

Learning Activity Sheets for Organic Agriculture Production

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Learning Activity Sheets for Organic Agriculture Production

Gr.11—Term 1

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LEARNING ACTIVITY SHEET (LAS)

Learning Area	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	1	Date	
Lesson Title/Topic:	Farm Tools, Materials, and Equipment <ul style="list-style-type: none">• Farm tools• Materials• Equipment		
Name		Grade & Section	11

Learning Competency: Perform Maintenance of Farm tools, materials, and equipment following safety precautions.

I. Activity No. 1: Tool Gallery Walk

II. Objective :

At the end of the lesson, the learners should be able to:

Learners will discuss the types of farm tool maintenance (preventive, corrective, and scheduled), perform proper maintenance procedures, and demonstrate safety precautions during each activity to ensure efficiency and responsibility in agricultural work.

III. References

- **Occupational Safety and Health Standards (OSHS)** – Department of Labor and Employment (DOLE)
- **Agricultural Tools and Equipment Manuals** – DepEd Learning Resources
- **Community Farming Practices** – Local farmer cooperatives and agricultural extension services

IV. Materials Needed

- Actual farm tools/equipment or picture cards
- Manila paper / bond paper
- Markers, pens, sticky notes
- Tape for posting group outputs

V. Learning Activities

Activity 1: Tool Gallery Walk

- Display farm tools/equipment or picture cards around the classroom.
- Learners walk around, observe, and classify each item as a tool or equipment.

- Teacher Prompt: *“Look closely at each item. Is it a tool or equipment? What is its specific function in farming?”*
- Expected Outcome: Learners correctly identify and classify farm tools and equipment.

Activity 2: Safety First Brainstorming

- In groups, learners list possible risks when handling farm tools (e.g., cuts, slips, misuse).
- Groups brainstorm safety precautions to prevent these risks and present their list.
- Teacher Prompt: *“What accidents might happen if tools are not handled properly? How can we prevent them? Let’s share our safety rules.”*
- Expected Outcome: Learners articulate safety precautions and connect them to real-life farming situations.

VI. Assessment

- **Content Accuracy (40%)** – Correct classification of tools/equipment and identification of risks.
- **Application of Knowledge (30%)** – Practical and relevant safety precautions proposed.
- **Collaboration (20%)** – Active group participation and teamwork.
- **Presentation Clarity (10%)** – Confidence and clarity in explaining outputs.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	1	Date	
Lesson Title/Topic:	Farm Tools, Materials, and Equipment <ul style="list-style-type: none">• Farm tools• Materials• Equipment		
Name		Grade & Section	11

Learning Competency: Perform Maintenance of Farm tools, materials, and equipment following safety precautions.

I. Objective: Learners will design a chart that organizes when and how to clean, sharpen, lubricate, and store farm tools, applying teamwork and discipline to ensure consistent and safe maintenance practices.

II. References

- **Occupational Safety and Health Standards (OSHS)** – Department of Labor and Employment (DOLE)
- **Agricultural Tools and Equipment Manuals** – DepEd Learning Resources
- **Community Farming Practices** – Local farmer cooperatives and agricultural extension services

III. Materials Needed

- Manila paper / bond paper
- Markers, pens, sticky notes
- Reference handouts on tool maintenance
- Tape for posting charts

IV. Content

- **Cleaning:** Removes dirt and rust to prevent damage.
- **Sharpening:** Ensures cutting tools remain effective and safe.
- **Lubricating:** Prevents rust and prolongs tool lifespan.
- **Storing:** Keeps tools organized and protected from hazards.

V. Learning Activities

1. **Group Work:** Learners form groups and select farm tools.
2. **Chart Design:** Groups create a simple schedule chart showing when and how to clean, sharpen, lubricate, and store tools.
3. **Presentation:** Groups present their charts to the class.

4. **Teacher Prompt:** *“Work together to create a maintenance schedule for your tools. Think about how cleaning, sharpening, lubricating, and storing should be done regularly. Notice how teamwork and discipline make the task easier and more effective.”*

VI. Assessment

- Content Accuracy (40%) – Correct identification of maintenance steps.
- Organization & Creativity (30%) – Clear, engaging, and well-structured chart.
- Collaboration (20%) – Active group participation and teamwork.
- Presentation Clarity (**10%**) – Confidence and clarity in explaining outputs.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	1	Date	
Lesson Title/Topic:	Farm Tools, Materials, and Equipment <ul style="list-style-type: none">• Farm tools• Materials• Equipment		
Name		Grade & Section	11

Learning Competency: Perform Maintenance of Farm tools, materials, and equipment following safety precautions.

