

Grade 6 Term 2, Week 3 LESSON PLAN

Name of Lesson	Agriculture and Fishery Arts				
Learning Area/s	Technology and Livelihood Education				
Designed by Teacher/s	Deped libre				
Designed for which Grade Level and Section	Grade 6				
No. of Sessions	Session 1	Session 2	Session 3	Session 4	Session 5
References (books, websites, toolkits, etc.)	MATATAG TLE Curriculum Guide; K to 12 TLE-Agri-Fishery Arts 6 TG/LM; BFAR Official Website; DepEd Commons.	MATATAG TLE Curriculum Guide; K to 12 TLE-Agri-Fishery Arts 6 TG/LM; Local Fishery Profiles.	MATATAG TLE Curriculum Guide; DepEd Order on Agri-Fishery; BFAR/DA Organizational Charts.	MATATAG TLE Curriculum Guide; Success Stories of Filipino Fish Farmers (Online Portals); Local Community Profiles.	MATATAG TLE Curriculum Guide; All previous session materials for synthesis.
Declaration of AI use Cite how AI was used in the formulation of the lesson plan. See DO 3, 2026 Annex A.	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.				
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.				

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Learning Competency: Write the competency/ies from the curriculum that we are targeting, and the content or performance standards applicable to the session.	Content Standard: The learner demonstrates an understanding of scientific processes in fish raising. Performance Standard: The learner applies scientific knowledge and skills in fish raising. Learning Competency: Discusses the importance and benefits of fish raising; identifies the government agencies and non-government organizations that support fish raising and fisheries; and discusses the successful fish raisers in the community and their characteristics.				
Learning Objectives: Write the smaller knowledge, skills, or tasks from the competency that the learners will work on and be able to show by the end of the sessions.	Discuss the economic and nutritional benefits of fish raising for the family and community.	Identify common types of fish suitable for raising and the basic requirements for their growth.	Identify and explain the roles of government agencies and NGOs that support the fishery industry.	Identify successful fish raisers and describe the characteristics that contributed to their success.	Synthesize the importance of support systems and personal traits in maintaining a sustainable fishery project.
Learner Context: Write your observations of your learners, and how they have been performing or responding to learning experiences recently. Include strengths, interests, and possible barriers to learning.	Grade 6 learners are generally curious about hands-on activities. Many come from semi-rural areas where backyard fishponds are common. Strength: Visual and kinesthetic learning. Barrier: Limited access to large-scale commercial fishery sites for observation.				
Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson: Describe how you will help the learners get ready for the lesson.	Show pictures of a variety of fish dishes and ask students where the fish comes from.	Review the benefits of fish raising and show a short clip of a fish pond environment.	"Who helps the farmer?" – A brainstorming session about people or groups	"Spot the Leader" - Identifying prominent figures in the local community who are known for agriculture/fisheries.	Flashcards review of the past four sessions' key concepts.

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			that assist in food production.		
Flow: Describe the activities that you can implement in 1 or more sessions to meet the learning objectives. Apply the Learning Design Principles...	Flow S1 Introduction: Present the concept of "Blue Economy" and the role of fish raising in food security. Instructional Procedure: Discuss the nutritional value (protein, Omega-3) and economic benefits (source of income, employment). Activity: "Benefits Web" - Students create a graphic organizer showing the link between fish raising and family well-being. Synthesis: Summary of how fish raising contributes to the community's economy.	Flow S2 Introduction: Distinguish between open-water fishing and aquaculture (fish raising). Instructional Procedure: Explain the characteristics of Tilapia, Bangus, and Catfish as popular choices in the Philippines. Activity: "Match the Fish" - Matching fish species with their ideal habitat (freshwater vs. brackish). Synthesis: Class discussion on which fish is most suitable for a backyard project.	Flow S3 Introduction: Discuss why fish raisers cannot work alone and need technical support. Instructional Procedure: Introduce BFAR (Bureau of Fisheries and Aquatic Resources), DA (Department of Agriculture), and SEAFDEC. Activity: "Agency Profile Card" - Students create a mock ID for an agency showing its primary service to fishers. Synthesis: Reflection on how GAs and NGOs prevent overfishing and promote sustainability.	Flow S4 Introduction: Share a brief story of a famous local or national fish raiser (e.g., the "Tilapia King"). Instructional Procedure: List and explain traits like industry, innovativeness, patience, and record-keeping. Activity: "Trait Portrait" - Drawing a successful fish raiser and labeling their best characteristics. Synthesis: Identifying which traits the students already possess.	Flow S5 Introduction: Recap the journey from the benefits of fish to the people who make it happen. Instructional Procedure: Discuss the concept of "Sustainable Fisheries" integrating agencies and human effort. Activity: "My Fishery Plan" - A simple 5-sentence proposal on how to start and sustain a small fish raising project. Synthesis: Final pledge to support local fishery products.
Learning Resources: List down the learning resources that will help you reach your objectives. Ensure that they are available and inclusive.	Nutritional charts, posters of fish ponds.	Realia (if possible), pictures of Tilapia/Bangus, aquarium samples.	BFAR pamphlets, organizational charts, internet for NGO search.	Biography cards of successful farmers, video interviews.	Chart paper, markers, compilation of previous activities.

