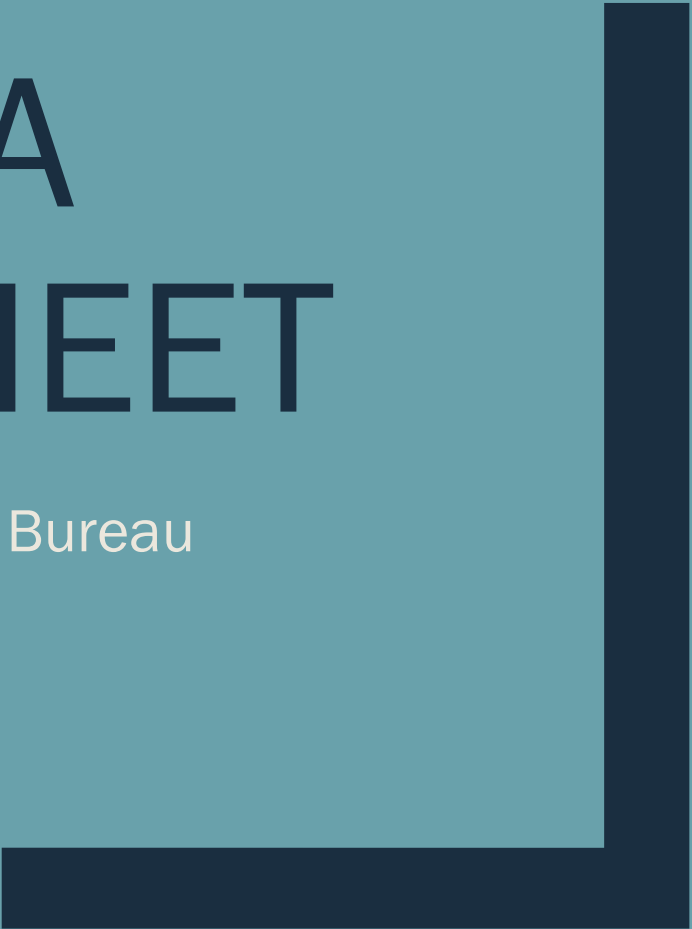




KANSAS FFA DISCUSSION MEET

Sponsored & Facilitated by Kansas Farm Bureau

[Insert Mock Discussion Topic]

WHY?



Why?

