



CANADA
4-H Ontario

www.4-hontario.ca

4-H ONTARIO PROJECT



Field Crops - Species & Management

RECORD BOOK

THE 4-H PLEDGE

I pledge my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service,
my Health to better living,
for my club, my community,
my country, and my world.

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THE 4-H MOTTO

Learn To Do By Doing

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PROJECT RESOURCE INFORMATION:

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Thank you to the 4-H Field Crops – Species & Management Advisory Committee members who assisted with the creation of this resource:

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Kristen Carberry, Dufferin
Evelyn Chambers, Kawartha Lakes-Haliburton
Ross Chambers, Kawartha Lakes-Haliburton
Arlene Robinson, Norfolk



CANADA
4-H Ontario

4-H Ontario is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of printing.



The 4-H program in Ontario is supported by the Ontario Ministry of Agriculture, Food and Rural Affairs.



Material for this Cloverbud Field Crops unit was supported by Corteva Agriscience.



4-H Inclusion Statement

4-H in Canada is open to all* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.**

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

**This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

***Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. **

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

**Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

***Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

INTRODUCTION

RECORD KEEPING – WHY?

Record Books are to document time and money spent, what you have learned, your ideas, memories and what you liked and didn't like. Your Record Book also....

- Helps you set goals for this project
- Has space to record important dates, your elected executive and the names and contact information of your leaders and club members
- Is a great way to get and stay organized

Down the road when you look back on your 4-H projects these books will be able to remind you what you learned so you can use those skills later in life. It will bring back memories of the project, your 4-H friends, your story and thoughts at the time of the project. You will never forget because this book will act as a reminder! It will also be useful at the Achievement Program, when looking at your progress and when reviewing your accomplishments.

HOW DO I ORGANIZE MY MATERIALS?

1. Make your records neat and easy to read. This will make it easier to find information later on, and to share your information with others.
2. Use a three ring binder or duotang to hold your materials and divide your information into sections using dividers. This will keep things from becoming lost and will make it easier to find what you need later on. This will also allow you to add extra pages later.

HOW DO I KEEP GOOD RECORDS?

1. Keep track of activities throughout the meetings, as you complete different parts of the project. It's often difficult to remember things that happened in earlier meetings.
2. Make sure the information you write in your Record Book is complete and accurate. If you're not sure about something, ask your leader for help before writing it in your book. You can also consult people in your community or do some research on your own. If you borrow information from someone or someplace else, make sure you write down where you found it.

Remember that this is YOUR Record Book so make it your own! And, remember to bring your Record Book to every meeting!

BASIC INFORMATION

Record Book for 20_____

Name:_____

Address:_____

Name of Parent or Guardian:_____

Age as of January 1:_____ Number of Years in 4-H:_____

List the other 4-H projects you are currently involved in:_____

Club Name:_____ Association:_____

Club Members:

NAME	PHONE NUMBER	EMAIL

WHO'S WHO

Club President: _____ Ph. # / E-mail: _____

Vice President: _____ Ph. # / E-mail: _____

Secretary: _____ Ph. # / E-mail: _____

Treasurer: _____ Ph. # / E-mail: _____

Press Reporter: _____ Ph. # / E-mail: _____

Meeting Dates:

	DATE & TIME	PLACE	NOTES (THINGS TO BRING, REMEMBER, ETC)
Meeting 1			
Meeting 2			
Meeting 3			
Meeting 4			
Meeting 5			
Meeting 6			

LEADER NAME & CONTACT INFORMATION	LEADER NAME & CONTACT INFORMATION

MEMBER EXPECTATIONS & GOALS

Why did you join the Field Crops, Species and Management Club?

What is one goal that you want to achieve in this project?

Do you have any ideas for fun things to do during the project?

Do you have any ideas for an Achievement Program for the Field Crops - Species and Management Club? (Keep in mind that an Achievement Program should include the community in some way).

MEMBER RESPONSIBILITIES

- Be a current paid member of 4-H Ontario
- Attend at least 2/3 of the meeting time allotted for this project
- Complete the Record Book for this project. Bring it with you to each meeting!
- Put your Record Book in a binder or duotang so you don't lose any of the pages.
- Complete any other projects as directed by your leaders.
- Adhere to the 4-H Code of Conduct at all times.
- *Remember the more you put into your 4-H club the more you will get out of it!*

ROLL CALLS - IN MY OPINION...