I. Objective:

Learners will design a weekly or monthly chart to organize cleaning, sharpening, lubricating, and storing farm tools, promoting discipline, safety, and efficiency in agricultural work.

II. References

- *Occupational Safety and Health Standards (OSHS)* – Department of Labor and Employment (DOLE)
- *Agricultural Tools and Equipment Manuals* – DepEd Learning Resources
- *Community Farming Practices* – Local farmer cooperatives and agricultural extension services

III. Materials Needed

- Manila paper / bond paper
- Markers, pens, sticky notes
- Reference handouts on tool maintenance
- Tape for posting charts

IV. Content

- **Cleaning:** Removes dirt and rust to prevent damage.
- **Sharpening:** Ensures cutting tools remain effective and safe.
- **Lubricating:** Prevents rust and prolongs tool lifespan.
- **Storing:** Keeps tools organized and protected from hazards.
- **Scheduling:** Weekly or monthly routines ensure consistency and discipline in tool care.

V. Learning Activities

1. Group Work: Learners form groups and select farm tools (e.g., hoe, sprayer, rake).
2. Chart Design: Groups create a weekly or monthly schedule chart showing when and how to clean, sharpen, lubricate, and store tools.
3. Presentation: Groups present their charts to the class.
4. Teacher Prompt: *“Work together to create a maintenance schedule for your tools. Think about how cleaning, sharpening, lubricating, and storing should be done regularly. Notice how teamwork and discipline make the task easier and more effective.”*

VI. Assessment

- Content Accuracy (40%) – Correct identification of maintenance steps and frequency.
- Organization & Creativity (30%) – Clear, engaging, and well-structured chart.
- Collaboration (20%) – Active group participation and teamwork.
- Presentation Clarity (10%) – Confidence and clarity in explaining outputs.

VII. Synthesis

Farm tool safety and maintenance are essential for productive and sustainable agriculture. By practicing regular cleaning, sharpening, lubricating, and proper storage with teamwork and discipline, learners develop responsibility and professionalism in farming.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	2	Date	
Lesson Title/Topic:	Laws and Regulations <ul style="list-style-type: none"> o Occupational Safety Health Standard (OSHS) o Philippine National Standard (PNS) o Philippine Good Agricultural Practices (PHILGAP) o Organic Agriculture Act Of 2010 (RA 10068) o Certification System 		
Name		Grade & Section	11

Learning Competency: Overview of Organic Agriculture

I. OBJECTIVES

Learners will be able to:

- Identify the **purpose** of OSHS, PNS, PhilGAP, RA 10068, and Certification Systems.
- Summarize **key provisions** of each law/standard.
- Explain the **impact on farmers and consumers** through visual representation.

II. REFERENCES AND MATERIALS

Occupational Safety and Health Standards (OSHS) – Department of Labor and Employment (DOLE)

Philippine National Standards (PNS) – Bureau of Agriculture and Fisheries Standards (BAFS)

Philippine Good Agricultural Practices (PhilGAP) – Department of Agriculture (DA)

Organic Agriculture Act of 2010 (RA 10068) – Republic Act 10068

Certification System Guidelines – Accredited certifying bodies under DA/BAFS

Materials Needed:

- ☐ Manila paper / bond paper
- ☐ Markers, pens, sticky notes
- ☐ Reference handouts or printed summaries of laws/standards
- ☐ Tape for posting charts

III. CONTENT

Topic:

OSHS: Ensures safety and welfare of agricultural workers.

PNS: Provides quality benchmarks for organic products.

PhilGAP: Promotes food safety, environmental protection, and worker welfare.

RA 10068: Institutionalizes organic agriculture nationwide.

Certification System: Validates compliance with organic standards to build consumer trust.

IV. LEARNING ACTIVITIES

□ **Group Division:** Learners form five groups, each assigned one topic (OSHS, PNS, PhilGAP, RA 10068, Certification System).

□ **Research & Chart Creation:** Groups prepare a **visual chart/infographic** summarizing:

- Purpose of the law/standard
- Key provisions
- Impact on farmers and consumers

□ **Presentation:** Groups present their charts to the class.

