Ag Communications
Contest Description and Rules:

Please direct questions to:

Sabrina Kieser (sabrina.kieser@my.uwrf.edu)
‘cc’ Zach Markhardt (zachary.markhardt@my.uwrf.edu)

EVENT RULES:

Teams competing in the WI FFA State Agricultural Communications contest will include all portions of the National FFA Agricultural Communications Contest, EXCEPT the written media plan.

Teams or individuals competing for Ag Technology Contest Awards will complete all components, except the written media plan. Those choosing to not complete the media plan presentation will not receive team scores, but will still qualify for individual awards.

A full team will consist of 3 individuals.

EVENT COMPONENTS:

I. Ag Related Media Plan

2015 MEDIA PLAN SCENERIO

As the communications committee of your chapter you have been approached by the members to help develop publicity for an innovative agricultural literacy program in your school, region, or state. Your chapter can decide what this program will be. You have a budget of $10,000 for this media plan. Be sure the media plan focuses on promotion of the program.

II. Test

• Editing exercise test (30 min)
• Communications quiz (30 min)
III. Media Plan Presentation (25 Min per team)
**Members must bring own technology (Presentations will occur in a small conference room. Projectors will be provided. A laptop or tablet can be used for electronic presentations, but is not required)

- 5 minutes set up
- 12-15 minutes in front of a panel of judges
- 5 minutes of tear down
- 5 minutes for judges to collaborate
- Presentation Guidelines
  - Introduce Program
  - Goals of Media Plan (minimum of 3)
  - Target Audience
  - Strategic Plan (How will goals be met?)
  - Timeline of Events
  - Basic Outline of Budget
  - Conclude

IV. Practicums

Press Conference (30 Minutes)
Break out into 3 areas: (1 Hour)
- Design
- Electronic Media
- Writing

2014 PRACTICUM DETAILS

Design
- Activity: 11”x17” poster
- Software: InDesign or Microsoft Word
  (InDesign Free Trial: https://creative.adobe.com/products/download/indesign)

Electronic Media Specialist
- Activity: Blog
- Software: Microsoft Word
Writer
  • Activity: Press Release
  • Software: Microsoft Word

Utilize this link as a study tool and reference:

<table>
<thead>
<tr>
<th>EVENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Plan Presentation</td>
<td>100</td>
</tr>
<tr>
<td>• Presentation Guidelines</td>
<td></td>
</tr>
<tr>
<td>o Introduce Program (5pts)</td>
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<tr>
<td>o Goals of Media Plan (minimum of 3)</td>
<td>30</td>
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<tr>
<td>o Target Audience (5pts)</td>
<td></td>
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<tr>
<td>o Strategic Plan (How will goals be met?) (45pts)</td>
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<tr>
<td>o Timeline of Events (5pts)</td>
<td></td>
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<tr>
<td>o Basic Outline of Budget (5pts)</td>
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<tr>
<td>o Conclude (5pts)</td>
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</table>

Tests- 150 points possible

| Communications Quiz                        | 75     |
| Editing Exercise                           | 75     |

Practicums- 300 points possible

| Writer Practicum                           | 100    |
| Electronic Media Practicum                 | 100    |
| Design Practicum                           | 100    |

Total individual score possible            150
Total team score possible                   550
TIE BREAKERS

I. Team ties will be broken in the following order:
   1. Combined Media Plan Proposal & Presentation rankings (state FFA contest only)
   2. Practicum rankings
   3. Quiz rankings
   4. Editing exercise rankings

II. Individual ties will be broken in the following order:
   1. Practicum Ranking
   2. Quiz Ranking
   3. Editing exercise ranking
Wisconsin
Agricultural Education CDE

CAREER DEVELOPMENT EVENT

Contest Purpose, Objectives, Rules and Guidelines

Please direct questions to:
Dan Anderson (daniel.anderson@my.uwrf.edu), Lea Zuern (lea.zuern@my.uwrf.edu), or
Kelly Belisle (kelly.belisle@my.uwrf.edu)

DESCRIPTION

The Wisconsin Agricultural Education Career Development Event will consist of three different
components. The students must prepare and submit a 50 minute or more lesson plan prior to contest,
for which the student will present the first 10 minutes on the day of contest. The third component is a
45 minute exam period consisting of 30 multiple choice questions and one essay. Students may be a
part of another contest.

PURPOSE

The goal for the Agricultural Education Career Development Event is to enable FFA members,
grades 9-12, to explore the career field of agricultural education.

OBJECTIVES

1. To allow students the opportunity to practice their teaching skills in a relaxed, safe, teaching
environment.

2. To provide students with an opportunity to better comprehend the teaching and learning process
(i.e., methods and practice of good teaching behavior).

3. To enable students to develop, use, and follow a lesson plan to accentuate their teaching.

4. To provide students with career choices and allow the students to be given feedback from
professionals in the field.

5. To foster leadership and communication skills.

6. To promote the agricultural education teaching profession.

GUIDELINES

- Each individual will create a lesson plan on one of the Agriculture, Food, and Natural
Resource pathways.
• The lesson plan and supporting materials will be created prior to the contest and MUST be postmarked to UWRF Agricultural Education Department Attn: Ag Ed CDE Contest 410 S. 3rd Street, River Falls, WI 54022 by March 13, 2015.
• Lesson plans will be evaluated, scored, and ranked from high to low with feedback given for improvement.
• Your lesson should include at least 3 standards from the approved National AFNR Standards.
• The lesson should be created and cover enough material and have enough content for a class period of 50 minutes or more.
• Time Limits: Students will present the first 10 minutes of their prepared and submitted 50 minute lesson plan on the day of the contest. At 10 minutes, the timekeeper will announce that time is up, and the lesson will end.
• The lesson plan itself will be the result of the students’ own work. Any lesson plan submitted that is found to be copied from the internet or plagiarized will be DISQUALIFIED!
• Students should follow the UWRF Ag Education Lesson Plan template to create their lesson plan. The template can be downloaded at http://www.uwrf.edu/AGED/upload/instructional_plan_440_2013.doc
• The student must provide their lesson plan and supporting material needs on the day of contest. Projectors will be provided upon request (request due upon March 13th).
• When using technology, please have a backup plan ready if technology does not work.
• There will be a 45 minute exam period consisting of 30 multiple choice questions and one essay. The exam will include 30 multiple choice questions valued at 1 point each and one essay valued at 5 points.
  o 10 multiple choice questions on National FFA Association
  o 10 multiple choice questions on National Agricultural Education
    o 5 multiple choice questions on 4-H
    o 5 multiple choice questions on classroom

Example Essay Questions:
  o How would you deal with a student whom has a discipline problem in your classroom?
  o You are replacing a respected teacher, how would you try to replace him/her?
  o You are replacing a teacher that did very little teaching in the classroom and did very little FFA related. How would you change that attitude within the school and the community?
  o You are told by your Superintendent that you are allocated $200,000 for equipment for your program. How would you spend it?
  o You have a member that has not made 50% of your soils judging practices and he/she wants to get out of school to compete at the regional soils contest. How would you deal with that situation?
  o Your 11 month contract got cut to 9 months. How would you deal with that?
  o A student came to you and said that another FFA member was drinking alcohol at the recent State FFA Convention. How would you handle that situation?
  o You have a very talented member that says they cannot fit agriculture into their schedule. How would you handle that situation?
  o You have a group of students who want to compete in a judging event and you have no experience in the event. How would you handle the situation?
o You are a first year teacher and you have a student with a great SAE and you want them to fill out a proficiency. The only problem is the past teacher didn’t have students fill out records. How would you deal with this problem?

o You are a first year teacher. How do you determine what lessons to teach your students?

o Give an example of how to increase agriculture enrollment in your school.

o Pick an agriculture course and describe five hands-on activities you would incorporate into the curriculum.

o Provide five examples of how you would encourage your students to be involved in FFA.

o You come into a program that only has $1,000 in their FFA treasury. Provide examples of potential ways to increase your budget?

o You come into a program and you have to teach a class (ex- Horticulture) and you have little experience or knowledge in that area. How would you handle that situation?
Agricultural Mechanics

Contest Description and Rules:

Please direct questions to:

Dr. Dean Olson
Agricultural Engineering Department
University of Wisconsin-River Falls
dean.ivan.olson@uwrf.edu
715-425-3985

Event Theme for 2015: Integrated Pest Management

Individuals participating in contest and/or event activities are required to provide:

- Pencils
- Calculators
- SAFETY GLASSES
- Appropriate Clothing (for the performance of skill activities)

FAILURE to wear SAFETY GLASSES and APPROPRIATE CLOTHING, which is in good repair, will result in loss of points for safety and/or disqualification from the impacted activities.

The University of Wisconsin-River Falls, Agricultural Engineering Technology Department, will provide all necessary specialized equipment for the performance of skill activities.

