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**Learning Activity  
Sheet for TechPro  
Agri-Fishery Arts – Crop  
Production 1**

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**Quarter**

**1**

Learning Activity Sheet for TechPro – Agri-Fishery Arts – Senior High School  
Quarter 1: Lesson 1-4

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## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	Agricultural Crops Production	<b>Quarter:</b>	1
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	Overview of Agricultural Crops Production		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

### I. Activity No.: 1 (Real-Life Example: “Meet a Modern Farmer”)

**II. Objective(s):** At the end of the activity, you should be able to appreciate career and business opportunities in Agricultural Crops Production.

**III. Materials Needed:** pen and paper

### IV. Instructions:

1. Choose one of the following real-life stories of Filipino farmers:
  - a. “Integrated Farming: Jeepney Driver in Manila - Went Back to Province Turned Very Successful Farmer”  
(YouTube link: [https://www.youtube.com/watch?v=U\\_ziHYC1ZpY](https://www.youtube.com/watch?v=U_ziHYC1ZpY))
  - b. “Philippines: Farmer makes it big with lettuce”  
(Vertical Farm Daily link: <https://www.verticalfarmdaily.com/article/9563759/philippines-farmer-makes-it-big-with-lettuce/>).
2. After watching the video or reading the article, answer the discussion prompts below.
3. Participate in a group discussion, then write your personal synthesis.

### V. Synthesis:

1. What did you learn from the story of the Filipino farmer you chose?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How can modern technologies and innovative business ideas help young Filipinos succeed in agriculture?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What qualities or attitudes do you think are important for success as a Filipino farmer?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	Agricultural Crops Production	<b>Quarter:</b>	1
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	Safety Standards in Agricultural Crops Production		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No.: 1**

**II. Objective(s):** At the end of the activity, you should be able to discuss the safety standards in Agricultural Crops Production.

**III. Materials Needed:** pen and paper

**IV. Instructions:**

1. Watch the video “Greenbug Media | Agricultural Training Institute Region XI | PhilGAP application and success story” on YouTube.  
(video link: <https://www.youtube.com/watch?v=P1Iydm21ITw>).
2. As you watch, take note of specific PhilGAPs practices demonstrated in the video, such as the use of personal protective equipment (PPE), proper waste segregation, and equipment checks.
3. After watching, answer the discussion prompts below.
4. Participate in a group discussion, then write your personal synthesis.

**V. Synthesis:**

1. What are the most important PhilGAPs practices you learned from the video?

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2. How can following PhilGAP standards benefit both farmers and consumers?

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3. What are the challenges the farmers may encounter in the implementation of those practices, and how can they overcome them?

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## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	Agricultural Crops Production	<b>Quarter:</b>	1
<b>Lesson No.:</b>	3	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	Farm Tools, Implement and Equipment		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No.: 1 (Sorting Images)**

**II. Objective(s):** At the end of the activity, you should be able to classify the different farm tools, implement and equipment according to work requirements.

**III. Materials Needed:**

- Pen and paper
- Pictures of farm tools, implement and equipment
- *Realia* or actual tools, implements and equipment

**IV. Instructions:** Farmers rely on different items depending on the task they need to complete—whether it's planting seeds, preparing the soil, or harvesting crops. Today, we'll explore these items more closely by sorting them into categories and connecting them to real-life farming tasks by doing the following activities.

1. Sort the following pictures or realia into three groups: tools, implement or equipment.



2. Match each item with a farming task (e.g. planting, harvesting, measuring).

3. Use the table below for your answer.

Name of the farm tool, implement or equipment	Classification (Write if it is a tool, implement or equipment)	Farming Task

**V. Synthesis:**

Based on your activity, answer the following questions:

1. Where do you usually see these items and in what context?

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2. Based on your observation or experience, how do you think this farm tool, implement or equipment work?

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## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	TechPro-AFA-Agricultural Crop Production	<b>Quarter:</b>	1
<b>Lesson No.:</b>	4	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	Pre-operative checking of tool, implement and simple equipment		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

### I. Activity No.: 1 (Hands-On Inspection)

**II. Objective(s):** At the end of the activity, you should be able to perform pre-operative checking of tools, farm implement and equipment in accordance with manufacturer's manual.

### III. Materials Needed:

- Pen and paper
- Actual farm tools, implement and equipment
- Inspection checklists,
- Manufacturer's manuals.

**IV. Instructions:** In this engaging hands-on activity, you will perform pre-operative checking of tools and equipment in accordance with manufacturer's manual. Your focus will be on inspecting tools, implements and equipment and conducting pre-operative checking following standard procedures

1. Perform pre-operative checking of tools and equipment by doing the following:

- Inspect the physical condition of the tools.
- Check the sharpness of cutting implements.
- Ensure cleanliness of all tools.
- Test the functionality of equipment.
- Check for proper lubrication and greasing.

2. Discuss with your groupmates your observations and experiences during the activity.

3. Write your answers on the questions below.

**V. Synthesis:** Briefly answer the following questions.

1. What specific aspects should you look for when inspecting the physical condition of a tool?

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2. How can you determine if a cutting tool is sharp enough for use?

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3. What steps should you take to ensure the cleanliness of a tool?

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4. How do you test the functionality of a piece of equipment?

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#### Rubric for Assessment

<b>Indicators</b>	<b>Excellent (5)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>
<b>Accuracy and Completeness</b>	Report is accurate and complete and well organized.	Report is accurate and complete with minor errors.	Inaccurate and incomplete report
<b>Functionality</b>	Clearly and accurately describes functionality of the tool/implement/equipment	Describes functions with minor gaps	Function is unclear or incorrect
<b>Maintenance</b>	Detailed and accurate maintenance practices provided	Maintenance practices mostly correct	Incomplete or incorrect maintenance information
<b>Reflection</b>	Insightful and honest reflection; shows deep understanding	Good reflection with some insight	Minimal or no reflection provided