

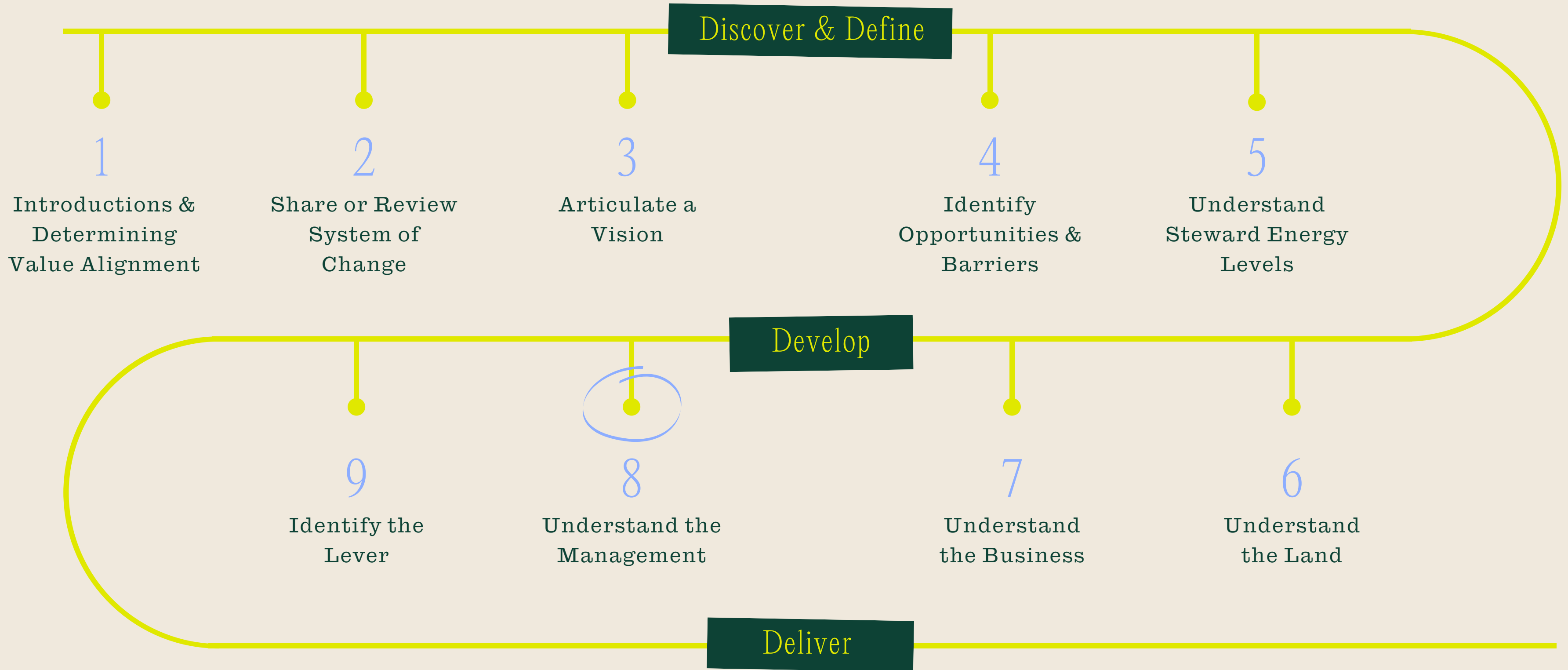
CROP ROTATION

Regenerative Stewardship Curriculum: Develop

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REGENERATIVE STEWARD COURSE PLAN



Overview

PURPOSE

This tool helps facilitate communication with a steward about their land management over the course of their crop rotation.

PREP ITEMS

None.

TIMING

This step should be performed after a land walk.



Overview

DELIVERY

Producers may have records to refer the planner to for this information. If not, it is critical to capture it in a meeting with the steward.

OUTCOME

This tool will help the planning team find ways to add to or optimize crop rotations, identify any weak links in the system, discover opportunities to access new markets, and more.

STAFF

Steward and planner.



Introduction

The discussion of diverse crop rotations can be an entry point into a more regenerative mindset, as rotations require a long-term strategy of give and take.

Using a cover crop, in particular, can be highly beneficial for a steward. While they would pay for the seeds, labor, and planting costs associated with the cover crop, the crop would provide in return, boosting soil health, reducing input costs, and increasing the productivity of the subsequent cash crop.



Considerations

Consider the following topics during your discussion on crop rotations:

- What are the economic drivers of the rotation?
- What is the steward able to give back to the land to support a circular ecological economy within the rotation?
- What is the three-year economic return of a rotation versus the seasonal return of any given crop?
- What are the economic and ecological benefits of diversity and extended crop rotations?



Exercise

Fill out this form for the main crop rotation(s) in your row cropping system. Indicate when soil disturbances occur and animals are integrated.

Year	1	2	3	4	Rotation	
Cash Crop					Sum	Avg
Acres Planted						-
Water needs (in)						
Diversity # species grown within the year, including cash crop, cover crop or <u>intercropping</u>						
Soil Disturbance Physical (tillage, cultivation), Chemical (chemical fertilizer, pesticide), or Biological (tillage, overgrazing)	Physical: Chemical: Biological:	Physical: Chemical: Biological:	Physical: Chemical: Biological:	Physical: Chemical: Biological:	Phys: Chem: Bio:	Phys: Chem: Bio:
Soil Building Capacity Shade in and enter months of the year when a living root is in the ground	J F M A M J J A S O N D ____/12	J F M A M J J A S O N D ____/12	J F M A M J J A S O N D ____/12	J F M A M J J A S O N D ____/12	-	
Post-Harvest Residue Management % of ground covered	%	%	%	%	-	
Animal Integration? (days) Manure application?					-	
Root diversity & function						



The End

Continue exploring tools for
the second phase of our
**Regenerative Stewardship
Curriculum, Develop, [here.](#)**

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