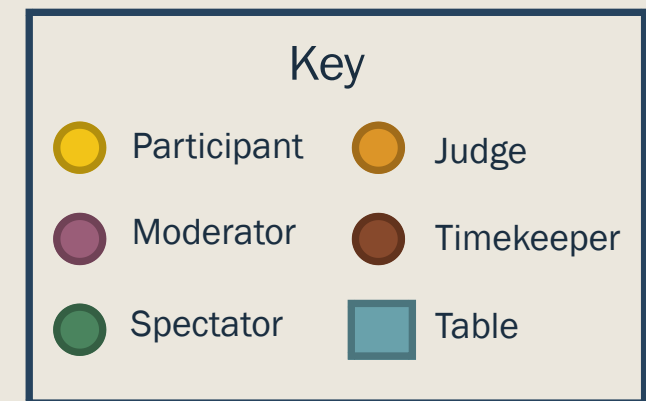
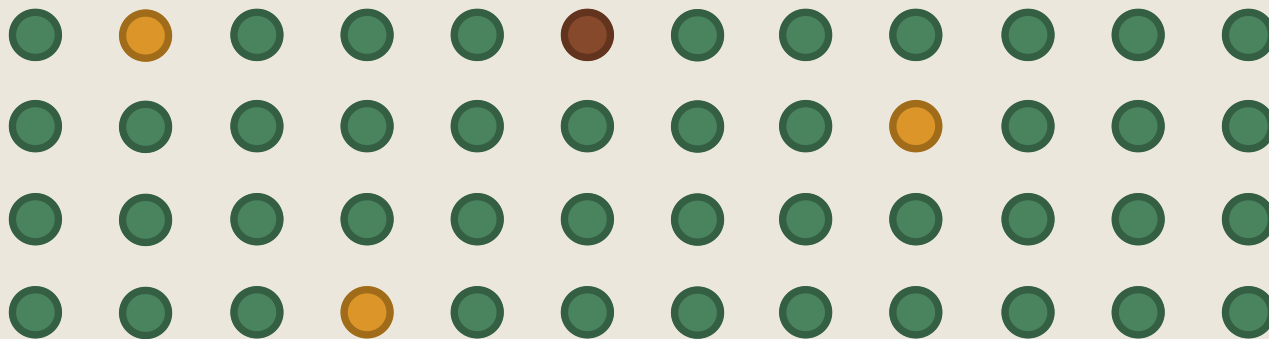
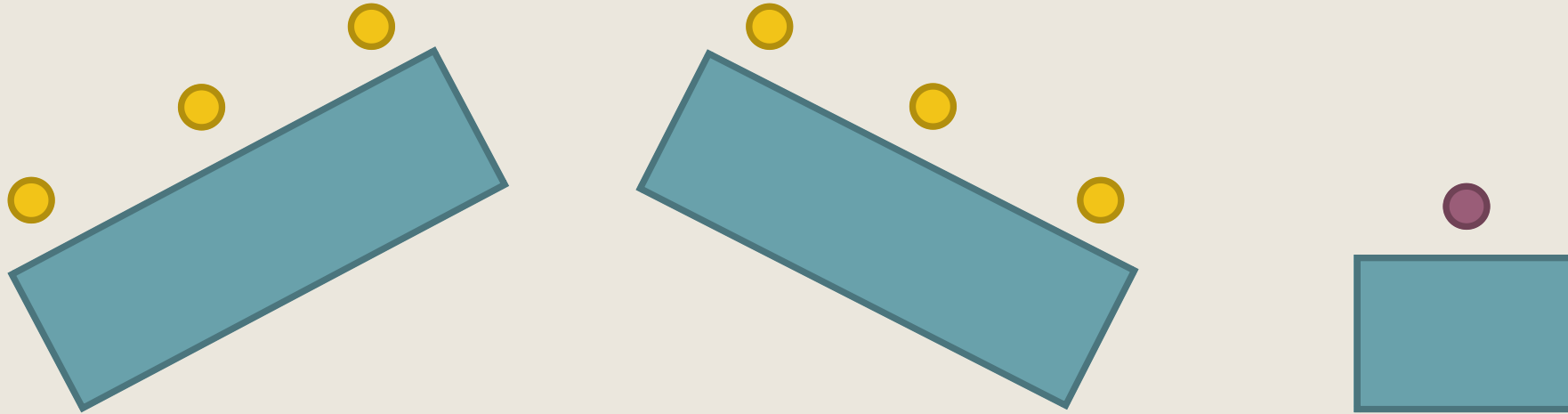
- Investment in students and future leaders.
 - Logical Thinking & Analysis Skills
 - Communication Skills – prepared, conversational, extemporaneous
 - Problem Solving Skills
 - Conflict & Discourse Skills
 - Engage FFA members in conversations about important topics for today's agriculture industry
- 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



