



KANSAS FFA DISCUSSION MEET

Sponsored & Facilitated by Kansas Farm Bureau

[Insert Mock Discussion Topic]



WHY?



Why?

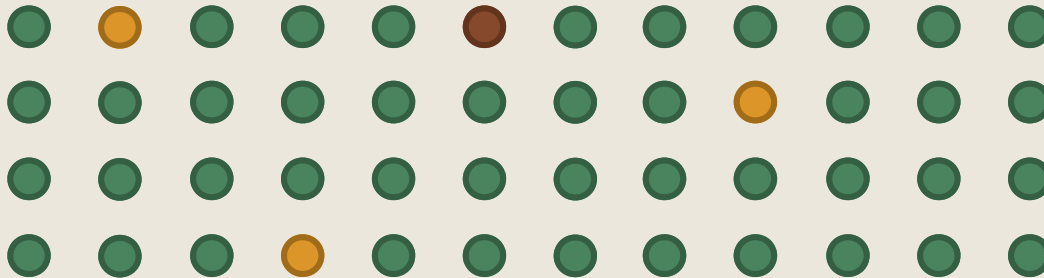
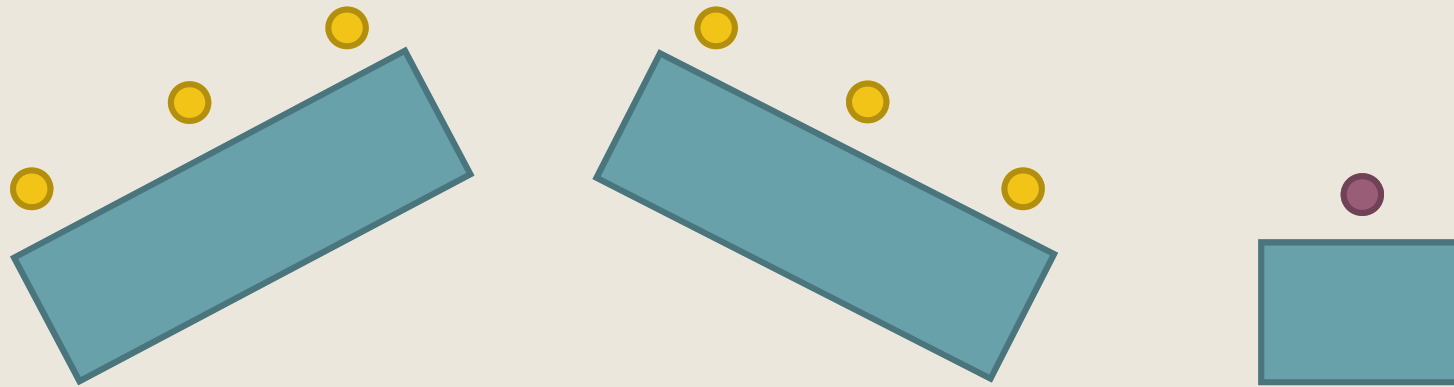
- Investment in students and future leaders.
 - Logical Thinking & Analysis Skills
 - Communication Skills – prepared, conversational, extemporaneous
 - Problem Solving Skills
 - Conflict & Discourse Skills
 - Engage FFA members in conversations about important topics for today's agriculture industry
- Helps preserve a collaborative environment for the future of agriculture.
- Further builds pipeline from FFA to KFB membership.
- Encourages greater FFA chapter/county Farm Bureau relationships.

WHAT IS THE DISCUSSION MEET?



Individual Competition.
Group Activity.

Competition Setup



Key

Participant	Judge
Moderator	Timekeeper
Spectator	Table

Participants Demonstrate Ability To:

- Introduce the topic
- Analyze the problem
- Identify solutions
- Think critically
- Engage others effectively
- Summarize discussion accurately

What Will Students Talk About?

