



TECHNOLOGY AND LIVELIHOOD EDUCATION

AFA / FCS / IA

Grade 7

**Three-Term Budget Of Work (BOW)
for Learning Competencies**

TECHNOLOGY AND LIVELIHOOD EDUCATION
AFA / FCS / IA
Grade 7

Three-Term Budget Of Work
For Learning Competencies

First Term		
Performance Standard	The learners perform agricultural practices in crop production based on industry standards. The learners illustrate the housing requirements for poultry and livestock based on industry standards.	
Content Standard	Demonstrate an understanding of the concepts and skills in agri-crops and animal production.	
Week	Learning Competency	Suggested Activities
1	Agriculture and Fishery Arts - Discuss career and business opportunities in agriculture - Differentiate agricultural tools, implements, and equipment.	Agriculture Career Spotlight - Learners explore different careers in agriculture and what each job involves. - Learners work in groups to read short career descriptions on cards and share one agriculture career with the class. My First Farm Business - Learners learn about business opportunities in agriculture by planning a simple farm business. - In small groups, learners choose an agriculture business, decide what to sell and who will buy it, then present their idea.

		• Sort the Farm Items • Learners learn the difference between tools, implements, and equipment by classifying common agricultural items. • Learners work in groups to sort picture or word cards into three categories: tools, implements, and equipment. • Farm Item Show and Tell • Learners understand each category by explaining what an item is used for and why it fits that group. • Each student selects one farm item (picture or name) and explains whether it is a tool, implement, or equipment and why.
2	Agriculture and Fishery Arts • Identify different tools and equipment used in agriculture. • Discuss safety procedures in farm operations	• Name That Farm Tool • Learners identify common agricultural tools and equipment and their uses. • Show pictures or real items and have students name the tool or equipment and say one use. • Match the Tool to Its Use • Learners recognize different agricultural tools and equipment by linking them to their functions. • Learners match picture cards of tools and equipment to cards showing their correct uses. • Farm Safety Scenario Talk ○ Learners learn farm safety by

		discussing safe and unsafe practices during farm operations. ○ Learners read or view farm scenarios and say what is unsafe and how it can be done safely. ● Safety Rules Poster ● Learners identify and remember important safety procedures used on the farm. ● In groups, students create a poster showing key farm safety rules and present it to the class.
3 to 4	Agriculture and Fishery Arts ● Discuss hazards and risks in farm operations ● Perform agricultural practices in crop production	● Farm Hazard Hunt ● Learners identify common hazards and risks found in farm operations. ● Learners observe farm pictures or short descriptions and list the hazards and possible risks shown. ● Risk Ranking Activity ● Learners learn to understand levels of risk in farm operations. ● In groups, learners sort farm hazards into low, medium, and high risk and explain their choices. ● School Garden Practice ● Learners learn basic crop production practices such as land preparation, planting, and watering. ● Learners work in groups to prepare soil, plant seeds, and water crops in

		the school garden or containers. • Crop Care Demonstration • Learners practice crop management activities like weeding and mulching. • The teacher demonstrates proper crop care, then students practice the same steps on planted crops.
5	Agriculture and Fishery Arts • Discuss care and maintenance of crops • Explain farm waste processing	• Crop Care Checklist • Learners learn key crop care practices such as watering, weeding, and pest control. • Learners use a checklist to observe crops and tick the care practices needed or already done. • Problem-and-Solution Discussion • Learners understand how to maintain healthy crops by solving common crop problems. • Learners discuss crop problem pictures and suggest the correct care or maintenance action. • Farm Waste Sorting Activity • Learners learn how farm waste is processed by identifying different types of farm waste. • Learners sort pictures or samples of farm waste into biodegradable and non-biodegradable groups. • Simple Composting Demonstration • Learners understand how farm waste

		is processed into compost. The teacher demonstrates compost making using farm waste while students explain each step.
6 to 7	Agriculture and Fishery Arts - Perform basket composting and foliar fertilizer fermentation - Discuss harvesting and post-harvesting practices	Basket Composting - Learners learn how to convert farm organic waste into nutrient-rich compost using a basket. - Learners layer biodegradable waste in a basket, add water, cover, and allow it to decompose over time. Foliar Fertilizer Fermentation - Learners learn to make natural liquid fertilizer from plant or farm waste. - Learners mix plant materials with water in a container, cover, and let it ferment for several days before use. Harvesting Simulation - Learners learn proper harvesting techniques for different crops. - Learners practice cutting or picking crop samples carefully, simulating real harvesting. Post-Harvest Handling Demonstration - Learners understand how to store and handle crops after harvesting to reduce loss. - The teacher shows sorting, cleaning, and storing harvested crops, and students practice the steps.