The University of Wisconsin-River Falls, Agricultural Engineering Technology Department, will furnish all other materials. Materials will include, but not limited to, hand and power tools, technical manuals, and computer (hardware and software). Computer hardware will be Windows based.

Individual and Team activities may include a broad range of problem solving and performance skills. Activities will be related to the event theme as defined by the National FFA Foundation.

Machinery & Equipment Systems Skill:
For this activity, we will emphasize one or more of the following activities related to Integrated Pest Management:

- Calibration, adjustment or evaluation of Pesticide Application Equipment.
- Repair/maintenance of granular or liquid Pesticide Application Equipment.
- GPS technology used for mapping, scouting of fields, or navigation of tractors, sprayers and harvest equipment.
We will consider the use of these technologies as they relate to the production of grain or vegetable crops. Skills would include, but not be limited to calibration, selection, adjustment, troubleshooting and operation of equipment as they relate to pesticide application.

**Electrical Systems Skill:**
The focus of the electrical systems skill will be to analyze, interpret and/or troubleshoot electrical circuits with the following types of electrical equipment:

- Electrical relays and other common electrical devices.
- Troubleshooting and adjustment of electronic sensors.
- Selection/interpretation of wiring harness components for electronic systems.

Skills would include, but not be limited to adjustment, troubleshooting and operation of these devices, or reading/interpreting electrical diagrams.

**Energy Systems Skill:**
The energy systems skill will be related to equipment used for Integrated Pest Management.

- Small engine/pump maintenance for a pesticide sprayer transfer pump.
- Pump sizing and specifications.
- Test and troubleshoot electronic or pneumatic sensing devices.

**Structural Systems Skill:**
Estimating, planning and construction of facilities required for storing chemicals. A general understanding of structural systems will enable students to perform one or more of the following:

- Interpret building plans.
- Demonstrate fabrication and/or construction skills including arc welding or metal fabrication.
- Design and/or fabricate a building component of a chemical storage facility.

**Environment and Natural Resource Systems Skill:**
Safety and best management practices are important to Integrated Pest Management.

- Interpretation of MSDS documents and chemical labels.
- Development of safety/emergency plans.
- Environmental regulation compliance.
Team Activity:
The team activity will be developed around a general theme of Integrated Pest Management activities. The team activity will be based on the following suggested topics:

- Identifying, evaluating and recommending precision agriculture technology to be incorporated into a Plant Production System to identify and control pests, including weeds and insects.
- Analyzing map-based pest infestation data to develop a treatment plan.
- Specify equipment required, personnel training and costs to implement a pest treatment plan.

Event and Contest Organization:

- Individual skill/problem solving activities:
  - 60 minutes, (3 of 5 system activities will be selected)
- Written examination:
  - 60 minutes, (50 multiple-choice questions, 10 from each of the 5 systems)
- Team activity:
  - 60 minutes, (integrated problem associated with the theme)

FFA Qualifying Event:

- Teams participating in the Wisconsin FFA Ag Mechanics Qualifying Event will compete in all of the areas listed above. A team consists of 3 or 4 individuals. The scores of the top 3 individuals for a team will be used to develop the team score.

Ag Technology Contest:

- Teams participating in the Ag Technology-Ag Mechanics Contest will compete in the individual skill/problem solving activities and the written examination; they will not complete the team activity. A team consists of 2 individuals.

Scoring:

- FFA Qualifying Event:
  - Written examination: 30%
  - Individual skill/problem solving activities: 45%
  - Team Activity: 25%
  - Total: 100%

- Ag Technology Contest:
  - Written examination: 50%
  - Individual skill/problem solving activities: 50%
  - Total: 100%
Agronomy

Contest Description and Rules:

Please direct questions to:

Dr. Sonja Maki
Plant and Earth Science Department
University of Wisconsin-River Falls
Sonja.maki@uwrf.edu
715-425-3989

The Agronomy Contest will be in three parts:

1. Identification:

Identify selected specimens of common weed and crop plants and seeds. Specimens will be selected from the list below.

<table>
<thead>
<tr>
<th>Crop Species</th>
<th>Weed Species</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alfalfa</td>
<td>1. Plantains</td>
</tr>
<tr>
<td>2. Barley</td>
<td>2. Bull thistle</td>
</tr>
<tr>
<td>3. Birdsfoot trefoil</td>
<td>3. Canada thistle</td>
</tr>
<tr>
<td>5. Canola</td>
<td>5. Common burdock</td>
</tr>
<tr>
<td>7. Cotton</td>
<td>7. Dandelion</td>
</tr>
<tr>
<td>8. Field bean</td>
<td>8. Eastern black nightshade</td>
</tr>
<tr>
<td>10. Grain sorghum</td>
<td>10. Large crabgrass</td>
</tr>
<tr>
<td>12. Oat</td>
<td>12. Quackgrass</td>
</tr>
<tr>
<td>13. Orchardgrass</td>
<td>13. Ragweed</td>
</tr>
<tr>
<td>15. Potato</td>
<td>15. Sandbur</td>
</tr>
<tr>
<td>17. Rice</td>
<td>17. Velvetleaf</td>
</tr>
<tr>
<td>18. Rye</td>
<td>18. Wild mustard</td>
</tr>
<tr>
<td>19. Soybean</td>
<td>19. Yellow foxtail</td>
</tr>
<tr>
<td>20. Sugarbeet</td>
<td>20. Yellow nutsedge</td>
</tr>
</tbody>
</table>
21. Sunflower  
22. Timothy  
23. Triticale  
24. Wheat  
25. White Clover

2. Written Examination:

The emphasis of the exam is on agronomic field crops including:
   i. General plant morphology, elementary physiology, growth, and reproduction.  
   ii. Crop management including fertility and control of insects, diseases, and weeds.  
   iii. Harvesting, storage, and quality of crops.  
   iv. Sprayer, fertilizer spreader, and planter calibration.

3. Lab Practical:

The purpose of the lab practical is to provide experience in the identification of insects, diseases, equipment, fertilizers, and other aspects of crop production. In addition, students will be asked to rank several sets of four samples of grain and/or forage from best to worst. No reasons will be required. Questions will be taken from the list below.

<table>
<thead>
<tr>
<th>Insects/Diseases</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alfalfa weevil</td>
<td>1. Anhydrous ammonia applicator</td>
</tr>
<tr>
<td>2. Bean leaf beetle</td>
<td>2. Broadcast fertilizer spreader</td>
</tr>
<tr>
<td>4. European corn borer</td>
<td>4. Combine</td>
</tr>
<tr>
<td>5. Fall armyworm</td>
<td>5. Cultipacker seeder</td>
</tr>
<tr>
<td>7. Grasshopper</td>
<td>7. Disk</td>
</tr>
<tr>
<td>8. Lady beetle</td>
<td>8. Field sprayer</td>
</tr>
<tr>
<td>11. Potato leaf hopper</td>
<td>11. Grain drill</td>
</tr>
<tr>
<td>12. Alfalfa weevil</td>
<td>12. Grain moisture tester</td>
</tr>
<tr>
<td>15. White grub</td>
<td>15. Moldboard plow</td>
</tr>
<tr>
<td>16. Wireworm</td>
<td>16. Rotary tiller</td>
</tr>
<tr>
<td>17. Soybean aphid</td>
<td>17. Row crop planter</td>
</tr>
<tr>
<td>18. Green Lacewing</td>
<td>18. Soil Probe</td>
</tr>
<tr>
<td>19. Subsoiler</td>
<td></td>
</tr>
<tr>
<td>Diseases</td>
<td>6. Leaf/Stem Rust</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>1. Anthracnose</td>
<td>2. Bacteria Wilt</td>
</tr>
</tbody>
</table>

20. Swather/Windrower
Invitational Crop Show

Contest Description and Rules:

Please direct questions to:

Veronica Justen
Plant and Earth Science Department
University of Wisconsin-River Falls
veronica.justen@uwrf.edu
715-425-3989

In conjunction with the Agricultural Technology Contest, all FFA Chapters are invited to submit entries for judging in this year's crops contest. Class descriptions and contest rules are given below with each chapter allowed one entry per class.

- Ribbons will be awarded to first, second, and third place prize winners in each class.
- Points will be awarded for placing in each class. Highest point total will determine the chapter to receive "Tops of the Crops" Excellence Trophy.