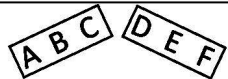
- Crops
- Livestock
- Natural Resources
- Ag Education
- FFA

Flow of Competition

- Welcome & Introduction by Moderator
- 30-Second Opening Statements by each Participant
- 15-Minute Discussion by Participants
- 1-Minute Silence for Development of Closing Statements
- 1-Minute Closing Statements by each Participant
- Dismissal of Judges to Tabulation Room
- Participant Self-Introductions
- Announcement of Next Round Topic

Rating Sheet

Kansas FFA Discussion Meet Rating Sheet

Write participants' names according to where they are sitting using this diagram: 	Participant A	Participant B	Participant C	Participant D	Participant E	Participant F
	OPENING STATEMENT (50 POINTS)	Total Points	Total Points	Total Points	Total Points	Total Points
<i>Demonstrate knowledge of the issue, causes and effects (25 pts)</i>						
<i>Show relevancy of issue and importance of finding solutions (25 pts)</i>	/50	/50	/50	/50	/50	/50
ANALYSIS OF TOPIC OR PROBLEM (150 POINTS)	Total Points	Total Points	Total Points	Total Points	Total Points	Total Points
<i>Explore, define and understand the problem or need (50 pts)</i>						
<i>Identify the causes of the problem or need (50 pts)</i>						
<i>Stays on topic throughout the discussion (50 pts)</i>	/150	/150	/150	/150	/150	/150
ANALYSIS RANK						
PROBLEM SOLVING & IMPLEMENTATION (200 POINTS)	Total Points	Total Points	Total Points	Total Points	Total Points	Total Points
<i>Identifying a variety of possible solutions (50 pts)</i>						
<i>Evaluating and comparing solutions for plausibility (50 pts)</i>						
<i>Test and project what appears to be the best solution(s) (50 pts)</i>						
<i>Identify ways FFA members can be involved in the solution (50 pts)</i>	/200	/200	/200	/200	/200	/200
PROBLEM SOLVING RANK						
COOPERATIVE ATTITUDE (100 POINTS)	Total Points	Total Points	Total Points	Total Points	Total Points	Total Points
<i>Actively listen to other participants (25 pts)</i>						
<i>Ask pertinent questions (25 pts)</i>						
<i>Seek and appreciate differing points of view (25 pts)</i>						
<i>Show courtesy and respect for other participants (25 pts)</i>	/100	/100	/100	/100	/100	/100
COOPERATIVE ATTITUDE RANK						
CLOSING STATEMENT (100 POINTS)	Total Points	Total Points	Total Points	Total Points	Total Points	Total Points
<i>Summarize discussion in logical, accurate, organized manner (75 pts)</i>						
<i>Formulate realistic direction for the future (25 pts)</i>	/100	/100	/100	/100	/100	/100
DELIVERY (100 POINTS)	Total Points	Total Points	Total Points	Total Points	Total Points	Total Points
<i>Voice quality, volume and enunciation (25 pts)</i>						
<i>Desirability of sentence structure and word choice (25 pts)</i>						
<i>Professional appearance, poise while speaking and listening (25 pts)</i>						
<i>Initiative and confidence in communicating ideas (25 pts)</i>	/100	/100	/100	/100	/100	/100
TOTAL SCORES (700 POINTS)						
<i>Add the shaded boxes in each column.</i>						
OVERALL PARTICIPANT RANK						

Judge: _____

Verified: Entered:

PREPARING STUDENTS



WWW.KFB.ORG/FFA



Encourage great relationships between FFA chapters and Farm Bureau associations

FAQ

NEWS

ADVOCACY

EDUCATION

GET INVOLVED

BENEFITS

RULES & RESOURCES:

- [FFA Discussion Meet Leadership Development Event Rules](#)
- [Rating Sheet](#)
- [2019-2020 Topics](#)
- [2019-2020 Topic Resources](#)
- [2016-2017 State FFA Discussion Meet Final Video](#)
- [Principles of Cooperative Discussion Lesson Plan](#)
- [Tips for Preparing for Competition](#)
- [Student Prep Worksheets & Activities](#)
- [Local/Mock Discussion Meet Resources](#)
 - [Competition Checklist](#)
 - [Setup Diagram](#)
 - [Competition Script for Moderator/Timekeeper](#)
 - [Individual Score & Feedback Form](#)
 - [Results Worksheet](#)

2019-2020 COMPETITION DATES:

- East Central: TBA
- North Central: TBA
- Northeast: TBA
- Northwest: March 13, Colby
- South Central: February 12, Udall

Topic Resources

Kansas FFA

Discussion Meet Leadership Development Event

2019-2020 Topic Resources

CROP: Kansas is home to twelve ethanol plants which produce nearly a billion gallons of renewable, clean burning ethanol fuel and distillers grains. How can FFA members educate young people and their communities about the economic and environmental benefits of ethanol and promote the adoption and use of year-round E-15 sales?

