



DISCUSSION MEET PREP

OPENING STATEMENT

TOPIC

Follow this guided format to draft an opening statement for each topic.

What is the problem you are going to address? Why is it important?

Write the top 2-3 causes of the problem. Write the top 2-3 effects from the problem.

Why is it relevant to you, the audience and Kansas?

Do you have any personal stories, illustrations, quotes, or statistics that relate to the problem and could capture the audience's attention?

Using the above information, write a 30-second opening statement.



TOPIC

What is the current situation of the topic in dicussion?

Who and/or what is being affected by the topic?

What are the perceptions of the topic throughout the U.S. and the globe?



DEFINE THE PROBLEM OR NEED

DISCUSSION MEET PREP

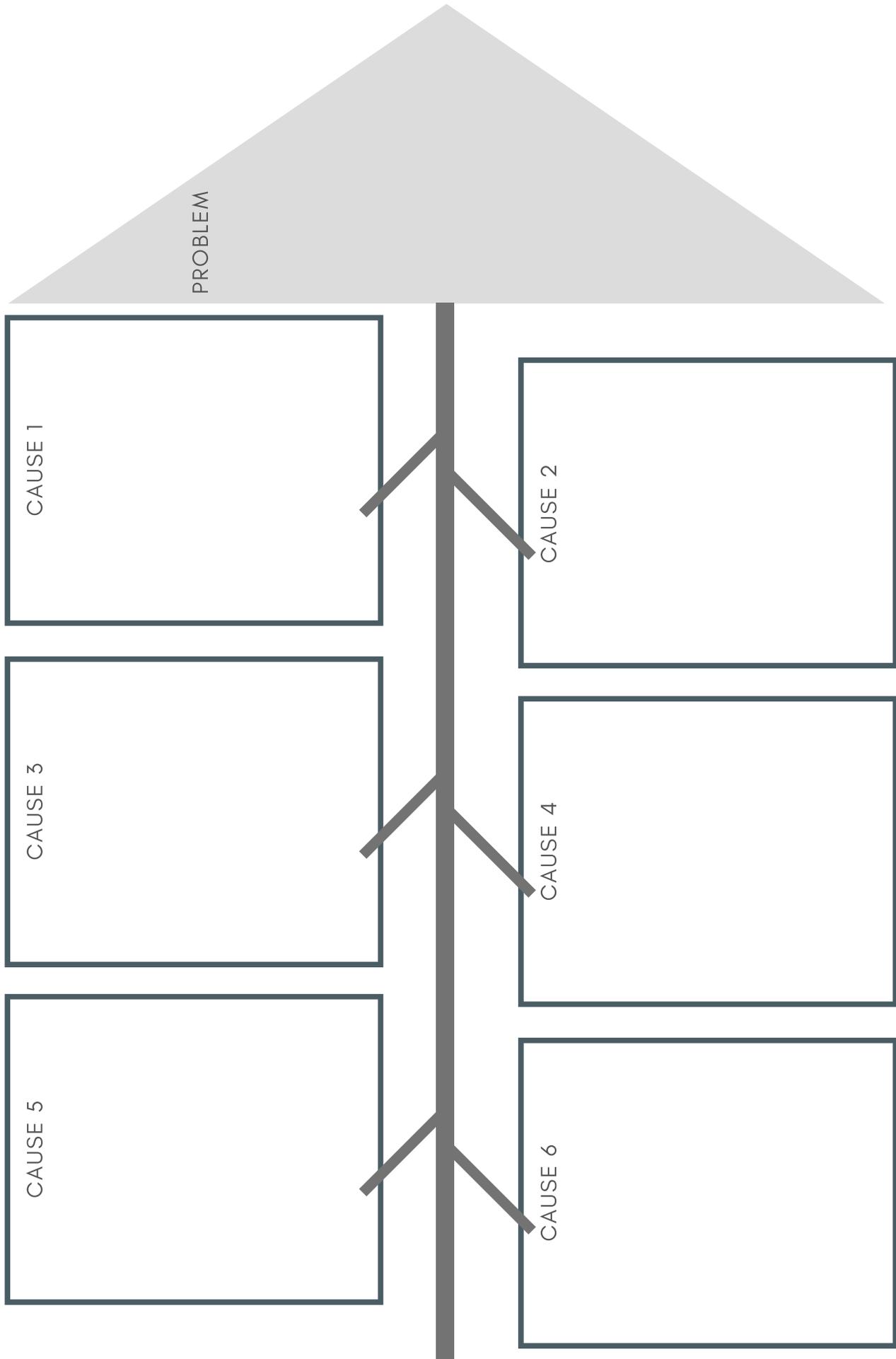
ANALYSIS OF A TOPIC OR PROBLEM



DISCUSSION MEET PREP

ANALYSIS OF A TOPIC OR PROBLEM

TOPIC





TOPIC

QUESTIONS TO CONSIDER

Has the human population affected this problem? If so, how?

Are enough resources being put into this topic? If not, what hasn't been done?

Has the environment influenced this issue? If so, how?

Has there been misinformation around the issue? If so, what?

Is the problem fully understood?

DISCUSSION MEET PREP

ANALYSIS OF A TOPIC OR PROBLEM



DISCUSSION MEET PREP
PROBLEM SOLVING & IMPLEMENTATION

TOPIC

Take the problem that you drafted in the "Analysis of Topic or Problem" worksheet and fill in the boxes below. Do this for each problem separately.

WHAT'S THE PROBLEM?

LIST POSSIBLE SOLUTIONS:

In the boxes below, think about the positive and negative outcomes for your top solution ideas.

SOLUTION 1

Positive | Negative

SOLUTION 2

Positive | Negative

SOLUTION 3

Positive | Negative

SOLUTION 4

Positive | Negative



DISCUSSION MEET PREP

PROBLEM SOLVING & IMPLEMENTATION

TOPIC

QUESTIONS TO CONSIDER

After comparing the solutions, what appears to be the best solution?

Are there one or more solutions that could prove valuable? Why?

Have any of these solutions been tried before? Did they succeed or fail? Why?

Are the top solutions actually viable? Who could you talk with about whether the solutions might work?

How can you and your fellow FFA members be involved in the solution?



ACTIVE LISTENING RESOURCES & ACTIVITIES

SILENT LISTENING