Class Quantity Rules

1. Ear Corn 6 ears Reasonable storage moisture
2. Oats 3 quarts Reasonable storage moisture
3. Soybeans 3 quarts Reasonable storage moisture
4. Miscellaneous Grains* 3 quarts All must be at reasonable storage moisture
5. Shelled Corn 3 quarts Reasonable storage moisture
6. Legume Hay 10-12" bale slice Alfalfa, clover or birdsfoot trefoil cutting; not more than 30% grasses
7. Mixed Legume/Grass 10-12" bale slice A combination of legumes and grasses
8. Grass Hay 10-12" bale slice Must contain at least 70% grass
9. Corn Silage 1 gallon Undergone fermentation, cannot be freshly chopped
10. Haylage, Grass Silage 1 gallon Undergone fermentation, cannot be freshly chopped
11. Longest ear of corn 1 ear Flint corn not eligible

*Sunflowers and high moisture corn will not be judged.

REASONS FOR DISQUALIFICATION

- Insufficient or incorrect sample quantity
- Commercially graded samples
- Late entries
- Entered in the wrong class
- Adulterated sample
Entry Procedures

- Samples must be entered by 10:00 a.m., **March 28th, 2015**, to Veronica Justen or other agronomy staff at the Invitational Crops Contest Headquarters on the second floor of the Agricultural Science Building.
- Samples will also be accepted prior to the contest in case of distance or hardship.
- Submitted samples will NOT be returned.
- The top five entries in each class and their evaluations will be displayed on tables located on the 2nd floor of the Ag Science Building.
Dairy Cattle Evaluation

Contest Description and Rules:

Please direct questions to:

Dr. Steve Kelm  
Animal and Food Science Department  
University of Wisconsin-River Falls  
steven.kelm@uwrf.edu  
715-425-3704

Materials Needed

- A clipboard free from notes or other markings
- Several sharpened No. 2 pencils – No Pens
- Scratch paper will be provided - no extra paper will be allowed

Event Format

A. Dairy Management / DHI Record Analysis Exam (50 points) – FFA and Ag Tech

1. The exam will consist of a 25-question written exam involving dairy management practices and DHI records. Ten questions will focus on interpretation of DHI records that may include individual cow production records, somatic cell count summaries, and herd management summaries. Fifteen questions will be concerned with various dairy management and industry-related topics. Each question will be worth two points for a total of 50 points. All questions will utilize a multiple choice or true/false format. Twenty minutes will be allowed for the exam.
2. DHI records will be provided to answer the questions utilized within the exam.

B. Sire selection exercise (50 points) – FFA and Ag Tech

1. The sire selection exercise requires participants to utilize linear descriptive traits for a single cow and four potential mates. A scenario will be presented that clearly outlines the goals of the breeder. Participants will rank the four potential mates from most desirable mating to least desirable mating.
2. Linear evaluation and production information will be provided on the cow along with predicted transmitting abilities for the sires.
3. Ten minutes will be allowed for this exercise.
C. Evaluation and selection (200 points) – FFA and Ag Tech

1. Four classes of four dairy cattle each will be placed on type. Three classes will utilize lactating cattle and one class will feature virgin heifers. **Holstein or Jersey cattle will be used for evaluation classes.**
2. Each class is allowed 50 points for a correct placing.
3. Participant will have at least 12 minutes to place each class. Fifteen minutes will be allowed for the class upon which oral reasons will be based.

D. Type analysis questions (50 points) – FFA and Ag Tech

1. A placing class of four animals will be used for this exercise. Ten questions will require the contestants to select the animal in the class which has the most desirable or least desirable feature (e.g. strongest fore udder attachment, sharpest at the withers).
2. Each question will have only one correct answer. Each question will be worth five points for a total of 50 points.
3. A total of 12 minutes will be allowed for this exercise.

E. Oral reasons (50 points) – FFA only!

1. Oral reasons will be required on one class of lactating cows. The class will be designated by the event superintendent prior to the actual judging of the class.
2. Oral reasons will be given immediately following the judging classes.
3. A maximum score of 50 points will be given to a perfect set of reasons. Participants are encouraged to refrain from utilizing notes during the delivery of reasons. If notes are used, a maximum score of 40 points will be given to a perfect set of reasons.
4. Participants will have at least 15 minutes to prepare for oral reasons.

**Scoring Summary – Individual within the FFA Qualifying Contest**

**Exercise Maximum Points**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Dairy Management / DHI Record Analysis Exam</td>
<td>50</td>
</tr>
<tr>
<td>B. Sire selection exercise</td>
<td>50</td>
</tr>
<tr>
<td>C. Evaluation and selection</td>
<td>200</td>
</tr>
<tr>
<td>D. Type analysis questions</td>
<td>50</td>
</tr>
<tr>
<td>E. Oral reasons</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE SCORE</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Scoring Summary – Individual within the Ag Tech Contest**

**Exercise Maximum Points**

<table>
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<tr>
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<tr>
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<tr>
<td>C. Evaluation and selection</td>
<td>200</td>
</tr>
<tr>
<td>D. Type analysis questions</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE SCORE</strong></td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>
Tiebreakers – FFA
If ties occur between individuals or teams competing within the FFA contest, the following exercises will be used in order to determine award recipients:

1. Oral reasons score (team total oral reasons score in the case of a tie between teams)
2. Dairy management / DHI record analysis exam (team total in case of a tie between teams)
3. Type analysis questions (team total in case of a tie between teams)

Tiebreakers – Ag Tech
If ties occur between individuals or teams competing within the Ag Tech contest, the following exercises will be used in order to determine award recipients:

1. Cumulative score from evaluation and selection section (4 live animal classes)
2. Dairy management / DHI record analysis exam
3. Type analysis questions

In the case of a team between teams, the same categories will be utilized but score will represent team totals rather than individual totals.

Tentative Schedule of events

8:30 – 9:00 Dairy mgmt / DHI record analysis exam and sire selection problem (on-campus)
9:00 – 9:10 Instructions for the remainder of the contest
9:10 – 9:30 Transport of participants to Dairy Learning Center – Mann Valley Farm
9:30 – 9:45 Class 1 and 2 (Two rings will judge simultaneously)
9:45 – 10:00 Class 2 and 1 (Cows will switch rings)
10:00 – 10:30 Type Analysis Questions
10:30 – 10:45 Class 3 and 4
10:45 – 11:00 Class 4 and 3
11:00 – 11:15 Reasons preparation
11:15 – 12:30 Oral reasons will be heard (delivered on the dairy farm)
Transportation of students back to University Center - Campus
Farm Business Management

Contest Description and Rules:

Please direct questions to:

Dr. Sierra Howry
Agricultural Economics Department
University of Wisconsin-River Falls
sierra.howry@uwrf.edu
715-425-3298

A written individual exam will be true-false, multiple choice, and short answer questions covering a broad group of topics in farm management. The exam tests the knowledge of students at the high school level.

Questions will be selected from the following areas:

A. Income tax reporting and methods of calculating depreciation.
B. Farm records.
C. Cooperatives - types, purposes and achievements.
D. Farm credit - credit agencies, principles for using credit, and borrowing and repayment plans.
E. Farm law - contracts, legal description of land, deeds, recording, leasing laws, boundaries, fences and trespassing.
F. Production goals in farming.
G. Farm planning and budgeting.
H. Marketing - elementary futures market operations, marketing agencies, simple applications of supply and demand, and livestock and dairy marketing practices.
Floriculture

Contest Description and Rules:

Please direct questions to:

Dr. Terry Ferriss
Plant and Earth Science Department
University of Wisconsin-River Falls
terry.l.ferriss@uwrf.edu
715-425-3345

Floriculture Contest Objectives:

- Promote the study of and interest in production and retailing of flowers, plants and foliage.
- Identify floriculture plant material including foliage, cut flowers, bedding plants, cacti, flowering potted plants used in the commercial industry.
- Understand the biological and scientific principles and skills underlying floriculture crop production including scheduling, propagation, growth requirements, pest identification and management, greenhouse environmental control, harvesting, shipping and handling, marketing and post-harvest maintenance.
- Understand principles and develop skills of floral design.
- Understand the interpersonal skills, sales and customer service skills, and general business practices appropriate for successful employment in the floriculture industry.

The contest will consist of three sections; all participants will participate in all three activities:

Scoring of each section is weighted equally for the calculation of the final score.

I. Identification of Plant Material:

Forty plant specimens will be displayed for participants to identify by technical and common names using the National FFA Floriculture Career Development Event's floriculture plant list. Plants will be numbered 1-40. Participants will be given an answer sheet and the FFA floriculture plant list. Each participant will be given 30 seconds to identify the plant and write the plant number from the FFA list onto the answer sheet by the blank for that plant (listed 1-40). The supervisor for this portion of the contest will time the event and tell participants when to move to the next plant. Participants will only be given one opportunity to identify each plant, they will not be allowed to go back and review a plant that they previously identified. (20 minutes total for this section)
II. **General Knowledge Exam:**
Participants will answer forty multiple choice questions that cover the areas of the floriculture industry reflected in the contest objectives listed above. Each participant will be allowed 40 minutes to complete the exam.