- <https://www.agweb.com/article/epa-told-to-initiate-process-to-allow-summertime-e15-sales/>
- <https://www.agcanada.com/daily/expanding-e15-sales-would-have-limited-u-s-market-impact-analysts-say>
- <https://kscom.com/ethanol/>
- <https://www.fueledbykansas.com/>
- <http://www.ncga.com/news-and-resources/news-stories/article/2018/10/ncga-welcomes-year-round-e15>
- <http://www.ncga.com/topics/ethanol/e15-resources>
- <http://www.ncga.com/topics/ethanol/ethanols-economic-impact>

LIVESTOCK: Products like cell-based meat have demonstrated the food system is rapidly changing. How can emerging and future food technologies be integrated into modern agricultural production without hampering the success of traditional products and the farmers and ranchers who grow them?

- https://www.washingtonpost.com/national/health-science/lab-grown-meat-is-in-your-future-and-it-may-be-healthier-than-the-real-stuff/2016/05/02/aa893f34-e630-11e5-a6f3-21ccdbc5f74e_story.html?noredirect=on&utm_term=.8e4c94a4228b
- <http://kticradio.com/agricultural/montana-bill-would-distinguish-real-from-lab-grown-meat/>
- <https://agfundernews.com/what-do-farmers-think-about-cultured-meat.html>
- https://www.ernaehrungs-umschau.de/fileadmin/Ernaehrungs-Umschau/pdf/pdf_2018/01_18/E101_2018_Social_initra_analisch.pdf

Principles of Cooperative Discussion

A lesson plan for agricultural education teachers to use for:

- Leadership development (critical thinking, active listening, collaboration, etc.)
- Discussing hot topics in agriculture
- Introducing the Discussion Meet

Principles of Cooperative Discussion
 A lesson plan for agriculture education teachers to introduce the FFA Discussion Meet

Lesson Objectives

- Observe and identify constructive and destructive traits of group dynamics.
- Identify individual needs for improvement.
- Apply existing and new knowledge to realistic group discussions.
- Practice critical thinking of agricultural issues.
- Introduce concepts of the FFA Discussion Meet and recruit participants for the district competition.

Materials/Resources:

- Mock Discussion Meet Participant Cards - one card per student for half of class
- Discussion Observation Worksheet - one per student
- Community Interview Homework Assignment Handout - one per student
- FFA Discussion Meet Resources - one topic per student (may use 4-6 each of multiple topics)

Guided Practice:

Activity 1 Instructions:

- Split the class into two groups.
- **Group A:** pass out the mock discussion meet stance cards. This group will participate in a discussion about an assigned topic and play the role described on their stance card. (If more unique cards are available, but the teacher can choose which cards to use based on the size of their classroom.
- **Group B:** pass out the discussion observation worksheet. These students will observe the conversation and make notes according to the categories on the form. Group A should not know what topics are on the observation form.
- **Debrief:** Select 1-2 students to be group leaders. They will participate in the group discussion in both activity 1 and activity 2. The leader should be given the "Be Focused" card for Activity 1.
- After everyone understands the activity, give Group A 10 minutes to discuss planning an upcoming FFA activity (FA Week, a fundraiser, a service project, etc.).

Activity 1 Debrief:

- Following the discussion, ask Group B to describe what they observed category by category.
 - **Cooperation:**
 - Were people considerate of each other?
 - Did everyone have the chance to speak?
 - Did anyone dominate conversation?
 - Was anyone rude?
 - **Active Listening:**
 - Did people truly listen to what others said?
 - Did anyone seem to have an agenda they pushed?
 - **Factual Information:**
 - Did people rely on factual information?
 - Did anyone question information that didn't sound right?
 - Did anyone bend facts to make their points more appealing?
 - **Clear understanding:**
 - Did the conversation help everyone fully understand the issue by exploring causes, relevant information and potential solutions?
 - **Solution-based:**