□ **Discussion:** Teacher facilitates connections among all laws/standards, emphasizing their collective role in sustainable agriculture

V. ASSESSMENT

Learners will be assessed based on:

- **Content Accuracy (40%)** – Correct identification of purpose, provisions, and impacts.
- **Creativity & Organization (30%)** – Clear, engaging, and well-structured chart/infographic.
- **Collaboration (20%)** – Active group participation and teamwork.
- **Presentation Clarity (10%)** – Confidence and clarity in explaining outputs.
- Reflection on community application.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	2	Date	
Lesson Title/Topic:	Laws and Regulations o Ensures safe working conditions in organic agriculture production. o Quality benchmarks for organic agriculture products Sustainable and safe farming practices. o Institutionalizing organic agriculture nationwide. o Validating compliance with organic and safety standards		
Name		Grade & Section	11

Learning Competency: Overview of Organic Agriculture

I. Objective

- Learners will be able to:
 - Identify and explain the **purpose, key provisions, and impacts** of OSHS, PNS, PhilGAP, RA 10068, and Certification Systems.
 - Apply knowledge of laws and standards to **real-life farming scenarios**.
 - Demonstrate creativity and communication skills by designing visual outputs that highlight the importance of compliance.

II. References

- **Occupational Safety and Health Standards (OSHS)** – Department of Labor and Employment (DOLE)
- **Philippine National Standards (PNS)** – Bureau of Agriculture and Fisheries Standards (BAFS)
- **Philippine Good Agricultural Practices (PhilGAP)** – Department of Agriculture (DA)
- **Organic Agriculture Act of 2010 (RA 10068)** – Republic Act 10068
- **Certification System Guidelines** – Accredited certifying bodies under DA/BAFS

III. Materials Needed

- Manila paper / bond paper
- Markers, pens, crayons, sticky notes
- Scenario cards prepared by the teacher
- Reference handouts or printed summaries of laws/standards
- Tape for posting charts and posters

IV. Content

- **OSHS:** Ensures safety and welfare of agricultural workers.
- **PNS:** Provides quality benchmarks for organic products.
- **PhilGAP:** Promotes food safety, environmental protection, and worker welfare.
- **RA 10068:** Institutionalizes organic agriculture nationwide.
- **Certification System:** Validates compliance with organic standards to build consumer trust.

V. Learning Activities

Activity 1: Law in Focus – Jigsaw Learning

- Learners are divided into five groups.
- Each group researches one assigned law/standard.
- Groups prepare a **summary chart** showing purpose, key provisions, and impact.
- Groups present their charts to the class.

Activity 2: Case Scenario Analysis

- The teacher provides short farming scenarios.
- Groups identify which law/standard applies and explain how compliance addresses the issue.
- Groups share answers and discuss practical applications.

Activity 3: Compliance Matters Poster Creation

- Learners design posters representing one law/standard and its importance.
- Posters highlight the benefits of compliance (worker safety, consumer trust, sustainability).
- Posters are displayed in the classroom for reinforcement.

VI. Assessment

- **Content Accuracy (40%)** – Correct identification of laws, provisions, and impacts.
- **Application of Knowledge (30%)** – Clear connection of laws to scenarios.
- **Creativity & Organization (20%)** – Engaging and well-structured charts/posters.
- **Collaboration (10%)** – Active group participation and teamwork.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	2	Date	
Lesson Title/Topic:	Laws and Regulations <ul style="list-style-type: none"> o Occupational Safety Health Standard (OSHS) o Philippine National Standard (PNS) o Philippine Good Agricultural Practices (PHILGAP) o Organic Agriculture Act Of 2010 (RA 10068) o Certification System 		
Name		Grade & Section	11

Learning Competency: Overview of Organic Agriculture

I. Objective

- Learners will be able to:
 - o Apply OSHS, PNS, PhilGAP, RA 10068, and the Certification System to **real farming scenarios**.
 - o Develop new knowledge by analyzing problems and proposing solutions based on laws and standards.
 - o Demonstrate critical thinking and collaboration through group presentations.

II. References

- **Occupational Safety and Health Standards (OSHS)** – Department of Labor and Employment (DOLE)
- **Philippine National Standards (PNS)** – Bureau of Agriculture and Fisheries Standards (BAFS)
- **Philippine Good Agricultural Practices (PhilGAP)** – Department of Agriculture (DA)
- **Organic Agriculture Act of 2010 (RA 10068)** – Republic Act 10068
- **Certification System Guidelines** – Accredited certifying bodies under DA/BAFS

III. Materials Needed

- Manila paper / bond paper
- Markers, pens, sticky notes
- Scenario cards prepared by the teacher (unsafe tool use, improper waste disposal, certification application, selling organic produce)
- Reference handouts or printed summaries of laws/standards

VI. Content

- **OSHS:** Ensures safety and welfare of agricultural workers.