	ROLL CALL	MY ANSWER
1		
2		
3		
4		
5		
6		

PROJECT SUMMARY

THE FIELD CROPS - SPECIES AND MAANGEMENT PROJECT

A. MEMBER COMMENTS

1. What did you gain from taking this project?

2. Which meeting or topic was the most/least interesting? Why?
 - a. Most:

 - b. Least:
3. Comment and/or give suggestions for improvements on the overall project (eg. Activities, tours, achievement program plans, member presentations, special activities, judging information).

4. What interests would you like to explore through future 4-H projects?

B. PARENT/GUARDIAN COMMENTS:

C. LEADER COMMENTS:

This project has been completed satisfactorily!

Member: _____ Leader: _____

Date: _____ Leader: _____

SAMPLE JUDGING CARD

JUDGING – JUDGING CARD

Criteria:

1. Is the item made/grown properly?
2. Does the item serve the purpose for the class it is in?
3. Is it the proper size for its purpose?
4. Does it smell and/or look like it should?
5. _____
6. _____
7. _____

****note:** additional requirements can be added to list specific to the item being judged

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

MEETING #1 ACTIVITY #3: CROPS GROWN IN ONTARIO WORDSEARCH

Crops Grown in Ontario

V J X R Z X W C P J S K M M S N M Y E K
 Z P O Y U Q B Y P E A C H E S V H U A P
 Z K S Z D O O C D V L Z T G E K A K E X
 D D N H V S O I G E V R Z I C T K N I X
 K A W R T W C A N O L A Y Z M M Q X K H
 P O T A T O E S O J D M O E Z Y S K D R
 T S Q T J U B Y D S E D A M A M E T N D
 E Q T U O D A P P L E S Y X N C S A X K
 P Z R H I U C U H N R D B F B O P V L N
 E M I V H N S T O M A T O E S R B Y S B
 A S T A T A O J C Y R S O P V N X S X A
 S F I G U L W A L N G K O S J N R O U I
 A G C U K F O K O X B K U Y W H E A T S
 G R A U A A V R V V I I X H B I T L K K
 L A L S Y L S W E K Q P E P P E R S W L
 T P E W A F Y F R J S H A Y J R A U J S
 X E K L W A C O C B T C M C U B J N X Z
 L S R W O X V Z A I Z J I R H G D A S X
 C J G J Q N H W S T C U C U M B E R S U
 B A R L E Y D T B S S T V F S T D Q X D

cucumbers

triticale

soybeans

potatoes

tomatoes

edamame

peaches

grapes

alfalfa

apples

peppers

clover

quinoa

barley

wheat

oats

canola

corn

rye

peas

MEETING #2 ACTIVITY #1: CALCULATING CROP HEAT UNITS

AGRONOMY GUIDE FOR FIELD CROPS

Table 10–4. Daily crop heat unit accumulations based on maximum and minimum temperatures