7 to 10	Agriculture and Fishery Arts • Determine the breeds of farm animals. • Determine poultry and livestock materials, tools, and equipment and their uses based on industry standards. • Illustrate housing requirements for poultry and livestock based on industry standards. • Discuss feeding management according to the Philippine National Standard (PNS) for poultry and livestock animals. • Discuss farm waste management in poultry and livestock production according to Republic Act No 9003 or the Ecological Solid Waste Management Act of 2000. • Identify products and by products of poultry and livestock production.	• Breed Identification Cards ◦ Learners learn to recognize different breeds of farm animals. ◦ Learners match pictures of farm animals to their correct breed using identification cards. • Farm Animal Observation ◦ Learners practice identifying animal breeds through direct observation. ◦ Learners observe farm animals (live or pictures) and record their breed based on key characteristics. • Materials and Equipment Matching ◦ Learners learn to identify poultry and livestock tools, materials, and equipment and their uses. ◦ Learners match pictures or real items of tools and equipment to their correct use based on industry standards. • Equipment Demonstration and Practice ◦ Learners understand the proper use of livestock and poultry tools and equipment. ◦ The teacher demonstrates each item, then students practice using or explaining its function correctly. • Housing Diagram Drawing ◦ Learners learn to visualize proper housing for poultry and livestock. ◦ Learners draw and label diagrams of poultry or livestock housing showing
---------	---	---

		space, ventilation, and feeding arrangements. • Model Housing Construction ○ Learners understand the layout and features of animal housing. • Feed Chart Creation ○ Learners learn the proper types and amounts of feed for different animals based on PNS guidelines. ○ Learners create a chart showing recommended feed types, quantities, and frequency for poultry or livestock. • Feeding Simulation Activity ○ Learners practice correct feeding management following PNS standards. ○ Learners simulate feeding schedules by distributing the right feed types and amounts to model animals or pictures according to PNS guidelines. • Farm Waste Sorting Activity ○ Learners learn to classify and manage poultry and livestock waste according to ecological standards. ○ Learners sort pictures or samples of farm waste into biodegradable, non-biodegradable, and recyclable categories following RA 9003 guidelines. • Waste Management Planning ○ Learners understand proper disposal and recycling of farm waste in
--	--	--

		compliance with RA 9003. ○ In groups, students create a simple plan showing how to collect, compost, or recycle poultry and livestock waste safely. ● Product and By-Product Sorting ○ Learners learn to distinguish main products and by-products from poultry and livestock. ○ Learners sort pictures or samples of animal products into “Product” and “By-Product” categories. ● Product Identification Poster ○ Learners visually display various products and by-products from poultry and livestock. ○ In groups, students create a poster labeling each item as a main product or by-product and present it to the class.
Suggested Performance Task	● Individual Performance Task: Personal Crop Bed Planting ○ Task Description: Each learner prepares a small plot or container garden individually, following proper soil preparation, fertilization, and planting techniques for a chosen crop, ensuring correct spacing, depth, and alignment according to industry standards. ● Group Performance Task: Tea, Crop Maintenance Project ○ Task Description: In small groups, learners collaboratively maintain a crop plot by performing watering, weeding, mulching, and pest control, applying standard crop production practices and documenting the growth progress of their crops over a set period.	

	• Individual Performance Task: Poultry/Livestock Housing Sketch ○ Task Description: Each learner creates a detailed drawing or diagram of a poultry or livestock house, labeling key features such as ventilation, flooring, feeding and watering areas, and space requirements according to industry standards. • Group Performance Task: Mini Model Housing Project ○ Task Description: In small groups, learners construct a scale model of a poultry or livestock housing facility using simple materials, demonstrating proper layout, ventilation, and functional areas based on industry standards, and present it to the class explaining their design choices.
--	---

Second Term		
Performance Standard		The learners apply skills in food preparation and services following safety precautions.
Content Standard		Demonstrate an understanding of the fundamentals of the hospitality and tourism industry.
Week	Learning Competency	Suggested Activities
1	Family and Consumer Science - Differentiate hospitality and tourism. - Distinguish the types and forms of tourism and the kinds of tourists.	Hospitality vs. Tourism Concept Sort - Classification and comparison of industry roles. - Learners categorize various services and businesses into Hospitality, Tourism, or Both and explain the key reason for each choice. Travel Experience Breakdown - Understanding functional differences within a travel journey. - Learners analyze a complete travel scenario and identify which elements belong to hospitality and which belong to tourism. Tourism Types & Tourist Profiles Match-Up - Differentiation and classification of tourism categories and tourist characteristics. - Learners match tourism types and forms (e.g., eco-tourism, medical, cultural, domestic, international)