III. **Creating and Packing a Corsage:**
Each participant will be given 20 minutes to make, price and package a corsage. Pricing will consist of developing an itemized listing of materials used based on the prices per unit provided. All materials will be provided. Participants will NOT be allowed to bring in any equipment, calculators or extra materials. Each participant will be given floral shears, a standard set of flowers, greens, floral wire, floral tape, corsage pins, corsage bag, and ribbon. Participants do not need to use all of the materials provided, however they are restricted to only use provided materials. Flowers will be corsage appropriate that could include (but not limited to or specifically provided) spray roses, spray carnations, daisy, wax flowers, and spray chrysanthemums. Corsages will be scored by the judge(s) based on the following criteria:

- Wiring and taping: 16 points
- Use of ribbon: 10 points
- Design: 18 points
- Wear-ability: 15 points
- Packaging: 8 points
- Pricing: 13 points

**Total Points 80**

<table>
<thead>
<tr>
<th>Sample Form</th>
<th>Corsage Itemized List of Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flower/Foliage/Other</strong></td>
<td><strong>Quantity Used</strong></td>
</tr>
<tr>
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</tbody>
</table>

Total Materials Cost: _________________
Food Science and Technology

Contest Description and Rules:

Please direct questions to:
Dr. Bonnie Walters
Animal and Food Science Department
bonnie.s.walters@uwrf.edu
715-425-3704

We will only be able to accommodate the first 18 teams to register for the WI FFA State CDE.

Team Activity
Each team will create a plan and package for frozen gourmet pancake. Please see section 2 below for an overview.

For the WI FFA State CDE, a team will consist of 4 individuals. Prior to the contest the team must prepare materials and a presentation for the team event. The team score will be determined by adding the points from the product development presentation to the 4 individuals’ scores in the individual activities.

Teams can compete in this event for Ag Technology awards without participating in the team activity. The top two individual scores on the individual activities will be used as the team score for Ag Technology Contest purposes.

Allergy Information: Food products used in this event may contain or come in contact with potential allergens. Advisors must submit a special needs request at least two weeks prior to the event for participants with any allergies with certification. The event committee will make all reasonable efforts to accommodate students with food allergies.

1) OBJECTIVES
   • To encourage FFA members to gain an awareness of career and professional opportunities in the field of food science and technology.
   • To provide FFA members with the opportunity to experience group participation and leadership responsibilities in a competitive food science and technology program.
   • To help FFA members develop technical competence and personal initiative in a food science and technology occupation.
2) EVENT FORMAT
The food science and technology career development event will consist of four activities:

- team presentation
- an objective test
- a practicum in food safety and quality
- a practicum in sensory evaluation

All team members will participate in all of the individual activities.

1) Equipment: Materials student must provide: Each participant must have a clean, free of notes clipboard, two sharpened No. 2 pencils, and an electronic calculator. Calculators used in this event should be battery operated, non-programmable, and silent with large keys and large displays. Calculators should have only these functions: addition, subtraction, multiplication, division, equals, percent, square root, +/- key, and one memory register. No other calculators will be allowed during the event.

2) Team Activity

2015 Team Product Development Project Category – Frozen Gourmet Pancake

(1) Each team will receive a marketing scenario describing a need for a new or redesigned product that would appeal to a potential market segment. This scenario will contain a description of the existing marketing situation, competition and potential target market segment to be served by the new product. It is the task of the team to design a plan for a new food product or reformulate an existing product.

(2) The team will be responsible for understanding and using the following concepts:
- Formulation of product to meet specified requirements.
- Package design and labeling requirements to reflect the developed product.
- Nutritional fact development.
- Production and packaging equipment.
- Quality control and safety programs, i.e., good manufacturing practices (GMP) and
- Hazard Analysis Critical Control Points (HACCP).
- Formulation and costing (ingredient, packaging, etc.).
- Current food trends.
- Market segments.

(3) Each team will create a package for the product based on the list of acceptable ingredients and marketing scenario. The team will be able to access this information beginning March 9, 2015. With this information, the team will use the marketing scenario to develop an ingredient list for a reformulated or new product, calculate a nutritional label, develop the ingredient statement and educational panel, and develop the front or principal display panel to reflect the new product and its market.

(4) At the contest, each team member will contribute in a ten (10) minute oral product development proposal. Teams must use the package as part of the presentation. Teams do not need to bring the actual product. No electronic media will be used in
the presentation. Following the presentation there will be a ten (10) minute question period from the judges in which each team member will be expected to answer questions about the development of their particular product. Total time involved for each team will be 20 minutes. Total number of points possible for this activity will be 400 points.

(5) Evaluation Criteria for Product Development Presentation – 400 points

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Package Design</td>
<td>100</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>250</td>
</tr>
<tr>
<td>Response to judge’s questions</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points – Team Component</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

Each component will be evaluated using the criteria listed in the National FFA CDE Handbook

3) Individual Activities

- **Test** - The objective questions administered during the Food Science and Technology examination will be designed to determine each team member's understanding of the basic principles of food science and technology. Team members will work individually to answer each of the 50 questions. Each person will have fifty minutes to complete the examination. Each question will be worth 1 point for a correct answer. The test will be based on the list of references.

- **Practicums** - Each team member will compete in both practicums. The practicums will each be worth 50 points.

I. **Food Safety and Quality Practicum**

(a) **Customer Inquiry Letter** - Each participant will be given five scenarios representing general consumer inquiries. Participants must determine if the consumer inquiry reflects a quality or safety issue and determine if it is a biological, chemical or physical concern or hazard. (25 points)

(b) **Food Safety/Sanitation** - Each participant will be given ten situations (e.g., photos, videos, written scenarios, live demonstrations or a combination). A numbered list of problems will be provided at the beginning of this practicum segment. The list will contain concepts such as good manufacturing practices (GMP), sanitation, food handling/storage and other pre-requisite programs. Participants will identify if there is a violation presented in the situation. If participants decide that there is a violation, they will indicate the number of the violation from the list of problems provided. (25 points)
II. Sensory Evaluation Practicum
(a) Triangle Tests - Three different triangle tests will be conducted. Participants are expected to identify the different samples through flavor, aroma, visual cues and/or textural differences. Answers will be given on the sheet provided. No list will be provided for this segment of the practicum. Each test is worth 5 points. (15 points)
(b) Flavor Identification - Three samples will be tasted. Participants will be expected to discern the flavor of each sample by taste. Flavors may include but are not limited to fruits, vegetables, florals, savory, sweeteners, etc. Each sample is worth 5 points. (15 points)
(c) Aromas - Each participant will be asked to identify four different aromas from vials provided at each station and record the answer on the sheet provided. A list of potential aromas will be provided to each person. Each sample is worth 5 points. (20 points) The Aroma list from the National FFA CDE Handbook will be used.

4) TIE BREAKERS

WI FFA CDE - Should a tie occur in the overall team placing, the tie will be broken by the highest team product development project score. If this score does not break the tie, then the highest number of total points earned from the objective test (adding the individual scores from 4 team members) will break the tie. If a third tiebreaker is needed the judges response to the Team Question period from the Team Product Development project will be used. To identify the high individual for this event in case of a tie, the highest examination score will be used as the first tiebreaker, followed by the highest Food Safety and Quality practicum score, as the second tiebreaker.

Ag Technology Contest – Team ties will be broken in the following order: highest total points on the objective test (total of the two individual scores), highest total points on the consumer letter, highest total points on the Food Safety and Quality practicum. Individual ties will be broken using the same contest components as team ties.

5) REFERENCES

Please see the National FFA CDE Handbook for contest references.
Food Science Event - Details for the 2015 Team Product Development Project

Marketing Scenario
The 2015 Food Science and Technology team activity will involve the development of a gourmet pancake. It will be marketed for retail sale to the consumer as a frozen product to be sold in the frozen breakfast section of grocery stores. The product will be sold in boxes as a secondary package.

Potential Ingredients

- Applesauce
- Bacon (any type)
- Brown sugar
- Butter
- Butterscotch
- Candy pieces (M&Ms, Reses Pieces, Skittles...)
- Candy, crushed
- Canola oil
- Caramel
- Cheese
- Chicken
- Chocolate, dark, 45-85% cacao solids
- Cookie dough
- Corn syrup (dark or light)
- Corn oil
- Coconut
- Coconut oil
- Cream, heavy
- Cream cheese
- Flour (any type including gluten free)
- Fruit (fresh, dried, frozen)
- Graham crackers
- Granulated sugar (sucrose)
- High fructose corn syrup
- Honey
- Jam, Jelly, Preserves
- Maple syrup
- Marshmallows
- Milk chocolate
- Milk, all types (nonfat, liquid, dry, etc.)
- Molasses
- Nuts (any type)
- Oats
- Olive Oil
- Palm kernel oil
- Palm oil
- Peanut butter (all types)
- Peanut oil
- Peanuts, all types (oil or dry roasted, with or without salt)
- Pie filling
- Powdered sugar
- Pumpkin Seeds
- Raisins
- Ricotta cheese
- Salt
- Semisweet chocolate
- Sour cream
- Spices (any acceptable, must be on label)
- Sunflower Seeds
- Sunflower Oil
- Vegetable Oil
- White chocolate
- Yogurt
The USDA National Nutrient Database for Standard Reference (http://www.nal.usda.gov/fnic/foodcomp/search/index.html) will serve as the main reference for nutritional content. Follow the instructions on the page to look up the nutritional information for each ingredient you use in your product. You may have to be flexible in your search terms to find the appropriate ingredient.