One drawback of people with poor listening skills is often the habit of responding before the other person is finished speaking, or of composing a response in their head while the other person is speaking rather than simply listening. Silent listening is an activity that can help to overcome this unproductive habit. Silent listening is just what it sounds like: the role of one person is to speak, and the role of the other person is to listen without replying. When the burden and opportunity of making a reply is removed, this can help a distracted person to focus more fully on what the other person is saying.

Source: <https://bizfluent.com/info-7946797-activities-improve-active-listening-skills.html>

TESTED LISTENING

For hard cases who really have difficulty processing information from other people, tested listening is a straightforward but challenging activity in which the subject listens to someone else speak for 5 or 10 minutes and is then tested on what that person has said. The test can consist of simple questions about the facts of what was said, or more insightful questions about the mood, intentions or agenda of the speaker. Knowing that he will be tested, the listener will pay closer attention to what the speaker is saying, and this will help to strengthen the listening part of his mind that may have been neglected for years.

Source: <https://bizfluent.com/info-7946797-activities-improve-active-listening-skills.html>

BACKGROUND NOISE

Background noise interferes with your ability to listen actively. If a lot of noise is present in the background, you need to lean in closely to hear, something you can't do if you're near the back of a lecture hall. One listening game involves getting the students to all talk out loud at once while you continue to lecture. At the end of the class, ask the students to repeat a sentence from what you said while they were talking. Chances are they won't be able to.

Source: <https://classroom.synonym.com/active-listening-games-adults-12033309.html>

INTERVIEWS

Have each teen select a partner and give each person a notepad. Each teen has five minutes to interview his partner. After five minutes, have them switch and interview the other partner. The teens must stand up in front of everyone and reveal what they have learned about their partners. Award a prize for the best interview. Keep switching partners so the teens get a chance to learn something about everyone and be active listeners to each player.

Source: <https://ourpastimes.com/active-listening-games-teenagers-12027127.html>



ASKING QUESTIONS

FOCUS

What specifically do I want to know? What information am I missing? Is this more than a simple YES or NO question? Am I going for deeper knowledge?