LEGEND: – = not applicable

Daily Recorded Maximum Temperature	Daily Recorded Minimum Temperature																							
	<5°C	5°C	6°C	7°C	8°C	9°C	10°C	11°C	12°C	13°C	14°C	15°C	16°C	17°C	18°C	19°C	20°C	21°C	22°C	23°C	24°C			
<10°C	0	1	1	2	3	4	5	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
11°C	2	2	3	4	5	6	7	8	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
12°C	3	4	5	5	6	7	8	9	10	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
13°C	5	5	6	7	8	9	10	11	11	12	–	–	–	–	–	–	–	–	–	–	–	–	–	–
14°C	6	6	7	8	9	10	11	12	13	14	15	–	–	–	–	–	–	–	–	–	–	–	–	–
15°C	7	8	9	10	10	11	12	13	14	15	16	17	–	–	–	–	–	–	–	–	–	–	–	–
16°C	8	9	10	11	12	13	13	14	15	16	17	18	19	–	–	–	–	–	–	–	–	–	–	–
17°C	10	10	11	12	13	14	15	16	16	17	18	19	20	21	–	–	–	–	–	–	–	–	–	–
18°C	11	11	12	13	14	15	16	17	17	18	19	20	21	22	23	–	–	–	–	–	–	–	–	–
19°C	12	12	13	14	15	16	17	17	18	19	20	21	22	23	24	25	–	–	–	–	–	–	–	–
20°C	12	13	14	15	16	17	17	18	19	20	21	22	23	24	25	26	26	–	–	–	–	–	–	–
21°C	13	14	15	16	16	17	18	19	20	21	22	23	24	25	25	26	27	28	–	–	–	–	–	–
22°C	14	14	15	16	17	18	19	20	21	22	23	23	24	25	26	27	28	29	30	–	–	–	–	–
23°C	15	15	16	17	18	19	20	20	21	22	23	24	25	26	27	28	29	29	30	31	–	–	–	–
24°C	15	16	16	17	18	19	20	21	22	23	24	25	25	26	27	28	29	30	31	32	33	–	–	–
25°C	16	16	17	18	19	20	21	21	22	23	24	25	26	27	28	29	30	30	31	32	33	34	–	–
26°C	16	16	17	18	19	20	21	22	23	24	24	25	26	27	28	29	30	31	32	33	34	–	–	–
27°C	16	17	18	18	19	20	21	22	23	24	25	26	27	27	28	29	30	31	32	33	34	–	–	–
28°C	16	17	18	19	20	20	21	22	23	24	25	26	27	28	29	29	30	31	32	33	34	–	–	–
29°C	16	17	18	19	20	21	21	22	23	24	25	26	27	28	29	30	30	31	32	33	34	–	–	–
30°C	17	17	18	19	20	21	22	22	23	24	25	26	27	28	29	30	31	31	32	33	34	–	–	–
31°C	16	17	18	19	20	21	21	22	23	24	25	26	27	28	29	30	30	31	32	33	34	–	–	–
32°C	16	17	18	19	20	20	21	22	23	24	25	26	27	28	29	29	30	31	32	33	34	–	–	–
33°C	16	17	17	18	19	20	21	22	23	24	25	26	26	27	28	29	30	31	32	33	34	–	–	–
34°C	16	16	17	18	19	20	21	22	23	23	24	25	26	27	28	29	30	31	32	32	33	–	–	–