- **PNS:** Provides quality benchmarks for organic products.
- **PhilGAP:** Promotes food safety, environmental protection, and worker welfare.
- **RA 10068:** Institutionalizes organic agriculture nationwide.
- **Certification System:** Validates compliance with organic standards to build consumer trust.

V. Learning Activities

Topic: *Law-to-Life Application Workshop*

1. **Group Assignment:** Learners are divided into 4 groups, each assigned one law/standard.
2. **Scenario Development:** Each group receives a farming scenario and analyzes it using their assigned law/standard.
3. **Law-to-Life Chart Creation:** Groups prepare a chart with:
 - Problem Identified
 - Applicable Law/Standard
 - Proposed Solution
 - Expected Outcome
4. **Knowledge Sharing:** Groups present their charts to the class.
5. **Class Discussion:** Teacher facilitates connections among outputs, showing how laws and standards work together to ensure safe, sustainable, and credible agriculture.

VI. Assessment

- **Content Accuracy (40%)** – Correct identification of laws and solutions.
- **Application of Knowledge (30%)** – Clear and practical solutions linked to laws.
- **Collaboration (20%)** – Active group participation and teamwork.
- **Presentation Clarity (10%)** – Confidence and clarity in explaining outputs.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	2	Date	
Lesson Title/Topic:	Laws and Regulations <ul style="list-style-type: none">o Occupational Safety Health Standard (OSHS)o Philippine National Standard (PNS)o Philippine Good Agricultural Practices (PHILGAP)o Organic Agriculture Act Of 2010 (RA 10068)o Certification System		
Name		Grade & Section	11

Learning Competency:

Overview of Organic Agriculture

I. Objective

- Learners will be able to:
 - o Demonstrate knowledge of OSHS, PNS, PhilGAP, RA 10068, and the Certification System through simulated farming practices.
 - o Apply practical skills such as safe tool handling, waste management, and documentation for certification.
 - o Communicates the importance of compliance in ensuring safe, sustainable, and credible agriculture.

II. References

- Occupational Safety and Health Standards (OSHS) – Department of Labor and Employment (DOLE)
- Philippine National Standards (PNS) – Bureau of Agriculture and Fisheries Standards (BAFS)
- Philippine Good Agricultural Practices (PhilGAP) – Department of Agriculture (DA)
- Organic Agriculture Act of 2010 (RA 10068) – Republic Act 10068
- Certification System Guidelines – Accredited certifying bodies under DA/BAFS

III. Materials Needed

- Manila paper / bond paper
- Markers, props for skits (farm tools, baskets, gloves, masks, etc.)
- Scenario cards prepared by the teacher (tool handling, crop production, waste management, certification audit)
- Reference handouts or printed summaries of laws/standards

IV. Content

- OSHS: Safe working conditions and proper handling of tools/equipment.
- PNS: Quality benchmarks for organic products.
- PhilGAP: Food safety, environmental protection, and worker welfare.
- RA 10068: Institutionalization of organic agriculture nationwide.
- Certification System: Validation of compliance with organic standards.

V. Learning Activities

Topic : Compliance in Action Demonstration Workshop

1. Group Division: Learner's form 4–5 groups, each assigned one law/standard.
2. Demonstration Task: Groups prepare a short skit or demonstration showing the following:
 - A farming scenario (tool handling, crop production, waste management, and certification audit).
 - The law/standard applied to solve the issue.
 - The skills demonstrated (safe tool use, proper waste segregation, and documentation for certification).
3. Presentation: Groups perform their demonstration in front of the class and explain the knowledge behind their actions.
4. Reflection: Learners individually write, *"How does demonstrating compliance with these laws and standards improve safety, sustainability, and credibility in agriculture?"*

V. Assessment

- Knowledge Demonstrated (40%) – Accurate explanation of laws/standards.
- Skill Application (30%) – Correct and safe practices shown in the demonstration.
- Creativity & Engagement (20%) – Skit/demo is engaging and original.
- Presentation Clarity (10%) – Confidence and clarity in explaining outputs.