Please see the FDA How to Understand and Use the Nutrition Facts Label web page (http://www.fda.gov/food/ingredientspackaginglabeling labelingnutrition/ucm274593.htm) for help with designing your nutritional panel.

Wrappers from items used in the product (candy bar) can also be used to determine the nutritional information when developing the package for the team product.
Forestry

Contest Description and Rules:
Please direct questions to:

Tiffany Carpenter  
tiffany.carpenter@my.uwrf.edu

Anna Struthers  
anna.struthers@my.uwrf.edu

The Forestry contest will be composed of three 20 minute sessions. Use The Forest Management Digest. 9th ed. Allen Wicken, editor as a reference for the General Knowledge/Management portion.

General Knowledge/Management: (50 points)
- This portion of the contest will be a written examination (objective-type multiple-choice) covering the topics of tree anatomy and physiology, silviculture, mensuration, forest protection, and multiple use of forests.

Dendrology: (20 points)
- The dendrology portion of the contest will involve the identification of 20 specimens from the WI FFA Forestry CDE List: https://sites.google.com/site/wisconsinffacdepage/forestry/wisconsin-forestry-cde. Each specimen will be identified by common name.

Forestry Tools Identification: (30 points)
- This portion of the contest involves the student identifying fifteen tools used in different areas of forestry. A one sentence description of what the tool is used for is required for each tool identified.

Wisconsin Tool Identification:
<table>
<thead>
<tr>
<th>2015 Agricultural Technology Contest</th>
<th>University of Wisconsin-River Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adz</td>
<td>Fire Rake</td>
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<tr>
<td>Aerial Photo</td>
<td>Fire Swatter (flap)</td>
</tr>
<tr>
<td>Altimeter</td>
<td>Fire Weather Kit</td>
</tr>
<tr>
<td>Angle Gauge (Cruz-All)</td>
<td>Flow/Current Meter</td>
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<tr>
<td>Backpack Fire Pump</td>
<td>Forwarder</td>
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<tr>
<td>Bark Gauge</td>
<td>GPS Receiver</td>
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<tr>
<td>Bow Saw</td>
<td>Hand Compass</td>
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<tr>
<td>Bulldozer</td>
<td>Harvester/Processor</td>
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<tr>
<td>Canthook</td>
<td>Hip Chain</td>
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<tr>
<td>Chainsaw</td>
<td>Hookeroon</td>
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<td>Chainsaw Chaps</td>
<td>Hypo-Hatchet</td>
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<td>Chipper/Grinder</td>
<td>Increment Borer</td>
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<tr>
<td>Clinometer</td>
<td>Log Rule</td>
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<tr>
<td>Cruisin Vest</td>
<td>Logger’s Tape</td>
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<tr>
<td>Data Recorder</td>
<td>Lopping Shears</td>
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<tr>
<td>Densiometer</td>
<td>Peavy</td>
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<tr>
<td>Diameter Tape</td>
<td>pH Meter</td>
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<tr>
<td>Dot Grid</td>
<td>Planimeter</td>
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<tr>
<td>Drip torch</td>
<td>Plant Press</td>
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<tr>
<td>Endloader</td>
<td>Planting Hoe/Bar</td>
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<tr>
<td>Feller-Buncher</td>
<td>Plastic Flagging</td>
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<tr>
<td>Fiberglass Measuring Tape</td>
<td>Pruning Saw</td>
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<tr>
<td>Field Microscope</td>
<td>Pruning Shears</td>
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<td></td>
<td>Pulaski-Forest Axe</td>
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<td>Relaskop</td>
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<td></td>
<td>Safety Glasses</td>
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<td>Safety Hard Hat</td>
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<td>Slasher</td>
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<td>Soil Sampler</td>
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<td>Soil Test Kit</td>
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<td>Staff Compass</td>
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<td>Stereoscope</td>
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<td>Survey Instrument</td>
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<td>Tally Book</td>
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<td>Tally Meter</td>
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<tr>
<td></td>
<td>Topographic Map</td>
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<tr>
<td></td>
<td>Tree Caliper</td>
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<td></td>
<td>Tree Marking Gun</td>
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<td></td>
<td>Tree Skidder</td>
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<td>Tree Stick</td>
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<tr>
<td></td>
<td>Water Sampler</td>
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<td></td>
<td>Water Test Kit</td>
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<tr>
<td></td>
<td>Wedge Prism</td>
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<td></td>
<td>Wheeler Caliper</td>
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</tbody>
</table>
**Horse Evaluation**

**Contest Description and Rules:**

Please direct questions to:

**Dr. Danielle Smarsh**  
Animal and Food Science Department  
University of Wisconsin-River Falls  
danielle.smarsh@uwrf.edu  
715-425-3704

**Materials Needed**

- A clipboard free from notes or other markings
- Several sharpened No. 2 pencils – **No Pens**
- Scratch paper will be provided - **no extra paper will be allowed**

**Contest Format**

This contest will consist of the two halter classes and two performance classes with oral reasons given for one class:

**Halter Classes:**

- **Two-year old stock type mares**: This class is to be evaluated on the basis of conformation and type.
- **Two-year old Quarter Horse gelding**: This class is to be evaluated on the basis of conformation and type.

**Possible Performance Classes:**

- **Western Pleasure Stock Type Class**
- **Western Horsemanship**
- **Hunter Under Saddle**
- **English Equitation**
- **Reining**
- **Hunter Hack**

Wisconsin FFA Qualifying Contest Participants will additionally complete awareness questions and a team problem solving activity patterned after the State Horse CDE.

**Tie-Breaker:**

1. Highest oral reasons score
2. Highest score on Halter Class 1
3. Highest score on Performance Class 1
Livestock

Contest Description and Rules:

Please direct questions to:

Dr. Justin Luther  
Animal and Food Science Department  
University of Wisconsin-River Falls  
justin.luther-1@uwrf.edu

Dr. Amy Radunz  
Animal and Food Science Department  
University of Wisconsin-River Falls  
amy.radunz@uwrf.edu

Materials Needed

- A clipboard free from notes or other markings
- No pens, several sharpened No. 2 pencils
- Scratch paper will be provided and no extra will be allowed under any circumstances

Oral reasons will be given for one of the 6 ranking classes. Only teams attempting to qualify for the WI FFA State Livestock CDE will give oral reasons.

Individual Classes:

- **Breeding Ewes/ Rams:** One class of ewe/ rams lambs or yearling ewes/ rams to be judged on the basis of type and production records.
- **Beef Heifers/ bulls:** One class of heifers or bulls to be judged on the basis of type and production records.
- **Crossbred Gilts:** One class of crossbred gilts to be judged on the basis of type and production records.
- **Market Swine:** One class of market swine (barrows and/or gilts) to be judged on the basis of market type.
- **Market Lambs:** One class of market lambs (wethers and/or ewes) to be judged on the basis of market type.
- **Market Cattle:** One class of market cattle (steers and/or heifers) to be judged on the basis of market type.
- **Cull-Keep Class:** A class of eight ewes, heifers, or gilts. Choose 4 to keep as replacement breeding stock.

Team Activity:

- **Production Scenarios:** Teams will be given scenario(s) and EPD proofs for breeding boars and they will need to answer ten questions relating to the boars and scenarios provided.
  - Teams need to be versed in swine EPD’s and which ones are important for given situations and selection goals.
Tie-Breaker:

- Ag Tech Teams
  - Highest score on team activity
  - Highest scores of 2 classes determined by the contest coordinator
- FFA Qualifying Teams
  - Highest oral reasons scores
  - Highest score on team activity
  - Highest score of 1 class determined by the contest coordinator
- Individual
  - Highest scores of 3 classes determined by the contest coordinator
Middle School Agriscience CDE

**Description:** The middle school Agriscience CDE is a competition for middle school FFA members who wish to have the opportunity to experience what a variety of CDE competitions are like. The competition includes content from animal science, plant science, agricultural mechanics, food science and FFA. Each participant will compete in all 5 areas which within themselves will include identification and a portion of the multiple choice exam. Below you will find a further breakdown of topics to study.