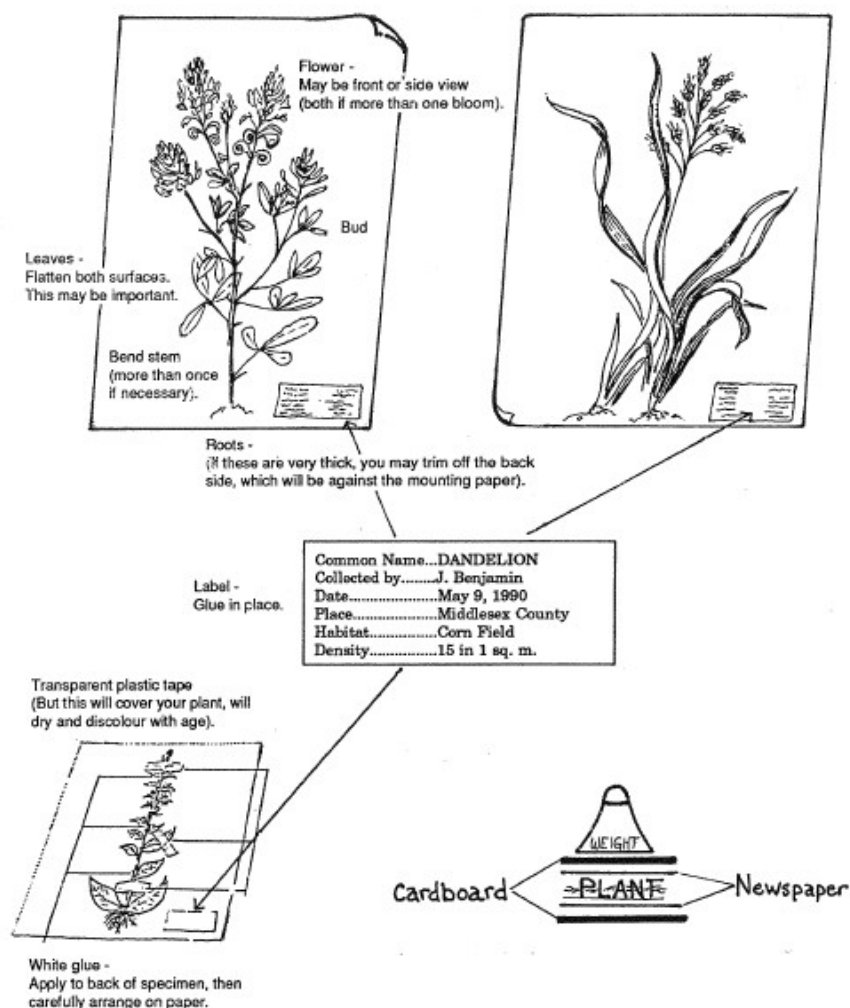
CALCULATING CROP HEAT UNITS (CHU) WORKSHEET

Determine the daily CHU for the following dates:

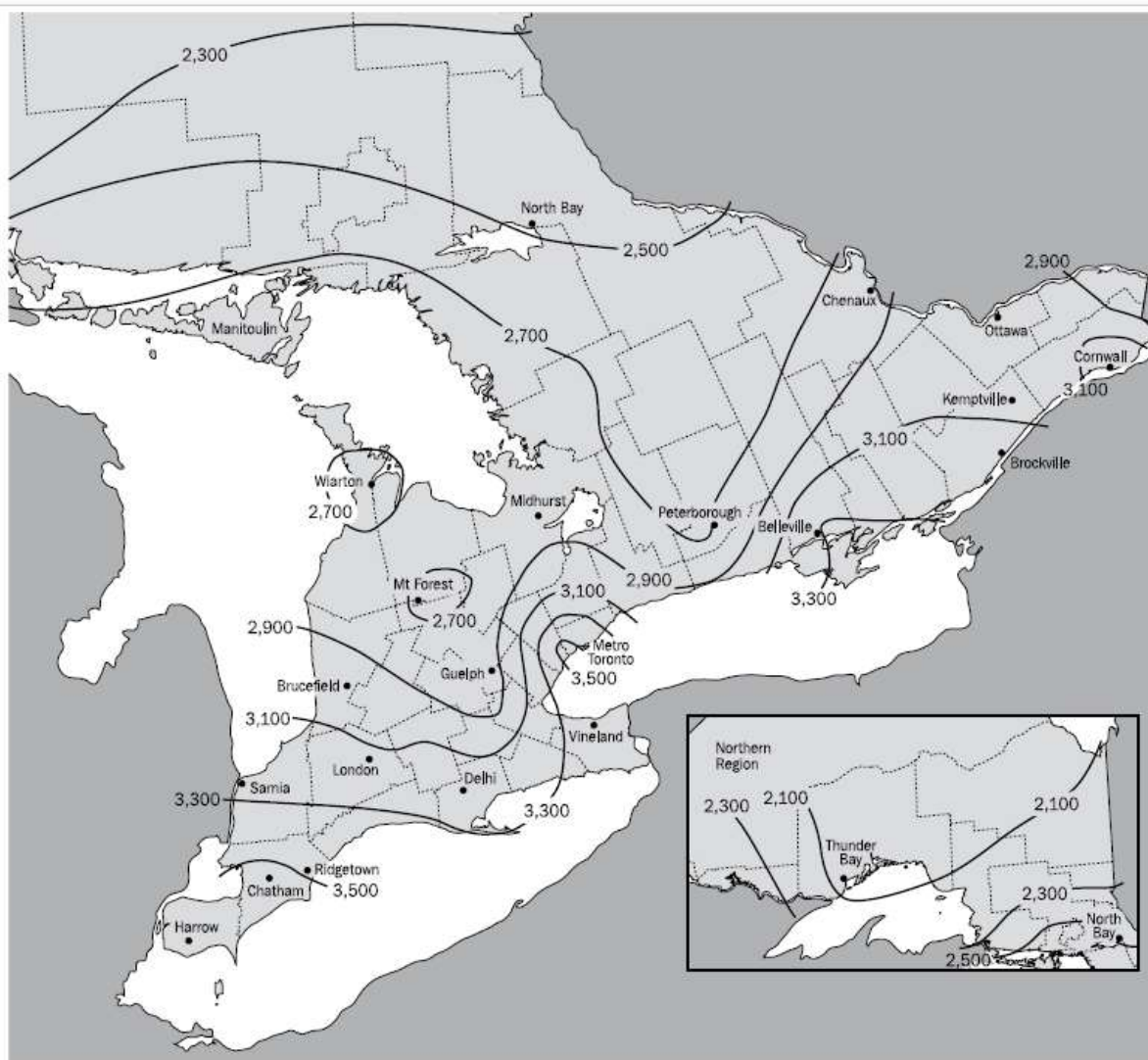
Date	Daily Maximum Temperature	Daily Minimum Temperature	Daily CHU
May 10	10	6	
June 13	14	10	
July 26	26	20	
August 18	23	23	
September 27	17	12	

