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# Lesson Exemplar for TLE

Quarter 2

Lesson

1

**Lesson Exemplar for TLE Grade 7**  
**Quarter 2: Lesson 1 (Week 1)**  
**SY 2024-2025**

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I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate an understanding of the concepts and skills in agri-crops and animal production.
<b>B. Performance Standards</b>	After this lesson, learners are expected to perform agricultural practices in crop production based on industry standards.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b> Discuss career and business opportunities in Agriculture.</p> <p><b>Lesson Objectives</b></p> <ol style="list-style-type: none"> <li>1. Acquire knowledge on the different career and business opportunities in agriculture.</li> <li>2. Value the possibilities of indulging oneself in agricultural business and other job opportunities related to agriculture in the future.</li> </ol>
<b>D. Content</b>	Career and Business Opportunities in Agriculture
<b>E. Integration</b>	Efficiency is necessary in any agricultural career and business. Thus, investing in new technologies will assure good quality harvests that promote successful local and global markets.




II. LEARNING RESOURCES
<p>ANC 24/7. (2023, June 15). Department of Agriculture launches program to attract young Filipinos to go into agri-business   ANC [Video]. YouTube. <a href="https://www.youtube.com/watch?v=leEAUrxQH0c">https://www.youtube.com/watch?v=leEAUrxQH0c</a></p> <p>Chen, J. (2023, October 10). Agribusiness explained: What it is, challenges, and examples. <i>Investopedia</i>. <a href="https://www.investopedia.com/terms/a/agribusiness.asp">https://www.investopedia.com/terms/a/agribusiness.asp</a></p> <p>Indeed Editorial Team. (2023, July 31). Careers in agriculture to explore. Indeed. <a href="https://www.indeed.com/career-advice/finding-a-job/careers-in-agriculture">https://www.indeed.com/career-advice/finding-a-job/careers-in-agriculture</a></p> <p>Merriam-Webster Dictionary. (n.d.). <i>Agriculture</i>. <a href="https://www.merriam-webster.com/dictionary/agriculture">https://www.merriam-webster.com/dictionary/agriculture</a></p>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>DAY 1</b></p> <p><b>1. Short Review:</b> Agricultural Arts comprises Plant (vegetable, crop and tree) and Animal (swine, poultry, livestock raising, and fish) production. Discuss current agricultural issues in the country and/or local communities. News clippings on food supplies may be shared. These can be about the slump in the price of sugar, rice importation, global rice shortage, and agricultural smuggling. The following questions may be asked:</p> <ol style="list-style-type: none"> <li>1. What could be the causes behind these agricultural issues?</li> <li>2. Which government and non-government sectors are responsible for these agricultural challenges?</li> <li>3. What measures may be taken to address these issues?</li> </ol> <p><b>2. Feedback (Optional)</b></p>	News clippings may be accessed on reliable news sites.
<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b> Have students share news articles on opportunities in the agricultural industries. The articles may be on any of the following:</p> <ul style="list-style-type: none"> <li>• Agritourism/Farm Tourism</li> <li>• Agricultural Trade Industry</li> <li>• Innovation and Technology in Food Industry</li> <li>• Agri Businesses, Dairy Industry</li> <li>• Modernization of livestock and poultry industries</li> </ul> <p><b>2. Unlocking Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Agriculture-</b> It is the science, art or practice of soil cultivation through crop production and livestock raising that involves varying degrees of preparation that may result in selling and marketing of the end products.</li> <li>• <b>Agricultural Careers-</b> They are professional paths related to farming, cultivation and animal husbandry. These career paths involve everything from growing crops and nurturing the soil to raising livestock like cattle, pigs and chickens.</li> </ul>	The teacher can elicit ideas on Agricultural Careers and Agri-business. Local agribusinesses and opportunities must be highlighted.

