

# Lesson Exemplar in General TechPro Agri-Fishery Arts

Quarter 1

LE 3

Lesson Exemplar for TechPro-AFA\_Agricultural Crops Production Senior High School  
Quarter 1: Unit 3

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**LESSON EXAMPLE FOR STRENGTHENED SHS CURRICULUM**

UNIT LESSON EXEMPLAR			
Learning Area	TECHPRO-AFA	Grade level	11
Semester	FIRST	Quarter	1

I. OBJECTIVES	
Content Standard	The learners demonstrate understanding of farm tools, implements, simple equipment and its maintenance according to work requirement.
Performance Standard	The learners demonstrate skills in classifying farm tools, implements, equipment and its maintenance according to work requirement.
Learning Competencies	<b>Key Topics Learned in the Previous Grade Level:</b> <ol style="list-style-type: none"><li>1. Basic Plant Propagation</li><li>2. Soil Preparation and Gardening</li><li>3. Simple Crop Classification</li><li>4. Planting Tools and Equipment</li><li>5. Care and Maintenance of Plants</li><li>6. Benefits of Home Gardening</li></ol>
	<b>In this lesson, the Grade 11 learners will be able to:</b> <ol style="list-style-type: none"><li>1. classify the different farm tools, implement and equipment according to work requirement.</li></ol>



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### I. REFERENCES & MATERIALS

#### A. References

- Agricultural Crops Production NC II. Accessed May 6, 2025. <https://tesda.gov.ph/Downloadables/TR%20-%20%20Agricuktural20%Crops%Production%20NC%20II.pdf>
- Department of Education. 2020. "TLE Agricultural Crop Production: Preparing Materials, Tools, and Equipment for Horticultural Production Work."
- Department of Education. 2020. "Agricultural Crop Production: Farm Tools & Maintenance (Grade 7/8)." StudyLib. <https://studylib.net/doc/27069732/7-8.-tle-agricultural-crop-production-quarter-1-module-1>.
- Department of Education. K to 12 Basic Education Curriculum Junior High School Technical Livelihood Education and Senior High School Technical-Vocational-Livelihood Track Agri – Fishery Arts – Agri – Crop Production (NC II). Accessed May 7, 2025. <https://www.deped.gov.ph/wp-content/uploads/2019/01/Agricultural-Crops-Production-NC-II-CG.pdf>.
- How to Practically and Effectively Maintain Farm Tools and Equipment <https://www.godings.com.au/5-top-tips-for-farm-machinery-maintenance/>
- Occupational Safety Measures in The Farm. 2024. Accessed May 7, 2025. <https://www.slideshare.net/slideshow/occupational-safety-measures-in-the-farm-pptx/271593682>
- Technical Education and Skills Development Authority (TESDA). December 2013 Training Regulations: Agricultural Crops Production NC II.

#### B. Materials

Pictures, video clip, power point presentation, laptop/ tablets, smart TV, activity sheets, internet connectivity, actual tools, implements and equipment



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<b>II. CONTENT</b>	<p>Farm Tools, Implement and Equipment</p> <ul style="list-style-type: none"><li>• Hand Tools<ul style="list-style-type: none"><li>o Digging tools</li><li>o Propagation tools</li><li>o Harvesting tools</li><li>o Measuring tools</li></ul></li><li>• Farm implements and equipment<ul style="list-style-type: none"><li>o Water pumps</li><li>o Hand tractor</li><li>o Plow</li><li>o Harrow</li><li>o Sprayer</li></ul></li><li>• Maintenance of farm tools, implements and equipment<ul style="list-style-type: none"><li>o Corrective</li><li>o Preventive</li><li>o Schedule</li></ul></li></ul>
<b>III. LESSON OBJECTIVES</b>	<ol style="list-style-type: none"><li>1.1. differentiate farm tools, implement and equipment according to work requirement</li><li>1.2. discuss the different functions of farm tools, implement, and equipment</li><li>1.3. discuss maintenance of farm tools, implements and equipment.</li></ol>