### Animal Science

#### Identification:

<table>
<thead>
<tr>
<th><strong>Beef/Dairy:</strong></th>
<th><strong>Sheep:</strong></th>
<th><strong>Swine:</strong></th>
<th><strong>Horses:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Angus</td>
<td>Columbia</td>
<td>Berkshire</td>
<td>Quarter Horse</td>
</tr>
<tr>
<td>Brown Swiss</td>
<td>Dorset</td>
<td>Chester White</td>
<td>Clydesdale</td>
</tr>
<tr>
<td>Charolais</td>
<td>Finnsheep</td>
<td>Duroc</td>
<td>Paint</td>
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<tr>
<td>Guernsey</td>
<td>Hampshire</td>
<td>Landrace</td>
<td>Belgian</td>
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<td>Holstein</td>
<td>Rambouillet</td>
<td>Hampshire</td>
<td>Appaloosa</td>
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<tr>
<td>Jersey</td>
<td>Suffolk</td>
<td>Poland China</td>
<td>Tennessee Walker</td>
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<tr>
<td>Limousin</td>
<td>Merino</td>
<td>Yorkshire</td>
<td>Arabian</td>
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<tr>
<td>Polled Hereford</td>
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<td>Palomino</td>
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<tr>
<td>Simmental</td>
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<td>Thoroughbred</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dog breeds</strong></th>
<th><strong>Cat breeds</strong></th>
<th><strong>Rabbits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beagle</td>
<td>Siamese</td>
<td>Angora</td>
</tr>
<tr>
<td>Basset Hound</td>
<td>Bombay</td>
<td>Californian</td>
</tr>
<tr>
<td>Doberman Pinscher</td>
<td>Egyptian Mau</td>
<td>Dutch</td>
</tr>
<tr>
<td>Border Collie</td>
<td>Scottish Fold</td>
<td>English Lop</td>
</tr>
<tr>
<td>Welsh Corgi</td>
<td>Persian Rex</td>
<td>Polish</td>
</tr>
<tr>
<td>English Setter</td>
<td>Himalayan</td>
<td></td>
</tr>
</tbody>
</table>
Written Exam:

- Animal Health
  - Healthful Facilities
  - Common Parasites
  - Drug Administration Methods
  - Characteristics of Disease

- Animal Nutrition (Characteristics and Sources)
  - Carbohydrates
  - Fat
  - Minerals
  - Proteins
  - Vitamins
  - Water

Plant Science

Identification:

- Plant Part
  - Internodes
  - Leaves
  - Nodes
  - Petals
  - Pistil
  - Receptacle
  - Root Hairs
  - Sepal
  - Stamen
  - Terminal Bud

- Floriculture
  - African Violet
  - Amaryllis
  - Asters
  - Carnation
  - Cosmos
  - Geranium
  - Impatiens
  - Liatris
  - Petunia
  - Snap Dragon
  - Tiger Lily

Written Exam:

- Basic horticultural plant care
  - Soil Medias
  - Fertilizing
  - Basic Requirements for Life (Air, Water, Sunlight, Temperature)

- Plant Propagation
  - Division
  - Grafting
  - Layering
  - Leaf Cuttings
  - Root Cuttings
  - Sexual propagation
  - Stem Cuttings
  - Tissue Culture
Agricultural Mechanics

Identification:

- **Hand Tools**
  - Adjustable Wrench
  - Caliper
  - Combination Square
  - Curved Claw Hammer
  - Flat Head Screwdriver
  - Hand Saw
  - Phillips Screwdriver
  - Pipe Wrench
  - Slip Joint Pliers
  - Tape Measure

- **Portable Power Tools**
  - Belt Sander
  - Circular Saw
  - Jigsaw
  - Portable Drill
  - Router

Written Exam:

- **Mechanics Lab Safety**
  - Personal Protection Equipment
  - Shop Safety Color Coding System
  - Shop Facility Safety

Food Science

Identification:

- **Chicken Carcass Parts**
  - Boneless, skinless thigh
  - Boneless, skinless split breast
  - Drumette
  - Drumstick
  - Gizzard
  - Heart
  - Leg
  - Tenderloin
  - Thigh
  - Wing Portion

Written Exam:

- **Food Safety**
  - Safe Cooking Practices
  - Safe Food Storage Practices
  - Common Food Borne Illnesses

- **Vocabulary**
  - Canning
  - Fermentation
  - Food Additive
  - Malnutrition
  - Non-Perishable Food
  - Pasteurization
  - Pathogen
  - Perishable Food
  - Pickling
  - Toxin
FFA Knowledge

Identification:

- Officer Stations
- Parts of the FFA Emblem

Written Exam:

- FFA Knowledge
  - Purpose of FFA
  - FFA Mission
  - Membership Requirements
  - 3 components of agricultural education (3-Circle Model)
  - SAE types
  - CDE areas
  - FFA Degrees
  - Official Colors
  - Important Dates in National FFA History
    - Smith-Hughes Act
    - FFA established
    - FFA Creed adopted
    - FFA Jacket adopted
    - NFA founded
    - FFA Week established
    - FFA and NFA merge
    - FFA opened to female students
    - National FFA Alumni founded
    - Name change to National FFA Organization
    - National FFA Center in Indianapolis opens
    - FFA Discovery Degree added
  - Current WI and National FFA Officer Team

**Scoring:** Teams can consist of up to 5 members that will compete separately from one another during the competition. The team score will be calculated by adding the top two individual scores.
Nursery and Landscape

Contest Description and Rules:

Please direct questions to:

Dr. David Zlesak
Plant and Earth Science Department
University of Wisconsin-River Falls
david.zlesak@uwrf.edu
715-425-3852

Rules of Contest: Limit 25 Teams

1. A team will consist of four members; the top two individual scores will compose the team score.
2. The contest will have two phases:
   a. Identification of woody plants
   b. General Knowledge (nursery/landscape) exam
3. Observers will NOT be permitted in the contest area before or during the contest.
4. Each participant should bring at least 2, No. 2 pencils.

Phase I. Identification of Woody Plants: 50 pts.

• 25 woody plant specimens from the attached list will be presented for the contestants to identify in the lab by common name. Each plant will be shown on a slide, image or specimen and its name is to be chosen from among 4 other plant common names. The letter to the left of the correct name should be written in the appropriate space on the official answer sheet. Two points will be given for each correctly identified plant. Each contestant will be allowed 25 minutes to complete this phase or approximately 60 seconds for each plant.
• Please consult the 2012-2016 Career Development Event Handbook for plant ID.

Phase II. General Knowledge: 50 pts.

• Fifty objective type, multiple-choice questions will be selected from the areas listed below. This phase of the contest will test the contestant’s knowledge and understanding of the basic principles relating to the following areas of horticulture. For example, questions in the plant materials area may deal with such features as anatomy of a flower of leaf, or physiology of specific types of plants important to the horticulture industry. Questions related to design might cover concepts such as landscape style options (formal, natural), design principles (unity, balance), or planting for energy conservation. Each contestant will be allowed 30 minutes to complete this phase. Each answer has a value of 1 point.
Areas for testing include:

1. Plant materials
2. Plant disorders
3. Cultural practices
4. Landscape design and construction: *There will be NO Landscape drawing practicum for the UWRF Contest, but general knowledge is testable.*
5. Supplies and equipment