	<ul style="list-style-type: none"> <li>• <b>Agri-business-</b> It encompasses the economic sectors for farming and farming- related commerce. It involves all the steps for getting agricultural goods to the market, including production, processing, and distribution.</li> </ul>	
<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1: Agribusiness</b></p> <p><b>1. Explicitation:</b> Have students watch this video from the YouTube channel, ANC 24/7. The news clip features a Department of Agriculture program that encourages young Filipinos to pursue a career in agribusiness. Pause video at 3:00. ANC 24/7. (2023, June 15). Department of Agriculture launches program to attract young Filipinos to go into agri-business   ANC [Video]. YouTube. <a href="https://www.youtube.com/watch?v=leEAUrxQH0c">https://www.youtube.com/watch?v=leEAUrxQH0c</a></p> <ol style="list-style-type: none"> <li>1. Why did the Department of Agriculture launch the grant program for starting an agribusiness?</li> <li>2. Which featured agribusinesses would you consider trying?</li> <li>3. Would a career in agriculture be rewarding? Why or why not?</li> </ol> <p><b>2. Worked Example:</b> Have the class explore the website <a href="http://agribusiness.da.gov.ph">agribusiness.da.gov.ph</a> particularly the job opportunities and job postings.</p> <p>The teacher may also download job posting information from job sites (e.g., <a href="https://ph.indeed.com/?from=gnav-jobsearch--indeedmobile">https://ph.indeed.com/?from=gnav-jobsearch--indeedmobile</a>) Type in the search bar “agriculture” and indicate place (e.g., Quezon City) to get results on job vacancies in the agriculture sector.</p> <p>The different types of agriculture jobs or careers:</p> <ol style="list-style-type: none"> <li><b>a. Administrative jobs</b> involve performing administrative roles that support workers in the agriculture industry.</li> <li><b>b. Engineering jobs</b> involve using high-level science and math to solve complex problems. Professionals, evaluate, design, test and install agricultural equipment and systems.</li> <li><b>c. Labor jobs</b> require workers to perform manual tasks such as planting, harvesting, caring for animals and maintaining equipment.</li> <li><b>d. Sales jobs</b> are performed by professionals who are responsible for selling materials and products to customers.</li> </ol>	<p>In the absence of reliable internet connection, the video may be downloaded or news clippings on the same news item may be printed for the students to read.</p> <p>(1. The teacher can highlight the aging farmers, thus the need to entice younger Filipinos to go into farming industries.)</p> <p>In the absence of reliable internet connection in the classroom, students may be tasked to explore the job sites on their own and download a job posting that interests them. These may be shared in class as the definitions of different agriculture jobs are discussed.</p> <p>The application requirements and qualifications should also</p>