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IV. PROCEDURES	Annotation
<p data-bbox="152 890 448 959"><b>A. Activating Prior Knowledge</b></p> <p data-bbox="510 411 1008 440"><b>A.1. Activating Prior Knowledge</b></p> <p data-bbox="510 448 1664 647">Directions: Before we dive into classifying farm tools, implements, and equipment, it's important to understand how each one plays a unique role in farming. 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.</p> <p data-bbox="584 655 837 684">1. Sorting Images</p> <ul data-bbox="656 692 1664 855" style="list-style-type: none"><li>○ Provide learners with varied pictures or realia or actual farm tools, implements, and equipment (e.g., hoe, plow, sickle) and ask them to sort these into three groups: tools, implements, and equipment.</li><li>○ Then, ask them to match each item with a farming task (e.g. planting, harvesting, measuring).</li></ul> <p data-bbox="584 895 972 924">2. Small Group Discussion</p> <ul data-bbox="656 932 1664 1134" style="list-style-type: none"><li>○ Divide the learners into small groups and have the learners discussed their answers to the following questions:<ul data-bbox="707 999 1664 1134" style="list-style-type: none"><li>✓ Have you seen these tools, implements or equipment in real life? If so, where and in what context?</li><li>✓ Based on your observation or experience, how do you think this farm tool, implement or equipment work?</li></ul></li></ul> <p data-bbox="510 1174 1182 1203"><b>A.2. Establishing the Purpose of the Lesson</b></p> <p data-bbox="510 1211 1664 1307">Let's find out how much you know about farm tools, implements and equipment. Maybe, some of you are sons and daughters of farmers who have some experiences in farming. In this lesson, you will be able to:</p> <ol data-bbox="562 1315 1637 1442" style="list-style-type: none"><li>1.1. differentiate farm tools, implement and equipment according to work requirement</li><li>1.2. discuss the different functions of farm tools, implement, and equipment</li><li>1.3. discuss maintenance of farm tools, implements and equipment.</li></ol>	<p data-bbox="1686 411 2190 647"><i>The goal of this activity is to activate students' prior knowledge about farm tools, implements, and equipment, and to help them categorize and understand the functions of these items in agricultural practices.</i></p> <p data-bbox="1686 1243 2190 1442"><i>To clearly communicate the goals of the lesson to the learners, the teacher will present the lesson objectives ensuring that learners understand what they will learn and why it is important. By doing</i></p>



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		<i>this, it motivates learners and help them understand the relevance of the lesson and encourages active participation.</i>
B. Instituting New Knowledge	<p><b>B.1. Presenting Examples</b> <b>Farm Tech in Focus!</b></p> <p>Directions: Now, let's take a closer look at how they're used in real-life farming situations. To deepen your understanding, we're going to watch a short video that shows these items in action. As you watch, pay close attention to the farm tools, implements or equipment being used—notice how they move, what they're attached to, and what tasks they're performing. After the video, we'll discuss what you have observed and connect it to what we've learned so far.</p> <ul style="list-style-type: none"><li>• Video Clip: Ask students to pay close attention to the video clip and be ready to answer questions afterwards. This will help learners connect the visual examples to the lesson content and encourage active participation. After the video, ask learners to identify any tools, implements, or equipment they recognize and share they have with these items.</li><li>• Think-Pair Share Directions: Let's take a moment to reflect on what we've seen and learned. To help us think more deeply and share ideas, we'll do a Think-Pair-Share activity. First, think quietly about the questions I'll ask. Then, pair up with a classmate to discuss your thoughts. Finally, we'll share some of your insights with the whole group. This will help us understand how farm equipment works and why it's important in real-life farming. Process Questions:<ol style="list-style-type: none"><li>1. Have you ever seen or used a tractor? What was it like? Ask volunteer-learners to draw the items they have identified.</li><li>2. Did you notice the implement attached to the tractor? What was it used for?</li><li>3. What might happen if a piece of equipment like a tractor isn't properly maintained?</li></ol></li></ul>	<p><i>The teacher will begin by explaining the importance of understanding farm tools, implements, and equipment in modern agriculture and highlight how the presence of technology transforms farming practices. The activity "Farm Tech in Focus," will engage students by connecting the lesson content to real-life examples and personal experiences, while also encouraging critical thinking and active participation.</i></p>



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### **B.2. Discussing New Concept**

Farm tools, implements, and equipment are essential components in agricultural crop production, significantly enhancing the efficiency and speed of agricultural tasks. Their availability allows farmers to perform various operations more easily and quickly. Without the proper knowledge and skills to use them effectively, these resources become practically useless.

To achieve successful farm operations, it is crucial for individuals to have a thorough understanding of the tools, implements, and equipment they are using. This includes knowing how to operate them correctly, understanding their specific functions, and being aware of the best practices for their maintenance. Mastery of these aspects ensures that the tools and equipment are utilized to their full potential, leading to improved productivity and efficiency in crop production.