DISAGREE WITH EVERYONE NO MATTER WHAT	AGREE WITH EVERY POINT MADE BUT DON'T ADD ANY ADDITIONAL INFORMATION OR IDEAS TO THE CONVERSATION
CONTINUALLY RESEARCH INFORMATION OR IDEAS ON YOUR PHONE AND ADD THEM TO THE CONVERSATION ANY TIME YOU SEE SOMETHING THAT COULD BE HELPFUL	ANYTIME YOU CAN TELL A STORY THAT SOMEWHAT RELATES TO THE TOPIC OF CONVERSATION (MAKE UP STORIES IF YOU HAVE TO)
CONTINUALLY STEER THE CONVERSATION BACK TO WHAT HAS BEEN DONE IN THE PAST - TRY NOT TO LET ANY NEW IDEAS GAIN TRACTION IN THE DISCUSSION	THE GROUP SHOULD NOT DO WHAT IT HAS DONE IN THE PAST - OPEN NEW IDEAS AND ASK OTHERS WHAT CAN BE DONE DIFFERENTLY SO THE GROUP CAN IMPROVE FOR THE FUTURE
TALK EXACTLY 3 TIMES - NO MORE, NO LESS	TALK AS MUCH AS YOU POSSIBLY CAN
TALK ONLY ONCE	DO NOT TALK AT ALL
DIRECT YOUR REMARKS TO ONLY ONE SIDE OF THE GROUP	AT SOME POINT TRY TO HAVE A SIDE CONVERSATION WITH THE PERSON SITTING NEXT TO YOU.
PICK SOMEONE IN THE GROUP AND TRY TO INTERRUPT THEM AT LEAST 3 TIMES	ESTABLISH YOURSELF AS THE GROUP LEADER AND TAKE CHARGE OF THE CONVERSATION.

Principles of Cooperative Discussion
 Discussion Observation Worksheet

COOPERATION Were people considerate of each other? Did everyone have the chance to speak? Did anyone dominate conversation? Was anyone rude?	ACTIVE LISTENING Did people truly listen to what others said? Did anyone seem to have an agenda they pushed?
TACTICAL INFORMATION Did people rely on factual information? Did anyone question information that didn't sound right? Did anyone bend facts to make their points more appealing?	CLEAR UNDERSTANDING Did the conversation help everyone fully understand the issue by exploring causes, relevant information and potential solutions?
SOLUTION-BASED Did the conversation lead to potential solutions? Did the group look for or agree on ideas that would be beneficial for the majority?	FOCUS Did everyone stay on topic or did they get caught in side conversations, tangents, or rants?
INNOVATION Were new solutions/ideas developed or shared by the group?	DELIVERY Could you understand everyone? Did people speak so the whole group could hear and address everyone?

Principles of Cooperative Discussion
 Community Interview Homework Assignment

Name: _____ Topic: _____

Interview five individuals in the community about an agricultural topic of your choice. Do not choose five people you know will have the same opinion about your topic - the goal of this assignment is for you to think about how to identify similarities and differences and transform multiple opinions into one direction for future steps.

Interviewee	1	2	3	4	5
Name					
Job					
Additional background info					

You'll need to develop interview questions that will help you identify each person's opinion regarding your issue. Remember that questions should be open, without bias. Please provide your interview questions here:

Please use this form or provide your responses in the same order in a separate document.

Preparation Tips

How to Prepare for the FFA Discussion Meet

If you're new to the Discussion Meet, here are some tips for how to prepare for success.

1. **Research Topics** – review the five [topics](#) you may be asked to discuss. Use the [topic resources](#), your own research, your advisor, local farmers and community experts to help you understand the issues and potential solutions for each topic.
2. **Talking Points** – while the discussion should happen without agenda, come up with two or three talking points you feel comfortable initiating and expanding on to help drive the conversation.
3. **Opening Statement** – develop and memorize a 30 second opening statement. Having confidence in how you'll start the competition will allow you to feel at ease through the rest of the competition. You can't bring notes to the table, but you can prepare your statement ahead of time and be ready to shine.
4. **Have Conversations** – ask your peers, county Farm Bureau members or other knowledgeable people in your community to spend time discussing the topics, or other issues with you so you can practice active listening, accurate summarization of the conversation and cooperative behavior.
5. **Have Fun & Learn** – no matter the result of the competition, remember that learning about issues in agriculture and developing an ability to effectively converse with others will ultimately be more valuable than a medal.

Preparation Worksheets & Activities

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 2-4 causes of the problem. Write the top 2-4 effects from the problem.

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

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.

DISCUSSION MEET PREP
CLOSING STATEMENT

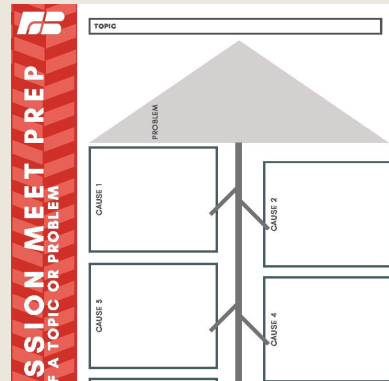
TOPIC _____

Go to YouTube and type in "Form Forum: Discussion Meet". Choose one of the videos of a discussion meet to fill out the following information. Do not watch that 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



DISCUSSION MEET PREP
PROBLEM SOLVING & IMPLEMENTATION

TOPIC _____

Take the problem that you drafted in the "Analysis of Topics 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
DELIVERY

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 tone to engage the audience?
- Are you slowing down and speeding up to bring emphasis to specific points?

