

Chosen Farm Product:

Fresh tilapia

Value-Adding Activities and Explanation

1. **Cleaning**

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

2. **Sorting**

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

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

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Lesson Exemplar	6

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

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

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

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

	Analytic Rubric: Digital/Manual Supply Chain Diagram Presentation Total Score: 20 points					<p>During presentations, the teacher facilitates discussion by encouraging learners to explain their diagram clearly and connect each stage to real-life experiences in their community. Emphasis is placed on critical thinking, creativity, and communication skills, ensuring learners can demonstrate understanding of how agricultural products move from farm to table.</p> <p>The teacher concludes by synthesizing responses and correcting misconceptions, highlighting the importance of each stakeholder in ensuring food security and efficient supply chain systems.</p>
	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	
	1. Completeness of Supply Chain Stages	All 6 stages are complete and correctly sequenced: Production to Consumption.	5–6 stages are present with minor sequencing errors.	3–4 stages are present; some are missing or incorrectly sequenced.	1–2 stages only; major gaps in understanding the flow.	
	2. Accuracy of Content (Stages & Stakeholders)	All stages and stakeholders are correctly identified and accurately described.	Minor errors in identifying stages or stakeholders.	Several inaccuracies in stages or stakeholder roles.	Most stages/stakeholders are incorrect or missing.	
	3. Organization and Clarity of Diagram	Diagram is very clear, well-organized, and easy to follow; flow is logical and visually effective.	Diagram is generally clear with minor issues in organization.	Diagram is somewhat unclear; flow is difficult to follow in some parts.	Diagram is disorganized and difficult to understand.	
	4. Creativity and Presentation (Digital/Manual Output)	Highly creative use of visuals (icons, drawings, colors, or digital tools); very engaging output.	Adequate creativity; visuals are used but could be improved.	Limited creativity; minimal use of visuals or design effort.	No creativity shown; output is plain and incomplete.	

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

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

Activity 2:

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

Objective:

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

Materials:

- Manila paper / bond paper
- Marker or pen

Instructions:

1. Draw a Venn Diagram

Draw three overlapping circles and label them:

- Supply Chain
- Value Chain
- Product Flow

2. Fill in the Diagram

- Write the unique features of each concept in the separate parts of the circles.
- Write the similarities in the overlapping sections.

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

Output Requirements:

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

Rubric

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

	<p>Total Score: 20 Points</p> <p>Performance Level:</p> <ul style="list-style-type: none"> • 18–20 – Outstanding • 14–17 – Very Satisfactory • 10–13 – Satisfactory • 5–9 – Needs Improvement
<p>VI. REFLECTION</p> <p><i>(Feedback and Continuous Improvement)</i></p>	<p>Student Reflection</p> <p>Purpose: To encourage learners to think critically about their learning, their teamwork, and the application of knowledge and skills.</p> <ol style="list-style-type: none"> 1. What is one new thing you learned about how farm products move from production to consumption? 2. How did you contribute to your group’s supply chain diagram? 3. What did you learn about working with others and appreciating the roles of different stakeholders? <p>Format:</p> <ul style="list-style-type: none"> • Students write 3–5 sentences or discuss in pairs/small groups. • Encourage honesty and thoughtful reflection. <p>Teacher Reflection</p> <p>Purpose: To evaluate the effectiveness of the lesson, the activities, and student learning for continuous improvement.</p> <ol style="list-style-type: none"> 1. Were the students able to correctly identify the stages and stakeholders in the supply chain? 2. Did students demonstrate practical skills in designing a clear and accurate diagram? 3. How well did students collaborate and show appreciation for stakeholders’ roles? 4. How effectively was ICT used to support learning and diagram creation? <p>Format:</p> <ul style="list-style-type: none"> • Teacher writes short notes after the activity. • Feedback can inform revisions for future lessons or similar activities.
<p>VII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used Chat GPT and Gemini in order to generate ideas, organize the content, simplify explanations, and improve clarity and presentation of the lesson. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Lesson Exemplar	7