#### **A. Differentiating Farm Tools, Implements, and Equipment**

Definition and Examples:

- Farm Tools: Hand-held tools like hoes, rakes, and spades.
- Implements: Attachments for tractors like plows, harrows, and seed drills.
- Equipment: Larger machinery like tractors, combine harvesters, and irrigation systems.

**Activity 1:** Group the learners and provide each group with pictures of various tools, implements, and equipment. Have them categorize each item. To deepen understanding and enhance communication skills, each group can give a short presentation explaining how they categorized the farm tools, implements, and equipment. This activity will help reinforce their grasp of the lesson content. To support their work, provide the groups with a worksheet or graphic organizer to help them organize their ideas clearly. Use the following rubric to assess their presentation and understanding.

*To engage students actively in the learning process by combining traditional lecture methods with interactive discussion techniques, this approach aims to enhance understanding, retention, and application of the lesson content thereby enhancing understanding among learners and makes the lesson more engaging and enjoyable.*

*Integrating collaborative activities encourage learners to work together, share ideas, and learn from each other. This interaction fosters a deeper understanding of the content. These activities help learners develop essential skills such as communication, teamwork, problem-solving, and leadership.*



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Indicators	Excellent (4)	Proficient (3)	Developing (2)
<b>Accuracy of Categorization</b>	All items are correctly categorized with clear and logical explanations.	Most items are correctly categorized with mostly clear reasoning.	Some items are correctly categorized; explanations may lack clarity or logic.
<b>Connection to Farming Tasks</b>	Strong and accurate connections made between items and specific farming tasks.	Good connections made, with minor inaccuracies or generalizations.	Limited or vague connections to farming tasks.
<b>Use of Visual Aids / Worksheet</b>	Graphic organizer or worksheet is complete, neat, and enhances understanding.	Organizer is mostly complete and supports the presentation.	Organizer is partially complete or lacks clarity.
<b>Presentation Skills</b>	Clear, confident, and engaging delivery; all group members participate.	Clear delivery with minor issues; most group members participate.	Uneven delivery; only some members participate.

**B. Functions of Farm Tools, Implements, and Equipment**

- Hand Tools: Essential for manual tasks such as digging, planting, harvesting, and measuring.



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|  | <ul style="list-style-type: none"><li>• Digging Tools:<br/>Examples: Shovels, spades, and hoes.<br/>Functions: Used for digging, turning soil, and preparing planting beds.</li><li>• Propagation Tools:<br/>Examples: Seed trays, dibblers, and hand trowels.<br/>Functions: Used for planting seeds, transplanting seedlings, and propagating plants.</li><li>• Harvesting Tools:<br/>Examples: Sickles, pruning shears, and harvest knives.<br/>Functions: Used for cutting and gathering crops during harvest.</li><li>• Measuring Tools:<br/>Examples: Measuring tapes, soil thermometers, and pH meters.<br/>Functions: Used for measuring distances, soil temperature, and soil pH levels.</li><li>• Farm Implements and Equipment: Larger tools and machinery that enhance efficiency in tasks like irrigation, soil preparation, and crop protection.</li><li>• Water Pumps:<br/>Function: Used for irrigating fields by pumping water from a source to the crops.</li><li>• Hand Tractor:<br/>Function: A versatile piece of equipment used for plowing, tilling, and transporting materials on small farms.<br/>Plow:<br/>Function: Used for turning and breaking up soil to prepare it for planting.</li><li>• Harrow:</li></ul> |  |
|--|--|--|



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Function: Used for breaking up and smoothing out soil after plowing, as well as for

removing weeds.

Function: Used for applying pesticides, herbicides, and fertilizers to crops.

- **Activity 2:** Assign each group a specific tool, implement, or piece of equipment. Have them research and present its function to the class. Use printed or digital photos, realia or actual farm tools, implement or equipment during the group presentation. Then, answer the following guide questions:

- ✓ What is the name of your assigned tool, implement, or equipment? What is its main function in farming?
- ✓ Why is this item important in the farming process?
- ✓ How is it used properly and safely?  
What are the basic maintenance practices needed to keep it in good condition?

