Senior High School

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar in Agri-Fishery Arts

Quarter 1

LE

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Lesson Exemplar for Agri-Fishery Arts
Quarter 1: Unit 1

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LESSON EXEMPLAR			
Learning Area	TECHPRO-AFA	**Grade Level**	11
Semester	FIRST	**Quarter**	1

I. OBJECTIVES *(Identifying the Goals)*	
Content Standard	The learners understand key concepts on the Safety Standards in Agricultural Crops Production and Philippine Good Agricultural Practices (PhilGAPs)
Performance Standard	The learners apply their conceptual understanding of the key principles on the Safety Standards in Agricultural Crops Production and Philippine Good Agricultural Practices (PhilGAPs)
Learning Competencies	**Key Topics Learned in the Previous Grade Level:** 1. Basic Plant Propagation 2. Soil Preparation and Gardening 3. Simple Crop Classification 4. Planting Tools and Equipment 5. Care and Maintenance of Plants 6. Benefits of Home Gardening In this lesson, the learners will be able to: discuss the safety standards in Agricultural Crops Production
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	**Safety Standards in Agricultural Crops Production:** Civil Service Commission. 2020. "Joint Memorandum Circular No. 1, s. 2020 - Occupational Safety and Health (OSH) Standards for the Public Sector". Accessed May 7, 2025. https://www.csc.gov.ph/phocadownload/userupload/irmo/government%20issuances/JMC%20No.%201%20s.%202020.pdf.

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	Jollibee Group Foundation (JGF). 2019. Manual on Philippine Good Agricultural Practices (PhilGAP). Accessed May 7, 2025. https://bucketeer-3eb16243-2c1c-43d2-be4e-1c2b3664d293.s3.amazonaws.com/2023/05/02-PhilGAP-Manual.pdf. Philippine Good Agricultural Practices. Bagong Farmer. Accessed May 7, 2025. https://www.youtube.com/watch?v=NpPR7xUU_wQ. **Materials:** Laptop, printer, projector or tv screen, bond papers, meta cards, markers, art materials
(These shall be accomplished per topic)	
III. CONTENT *(Sequencing Content)*	Safety Standards in Agricultural Crops Production • Occupational Safety and Health Standards in Agricultural Crops Operations ✓ Safety Regulations ✓ Hazards and Risks ✓ Contingency Measures ✓ Waste Disposal Management • Philippine Good Agricultural Practices (PhilGAPs) ✓ For Certification ✓ For Sustainable Agriculture
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	1. discuss occupational Safety and Health Standards in Agricultural Crops Operations 2. identify Safety Regulations. Hazards and Risks, and contingency Measures 3. discuss Waste Disposal Management 4. familiarize Philippine Good Agricultural Practices (PhilGAPs) ✓ For Certification ✓ For Sustainable Agriculture

IV. PROCEDURES *(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)* This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary integration, and technology-enhanced instruction. 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.	**ANNOTATION** **Instruction to teacher on how to facilitate the activities.* **In the Annotation, explicitly explain how the IDF is applied in each part of the lesson*

	(Each part shall have 2-3 varied activities)	
A. Activating Prior Knowledge	**A.1. Activating Prior Knowledge** **"Safety Symbols Charades"** (10 minutes) **Instructions:** Divide the class into small groups. Each group will be given cards with safety symbols (e.g., gloves, mask, hazard sign). One member acts out the symbol without speaking; the group guesses what it is and explains its relevance in agricultural work. **A.2. Establishing the Purpose of the Lesson** For this lesson, engage the learners to answer the question: • Why do you think safety and good practices are important in agricultural work? How can these affect your health, your family, and the community?	This activity helps learners recall and connect prior knowledge about safety signs and their importance in daily life and farm activities. Use this to gauge their baseline understanding and address misconceptions early. Clearly state the lesson objectives and relate them to real-life scenarios-such as preventing accidents, ensuring food safety, and protecting the environment. Motivate the learners by emphasizing the relevance of these standards to their future careers and community well-being.
B. Instituting New Knowledge	**B.1. Presenting Examples** (20 minutes) **Example 1:** Show a short video or slide presentation of a local farm in the Philippines practicing PhilGAPs (e.g., using PPE, proper waste segregation, equipment check). **Example 2:** Present a case study of a farm accident due to neglect of safety standards. Ask the learners: "What could have been done differently?" **B.2. Discussing New Concept** (60 minutes) **Explicit Teaching:**	Use local and relatable examples to make abstract concepts concrete. Visuals and stories help learners connect emotionally and intellectually with the topic. Scaffolding and Differentiation – Support all learners through clear explanations, visuals, and interactive discussion. Encourage guided exploration and peer discussion. Use local language or dialect when necessary to clarify technical terms. Engage