	<p><b>e. Science jobs</b> are those of scientists who work in agriculture and specialize in crops, livestock or food production.</p> <p><b>Agricultural Jobs</b></p> <p><b>a. Farm workers</b> perform essential manual labor tasks under the supervision of farmers and ranchers. They harvest or inspect crops, assist in watering the plants, applying fertilizer and pesticides to control weeds and insects.</p> <p><b>b. Growers</b> are responsible for taking care and raising crops that involves proper management of the growing plants and its environment to keep the crops/plants healthy.</p> <p><b>c. Grain Elevator operators</b> assist in maintaining essential quality standards of grains by properly storing, shipping and purchasing grains. They receive incoming grain deliveries, store the grain safely and they may assist in preparing outgoing shipments, drying grain and blending different grain types.</p> <p><b>d. Agricultural equipment technicians</b> maintain, install and repair machines and implements. They perform preventive maintenance, which may involve refueling machines, replacing batteries, changing the oil and lubricating moving parts. When they detect a malfunctioning equipment, they perform diagnostic tests and conduct necessary repairs.</p> <p><b>e. Purchasing agents</b> are responsible for buying agricultural products and raw materials at wholesale for processing and reuse. These professionals often have to meet specific purchasing quotas for processors. They work with several farming clients, who serve as suppliers of grain, milk and other agricultural products.</p> <p><b>f. Farm warehouse managers</b> are responsible for overseeing all activities related to storing, shipping and receiving agricultural materials. They send and receive shipments, including loading and unloading products and materials.</p> <p><b>g. Agriculture specialists</b> perform administrative support and clerical tasks that focus on a certain aspect of farming. Some agriculture specialists focus on storage, which requires them to work with farmers to develop high-performing crop and grain storage and inventory systems.</p> <p><b>h. Sales representatives</b> sell materials and products to businesses and government agencies. They seek out prospective customers by attending</p>	<p>be mentioned as the agricultural jobs are defined. The recommended job sites can provide relevant information on this.</p> <p>The teacher should have data on the demographics of the learners when it comes to the learner's family/parents' occupation. This will guide the teacher if the learners are from a family of farmers.</p> <p>Have students categorize these agricultural jobs if they are Administrative, Engineering, Labor, Sales, and/or Science jobs.</p>
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	<p>trade shows, reviewing customer lists and following leads from existing clients. They determine customers' needs, explain how their products meet clients' needs and create packages that meet customers' budgetary and timeline needs.</p> <ul style="list-style-type: none"> <li>i. <b>Crop managers</b> oversee the many steps in the crop production process. They supervise seed sourcing, planting processes and scheduling as well as fertilizing, irrigation and harvesting.</li> <li>j. <b>Environmental engineers</b> use science and engineering principles to design and apply solutions to problems that occur on agricultural sites. They assess environmental conditions—including testing soil and analyzing drainage capabilities—and develop improvements.</li> <li>k. <b>Feed mill managers</b> supervise the production and storage of animal feed. They are responsible for monitoring inventory levels, scheduling feed production and inspecting the quality of the grain. These professionals set and maintain quality standards, assess and improve operating procedures and track customer complaints.</li> <li>1. <b>Research scientists</b> who specialize in agriculture often work as food scientists, who research and develop processes for manufacturing, storing and packaging food. They are responsible for developing or improving products, but some specialize in detecting contaminants or administering government regulations.</li> </ul> <p><b>(See worksheet #1 for the additional activity which students will accomplish.)</b></p> <p><b>3. Lesson Activity:</b> Tell the students that the Department of Agriculture is holding a Job Fair to recruit young professionals and K to 12 graduates in agricultural jobs. The task of the class is to prepare job hiring posters. Students can use Canva, Powerpoint, MS Word, or traditional art materials to make the posters. Below are examples:</p>	<p>Example job hiring posters may be searched and downloaded online.</p> <p>Students can work in groups and display their posters in a gallery walk. They may be asked to choose one from among the job vacancies and apply for the job.</p> <p>Mock job interviews may be simulated. Other TLE teachers</p>
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	   <p>may be involved as interviewers or hiring managers.</p> <p>Local agribusiness owners and/or agricultural officers may also be invited to give a short talk on career opportunities in agriculture.</p>	
<b>D. Making Generalizations</b>	<p><b>DAY 2</b></p> <p><b>1. Learners' Takeaways</b></p> <ol style="list-style-type: none"> <li>1. How important are agricultural jobs?</li> <li>2. How can we encourage more young people to join the agricultural industry?</li> </ol> <p><b>2. Reflection on Learning</b></p> <p>Which agricultural job would you include as one of your career options? Why?</p>	<p>The teacher will ask the students to revisit their previous output on this task. The teacher will help solidify the learnings of the students. Integrate concepts such as efficiency in agricultural career and business, development of system and organization.</p>

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>DAY 2</b></p> <p><b>1. Formative Assessment</b></p> <p>Choose one agricultural job and create a job profile. Use the template below:</p>	<p>Students' output may be assessed based on their understanding of the nature of the agricultural job chosen. The job may be selected from the</p>



	<table border="1"> <tr> <td><b>Job Title:</b></td><td></td></tr> <tr> <td><b>Responsibilities:</b></td><td></td></tr> <tr> <td><b>Qualifications</b></td><td></td></tr> </table>	<b>Job Title:</b>		<b>Responsibilities:</b>		<b>Qualifications</b>		ones discussed in the lesson. Students may also work on other job titles.
<b>Job Title:</b>								
<b>Responsibilities:</b>								
<b>Qualifications</b>								
	<b>2. Homework (Optional)</b>							
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>				
	<b>strategies explored</b>							
	<b>materials used</b>							
	<b>learner engagement/ interaction</b>							
	<b>others</b>							
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li><u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li><u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li><u>ways forward</u> What could I have done differently? What can I explore in the next lesson?</li> </ul>			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.				