 **Group Presentation Checklist: Classifying Farm Tools, Implements, and Equipment**

Task	Done (✓)
Identified and named assigned tool, implement, or equipment correctly	<input type="checkbox"/>
Classified the farm tool, implement or equipment correctly	<input type="checkbox"/>
Described its main function in farming.	<input type="checkbox"/>
Explained how it is used properly and safely.	<input type="checkbox"/>
Listed basic maintenance practices for the item.	<input type="checkbox"/>

*By integrating the "Research and Reflect!" activity into your lessons, you can create a dynamic and engaging learning environment that promotes critical thinking, independent learning, and reflective practice. By doing these activities, academic learning is not only enhanced but this also helps our learners develop essential life skills.*



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Used visual aid (e.g., chart, photo, realia, or drawing).	<input type="checkbox"/>
Organized ideas using a worksheet or graphic organizer.	<input type="checkbox"/>
Presented clearly, confidently, and within the time limit.	<input type="checkbox"/>

**C. Maintenance of Farm Tools, Implements, and Equipment**

Types of Maintenance:

- **Corrective Maintenance:** Actions taken to repair or restore tools, implements, and equipment to their proper working condition after a failure or malfunction has occurred.

Examples:

Repairing a broken handle on a hoe.  
Fixing a malfunctioning tractor engine.  
Replacing worn-out parts on a combine harvester.

Importance: Ensures that equipment is quickly restored to working order, minimizing downtime and preventing further damage.

- **Preventive Maintenance:** Regular, scheduled maintenance tasks performed to prevent potential failures and ensure that tools, implements, and equipment remain in good working condition.

Examples:

Regularly oiling and lubricating moving parts.  
Sharpening blades and cutting edges.  
Checking and tightening bolts and screws.

Importance: Helps to extend the lifespan of equipment, reduce the likelihood of unexpected breakdowns, and maintain optimal



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performance.

- **Scheduled Maintenance:** Maintenance tasks that are planned and performed at specific intervals based on time or usage to ensure consistent and reliable operation.

Examples:

Conducting annual servicing of tractors and other large machinery.

Performing seasonal checks on irrigation systems.

Scheduling monthly inspections of hand tools for wear and tear.

Importance: Ensures that maintenance is performed regularly and systematically, helping to identify and address issues before they become serious problems.

- In summary:
  - Corrective Maintenance: Focuses on repairing and restoring equipment after a failure.
  - Preventive Maintenance: Involves regular tasks to prevent failures and maintain good condition.
  - Scheduled Maintenance: Planned maintenance at specific intervals to ensure consistent operation.

**Activity 3:** Divide the learners in groups and have them perform basic maintenance tasks on a sample actual tool, implement or equipment. Allow them to demonstrate or practice these tasks in small groups under close supervision.

Task	Done (✓)
Wear appropriate personal protective equipment (PPE) (e.g., gloves, goggles).	<input type="checkbox"/>
Classify the tool, implement, or equipment to be maintained.	<input type="checkbox"/>



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Gather necessary cleaning and maintenance materials (e.g., cloth, oil, brush, wrench).	<input type="checkbox"/>
Inspect the item for any visible damage or wear.	<input type="checkbox"/>
Review safety procedures before starting the task.	<input type="checkbox"/>

**B.3. Developing Mastery**

Research and Reflect Activity!

- Group Assignment: Organize the learners into small groups, ensuring a mix of abilities in each group to promote collaborative learning. Assign each group a specific farm tool, implement, or piece of equipment. For example, one group is assigned a hoe, another a plow, and another a tractor.
- Research and Presentation: Have each group research the assigned item, focusing on its function and importance in farming and how to ensure this tool, implement or equipment is maintained. Each group will present their findings to the class, explaining the function of the assigned tool, implement or equipment and how it contributes to farming efficiency.
- Guide Questions for Student Output.
  - ✓ What is the name of the tool, implement or equipment? Is it manually operated or powered?
  - ✓ In which farming operation is it commonly used?
  - ✓ What are the recommended maintenance activities for the tool, implement or equipment?
  - ✓ What would you do to help sustain the functionality of the tool/ implement/ equipment?

• **Rubric for Evaluation**



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		Indicators	Excellent (5)	Satisfactory (3)	Needs Improvement (2)	
		<b>Classification</b>	Tool/equipment is correctly named and categorized	Minor errors in naming or categorization	Incorrect or unclear identification	
		<b>Function</b>	Clearly and accurately describes function with examples	Describes function 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	



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### C. Demonstrating Knowledge and Skills

#### **C.1. Finding Practical Application**

##### **Activity: Farm Management Simulation**

**Directions:** Divide the learners into four groups, ensuring a mix of abilities in each group. Assign each group one of the prepared scenarios that they will perform based on their experience using pictures or actual farm tools, implements or equipment with focus on their functions and maintenance requirements. Use simple props such as pictures or realia or actual tools during the presentation.