	• Define key terms: Safety Standards, OSHS, Hazard, Risk, Contingency Measures, Waste Disposal, PhilGAPs. • Explain the relationships between safety, productivity, and sustainability. • Use a concept map to illustrate how these elements are interconnected. **Interactive Activity:** **"Hazard Hunt"** (Classroom Simulation) • Set up stations with mock farm tools and materials. Students identify potential hazards, suggest safety measures, and discuss proper use and maintenance per manufacturer's manual. **B.3. Developing Mastery** (10 minutes) **Group Game: "Safety Relay"** **Instructions:** Group the learners into five teams. Each team will race to match safety equipment/tools with their correct use and safety procedure (using flashcards or props). Each correct match earns points. **Worksheet:** Provide a worksheet where the learners will be asked to list down hazards, risks, and contingency measures for common farm activities (e.g., pesticide application, equipment operation, waste disposal).	students with hands-on or simulated activities to deepen understanding. Incorporate both competitive and collaborative activities to cater to the different learning styles of the learners. Use formative assessment to check for mastery and provide immediate feedback.
C. Demonstrating Knowledge and Skills	**C.1. Finding Practical Application** (10 minutes) **Simulation Activity:** **"Farm Safety Drill"** • Working with the same team, the learners will be given different roles to portray (farmer, safety officer, worker). They will be asked to simulate a scenario (e.g., chemical spill, equipment malfunction). Learners will demonstrate the correct response, use of PPE, and reporting procedures.	This activity bridges theory and practice. Ensure all students participate and rotate roles. Debrief after the simulation to reinforce learning and correct errors.

	C.2. Making Generalization (20 minutes) • **Reflection Circle:** Ask the learners to summarize key takeaways. Guide them with the following questions: ✓ What are the most important safety measures in crop production? ✓ How does PhilGAP certification benefit farmers and consumers? • **Concept Mapping:** ✓ Ask the learners to create a concept map linking safety standards, OSHS, waste management, and PhilGAPs. **C.3. Evaluating Learning** **Written Quiz** • Administer this quiz after the lesson discussion and practice activities. • The questions are designed to assess both knowledge and higher-order thinking skills. • Use these questions as a paper-based quiz, digital quiz (e.g., Google Forms), or as part of a quiz game (e.g., Kahoot!). • Encourage the learners to provide honest answers and explain that this is an opportunity to check their understanding. **B. Short Answer Questions:** • List two common hazards in crop production and suggest one way to prevent each hazard. Sample answer: Hazard 1: *Slippery surfaces* Prevention: *Keep walkways clear and dry.* Hazard 2: *Chemical exposure* Prevention: *Use proper PPE and follow handling instructions.*	The use of reflective questions aims to help learners synthesize information. Encourage them to verbalize or visualize their understanding. Align assessment with both content and performance standards.

	• Why is it important to perform a pre-operative check on farm equipment before use? • Describe one benefit of practicing PhilGAPs for farmers and one benefit for consumers. • What should you do if you accidentally spill a chemical on your skin while working on the farm? • Explain the importance of proper waste segregation in the farm setting. **C.4. Additional Activities** **For Enrichment:** Research and Report: PhilGAP-Certified Local Farm • **Group Assignment:** Divide the class into small groups (3–5 students per group). • **Research Task:** Each group will: ✓ Identify a local farm or cooperative in your city/municipality or province that is PhilGAP-certified. (If direct contact is not possible, use online resources or DA/BPI directories.) ✓ Research the farm's safety protocols, sustainability practices, and how PhilGAP standards are implemented. ✓ Prepare a report (written, poster, or digital presentation) covering: o Farm background and location o Safety standards and practices observed o Waste management and environmental practices o Benefits and challenges of PhilGAP certification o Photos, interviews, or other supporting materials (if available) • **Presentation:** Each group presents their findings to the class in a 5–7 minute presentation. • **Interactive Element:** After each presentation, other groups may ask questions or give feedback. **For Remediation:** **Safety Skills Booster**	This activity promotes research skills, teamwork, and public speaking. Encourage groups to reach out to local DA offices or use social media to connect with actual farmers. For areas with limited access, allow research on well-documented farms online. Emphasize respectful inquiry and proper citation of sources. Remediation should be supportive, not punitive. Use a variety of approaches (visual,

	• **Diagnostic Check:** Identify learners who scored low in the quiz or struggled during practical tasks. • **Targeted Worksheets:** Provide practice worksheets focusing on: ✓ Identifying hazards from pictures or scenarios ✓ Matching safety equipment to tasks ✓ Sequencing steps for pre-operative equipment checks ✓ Short-answer questions on PhilGAP and OSHS basics • **One-on-One or Small Group Coaching:** ✓ Schedule short remediation sessions (10–15 minutes) during free periods or after class. ✓ Use realia (actual tools, PPE) and role-play to practice safety procedures. ✓ Give immediate, positive feedback and clarify misconceptions. • **Peer Tutoring:** Pair struggling learners with classmates who have mastered the concepts for additional review and support. • **Dynamic/Interactive Option:** ✓ Use a "Safety Bingo" game where learners mark off correct answers as you call out safety terms or scenarios. ✓ Incorporate simple digital quizzes or flashcard apps for self-paced review.	auditory, kinesthetic) to address different learning styles. Celebrate progress, no matter how small, to build confidence.
V. ASSESSMENT *(Assessing Learnings)*	**Accomplishing a Farm Safety and Sustainability Plan** • Explain to the learners that they will work with their respective groups to supply the missing terms or ideas in a contextualized "Farm Safety and Sustainability Plan". • Emphasize that the plan summarizes the application of key concepts from the discussion. The plan will have key sections with missing entries or incomplete information related to safety standards, OSHS, hazards, contingency measures, waste disposal, and PhilGAPs. • The plan consists of a hypothetical farm profile, a column for the safety standards, OSHS compliance, some hazards and contingency measures, and waste management, and PhilGAPS integration. Present 5 blank items randomly assigned across the different columns for the learners to supply with answers. **Brainstorming and Role-Playing:** Use a "Safety & Sustainability Wheel" (spin-the-wheel game) to assign random hazards or farm scenarios for each group to come up with solutions to be presented through role-playing.	