TOBE

- 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 short sentences?

NEED MORE REBIRTH INTO WHAT WORST?

You can also search "Form Forum: 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.

DISCUSSION MEET PREP
ATTITUDE

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 and interrupting 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 type of behavior. 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 reacting. When the leader 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://influencer.com/info-786677-act/via-improve-active-listening-uk-fk.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 consists of three questions about the facts of what was said, or more thoughtful questions about the mood, intention or agenda of the speaker. Knowing that he will be tested, the listener will give other 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://influencer.com/info-786677-act/via-improve-active-listening-uk-fk.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 learn to already 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.gpr.com/active-listening-games-adults-10555072.html>

INTERVIEWS

Have each team select a partner and give each person a notepad. Each team has five minutes to interview its partner. After five minutes, have them switch and interview the other partner. The teams must stand up in front of everyone and read what they have learned about their partners. Award a prize for the best interview. Keep talking partners on the team get a chance to learn something about everyone and active listeners to each player.

Source: <https://fourmat.com/active-listening-games-teachers-1202727.html>

DISCUSSION MEET PREP
DELIVERY

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 tone to engage the audience?
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TOBE

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- Are you using your body language to portray the message as well?
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COMMUNICATING IDEAS

- Is your presentation confidently displaying your knowledge?
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- Can you identify any of your sentences that don't make sense?
- Are you speaking in short sentences?

NEED MORE REBIRTH INTO WHAT WORST?

You can also search "Form Forum: 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.

Past Competition Videos

The screenshot shows a YouTube search results page for the query "farm bureau discussion meet". The page layout includes a top navigation bar with the YouTube logo, a search bar containing the query, and utility icons for video uploads, grid view, share, notifications, and a profile picture. On the left, there is a sidebar menu with options: Home, Trending, Subscriptions, Library, History, Watch later, and Liked videos. Below the sidebar, there is a "SUBSCRIPTIONS" section with categories: Popular on YouTu..., Music, Sports, and Gaming. The main content area features a "FILTER" button and three video results:

- 2017 Young Farmer Discussion Meet Finals**
Georgia Farm Bureau • 1.3K views • 1 year ago
The finals of the 2017 Georgia Farm Bureau Young Farmer Discussion Meet competition.
Video thumbnail shows a panel of four people at a table. Duration: 38:06.
- YF&R Discussion Meet Final Four 2018**
American Farm Bureau • 1.4K views • 1 year ago
Final four competitors in a simulated committee meeting with active discussion and participation on a predetermined topic.
Video thumbnail shows a man speaking into a microphone. Duration: 47:36.
- 2017 YF&R Final Four**
American Farm Bureau • 537 views • 3 years ago
Final four competitors in a simulated committee meeting with active discussion and participation on a predetermined topic.
Video thumbnail shows a woman speaking into a microphone. Duration: 46:47.

**Mock Discussion Meet
Individual Score & Feedback Form**

Participant Name: _____

POINTS	Total Pts _____	STRENGTHS	NEEDS IMP
Opening Statement (50 POINTS)	_____		
<i>Demonstrate knowledge of the issue, causes and effects (25 pts)</i>	____/25 pts		
<i>Show relevancy of issue and importance of finding solutions (25 pts)</i>	____/25 pts		
Analysis of Topic or Problem (150 POINTS)	_____		
<i>Explore, define and understand the problem or need (50 pts)</i>	____/50pts		
<i>Identify the causes of the problem or need (50pts)</i>	____/50 pts		
<i>Stays on topic throughout the discussion (50 pts)</i>	____/50pts		
Problem Solving & Implementation (200 POINTS)	_____		
<i>Identifying a variety of possible solutions (50 pts)</i>	____/50pts		
<i>Evaluating and comparing solutions for plausibility (50pts)</i>	____/50 pts		
<i>Test and project what appears to be the best solution(s) (50 pts)</i>	____/50pts		
<i>Identify ways FFA members can be involved in the solution (50 pts)</i>	____/50 pts		
Cooperative Attitude (100 POINTS)	_____		
<i>Actively listen to other participants (25 pts)</i>	____/25pts		
<i>Ask pertinent questions (25pts)</i>	____/25 pts		
<i>Seek and appreciate differing points of view (25 pts)</i>	____/25pts		
<i>Show courtesy and respect for other participants (25 pts)</i>	____/25 pts		
Closing Statement (100 POINTS)	_____		
<i>Demonstrate knowledge of the issue, causes and effects (25 pts)</i>	____/50 pts		
<i>Show relevancy of issue and importance of finding solutions (25 pts)</i>	____/50 pts		
Delivery (100 POINTS)	_____		
<i>Voice quality, volume and enunciation (25 pts)</i>	____/25pts		
<i>Desirability of sentence structure and word choice (25pts)</i>	____/25 pts		
<i>Professional appearance, poise while speaking and listening (25 pts)</i>	____/25pts		
<i>Show courtesy and respect for other participants (25 pts)</i>	____/25 pts		
TOTAL OVERALL SCORE (700 POINTS)	_____		