		with corresponding tourist profiles based on given scenarios. • Tourist Persona Creation Workshop • Applying tourism classifications to real-world traveler behavior. • Learners create a tourist persona and identify the type and form of tourism it represents, justifying their choices.
2	Family and Consumer Science • Explain the scope of the hospitality industry • Identify career and business opportunities in the hotel and tourism industry	• Hospitality Industry Sector Mapping • Identifying the major sectors and services within the hospitality industry. • Learners create a visual map showing the different hospitality sectors (accommodation, food & beverage, recreation, events, travel support services) with brief explanations of each. • Hospitality Services Case Walkthrough • Understanding the breadth of hospitality operations through real-world examples. • Learners analyze a real or simulated hospitality establishment and identify all the hospitality services involved and their functions.

		• Hotel & Tourism Career Path Explorer • Awareness of career roles and employment opportunities across the industry. • Learners research and present different job roles in hotels and tourism, including required skills, work settings, and career progression. • Tourism Business Idea Pitch • Identifying entrepreneurial opportunities within the hotel and tourism sector. • Learners propose a simple business idea related to hotels or tourism and explain its target market and potential services.
3	Family and Consumer Science • Examine the issues, challenges, trends, and innovations in the hospitality and tourism industry.	• Industry Trends & Challenges Analysis ○ Critical examination of current issues, emerging trends, and industry responses. ○ Learners analyze recent hospitality and tourism cases or articles to identify key challenges, trends, and innovations and discuss their impacts.

		• Hospitality Innovation Spotlight ○ Understanding how innovation addresses industry challenges. ○ Learners research a recent innovation in hospitality or tourism (technology, sustainability, service design) and explain the issue it aims to solve.
4	Family and Consumer Science • Discuss the fundamentals of food preparation and service.	• Basic Food Preparation & Service Demonstration ○ Understanding core kitchen practices and service procedures ○ Learners observe or perform a guided demonstration of basic food preparation techniques and proper food service steps, then explain their purposes. • From Kitchen to Table Flow Activity • Linking food preparation processes with service operations. • Learners sequence the steps of food preparation and service from ingredient preparation to guest service and discuss key standards involved.
5	Family and Consumer Science • Recognize the seven principles of HACCP in food preparation and service.	• HACCP Principles Identification Drill • Recognition and understanding of the seven HACCP principles. • Learners match each HACCP

		principle to its correct description and example within food preparation and service scenarios. • HACCP in Action Scenario Analysis • Applying HACCP principles to real food service situations. • Learners analyze common kitchen scenarios and identify which HACCP principles are being applied or violated.
6	Family and Consumer Science • Identify the common tools and equipment used in food preparation and service industry.	• Name That Kitchen Tool! ○ Recognition of common food preparation and service tools. ○ Show pictures or actual kitchen tools and have learners name each tool and tell its basic use. • Tools for the Job Match Game ○ Understanding the function of kitchen and service equipment. ○ Learners match pictures or cards of tools and equipment with the food preparation or service tasks they are used for.
7	Family and Consumer Science • Discuss the care and maintenance of tools and equipment used in food preparation and service industry.	• Kitchen Care Demonstration • Proper cleaning and maintenance of food preparation and service tools. • Learners watch a demonstration of cleaning, sanitizing, and storing

		kitchen tools and explain why each step is important. • Tool Care Checklist Activity • Understanding daily care routines to prolong tool and equipment life. • Learners create a simple checklist showing how to clean, maintain, and safely store different kitchen and service tools.
8	Family and Consumer Science • Demonstrate table napkin folds.	• Step-by-Step Napkin Folding Demo • Learning basic table napkin folding techniques. • Learners follow a guided demonstration to fold napkins into simple designs like rectangle, triangle, or fan. • Napkin Folding Practice Challenge • Applying creativity and precision in table presentation. • Learners practice folding napkins into assigned designs and display them neatly on a table setup.
9	Family and Consumer Science • Discuss the principles of food selections and preparation.	• Healthy Plate Discussion • Understanding balanced and nutritious food selection. • Learners create a sample meal using pictures or real ingredients and explain how it follows principles of balanced nutrition

