

Agronomy

The purpose of these exhibits is to demonstrate to the public the benefits of the study and application of crop, weed, range, and soil sciences to solving problems in management, conservation, sustainability, and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.

Scoresheets, Forms, and Contest Study Materials

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hagronomy>.

Divisions

Field Crops

Class

G750001 - Corn - (SF264) - (includes yellow, white, pop, waxy or any other type).

G750002 - Soybeans - (SF264)

G750003 - Oats - (SF264)

G750004 - Wheat - (SF264)

G750005 - Any other crop - (SF264) - (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

G750006 - Crop Production Display - (SF259) - The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, pest management, etc.

G750007 - Crop Technology Display - (SF259) - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.

G750008 - Crop End-Use Display – (SF259) - Display information about the final product or end uses for a crop, such as food, feed, fuel, or other products (i.e., corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into biodiesel, pet bedding, crayons, oil, etc.) This should not be about the process of crop production but focus on an end product(s).

G750009 - Water or Soil Display – (SF259) - Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.

G750010 - Career Interview Display – (SF259) - The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview one person that works with crops about such topics as, what parts of their job do they enjoy or dislike, why did they choose that career, what was their education, etc. Include a picture of the person interviewed.

Rules

1. Grain or Plant Exhibits - Classes 1-5

- A completed Crop Production Worksheet (available at <https://cropwatch.unl.edu/Youth/Documents/Crop%20Production%20Project%20Worksheet%20Final.pdf>) must accompany grain and plant exhibits or it will automatically be deducted one ribbon placing. The worksheet must include the exhibitor's name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type, and weather effects.
- The worksheet also must include an economic analysis of the project, listing individual expenses and income, on a per-acre basis. Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season, and what you learned from your crops project. The worksheet counts as 50% of the total when judged.
- Worksheet must be the original work of the individual exhibitor, or it will be deducted one ribbon placing.
- Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the worksheet, grain and plant exhibits will be judged on condition, appearance (i.e., disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of the exhibit. Refer to Scoresheet SF264. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g., corn or soybeans) may be from the previous year's project and brought in an appropriately sized box/container for display. **NEW:** Place in a clear container so it can be viewed and displayed.
- Plant exhibits, with the exception of ears of corn, must be the result of the current year's project. - Corn - 10 ears or 3 stalks (cut at ground level with no roots or soil and bound together)
- Grain Sorghum - 4 stalks (cut at ground level and bound together)
- Soybeans - 6 stalks (cut at ground level and bound together)
- Small grains (oats, barley, wheat, triticale) - sheaf of heads 2 inches in diameter at top tie with stems about 24 inches long.
- Other crops (alfalfa, millet, etc.) - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.

2. Displays - Classes 6-10:

- The purpose of the display is to tell an educational story to those that view the display.
- The display is a visual representation (pictures, charts, graphs) no larger than 28 inches wide by 28 inches tall on plywood or poster board.
- The display should be neatly titled. Make sure to label the display with the exhibitor's name, address, and county on the backside. Explain pictures and graphs clearly and concisely.
- Consider creativity and neatness. Refer to Scoresheet SF259 Each display must have a one-page essay (minimum) explaining why the exhibitor chose the area of the display and what they learned from their project. Include any references used.
- The essay should be in a clear plastic cover with the exhibitor's name outside.
- If a display does not have an essay, it will automatically be deducted one ribbon placing.

3. Special Agronomy Project - Youth experience a crop that is grown, was grown or has the potential to be grown in Nebraska by growing it, researching traits of that crop, and determining the viability of that crop in the part of the state they live.

Each year seeds will be mailed to extension offices or Ag. Ed. classrooms across the state, as ordered by that location. Offices will distribute to youth on a first, come – first serve basis. A different seed will be selected every year.

Youth will grow seeds in their garden or pots. Written resources and materials will be available for youth, in addition to virtual, live, or recorded videos/field trips.

Youth will be eligible to enter an exhibit at both the county and/or state fair in the agronomy project area.

Special Agronomy Project

Class

G750011 - Special Agronomy Project - Educational Exhibit (SF259)- Educational exhibit based on what was learned from the project. Present information on a poster 14 inches X 22 inches either in vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, and county must be on the back of the poster or report cover. Refer to Scoresheet SF259 Each display must have a one-page essay (minimum) explaining why the exhibitor chose the area of the display and what they learned from their project. Include any references used.

G750012 - Special Agronomy Project -Video Presentation - 4-H exhibitor designs a multimedia presentation related to the crop. This could include narration of the growing process, presenting facts about the crop, or any other innovative multimedia practices. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, with appropriate graphics, sound, and either a video clip, animation, or voiceover, and/or original video clip. Any of the following file formats will be accepted: mp4, .mov, .ppt, or .avi. Email a link of the video to the superintendents to anygren2@unl.edu or brandy.vandewalle@unl.edu by August 10th.

G750013 - Special Agronomy Project - Freshly Harvested Crop - Plant exhibits must be the result of the current year's project. Depending on the type of crop selected for the current year:

Corn - 10 ears or 3 stalks (cut at ground level with no roots or soil and bound together)

Grain Sorghum - 4 stalks (cut at ground level and bound together)

Soybeans - 6 stalks (cut at ground level and bound together)

Small grains (oats, barley, wheat, triticale) – a sheaf of heads 2 inches in diameter at a top tie with stems about 24" long.

Other crops (alfalfa, millet, etc.) – a sheaf of stems 3 inches in diameter at the top tied with stems cut at ground level.

Supporting documentation (½ to 1-page in length) should include the following:

- Economic Analysis and/or research that supports the feasibility of this crop in Nebraska or how the crop has evolved over time.
- Other topics to discuss are past/current commercial production of this crop. This includes the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season about this crop, and what you learned from your crops project. This ½ to 1-page summary counts as 50% of the total when judged.
- In addition to the summary, grain, and plant exhibits will be judged on condition, appearance (i.e., disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of the exhibit.

Rules

The crop of the year for **2024** is **Sugar Beets**.

Weed Science

Class

G751001 - Weed Identification Book - (SF261) - A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada thistle, musk thistle, plumeless thistle, salt cedar, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed, giant knotweed, sericea lespedeza or phragmites) and at least three weeds that are a problem primarily in lawns.

G751002 - Life Span Book - (SF261) - A collection of 7 perennials, 1 biennial, and 7 annual weeds.

G751003 - Weed Display - (SF259) - The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide-resistant weeds, what makes a weed a weed or uses for weeds.

Rules

1. At least 15 of the specimens must represent this year's work. For assistance identifying plants, participants can use the Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).
2. **Books - Classes 1-2:**
 - A. Plants must be mounted on sheets that are no larger than 14" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover.
 - B. Exhibits will be judged based on the completeness of plant mount, the accuracy of identification, label, neatness, and conformity to exhibit requirements. Refer to Scoresheet SF261.
 - C. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: - Scientific name (in italic or underlined), with authority, - Common name, - County of collection, - Collection date, - Collector's name, - Personal collection number, indicating the order that plants were collected in your personal collection, - Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.
3. **Displays - Class 3:**
 - A. The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled.
 - B. Make sure to label the display with the exhibitor's name, address, and county on the backside. Explain pictures and graphs clearly and concisely. Refer to Scoresheet SF259.
 - C. Each display must have a one-page essay explaining why the exhibitor chose the area of the display and what they learned from their project. Include any references used.
 - D. The essay should be on a clear plastic cover with the exhibitor's name outside.