OTHER IDEAS OR SUGGESTIONS _____

Round: _____ Room: _____
 Overall Rank: 1 2 3
 Problem Solving Rank: _____
 Analysis Rank: 1 2
 Cooperative Rank: 1

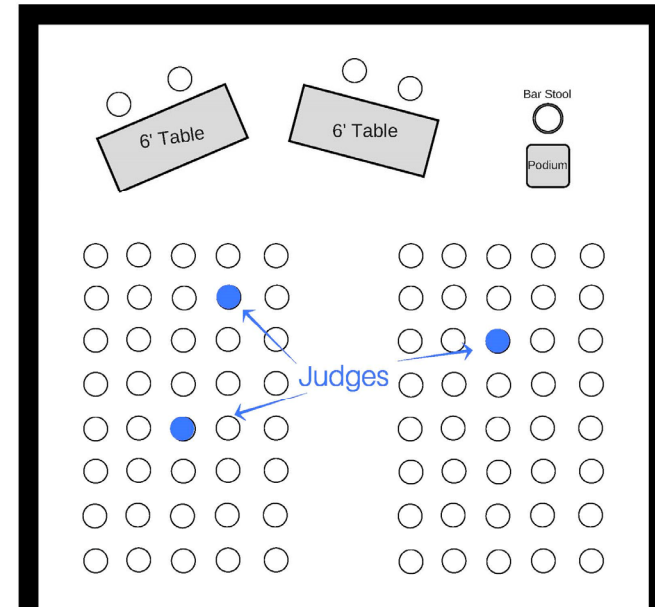
Discussion Meet Competition Checklist

Resources Per Competition Room:

- 4-6 competitors
- Moderator
- Timekeeper (can be combined with the moderator responsibilities if volunteers are limited)
- 3 Judges
- 2 Scripts (one for moderator, one for timekeeper)
- 3 Individual Score & Feedback Forms per Competitor (if using the rating sheet for official competitions, you'll just need one per judge)
- Stopwatch (can use timer on phone, if placed in airplane mode)
- Red Card
- Yellow Card
- Yellow Table Tent
- Competitor Name Cards
- Ensure the room is properly set using the seating diagram.

In addition to the competition room(s), you'll need a tabulation room where judges can finalize their score and feedback forms and the competition chair can organize results. The following resources are helpful in the tabulation room:

- 1 Competition Chair
- Extra Score & Feedback Forms
- Calculators
- Results Worksheets
- Paperclips or Envelopes to Organize Individual Feedback Forms
- Competition Prizes



Mock Discussion Meet Results Worksheet

Room: _____ Round: _____

Overall Rank:

Participant	Judge 1	Judge 2	Judge 3	Total

Tie Breaker 1: Problem Solving Rank

Participant	Judge 1	Judge 2	Judge 3	Total

Results:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Tie Breaker 2: Analysis Rank

Participant	Judge 1	Judge 2	Judge 3	Total

Tie Breaker 3: Cooperative Rank

Participant	Judge 1	Judge 2	Judge 3	Total

LOCAL/MOCK COMPETITION RESOURCES

Q & A



KANSAS FARM BUREAU

www.kfb.org/ffa

2019-2020 Competition Dates:

East Central: TBA

North Central: TBA

Northeast: TBA

Northwest: March 13, Colby

South Central: February 12, Udall

Southeast: March 25, Independence

Southwest: January 8, Garden City

State:

Round Robin Competition: May 4, Manhattan

Final Four Announcement: May 5, Manhattan

Final Four Competition and Awards: May 28, Manhattan

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