VI. Synthesis

OSHS, PNS, PhilGAP, RA 10068, and Certification Systems work together to protect farmers, ensure product quality, and build consumer trust. These laws and standards make organic agriculture safe, sustainable, and credible for both producers and communities

LEARNING ACTIVITY SHEET (LAS)

Learning Area	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	3	Date	
Lesson Title/Topic:	Overview of Organic Agriculture		
Name		Grade & Section	11

Learning Competency: Discuss the overview of Organic Agriculture Production

I. Activity No. 1: Analyze and Evaluate Trends and Challenges: Trend & Challenge Debate

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

- a. Identify current global and local trends in industries such as agritourism, government support, and technological innovations.
- b. Recognize challenges faced by sectors, including certification hurdles, infrastructure gaps, and climate change.
- c. Engage in collaborative debate to critically analyze how trends can address challenges.

III. Materials Needed:

Manila paper or whiteboard for the “Solutions Board”
Markers or sticky notes
Reference materials (articles, reports, case studies)

IV. Instructions:

1. Group Division:

- Divide the class into two groups:
 - **Group A:** Present current global/local trends.
 - **Group B:** Present challenges faced by industries.

2. Preparation:

- Each group researches and prepares a 5–7 minute presentation.
- Group A highlights positive developments (e.g., agritourism growth, government incentives, technological innovations).
- Group B outlines pressing challenges (e.g., certification hurdles, infrastructure limitations, climate change impacts).

3. Debate Session:

- After presentations, groups engage in a structured debate.
- Each group argues how trends can overcome challenges or why challenges may hinder trends.

4. **Solutions Board:**

- Both groups collaborate to create a “Solutions Board.”
- Summarize strategies such as:
 - Integrated pest management
 - Cooperative efforts among farmers and stakeholders
 - Consumer education and awareness campaigns
 - Infrastructure development partnerships

Output

- A joint “Solutions Board” is displayed in class.
- Written reflection (individual) on how collaboration and debate enhance critical thinking.

Assessment Criteria

- **Content Accuracy:** Clear identification of trends and challenges.
- **Critical Thinking:** Quality of arguments presented during debate.
- **Collaboration:** Active participation in creating the solutions board.
- **Creativity:** Innovative strategies proposed.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	3	Date	
Lesson Title/Topic:	Overview of Organic Agriculture		
Name		Grade & Section	11

Learning Competency: Discuss the overview of Organic Agriculture Production

I. Activity No. 2: Differentiate and Explore Career Opportunities: Career Role Simulation

II. Objective:

At the end of this lesson, you should be able to:

- Differentiate between traditional farming roles and emerging agribusiness opportunities.
- Explore daily responsibilities, challenges, and opportunities of various agricultural careers.
- Engage in interactive role-play to understand career pathways.
- Create a comparative chart highlighting differences between traditional and emerging careers.

III. Materials Needed:

- Role cards (organic farmer, livestock raiser, fertilizer producer, marketing coordinator, etc.)
- Manila paper or chart paper
- Markers or sticky notes
- Reference materials (career guides, industry reports)

IV. Instruction

1. Group Assignment:

- Divide the class into small groups.
- Assign each group a career role (e.g., organic farmer, livestock raiser, fertilizer producer, marketing coordinator).

2. Role Preparation:

- Each group researches and prepares a short role-play presentation.
- Include daily responsibilities, challenges faced, and opportunities available in the assigned career.

3. **Role Simulation:**

- Groups perform their role-play in front of the class.
- Highlight differences between traditional farming roles and emerging agribusiness opportunities.

4. **Comparative Chart:**

- After presentations, groups collaborate to create a comparative chart:
 - **Traditional Careers:** Focus on subsistence farming, manual labor, limited market access.
 - **Emerging Careers:** Emphasize agribusiness management, technology use, marketing, sustainability.

Output

- A comparative chart of “Traditional vs. Emerging Careers.”
- Group presentations showcasing role simulations.

Assessment Criteria

- **Content Accuracy:** Clear explanation of responsibilities, challenges, and opportunities.
- **Engagement:** Creativity and participation in role-play.
- **Collaboration:** Contribution to the comparative chart.
- **Critical Thinking:** Ability to differentiate and analyze career opportunities.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	AFA-ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	3	Date	
Lesson Title/Topic:	Overview of Organic Agriculture		
Name		Grade & Section	11

Learning Competency: Discuss the overview of Organic Agriculture Production

I. Activity No. 3: Farm Practice Comparison Workshop

II. Objective:

At the end of this lesson, you should be able to:

- Differentiate between organic and conventional farming practices.
- Apply knowledge of farming methods from community experiences.
- Develop skills in chart creation and presentation.
- Reflect on the importance of organic farming for health, environment, and community.