I. OBJECTIVES (<i>Identifying the Goals</i>)	
Content Standard	The learners demonstrate an understanding of the importance of value-adding activities for farm products and services, product flow, supply, and value chain in production plan development.
Performance Standard	The learners develop a production plan for farm products and/or services.
Learning Competencies	Develop a production plan for farm products and/or services available in the locality
II. REFERENCES and MATERIALS <i>(Selecting Resources and Material)</i>	<p>Department of Education (DepEd). Strengthened Senior High School Curriculum: Agro-Entrepreneurship (Grade 11/12). Pasig City, Philippines: DepEd, 2025. https://www.deped.gov.ph/wp-content/uploads/Agro-Entrepreneurship-1.pdf</p> <p>Technical Education and Skills Development Authority (TESDA). Training Regulations for Agro-Entrepreneurship NC II. Taguig City, Philippines: TESDA, 2024. https://www.tesda.gov.ph</p> <p>Department of Agriculture. “DA Updating Farmers’ Registry to Better Plan, Implement Projects and Interventions.” Department of Agriculture, Philippines, February 6, 2024. https://www.da.gov.ph/da-updating-farmers-registry-to-better-plan-implement-projects-and-interventions/ (da.gov.ph in Bing).</p> <p>Food and Agriculture Organization of the United Nations. Module 6: The Farm Plan. Rome: FAO, 2023. http://www.fao.org/3/cc4236en/cc4236en.pdf (fao.org in Bing).</p> <p>Food and Agriculture Organization of the United Nations. “Our Programs & Projects FAO in the Philippines.” FAO Philippines, 2024. http://www.fao.org/philippines/programmes-and-projects/en/ (fao.org in Bing).</p>

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

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

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

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

2. Production Logs Station

Guide Questions:

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

Possible Answers:

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

3. Service Agreements Station

Guide Questions:

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

Possible Answers:

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

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

	<p><i>Farmers may need to adjust the crop calendar or seek alternative water sources.</i></p> <p>2. If fertilizer prices suddenly increase, what adjustments should you make in your production plan? Possible Answer: <i>Reduce fertilizer usage by adopting organic alternatives, prioritize high-value crops, or reallocate budget to balance costs.</i></p> <p>3. If laborers are unavailable during peak harvest season, how will you manage the situation? Possible Answer: <i>Hire temporary workers, use machinery rental services, or adjust harvest schedules to avoid crop losses.</i></p> <p>4. If pests damage part of your crop, what preventive measures can you apply to minimize future risks? Possible Answer: <i>Implement crop rotation, use pest-resistant varieties, schedule regular monitoring, and apply integrated pest management practices.</i></p> <p>5. If a service provider (e.g., machinery rental) fails to deliver on time, how will it affect your farm operations? Possible Answer: <i>Delays in land preparation or harvesting may occur, leading to reduced efficiency. Farmers may need backup service providers or contingency plans.</i></p> <p>Additional Activity Activity 2. Farm Manager Role-Play – Learners role-play as farm managers. Each group proposes preventive measures (crop rotation, pest monitoring, financial record-keeping, service scheduling). They present their strategies in a short skit or dialogue.</p>	<p>flowchart activity, so learners connect risks with preventive measures.</p> <ul style="list-style-type: none"> • Highlight that farm records and service agreements help anticipate and manage these scenarios effectively. <p>The teacher facilitates role-play, guiding learners to connect preventive measures with responsible farm management. Highlight sustainability and accountability.</p>
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<p>V. ASSESSMENT</p> <p><i>(Assessing Learnings)</i></p> <p><i>10 minutes</i></p>	<p>Multiple Choice</p> <p>Directions: Choose the best answer for each item.</p> <ol style="list-style-type: none"> Which farm record best helps in tracking productivity? <ol style="list-style-type: none"> Sales Receipt Cash Voucher Service Agreement Production Log If irrigation services are delayed, which part of the production plan is most affected? <ol style="list-style-type: none"> Crop Calendar Farm Inputs Risk Management Labor Requirements Which preventive measure reduces pest infestation most effectively? <ol style="list-style-type: none"> Crop rotation Hiring more labor Expanding land area Increased fertilizer use Which service is most critical during planting season? <ol style="list-style-type: none"> Veterinary services Marketing services Irrigation services Machinery rental for harvesting If fertilizer prices suddenly increase, what adjustment should be made in the production plan? <ol style="list-style-type: none"> Hire more laborers Delay planting Increase crop area Reduce fertilizer use or find alternatives
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| | <p>6. Which record is most useful for predicting future production risks?</p> <ul style="list-style-type: none">a. Harvest Logb. Labor Logc. Sales Receiptd. Service Agreement <p>7. If laborers are unavailable during peak harvest season, which solution is most practical?</p> <ul style="list-style-type: none">a. Stop production activitiesb. Delay harvest until labor is availablec. Reduce crop area immediatelyd. Rent machinery or hire temporary workers <p>8. Why is it important to keep service agreements documented?</p> <ul style="list-style-type: none">a. To reduce fertilizer costsb. To monitor pest infestationc. To increase crop yield directlyd. To avoid disputes and clarify responsibilities <p>9. Which farm record would best show the financial performance of the farm?</p> <ul style="list-style-type: none">a. Labor Logb. Service Agreementc. Production Logd. Sales Records <p>10. If pests damage part of the crop, which preventive measure ensures long-term sustainability?</p> <ul style="list-style-type: none">a. Hiring more workersb. Expanding land areac. Increasing irrigation frequencyd. Crop rotation and pest monitoring <p>11. Which farm service supports livestock health?</p> <ul style="list-style-type: none">a. Irrigation serviceb. Machinery rentalc. Marketing serviced. Veterinary service |
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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**