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Opportunities for integration: Write down any possibilities to meaningfully anchor learning areas, special topic, or technology. Write N/A if none.	Science (Nutrition and Food Chains).	Science (Ecosystems and Habitats).	Araling Panlipunan (Government structure and services).	ESP (Values of hard work and perseverance).	ICT (Using digital tools to present a simple plan).
Assessment.	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				
Formative Assessment: Create a task, activity, or questions to evaluate learning and provide feedback. (Strictly 5 MCQs per session).	1. Which of the following is a primary nutritional benefit of eating fish? A. High Sugar B. High Protein C. High Fat D. High Fiber 2. How does fish raising help a family economically? A. It increases grocery bills. B. It provides a source of additional income. C. It requires buying expensive water. D. It is only for hobby purposes. 3. What do you call the practice of raising fish in controlled environments? A. Agriculture B. Aquaculture C. Horticulture D. Floriculture 4. Why is fish raising	1. Which fish is most commonly raised in Philippine freshwater ponds? A. Tuna B. Tilapia C. Salmon D. Shark 2. What is the national fish of the Philippines often raised in brackish water? A. Catfish B. Bangus C. Goldfish D. Galunggong 3. Which of the following is a requirement for a healthy fish pond? A. Dirty water B. Proper aeration/oxygen C. Direct sunlight only D. Crowded space	1. Which government agency is primarily responsible for the development of fisheries? A. DepEd B. BFAR C. DOH D. DPWH 2. What does "DA" stand for in the context of agriculture? A. Department of Arts B. Department of Agriculture C. District Authority D. Development Agency 3. How do NGOs help fish raisers? A. By giving them free cars. B. By providing technical training and funding support. C. By buying all their	1. Which characteristic is essential for a fish raiser to monitor fish growth effectively? A. Laziness B. Observant/Attentive C. Impatience D. Dishonesty 2. Why is "Record-keeping" important for a successful fish raiser? A. To track expenses and growth rates. B. To waste paper. C. To show off to neighbors. D. To avoid feeding the fish. 3. Successful fish raisers are "innovative." What does this mean? A. They do the same thing every year. B. They try new and better ways to improve production. C. They stop working when	1. What is the main goal of combining support from agencies and good traits of a raiser? A. High profit only B. Sustainable and successful fish raising C. To win a contest D. To deplete natural resources 2. If you want to know the latest technology in fish feeding, which agency should you visit? A. BFAR/DOST B. DSWD C. DFA D. BIR 3. Which is an example of an economic benefit of fish raising to the community?

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	considered a sustainable livelihood? A. Fish never run out. B. It can be done in small spaces to provide food constantly. C. It does not need water. D. It is easy and requires no work. 5. Which benefit refers to the improvement of the community's supply of fish? A. Personal benefit B. Nutritional benefit C. Market/Community benefit D. Educational benefit	4. Why is "Hito" (Catfish) popular for raising? A. It can survive in low-oxygen water. B. It is the most expensive fish. C. It does not need food. D. It only lives in salt water. 5. What happens if a fish pond is overcrowded? A. Fish grow faster. B. Fish might die due to lack of oxygen. C. The water becomes cleaner. D. The fish become more colorful.	land. D. By strictly taxing them. 4. Which organization provides research and technology for aquaculture in SE Asia? A. SEAFDEC B. UNESCO C. WHO D. UNICEF 5. Why is government intervention important in fisheries? A. To close all fish ponds. B. To regulate and ensure sustainable fishing practices. C. To make fish more expensive. D. To prevent people from eating fish.	it rains. D. They only use old tools. 4. What trait is shown when a fish raiser waits months for the fish to mature before harvesting? A. Greed B. Patience C. Anger D. Speed 5. How does a successful fish raiser treat their workers? A. With disrespect B. With fairness and leadership C. By ignoring them D. By not paying them	A. Cleaner air B. More job opportunities in the local market C. Shorter school days D. More rain 4. What is the first step in becoming a successful fish raiser? A. Buying the most expensive car. B. Gaining knowledge and seeking help from agencies. C. Harvesting fish immediately. D. Ignoring the pond conditions. 5. A successful fish raiser is also a "steward of the environment." This means they: A. Throw trash in the pond. B. Use harmful chemicals. C. Practice eco-friendly fish farming. D. Drain the lake for no reason.
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				

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Extended learning opportunities: Suggest other learning experiences outside the classroom/class hours that learners may want to access to reinforce what they have learned...	Interview a local fish vendor about where they get their fish.	Visit a local backyard pond or watch a YouTube vlog on Tilapia farming.	Search for the nearest BFAR or DA office in your municipality.	Write a short "Thank You" letter to a local farmer or fish raiser.	Create a mini-poster promoting "Fish for Health" in your barangay.
Reflections: Think about what you need to change for the next session based on what happened today.	(To be filled out after the lesson) Reflection Prompt: Were the learners able to identify both economic and nutritional benefits?	(To be filled out after the lesson) Reflection Prompt: Did the visual aids help in identifying fish species?	(To be filled out after the lesson) Reflection Prompt: Did the students understand the difference between GAs and NGOs?	(To be filled out after the lesson) Reflection Prompt: Which trait did the students find most inspiring?	(To be filled out after the lesson) Reflection Prompt: Are the learners ready for a practical fish-raising simulation?
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