UWRF NURSERY/LANDSCAPE PLANT ID STUDY GUIDE

<table>
<thead>
<tr>
<th>Botanical Name</th>
<th>Common Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abies concolor</td>
<td>White Fir</td>
</tr>
<tr>
<td>Acer platanoides</td>
<td>Norway Maple</td>
</tr>
<tr>
<td>Acer rubrum</td>
<td>Red Maple</td>
</tr>
<tr>
<td>Acer saccharum</td>
<td>Sugar Maple</td>
</tr>
<tr>
<td>Aesculus glabra</td>
<td>Ohio Buckeye</td>
</tr>
<tr>
<td>Amelanchier arborea</td>
<td>Downy Serviceberry</td>
</tr>
<tr>
<td>Berberis thunbergii</td>
<td>Japanese Barberry</td>
</tr>
<tr>
<td>Betula nigra</td>
<td>River Birch</td>
</tr>
<tr>
<td>Buxus microphylla</td>
<td>Littleleaf Boxwood</td>
</tr>
<tr>
<td>Cornus sericea</td>
<td>Red-Osier Dogwood</td>
</tr>
<tr>
<td>Cotoneaster lucidus</td>
<td>Hedge Cotoneaster</td>
</tr>
<tr>
<td>Cotoneaster apiculatus</td>
<td>Cranberry Cotoneaster</td>
</tr>
<tr>
<td>Crataegus crus-galli</td>
<td>Cockspur Hawthorn</td>
</tr>
<tr>
<td>Euonymus alatus</td>
<td>Winged Euonymus</td>
</tr>
<tr>
<td>Euonymus fortunei</td>
<td>Wintercreeper</td>
</tr>
<tr>
<td>Forsythia x intermedia</td>
<td>Border Forsythia</td>
</tr>
<tr>
<td>Botanical Name</td>
<td>Common Name</td>
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<tr>
<td>----------------------------------------------------</td>
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</tr>
<tr>
<td>Fraxinus americana</td>
<td>White Ash</td>
</tr>
<tr>
<td>Fraxinus pennsylvanica</td>
<td>Green Ash</td>
</tr>
<tr>
<td>Ginkgo biloba</td>
<td>Ginkgo, Maidenhair Tree</td>
</tr>
<tr>
<td>Gleditsia triacanthos var. inermis</td>
<td>Thornless Honeylocust</td>
</tr>
<tr>
<td>Gymnocladus dioicus</td>
<td>Kentucky Coffeetree</td>
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<tr>
<td>Hydrangea paniculata</td>
<td>PeeGee Hydrangea</td>
</tr>
<tr>
<td>Ilex verticillata</td>
<td>Winterberry</td>
</tr>
<tr>
<td>Juniperus scopulorum</td>
<td>Colorado Red Cedar</td>
</tr>
<tr>
<td>Juniperus horizontalis</td>
<td>Creeping Juniper</td>
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<tr>
<td>Juniperus virginiana</td>
<td>Eastern Red Cedar</td>
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<tr>
<td>Magnolia stellata</td>
<td>Star Magnolia</td>
</tr>
<tr>
<td>Malus floribunda</td>
<td>Flowering Crabapple</td>
</tr>
<tr>
<td>Parthenocissus tricuspidata</td>
<td>Boston Ivy</td>
</tr>
<tr>
<td>Physocarpus opulfolius</td>
<td>Eastern ninebark</td>
</tr>
<tr>
<td>Picea abies</td>
<td>Norway Spruce</td>
</tr>
<tr>
<td>Picea glauca</td>
<td>White Spruce</td>
</tr>
<tr>
<td>Picea pungens</td>
<td>Colorado (Blue ) Spruce</td>
</tr>
<tr>
<td>Pinus mugo</td>
<td>Mugo Pine</td>
</tr>
<tr>
<td>Pinus strobus</td>
<td>Eastern White Pine</td>
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<tr>
<td>Pinus sylvestris</td>
<td>Scotch Pine</td>
</tr>
<tr>
<td>Potentilla fruticosa</td>
<td>Shrubby Cinquefoil</td>
</tr>
<tr>
<td>Botanical Name</td>
<td>Common Name</td>
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<td>------------------------------------</td>
</tr>
<tr>
<td><em>Quercus macrocarpa</em></td>
<td>Bur oak</td>
</tr>
<tr>
<td><em>Quercus palustris</em></td>
<td>Pin Oak</td>
</tr>
<tr>
<td><em>Quercus rubra</em></td>
<td>Red Oak</td>
</tr>
<tr>
<td><em>Rhododendron ‘PJM’</em></td>
<td>PJM Hybrid Rhododendron</td>
</tr>
<tr>
<td><em>Salix alba ‘Tristis’</em></td>
<td>Golden Wheeping Fig</td>
</tr>
<tr>
<td><em>Sorbus aucuparia</em></td>
<td>European Mountain Ash</td>
</tr>
<tr>
<td><em>Spiraea x bumalda</em></td>
<td>Bumald Spirea</td>
</tr>
<tr>
<td><em>Syringa vulgaris</em></td>
<td>Common Lilac</td>
</tr>
<tr>
<td><em>Taxus spp.</em></td>
<td>Yew</td>
</tr>
<tr>
<td><em>Thuja occidentalis</em></td>
<td>American Arborvitae</td>
</tr>
<tr>
<td><em>Tilia cordata</em></td>
<td>Littleleaf Linden</td>
</tr>
<tr>
<td><em>Tsuga canadensis</em></td>
<td>Canadian Hemlock</td>
</tr>
<tr>
<td><em>Ulmus americana</em></td>
<td>American Elm</td>
</tr>
<tr>
<td><em>Viburnum dentatum</em></td>
<td>Arrowwood Viburnum</td>
</tr>
<tr>
<td><em>Viburnum trilobum</em></td>
<td>American Cranberrybush Viburnum</td>
</tr>
</tbody>
</table>
Power Tool Drag Race

Contest Description and Rules:

Please direct questions to:

Miles Erickson
miles.erickson@my.uwrf.edu

Please note the following Major Rule Changes for 2015:

1. *This year, the objective is to achieve a target time, rather than the fastest time.*  
   **Target Time = 6.27 seconds**

2. *This year’s vehicles will incorporate a 120 volt drill as a power source.*

Purpose:
The purpose of the Power Tool Drag Racing competition is to allow Student Competitors to design and build a vehicle powered by a handheld power tool. The Power Tool Vehicle will run down a track in the attempt to achieve a target time. The vehicle “engine” is a power tool connected to the drive train by a transmission.

General Information:
The vehicle may be constructed with any material, but must fit within the vehicle specifications listed below. Power tools must have the trigger locked into place. A switch operated by the student competitor will start the tool remotely. The vehicle will be stopped by a laser beam that de-energizes the power tool, and 18 inches of foam at the end of the track. It is the responsibility of competitors to build a vehicle that will not be harmed by our foam cushioning system.

Track and Procedural Information:
The track is painted OSB plywood and is designed similar to an NHRA drag strip with the finish line being 24’ from the start line. The start of the race utilizes a drag strip light system (three amber, one green, and fault lights). The vehicle will be energized by pushing a start button when the green light is illuminated. **You MUST hit the start button when the green light is illuminated.** In the event of a false start, a time delay start will be imposed (random penalty between 0.5 and 2.4 seconds to be determined the day of the race) adding to the overall run time. The race is terminated by a laser beam installed at a height of 4” which de-energizes the power tool. Race times will be displayed to the nearest one-hundredth of a second. Three race times will be recorded and the time closest to the target time will determine the winner. All three runs must be completed during the allotted time for the competition.
Vehicle Specifications:

This year, all vehicles must be powered by a 120-volt drill for the official competition.

Students are encouraged to participate in an exhibition class using previous year vehicles to obtain experience.

1. Power tool Selection:
   - One 120-volt Power Drill
     - Only Power Drills will be allowed in the competition.
     - Other tools or previous year vehicles may participate in the exhibition class.
   - The Power Tool electrical system must remain unaltered and casing remain intact (i.e. No removal of motor from casing).
   - Power Tool must be grounded or double insulated. Safety will be ensured by a Ground Fault Circuit Interrupter (GFCI) outlet.

2. Vehicle Restrictions:
   - Drive wheels must be 6-8" new non-pneumatic, lawnmower wheels.
   - Limit of 4 drive wheels.
   - The wheels must be unaltered with the exception of mounting to a drive train or an axle (i.e. welding or keying to the axle).
   - The drive train cannot be a direct drive and must use some form of transmission to transmit power from the tool to the drive wheels (i.e. No direct attachment of wheel to the drive shaft of the respective power tool).
   - Must fit in a 24" long x 16" wide x 24" high box, including the cord that is attached to the power tool.
   - 35 lbs maximum weight.
   - Frame of the vehicle may be made out of any material, but must be structurally sound.
   - At least 2 side-mounted guide wheels must be mounted on the side of the frame near the front of the vehicle. These guide wheels must prevent the vehicle from becoming wedged diagonally in the track.

3. Other Restrictions:
   - Minimal hand tools and small power tools (120 volt or battery powered) can be used for repairs.
   - Please: no welders or grinders allowed at the competition. Minor repairs only.
   - Participants MUST be present to operate their own vehicles.
Soils

Contest Description and Rules:

Please direct questions to:

Dr. Don Taylor
Plant and Earth Science Department
University of Wisconsin-River Falls
donavon.h.taylor@uwrf.edu
715-425-3395

The Soils Contest will consist of:

- Written examination with questions on physical and chemical properties of soils, soil formation, soil classification, and general issues of the importance of soils in land use, soil and water conservation and environmental quality.

- The examination will also include a "hands on" laboratory portion requiring identification of various soil textures, soil structure, soil colors using the Munsell color system, and soil horizons from soil samples in the laboratory.
Veterinary Science

Contest Description and Rules:

Please direct questions to:
Alex Klapoetke (alexandra.klapoetke@my.uwrf.edu), Ann Glowacki (ann.glowacki@my.uwrf.edu),
Michelle Herrman (michelle.herrman@my.uwrf.edu), or Ryan Stehr (ryan.stehr@my.uwrf.edu)

Student Co-chairs

This contest is designed to assess student knowledge, application, analytical and evaluation abilities
in the area of small animal care, veterinary skills and pet store management. Four students per team
will be allowed to compete in the contest. Each member of the team will complete the contest
individually. The top three scores on the team will constitute a team score for Ag Technology Contest
Awards and for teams attempting to qualify for the WI FFA State CDE.