MEETING #3 TAKE HOME ACTIVITY: GRASSES AND LEGUMES

Find an example of a grass and a legume. Mount and label each of these plants using the following instructions:



MEETING #3 ACTIVITY #1: SELECTING GRAIN CORN



SELECTING GRAIN CORN ACTIVITY WORKSHEET

Part A

Hybrid Chosen (if planting is on or before May 15th): _____

Part B:

New CHU because of planting delay (May 22nd): _____

HYBRID	% BROKEN STALKS	% MOISTURE	YIELD INDEX
1.			
2.			
3.			

MEETING #3 ACTIVITY #3: JUDGING SEEDS

JUDGING CARD

The general scorecard breakdown for seeds is:

Freedom from damage	30
Freedom from impurities	30
Size and test weight	15
Uniformity	15
Maturity and plumpness	<u>10</u>
	100

Criteria:

1. Are the seeds mature?
2. Are the seeds damaged or have impurities?
3. Are the seeds uniform in shape and size?
4. Are the seeds the proper weight? Too heavy? Too light?

5. _____

**note: additional requirements can be added to list

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

PREPARATION TIPS FOR SHOWING SEEDS

Soybeans, Beans and Peas:

1. If possible, get your sample cleaned with a series of sieves. Your local seed dealer may be able to do this for you. If this isn't possible, seed cleaning can be done carefully using a variety of different sizes of kitchen sieves. CAUTION: Too much handling can make your seed samples crack and split.
2. Spread out a layer of beans on a tray and pick out the undesirable ones. These will include cracked or broken beans, discoloured beans, very small beans and very large beans.
3. Pick out any impurities such as stones, hulls or other seeds.
4. When you are finished cleaning your sample, put it in a cotton bag and shake it around. This will give your beans or peas an extra shine.
5. Weigh your sample to ensure that it meets the specifications set out by the fair board.

Cereal Grains (oats, barley, wheat):

Preparing cereal grains for show is basically the same as the preparation involved with soybeans and peas. With cereal grains you may find some kernels which have lost their hulls (outside coat) or pieces of their hulls and you may find some kernels with green tips (indication of immaturity). You should remove these from the sample. Kernels with black tips, caused by disease should also be removed.

Be careful with oats and barley as they are easily injured and great care is needed when polishing these grains. The hull should not be worked down so close as to expose the starch.

MEETING #4: TAKE HOME ACTIVITY

FERTILIZER AND WEED CONTROL CHART

Complete the chart below by listing fertilizers and weed control methods used on crops or on your garden. Record safe handling techniques as well. Be prepared to share this at the next meeting.