III. Materials:

- Manila paper or chart paper
- Markers or sticky notes
- Reference materials (community farming practices, articles, reports)

IV. Instruction:

1. Group Assignment:

- Divide the class into small groups.
- Each group researches or recalls farming practices from their community (e.g., fertilizer use, pest control, crop rotation).

2. Chart Creation (Knowledge → Skills):

- Groups create a comparison chart with two columns: **Organic Farming vs. Conventional Farming.**
- List at least three practices under each category (e.g., compost vs. chemical fertilizer, beneficial insects vs. pesticides).

3. Mini Presentation (Skills):

- Each group presents their chart to the class.
- Explain the differences and highlight the benefits of organic methods.
- Provide real-life examples from their community or family farms.

4. **Reflection (Attitude):**

- After presentations, students write a short reflection: **“Why do I think organic farming is important for health, the environment, and community?”**

Output

- Group comparison charts.
- Mini presentations.
- Individual written reflections

Assessment Criteria

- **Content Accuracy:** Clear identification of farming practices.
- **Presentation Skills:** Effective explanation and use of examples.
- **Collaboration:** Active group participation in chart creation and presentation.
- **Reflection Quality:** Thoughtful insights on the importance of organic farming.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	3	Date	
Lesson Title/Topic:	Overview of Organic Agriculture		
Name		Grade & Section	

Learning Competency: Discuss the overview of Organic Agriculture Production

I. Activity No. 4: Farm Practice Comparison Workshop

II. Objective:

At the end of this lesson, you should be able to:

- Differentiate between organic and conventional farming.
- Highlight the benefits of organic practices through creative visual representation.

III. Materials:

- Bond paper / illustration board
- Coloring materials (markers, crayons, paints)
- Reference notes on farming practices

IV. Instructions:

1. Review the differences between organic and conventional farming.
2. Design a poster that clearly shows these differences.
3. Emphasize the advantages of organic farming (e.g., eco-friendly, healthier produce).
4. Submit your poster for display on the classroom or school bulletin board.

Output

- A creative poster showing the comparison and benefits of organic farming.

Assessment Criteria

- **Content Accuracy (40%)**
- **Creativity & Design (30%)**
- **Clarity of Message (20%)**
- **Neatness (10%)**

LEARNING ACTIVITY SHEET (LAS)

Learning Area	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	3	Date	
Lesson Title/Topic:	Overview of Organic Agriculture		
Name		Grade & Section	11

Learning Competency: Discuss the overview of Organic Agriculture Production

I. Activity No. 5: Role Play – Farmer’s Choice

II. Objective:

At the end of this lesson, you should be able to:

- Apply decision-making skills in farming contexts.
- Demonstrate understanding of farming practices and their impacts.

III. Materials:

- Scenario cards (prepared by teacher or group)
- Simple props (optional)

IV. Instructions:

1. Form groups of 4–6 learners.
2. Each group will act out a scenario where a farmer must choose between organic and conventional farming.
3. Present the advantages and disadvantages of each choice through dialogue and actions.
4. Perform a short skit (3–5 minutes) in front of the class.

Assessment Criteria

- **Understanding of Concepts (40%)**
- **Decision-Making Presentation (30%)**
- **Teamwork & Participation (20%)**
- **Creativity (10%)**

Output

- A short role-play/skit demonstrating farming choices and consequences.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	ORGANIC AGRICULTURE PRODUCTION	Term	1
Lesson Exemplar	3	Date	
Lesson Title/Topic:	Overview of Organic Agriculture		
Name		Grade & Section	11

Learning Competency: Discuss the overview of Organic Agriculture Production

I. Activity No. 6: Sustainability Pledge

II. Objective:

- At the end of this lesson, you should be able to:
- Develop positive attitudes toward sustainable farming and eco-friendly practices.
 - Encourage personal responsibility in environmental protection.

III. Materials

- Paper / pledge cards
- Bulletin board space

IV. Instructions:

- Write a short pledge on how you can support sustainable farming or eco-friendly practices in daily life.
- Be specific (e.g., “I will reduce plastic use,” “I will support local organic produce”).
- Post your pledge on the “Class Pledge Wall.”

Output

- A collective pledge wall promoting responsibility and values.

Assessment Criteria

- **Sincerity & Relevance of Pledge (40%)**
- **Clarity of Expression (30%)**
- **Creativity in Presentation (20%)**
- **Participation (10%)**

V. Synthesis

Organic agriculture is more than farming—it is a mindset that combines knowledge, skills, and values. Through debates, simulations, workshops, creative outputs, and pledges, learners realized that organic practices promote sustainability, community well-being, and responsibility for the future.