		and food variety. • Food Preparation Do's and Don'ts • Learning safe and proper food handling and preparation practices. • Learners list correct and incorrect methods in preparing a simple dish and discuss the reasons behind proper practices.
10	Family and Consumer Science • Convert units of measurement.	• Measurement Conversion Relay • Practicing quick and accurate conversion of units. • Learners work in teams to solve conversion problems (e.g., grams to kilograms, milliliters to liters) as fast as possible in a relay format. • Real-Life Recipe Conversion • Applying unit conversion in practical cooking scenarios. • Learners adjust ingredient quantities in a simple recipe by converting units to suit different servings.
Suggested Performance Task	• Individual Performance Task: Safe Snack Preparation ○ Task Description: Each learner prepares a simple snack or dish (e.g., sandwich, salad, or fruit cup) individually, applying proper hygiene, safe handling of utensils, and correct preparation steps while following safety precautions. • Group Performance Task: Table Setting and Service Activity	

	○ Task Description: In small groups, learners collaboratively set a dining table and serve a simple meal or snack, demonstrating safe handling of food, utensils, and equipment, and ensuring proper hygiene and presentation standards.
--	--

Third Term		
Performance Standard	The learners perform mensuration and calculations following safety precautions.	
Content Standard	• Demonstrate an understanding of the concepts in industrial arts services. • Demonstrate an understanding of the uses and maintenance of hand tools, power tools, instruments, and equipment. • Demonstrate an understanding of the concepts and principles in performing mensuration and calculations.	
Week	Learning Competency	Suggested Activities
1	Industrial Arts • Discuss the services in industrial arts.	• Industrial Arts Service Mapping • Identifying different services provided by the Industrial Arts sector. • Learners create a visual chart showing various services (e.g., carpentry, metalwork, electrical, construction, and design) and briefly describe their purpose. • Real-Life Services Exploration • Understanding the application of Industrial Arts services in everyday life. • Learners research or visit local workshops to identify and explain the types of services offered and how they impact the community.
2	Industrial Arts	• Industrial Arts Career Web

	Determine career and business opportunities in industrial arts.	- Exploring possible careers in the Industrial Arts sector. - Learners create a web diagram linking different Industrial Arts fields (carpentry, metalwork, electronics, drafting) to possible career paths and job roles. Business Idea Brainstorm - Identifying entrepreneurial opportunities in Industrial Arts. - Learners brainstorm and present simple business ideas or services related to Industrial Arts and explain potential customers or markets.
2 to 3	Industrial Arts Discuss the codes and standards for industrial arts services.	Industrial Arts Standards Poster - Understanding the official codes and quality standards in Industrial Arts services. - Learners create a poster highlighting key codes, safety rules, and quality standards in different Industrial Arts fields. Codes in Action Scenario - Applying standards and codes in practical Industrial Arts situations. - Learners analyze sample workshop scenarios to identify whether proper codes and standards are being followed and explain why.

4 to 5	Industrial Arts Identify the uses and maintenance of hand tools, power tools, instruments, and equipment.	Tool Identification and Function Drill - Recognizing different tools, instruments, and equipment and their purposes. - Learners examine hand tools, power tools, and equipment, then name each item and explain its primary use. Tool Care & Maintenance Workshop - Learning proper care and safe maintenance of Industrial Arts tools and equipment. - Learners demonstrate cleaning, proper storage, and basic maintenance procedures for selected tools and equipment.
6 to 8	Industrial Arts Interpret the readings in different measuring instruments.	Measuring Instrument Observation - Understanding how to read measurements accurately. - Learners examine various measuring instruments (ruler, caliper, micrometer, multimeter) and record sample readings correctly. Real-Life Measurement Challenge - Applying measuring skills to practical tasks. - Learners measure actual materials or objects using different instruments and interpret the

		readings to complete simple tasks or problems.
8 to 10	Industrial Arts Demonstrate measurement and calculations following safety precautions.	Measurement and Calculation Hands-On Lab - Applying mensuration principles to measure real objects safely. - Learners measure length, area, volume, or angles of given materials using proper tools while observing all safety precautions. Safety-Aware Mensuration Challenge - Combining calculations with safe tool usage. - Learners solve practical problems by measuring objects and calculating dimensions, ensuring correct handling of tools and personal protective equipment (PPE).
Suggested Performance Task	Individual Performance Task: Personal Measurement Exercise - Task Description: Each learner measures the length, width, height, or angle of a given object using appropriate tools (ruler, tape measure, or protractor), performs necessary calculations (area, perimeter, volume), and records the results while following proper safety precautions. Group Performance Task: Mini Project Dimension Planning - Task Description: In small groups, learners plan and measure materials for a small project (e.g., a simple wooden shelf or toolbox), calculate dimensions and quantities needed, and safely handle tools and measuring instruments during the process.	