1. **Presentation Format**
    - Each group will present their role-playing scenario. They will be given 15 minutes to come up with a scenario applying the concepts that they have learned.
    - Presentation should be 7 to 10 minutes.
    - All group members must participate.
2. **Content to Cover**
    - Overview of the farm and its operations.
    - Key safety and sustainability features.
    - How hazards are managed and contingency plans activated.
    - Innovative or unique aspects in ensuring farm safety and sustainability.
3. **Assessment Rubric for the Role-Playing Activity:**

Criteria	**Excellent (4)**	**Good (3)**	**Satisfactory (2)**	**Needs Improvement (1)**
Accuracy and Application of Concepts	Concepts are accurate and well-applied	Mostly accurate	Some inaccuracies	Many inaccuracies
Visual Presentation	Creative, clear, and informative	Clear and informative	Somewhat clear	Lacks clarity/visuals
Teamwork/ Participation	All members participated actively	Most members participated	Uneven participation	One or few members dominated
Oral Communication	Clear, confident, engaging	Mostly clear	Somewhat clear	Difficult to understand

Written Quiz
Multiple Choice:

1. Which is NOT a recommended personal protective equipment (PPE) when applying pesticides?
   A. Gloves
   B. Face mask
   C. Slippers

	D. Boots **Correct Answer:** C. Slippers *Explanation:* Slippers do not provide adequate protection; proper PPE includes gloves, face mask, and boots. 2. What is the first step in risk management according to the Occupational Safety and Health Standards (OSHS)? A. Eliminate the hazard B. Identify the hazard C. Wear PPE D. Report to the supervisor **Correct Answer:** B. Identify the hazard *Explanation:* Risk management begins with identifying hazards before taking action. 3. Which of the following is a proper waste disposal practice in crop production? A. Burning plastic containers B. Burying chemical containers near water sources C. Triple rinsing pesticide containers and returning them to suppliers D. Throwing used oil into irrigation canals **Correct Answer:** C. Triple rinsing pesticide containers and returning them to suppliers *Explanation:* This is the recommended safe disposal practice; others are unsafe for people and the environment. 4. What does PhilGAP certification primarily aim to ensure? A. Higher crop yield only B. Safe and quality food production C. Use of imported seeds D. Lower market prices **Correct Answer:** B. Safe and quality food production *Explanation:* PhilGAP focuses on food safety and quality, not just yield or price. 5. Which of the following is an example of a contingency measure on a farm? A. Ignoring minor accidents B. Having a first aid kit and emergency contact numbers available C. Skipping equipment checks D. Leaving chemical spills unreported **Correct Answer:** B. Having a first aid kit and emergency contact numbers available *Explanation:* Contingency measures are plans or resources prepared for emergencies. **Short Answer:** 1. List two common hazards in crop production and suggest one way to prevent each.

	2. Why is it important to perform a pre-operative check on farm equipment before use? 3. Describe one benefit of practicing PhilGAPs for farmers and one benefit for consumers. 4. What should you do if you accidentally spill a chemical on your skin while working on the farm? 5. Explain the importance of proper waste segregation in the farm setting. **Scenario-Based:** • Imagine you are assigned to operate a hand tractor. Before starting, what steps will you take to ensure your safety and the safety of others?
VI. REFLECTION *(Feedback and Continuous Improvement)*	**For Teachers:** • After the culminating assessment, reflect on the following: ✓ Which activities or approaches engaged students most? ✓ Which concepts were most challenging for students? ✓ How did you adapt instruction for diverse learning needs (e.g., more time for simulations, use of local language, additional visuals or hands-on activities)? ✓ What adjustments would you make in future lessons? • Document your insights in a reflection journal or share with colleagues during learning action cell (LAC) sessions. **For the Learners:** • After the project and presentation, ask the learners to write a short reflection (1–2 paragraphs) by answering these questions: ✓ What new knowledge or skills did you gain from this project? ✓ What challenges did you encounter, and how did you overcome them? ✓ How can you apply the safety and sustainability practices learned to your own life or community? • Optionally, use a “Two Stars and a Wish” format: two things they did well, and one thing they wish to improve.

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