Performance Task

– Learners create **a** flowchart of the production plan, including assessment, requirements, activities, services, costs, and risk management. Present flowcharts to the class.

<p>VI. REFLECTION</p> <p><i>(Feedback and Continuous Improvement)</i></p>	<p>Reflection Journal</p> <p>Learner's Reflection: Learners write a short reflection: <i>“What new insights did I gain about farm management, planning, and services?”</i></p> <p>Teachers Reflection: Reflect on how well learners understood farm management, planning, and services. Note which activities engaged them most, what challenges they faced, and how you can adjust strategies to improve future lessons. Use this reflection to strengthen teaching approaches and ensure continuous improvement.</p>
<p>VIII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used Chat GPT and Gemini in order to generate ideas, organize the content, simplify explanations, and improve clarity and presentation of the lesson. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>

LESSON EXEMPLAR			
Learning Area	AGRO-ENTREPRENEURSHIP	Lesson Exemplar	8

I. OBJECTIVES *(Identifying the Goals)*

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

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

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

	<p>Step 5 - Processing Questions:</p> <ul style="list-style-type: none"> • Which items will require money before the farm earns income? • Why should a farmer list expenses and expected income before starting farm work? • What could happen if a farmer spends without a plan? <p>Step 6 - Bridge to the Lesson:</p> <p>The teacher concludes: “Farmers need to discuss and understand where money comes from, where it goes, and how it can be managed. This organized guide is called a farm budget plan.”</p>	
B. Instituting New Knowledge	<p>B. INSTITUTING NEW KNOWLEDGE</p> <p>Activity 2: Farm Finance Carousel</p> <p><i>Strategy: Station-Based Rotation, Collaborative Learning, and Inquiry-Based Discussion</i></p> <p>Step 1 - Form Groups:</p> <ul style="list-style-type: none"> • Divide the class into six small groups. • Assign a recorder and reporter for each group. <p>Step 2 - Rotate Through Learning Stations:</p> <p>Each group rotates every 4-5 minutes. At each station, learners read the task card, discuss the guide question, and write a concise answer on manila paper or a worksheet.</p> <ul style="list-style-type: none"> • Station 1 - Financial Service Providers: Match banks, cooperatives, DA/DTI/Land Bank, private companies, and NGOs with their roles in farm support. • Station 2 - Financial Services: Identify whether a scenario refers to a loan, savings, insurance, investment, or remittance. • Station 3 - Financial Literacy Services: Identify documents or steps needed for funding applications. • Station 4 - Budget Cost Analysis: Classify items as operational cost, income, profit, or break-even point. • Station 5 - Savings: Compare bank, cooperative/community, and informal savings. • Station 6 - Investment Options: Distinguish short-term and long-term farm investments. 	<p>Activities 2 and 3. Discussion of New Concepts</p> <p>The activities are designed to make learners active participants in the discussion. The teacher facilitates by giving prompts, monitoring group work, asking probing questions, and synthesizing class responses. Collaborative learning is used as learners work in groups; station-based rotation allows learners to encounter all content areas; inquiry-based learning is applied through guide questions and scenario cards.