PURPOSE

Why am I asking this? Do I want to gather facts or opinions? Do I need simple clarification? Do I want to offer a different perspective?

INTENT

How do I want people to respond? Do I want the answer to be of help to others? Am I asking to start an argument or open a discussion? Is the question superficial and not really useful or important? Am I asking out of frustration or curiosity? Do I really care about the answer? Am I willing to show respect/deference to the person I'm asking?

FRAMING

Am I using easily understandable terms and wording? Is my question neutral or does it contain bias or opinion? Is it too long or too short? Does it contain the focus of what I want to know? Does the question focus on only one thing? Is it muddled with other inquiries that don't belong?

FOLLOW-UP

Do I have any more specific questions to add? Will the person I'm asking be available for other questions if need be? If I still don't have the answer I need, what's my plan? What can I do if I still don't understand?

Source: <https://globaldigitalcitizen.org/ask-good-questions-infographic>

QUESTIONS ONLY ACTIVITY

On a tear sheet, write the topic of discussion. Then allow the students 10 to 15 minutes, to write questions on this tear sheet pertaining to the topic. No talking will be allowed, and no writing answers. However, more questions can be generated from other questions. After this time has passed, the students should look at all of the questions that they have written. Improvements should be made such as, making the close ended questions open-ended, narrowing down questions, or making them more specific if so desired. Then they prioritize their questions, picking the five or six that would provide the best discussion.

Source: <http://questionweek.com/exercises-to-build-your-questioning-muscles/>



RESPECTING ALL PARTICIPANTS AND PERSPECTIVES

DISCUSSION TIME

Pick three to four questions for your class to discuss. For each question there should be a 10 to 15-minute time limit. Start with a question that may be controversial, but no strong feelings are present. Each question should get more controversial, with opinions differing among the students. At the end of all discussions, have each student reflect on what respect looks like in discussions such as the ones they just had. If needed, have one more controversial discussion, and see how the student's attitudes change.

*Note: If you'd like to be more in control of the discussion, then feel free to give the students what they will be debating for and against.

TED TALK: 10 WAYS TO HAVE A BETTER CONVERSATION

https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation

DISCUSSION MEET PREP
COOPERATIVE ATTITUDE



DISCUSSION MEET PREP

CLOSING STATEMENT

TOPIC

Go to YouTube and type in "Farm Bureau Discussion Meet". Choose one of the videos of a discussion meet to fill out the following information. Do not watch their closing statements until after you've written yours. In the closing statement that you write, be sure to include the main points that each participant discussed and your ideas for the future.

PARTICIPANT 1

PARTICIPANT 2

PARTICIPANT 3

PARTICIPANT 4

USING THE ABOVE INFORMATION, DRAFT A ONE-MINUTE CLOSING STATEMENT



RESOURCES & ACTIVITIES

Pick a topic to talk for one to two minutes on. This topic could be anything from your prepared opening statements, to simply an introduction of yourself. Videotape yourself speaking on this topic. At the end, go through these questions and identify where you may need to spend extra time. It may also help to do this with an advisor or instructor.

PACE

- Are you speaking clearly?
- Are you articulating your words?
- Are you using your rate to engage the audience?
- Are you slowing down and speeding up to bring emphasis to specific points?

TOPE

- Are you emphasizing the right points with the tone of your voice?
- Does the tone of your voice sound confident?
- Are you using your tone to captivate your audience?
- Are you too loud or too soft?

POISE

- Do you have nervous habits that are being displayed when speaking?
- Are you using your body language to portray the message as well?
- Are you correctly using your hands to emphasize your message?
- Does your stance portray confidence?
- Does your posture display confidence?
- What do your facial expressions say?
- Does your appearance look professional and confident?

COMMUNICATING IDEAS

- Is your presentation confidently displaying your knowledge?
- Are your thoughts organized?
- Are you using words that can be understood by the audience?
- Are you using words that fit your message?
- Can you identify any of your sentences that don't make sense?
- Are you speaking in run-on sentences?

NEED MORE INSIGHT INTO WHAT WORKS?

You can also search "Farm Bureau Discussion Meet" on YouTube and evaluate the speakers on those videos with these same questions to learn what styles and qualities work and which ones don't.