1. Scenario Setup:

- Scenario 1: "Preparing a field for planting."
- Scenario 2: "Maintaining a vegetable garden."
- Scenario 3: "Harvesting crops."
- Scenario 4: "Performing routine maintenance activities on farm tools, implements and equipment."

2. Process Questions:

- Ask the following questions:
  1. How did you determine which tools, implements, or equipment was needed for your task?
  2. What functions did each item serve in your scenario?
  3. What maintenance tasks did you perform, and why are they important?

#### **C.2 Making Generalization**

Using a Venn diagram, summarize the key points discussed by asking the following questions:

1. What are the main differences between farm tools, implements, and equipment?
2. How do the functions of these items contribute to efficient farming practices?
3. Why is regular maintenance important for farm tools, implements, and equipment?



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### **C.3. Evaluating Learning**

**Directions:** Think critically about the following short-answer questions. Write a brief discussion for each question, demonstrating your understanding and application of the concepts learned.

1. Differentiate between a farm tool, an implement, and equipment. Provide an example of each.
2. Imagine you are preparing a specific area for planting in the school garden. List the tools, implements, and equipment you would use and discuss the function of each in the preparation process.
3. Discuss three maintenance tasks that are important for keeping farm tools, implements and equipment in good condition and explain why each task is necessary.
4. How does regular maintenance of farm equipment impact farm productivity and safety? Provide specific examples.

### **C.4. Additional Activities**

#### **Enrichment Activity**

- E-Scrapbook Project: Farm Tools, Implements, and Equipment

The learners will create a comprehensive digital scrapbook that showcases various farm tools, implements, and equipment according to work requirement, highlighting their names and functions with a brief discussion on its maintenance. This project will enhance students' understanding of agricultural tools and their applications while integrating technology into their learning process.

*Employing short-answer questions is an effective tool in the teaching and learning process. It promotes critical thinking and assesses understanding in a meaningful way by carefully designing and implementing these questions, the teacher can enhance student engagement. The frequent use of short-answer questions, coupled with constructive feedback, can significantly contribute to learners' academic growth and development.*



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**VI. UNIT ASSESSMENTS**  
(Assessing Learnings)

**I. Multiple Choice**

**Directions:** Read and analyze each of the following situations. Which of the following tools, implement or equipment is used according to the work required?

wheelbarrow	hand trowel	hand cultivator
spading fork	digging tool	harrow
tractor	plow	hoe

- \_\_\_\_\_ 1. Billy, a local farmer wants to transport manure and fertilizers to different parts of his farm. If you were Billy, which tool implement or equipment would you use?
- \_\_\_\_\_ 2. Nicole wants to remove weeds and loosen the soil around her plants in her home garden. What tool would be best suited for this task?
- \_\_\_\_\_ 3. Johnny is tasked with digging furrows for planting in the farm. If you were to assist Johnny, what tool would you need?
- \_\_\_\_\_ 4. Every Monday afternoon, all Grade 11 Agricultural Crop Production learners of Mahayahay Farm School clean and level the Topsoil of the fields. Which tool or implement should they use?
- \_\_\_\_\_ 5. After the propagation stage, Reniel needs to plant ampalaya seedlings from the school nursery onto the farm soil. What tool would be helpful for planting?





**II. Categorization of Farm Tools, Implements and Equipment**

**Directions:** Classify the following farm tools, implements, and equipment into appropriate categories based on their specific work functions (e.g., planting, cultivating, harvesting). For each item, write a brief explanation of its function and provide an example of its use in a farming activity.

Name of the farm tool, implement or equipment	Classification (Write if it is a tool, implement or equipment)	Function (Write a brief discussion of the farm
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			tool, implement or equipment)		
	1. 				
	2. 				
	3. 				
	4. 				
	5.				
<b>VII. REFLECTION</b> <i>(Feedback and Continuous Improvement)</i>	<b>Exit Ticket:</b> At the end of the activity, have the learners write down one new thing they have learned about farm tools, implements, or equipment on a customized ticket by completing the statement below.				<i>Including a reflection part in the learning activities helps the learners connect their own experiences and think critically about its wider implications. This approach not only helps students</i>



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One new thing I learned today about farm tools/ implements/ equipment is \_\_\_\_\_.

**Learning Log:**

Have students reflect on their learning and assess their own understanding and skills. Use prompts like: What did you find most challenging about this lesson?" How confident are you in identifying and maintaining farm tools? Let the learners rate their confidence level from 1-5 (5 as the highest and 1 is the lowest).

*reflect on their learning but also provides the teacher with valuable feedback to improve their teaching strategies.*

DRAFT