</p> <p>The discussion remains within the LC because learners are not required to prepare a full farm budget plan. They explain, describe, classify, and discuss the parts and uses of a farm budget plan.</p> <p>Suggested Facilitative Questions:</p> <ul style="list-style-type: none"> • Which provider would best help a farmer who needs capital? Why? • How is income different from profit? • Why should savings and investment be included in budget discussion? • Which farm item is an expense? Which is income? How do you know?

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

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

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| | <p>4. If total revenue equals total costs, the farm is at the:</p> <ul style="list-style-type: none">A. profit pointB. loss pointC. break-even pointD. investment point <p>5. Which choice shows the correct relationship between income, expenses, and profit?</p> <ul style="list-style-type: none">A. Income is the same as profit.B. Expenses are always profit.C. Profit is expenses minus income.D. Profit is income minus expenses. <p>6. A farmer needs capital to buy seeds from a registered institution. Which provider is most appropriate?</p> <ul style="list-style-type: none">A. CustomerB. Farm toolC. Bank or cooperativeD. Weather report <p>7. Why is insurance included in financial services for farmers?</p> <ul style="list-style-type: none">A. It removes expenses.B. It replaces savings.C. It makes crops grow faster.D. It protects against risks such as crop failure or disasters. <p>8. A farmer wants to know if vegetable sales can cover seeds, fertilizer, labor, and utilities. Which part of a farm budget plan is most useful?</p> <ul style="list-style-type: none">A. Informal savingsB. Budget cost analysisC. Remittance serviceD. Private sector support |
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	<p>9. Which statement best explains the purpose of a farm budget plan?</p> <p>A. It guarantees profit.</p> <p>B. It replaces all records.</p> <p>C. It lists only farm products sold.</p> <p>D. It helps farmers plan income, expenses, and financial decisions.</p> <p>10. Which learner response best shows appreciation for farm budgeting?</p> <p>A. “Only large farms need budgets.”</p> <p>B. “Income and profit mean the same thing.”</p> <p>C. “Budgeting is unnecessary if harvest is good.”</p> <p>D. “Farmers should plan costs, income, savings, and investments before deciding.”</p> <p>Answer Key: 1-B, 2-D, 3-A, 4-C, 5-D, 6-C, 7-D, 8-B, 9-D, 10-D</p>
<p>VI. REFLECTION</p> <p><i>(Feedback and Continuous Improvement)</i></p>	<p>For Learners:</p> <ul style="list-style-type: none"> • What part of the farm budget plan was easiest to understand? • Which classification was difficult: income, expense, savings, or investment? Why? • How can budgeting help farmers make responsible decisions? <p>For Teachers:</p> <ul style="list-style-type: none"> • Were learners able to explain the purpose and importance of a farm budget plan? • Were learners able to classify budget items correctly? • Which activity generated the most learner participation? • What misconceptions should be addressed in the next lesson?
<p>VII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT and Google Gemini in order to support the development of instructional strategies, assessment items, and learning activities aligned with the lesson objectives and competency. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>