The contest will cover the following types of animals.
- Beef Cattle
- Cats
- Dairy Cattle
- Dogs
- Goats
- Horses
- Poultry & Pet Birds
- Sheep
- Swine

Equipment: Each participant must have a clean, free of notes clipboard, two sharpened No. 2 pencils,
and an electronic calculator. Calculators used in this event should be battery operated, non-
programmable, and silent with large keys and large displays. Calculators should have only these
functions: addition, subtraction, multiplication, division, equals, percent, square root, +/- key, and
one memory register. No other calculators will be allowed during the event.

A. Written Test and Math Applications Practicum – 40 points.

Forty multiple choice questions worth 1 point per question.

Overall Topics include:
- Anatomy and Physiology
- Nutrition
- Diseases and Parasites
- Breeding and Genetics
- Breeds and Grooming
- Housing, Management, and Safety

LISTING OF TOPIC AREAS FOR WRITTEN EXAM

A. ANATOMY AND PHYSIOLOGY
   a. Skeletal
      i. Avian
      ii. Mammalian
   b. Muscles
i. Major types and locations
ii. Physiology and functions

**c. Digestion**
i. Parts and how they function
ii. Comparison between species

**d. Skin**
i. Glands
ii. Layers/Attachments
iii. Hair/Claws

**e. Reproduction**
i. Parts and how they function
ii. Comparisons of male and female
iii. Comparisons between species
iv. Gestation, Parturition, Litter size, Estrus Cycles

**f. Nervous System**
i. Components and how they work
ii. Sense organs - How they work (eyes, nose, mouth, ears)
iii. Comparison between species

**g. Circulatory System**
i. Arteries, Veins, Capillaries
ii. Blood Composition

**h. Lymph System**
i. Location
ii. Functions

i. Respiratory System
i. Parts and how they function
ii. Air exchange

**B. NUTRITION AND FEEDING:**

a. Classes
i. Uses/functions
ii. Sources

b. Diets
i. Growth
ii. Maintenance
iii. Working/Active
iv. Geriatric
v. Reducing

**c. Digestibility**
i. Comparison of feeds

**d. Specific Diets**
i. Components
ii. Quality
iii. Quantity
e. Food Labels
   i. Comparative
   ii. Composition
   iii. Ingredients
f. Costs of Food
g. Math computations involving feeding
h. Label Reading of pet foods

C. DISEASES AND PARASITES
   a. Causes
   b. Treatments/cures
c. Prevention
d. Listing of Specific Diseases and Parasites
e. **DOGS**
   i. Colic Roundworm
   ii. Parvo Tapeworm
   iii. Distemper Flea Tapeworm
   iv. Rabies Hydatid
   v. Hepatitis Whipworm
   vi. Kennel Cough Heartworm
   vii. Leptospirosis Tick
   viii. Ringworm Fleas
   ix. Hookworm Mites (Mange)
f. **CATS**
   i. Leukemia Ringworm
   ii. Toxoplasmosis Roundworm
   iii. Rabies Hookworm
   iv. Distemper Tapeworm
   v. FVR Lungworm
   vi. Feline calicivirus Fleas
   vii. Feline chlamydiosis Mites
g. **Large Animals (Horse, Beef, Dairy, Sheep, Swine)**
   i. Horse Bots
   ii. Horse Strongyles
   iii. White Line Disease (Speedy Toe)
   iv. Ringworm
   v. Mange
   vi. Bovine Anaemia
   vii. Mastitis
   viii. Calf Scour
   ix. Wooden Tongue
   x. Pregnancy Toxemia
   xi. White Muscle Disease
   xii. Atrophic Rhinitis (AR)
D. **REPRODUCTION AND GENETICS**  
a. Basic genetic knowledge (i.e. dominant/recessive genes, punnett squares, etc.)

E. **GROOMING & BREEDS**  
a. Categories Length/height measurement  
b. Uses Traits  
c. Unique Features Care of specific breeds  
d. Commonality Grooming procedures

F. **HOUSING AND MANAGEMENT**  
a. Housing  
b. Environmental Needs  
c. First Aid  
d. Health and Safety Precautions

**LISTING OF POSSIBLE SAMPLES FOR MATH APPLICATIONS PRACTICUM**  
Questions may include conversions, feed calculations, dose calculations, dilutions, cost calculations and invoices. Non-programmable calculators are allowed.

Samples:

A farmer had a liter of piglets born today and each one weighed about 5 pounds. He usually sells the piglets at sixty pounds. If the piglets gain on average .87 pounds per day, how many days will he have to raise them before selling them?

A. About Three weeks  
B. About 93 days  
C. about 64 days  
D. 4 weeks and 3 days

If a beef steer weighs 500 pounds and gains 2.7 pounds per day, about how many days will you have to raise the steer to sell it at 1,100 pounds?

A. Between 200 and 205 days  
B. Between 220 and 225 days  
C. Between 250 and 255 days  
D. Between 275 and 280 days

You buy a 25 lb. bag of dog food at the feed store for $7.00. Your dog will eat two eight oz servings per day. How much is it costing you per day to feed the dog?

Answer: _________ (7 points)  
\[(2 \times 1/2 \text{ lb.} = 1 \text{ lb./day}; $7.00/25 \text{ lbs} = $0.28/\text{lb.}; 1 \text{ lb./day} \times $0.28/\text{lb} = $0.28/\text{day}\]

How many days will the bag last?
2015 Agricultural Technology Contest  
University of Wisconsin - River Falls

Answer: ________ (3 points)
(25 lb/1 lb. per day = 25 days)

You are ordering feed for your flock of chickens. You are selling them in 14 days and you need to buy feed for the next two weeks. They eat 3.6 pounds per day and one pound costs $1.47 per pound. How much would this feed purchase cost?

($1.47/lb x 3.6 lbs/day x 14 days)
Answer. $74.09

It takes 2.6 hours to milk your cows and you milk three times a day. If you pay 7.50 an hour and you have to hire three people to work for you while you are on vacation, how much would you pay out to your workers during the seven milkings you are away from the farm?

(2.6 hours x $7.50 x 7 milkings x 3 people)
Answer: $409.50

B. Tool/ Equipment Identification – 30 points.
There will be 30 tool/equipment items to identify that will be worth 1 points each. A code sheet will be given to each participant listing potential items. Photos, paintings or actual specimens may be used as samples. Refer to National FFA CDE handbook for specific items.

C. Animal Breed Identification – 40 points.
There will be 20 breeds to identify that will be worth 2 points each. A code sheet will be given to each participant listing potential items. Photos, paintings/drawings or models may be used as samples. Please refer to the National FFA CDE handbook for specific breeds.

D. Digestion and Anatomy Identification – 40 points.
There will be 20 anatomy parts and digestive organs to identify that will be worth 2 points each. A code sheet will be given to each participant listing potential items. Photos, paintings/drawings or models may be used as samples. Digestive organs and anatomy parts from the cow, horse, chicken and dog may be used.

E. Tie-Breakers
a. Team tie-breakers will be settled in the following order:
   i. Combined individual practicum total score
   ii. Combined individual written exam total score
b. Individual tie-breakers will be settled in the following order:
   i. Combined practicum score
   ii. Written exam score
Wildlife

Contest Description and Rules:

Please direct questions to:

Dr. James Graham
Agricultural Education Department
University of Wisconsin-River Falls
james.graham@uwrf.edu
715-425-3555

The Wildlife Contest will evaluate general knowledge in the broad area of Wildlife and Fisheries Conservation.

The knowledge and skills needed are:

- Use of basic terminology of wildlife/ecological management.
- Identification of common Fish, Wild animals, and Invasive Species of Wisconsin and their basic ecology.
- Understanding of the basic laws and regulations pertaining to Fish and Wildlife.
- Description and use of common wildlife and fisheries management/research techniques.
- Current issues in wildlife and fisheries conservation.

The contest will consist of two parts:

- **Identification**
  - Identification will consist of identifying reptiles, amphibians, birds, traps, pelts, skulls, fish, mounts, and common invasive species.
  - *Under NO circumstances are the contestants to touch the materials that will be present for the identification of the contest!!!*

- **Examination**
  - The test will be 25 questions containing questions related to general wildlife and fisheries information covering the topics list above. Format of the exam will consist of Multiple Choice, True or False, and Matching

Ties in Team or Individual placings will be broken by using selected items from the ID and Exam.