CROP	FERTILIZER/WEED CONTROL METHOD	SAFE HANDLING TECHNIQUES
Corn	<ul style="list-style-type: none">• Apply starter fertilizer at planting• Apply herbicide pre-emergent, side dress aqua-ammonia	<ul style="list-style-type: none">• Avoid contact with skin or inhaling fumes

MEETING #4 ACTIVITY #3: JUDGING HAY

JUDGING CARD

The general scorecard breakdown for hay is:

Maturity	40
Leaf to Stem Ratio	20
Colour, Odour and Disease	20
Legume-Grass Balance	15
Purity	<u>5</u>
	100

Criteria:

1. Does the hay smell appealing? Does it have a musty smell?
2. Does the hay have a proper green colour?
3. Does the hay have a good ratio of leaves to stems?
4. Does the hay contain a lot of weeds or plants other than hay?
5. _____

****note:** additional requirements can be added to list

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

MEETING #5 TAKE HOME ACTIVITY: CROP CONSULTANT'S REPORT

4
CROP CONSULTANT'S REPORT
(JUNIOR MEMBERS)

CASE STUDY # _____

LOCATION _____ Corn Heat Units available _____

Crop _____

Variety Recommended _____ or Mixture _____

TILLAGE - Primary Recommended - Type _____

- Time _____

- Secondary Recommended - Type _____

- Time _____

- Type _____

- Time _____

PLANTING - Method Recommended _____

- Time _____

- Amount of residue to be left after planting ____%

Fertilizer Recommendations	
Weed Control Recommendations	
Insect Control Recommendations	
Disease Control Recommendations	
Harvest Recommendations	
Marketing Recommendations	
Other Comments	

*Includes-seed treatments

CROP CONSULTANT'S REPORT (EXAMPLE FOR SENIOR MEMBERS ONLY)

CROP YEAR _____

TILLAGE AND CROPPING

1. **Field #** _____ Name _____ Date _____
2. **Current crop** _____ Previous crop _____
3. **Tillage**

	Equipment	Source	Expected # of Passes	Expected Date
Primary	_____	_____	_____	_____
Secondary	_____	_____	_____	_____
Weed	_____	_____	_____	_____
Cultivation	_____	_____	_____	_____

Type of residue (previous crop) _____

Amount of residue to be left after planting _____%

Comments _____

4. **Planting** Variety _____ Expected date _____
- Equipment _____ Source _____
- Row width _____ Tractor wheel width (if using PWP planter) _____
- Seed rate _____ Seed depth _____
- Comments _____

5. Fertilizer

	Soil Test Results	
	Phosphorous	Potassium
Actual level (ppm)	_____	_____
Recommendation (kg/ha)	_____	_____

Comments _____

	Equipment	Source	Analysis	Rate	Expected Date
Broadcast	_____	_____	_____	_____	_____
At planting band	_____	_____	_____	_____	_____
pop-up	_____	_____	_____	_____	_____
Side-dress	_____	_____	_____	_____	_____

6. Pesticides

Fungicide

	Pre-plant	At plant	Post plant
Equipment	_____	_____	_____
Source	_____	_____	_____
Product Name	_____	_____	_____
Formulation	_____	_____	_____
Expected Rate	_____	_____	_____
Expected Date	_____	_____	_____

Insecticide

	Pre-plant	At plant	Post plant
Equipment	_____	_____	_____
Source	_____	_____	_____
Product Name	_____	_____	_____
Formulation	_____	_____	_____
Expected Rate	_____	_____	_____
Expected Date	_____	_____	_____

Herbicide

	Pre-plant	At plant	Post plant
Equipment	_____	_____	_____
Source	_____	_____	_____
Product Name	_____	_____	_____
Formulation	_____	_____	_____
Expected Rate	_____	_____	_____
Expected Date	_____	_____	_____

Comments _____

SPECIFICATIONS: PLANTER SET-UP

1. Field # _____ Name _____ Date _____

2. Planting

Date _____ Crop _____ Variety _____

Planting speed _____

Desired seed rate _____

Closest mechanical rate _____

Sprocket # driver _____

driven _____

Desired seed depth _____

Planter depth setting _____

Equipment _____

Source _____

Row width _____

Tractor wheel width (if using PWP planter) _____

Coulter/unit alignment _____

Row marker length _____

% residue after planting _____

Type of residue from previous crop _____

MEETING #5 TAKE HOME ACTIVITY: CROP CONSULTANT'S REPORT – PART TWO

CROP MANAGEMENT CASE STUDIES

Choose one of the following case studies. Review it and prepare a Crop Consultant's Report.

Junior Members – use the form on page 18 for your Crop Consultant's Report

Senior Members – prepare and design your own format for your Crop Consultant's Report. You may wish to use the form on pages 19 to 21 as a basic guideline.

CASE STUDY #1

Helga and Hans Schmidt have just purchased a 100 acres farm in your neighbourhood. They both have well paying positions off the farm and have purchased it as an investment. Having grown up on farms in Germany, they are keenly interested in growing crops on their farm. They have already acquired a tractor, a plough and a cultivator and intend to buy more equipment. They have asked you for some direction as to which crops to grow and which cultivation methods to use.

CASE STUDY #2

Last year Bill Smith grew 100 acres of corn on his farm which is located in your neighbourhood. His yield was a disappointing 118 bushels/acres testing 34% moisture, when combined on November 17th.

He has asked you for recommendations on growing a better corn crop this year. Other information on last year's crop includes:

- Spring plowed
- Disked twice
- Planted on May 30 (2900 corn heat unit variety)

CASE STUDY #3

Fred Jones grew 100 acres of mixed grain last year on his farm in your neighbourhood. His yield was below the county average but he wishes to grow mixed grain again this year and underseed for hay. His land is poorly drained. He has asked for your advice.

MEETING #5 ACTIVITY #2: JUDGING COB CORN

JUDGING CARD

The general scorecard breakdown for Cob Corn is:

Maturity and moisture	30
Freedom from damage	30
Uniformity	20
Development of the ear	<u>20</u>
	100

Criteria:

1. Are the cobs relatively the same size?
2. Are the rows of kernels on the cob straight? Are the kernels filled out to the end of the cob?
3. Are the cobs mature? Are they dry?
4. Do the cobs have any disease? Have the cobs been damaged?
5. _____

**note: additional requirements can be added to list

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

MEETING #5 ACTIVITY #2: JUDGING CORN SILAGE

JUDGING CARD

The general scorecard breakdown for Cob Silage is:

Stage of maturity	30
Grain content	25
Colour	20
Odour	20
Impurities	<u>5</u>
	100

Criteria:

1. Do the samples contain a lot of corn kernels?
2. Do the samples smell appealing? Do they smell musty?
3. Are the samples too dry? Too wet?
4. Are the samples a good green-brownish colour? Is the silage a dark colour?
5. _____

**note: additional requirements can be added to list

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

MEETING #6 ACTIVITY #1: JUDGING HORTICULTURAL CROPS

JUDGING CARD

Note - When judging horticultural crops, the samples should not be handled. The general scorecard breakdown for Fruits & Vegetables is:

Uniformity and trueness to type	30
Condition	30
Form and colour	25
Size	<u>15</u>
	100

Criteria:

1. Are the samples relatively the same shape and size?
2. Does the crop look like the crop typically should look?
3. Are the samples the correct colour and shape for this crop?
4. Are the sample in good condition? Free from damage? Are the samples starting to rot?
5. _____

**note: additional requirements can be added to list

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

MEETING #6 ACTIVITY #1:

JUDGING POTATOES

JUDGING CARD

Note - When judging horticultural crops, the samples should not be handled.

The scorecard breakdown for potatoes is:

Uniformity, size and trueness to type	40
General appearance – clean, bright, attractive	10
Condition	<u>50</u>
	100

- *Condition* considers evidence of diseases such as scab, blight and scurf and freedom from cuts, bruises, sunburn and insects.

Criteria:

1. Are the potatoes relatively the same shape and size?
2. Are the potatoes clean, bright and attractive?
3. What are the conditions of the potatoes in this class?
4. _____

**note: additional requirements can be added to list

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

MEETING #6 ACTIVITY #2

JUDGING SWEET CORN

JUDGING CARD

The general scorecard breakdown for Sweet Corn is:

Uniformity and trueness to type	25
Condition	20
Colour of kernel	15
Tips and butts	15
Tenderness	15
Rowing of kernels	<u>10</u>
	100

Criteria:

1. Are the samples relatively the same shape and size?
2. Are the rows of kernels straight? Are the kernels the proper colour for the type of sweet corn in this class? Are the kernels filled out to the end of the cob?
3. _____

**note: additional requirements can be added to list

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.