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: 	Comp A Name:	Comp B Name:	Comp C Name:	Comp D Name:	Comp E Name:	Comp F Name:
Opening Statement (10 points) Defines problem; conveys importance and relevance; sets the stage for an interesting discussion; clear point of view; uses time wisely						
Analysis of Topic or Problem (20 points) <i>Has thoroughly researched topic(define and understand the problem); builds on the ideas of others; asks relevant questions; Identify the causes of the problem or need; Stays on topic throughout the discussion</i>	☐	☐	☐	☐	☐	☐
Problem Solving and Implementation (25 points) Leader in guiding the conversation to variety of possible solutions; test and project what appears to be best solutions; has achievable and specific plan of action; clearly defines how Farm Bureau and/or FFA is part of the action plan.	☐	☐	☐	☐	☐	☐
Cooperative Attitude (15 points) Active listener; shows grace, courtesy and respect to others; shows integrity especially when they do not agree; Seek and appreciate differing points of view	☐	☐	☐	☐	☐	☐
Closing Statement (15 points) Shows that they have listened to the conversation; develops relevant and realistic plans; memorable; Summarize discussion in accurate and organized manner						
Delivery (15 points) Interesting to listen to; animated; appropriate volume and tone; uses gestures and eye contact; confident and clear; professional appearance, poise while speaking						
Total Scores (Out of 100 points) *No Ties Allowed*						
OVERALL PARTICIPANT RANK (1 highest, 6 lowest)						

Judge: _____

Verified ____ Entered ____

PREPARING STUDENTS



WWW.KFB.ORG/FFA

Rules & Resources:

- 2025-2026 Competition
 - [2025-26 Discussion Meet Questions](#)
 - [2025-2026 Discussion Meet Questions with Sources](#)
 - [FFA Discussion Meet Leadership Development Event Rules](#)
 - [Rating Sheet](#)
 - [Judge's Guide](#)
- Competition Resources
 - [Principles of Cooperative Discussion Lesson Plan](#)
 - [Tips for Preparing for Competition](#)
 - [Student Prep Worksheets & Activities](#)
- Recordings of past rounds or competition advice
 - [2024-2025 FFA Discussion Meet Final Four Competition](#)
 - [2022 Discussion Meet Panel Recording - Past State FFA Winners & Competitors](#)
- DM Presentation
 - [Slide Deck PDF](#)
 - [PowerPoint File](#)
- Local/Mock Discussion Meet Resources
 - [Competition Checklist](#)
 - [Setup Diagram](#)
 - [Competition Script for Moderator/Timekeeper](#)
 - [Individual Score & Feedback Form](#)
 - [Results Worksheet](#)

Topic Resources

Sponsored by:



2025-26 Kansas FFA Discussion Meet Questions

FFA:

Programs such as Supervised Agricultural Experiences (SAEs), Career Development Events (CDEs) and Leadership Development Events (LDEs) are foundational to FFA's mission of preparing students for success beyond high school. As the agricultural industry evolves, so do the needs and aspirations of its future leaders.

In what areas could FFA expand or innovate to provide more fulfilling and future-ready experiences for students entering an increasingly diverse and dynamic agricultural workforce?

Agriculture Education:

The future of America's family farms and ranches depends not only on innovation and resilience but also on strong advocacy and informed policy. Agricultural education programs have the potential to bridge the gap between young agriculturalists and elected leaders.

What strategies can be used within agricultural education to foster meaningful connections with policymakers and highlight the importance of supporting the long-term viability of family farms and ranches?

Crops:

Gene-edited crops offer promising solutions for improving yields, enhancing climate resilience and supporting environmental sustainability. Yet, public concerns around safety, regulation and market acceptance continue to challenge their widespread adoption.

How can farmers and young agricultural leaders navigate these tensions to responsibly promote the benefits of gene-edited crops while addressing public skepticism and regulatory hurdles?

Natural Resources:

As stewards of the land, young agricultural leaders play a critical role in shaping the future of farming.

What innovative strategies or collaborative efforts can they lead to promote soil conservation and ensure sustainable agricultural practices for future generations?

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. Fifteen 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.
- **Facilitator:** Select 1-2 students to be group floaters. They will participate in the group discussion in both activity 1 and activity 2. The floater should be given the "Be Yourself" card for Activity 1.
- After everyone understands the activity, give Group A 10 minutes to discuss planning an upcoming FFA activity (FFA 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

CONSTANTLY 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 – OFFER 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?
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 Did the conversation lead to potential answers? 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.					
Interview	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 2-5 causes of the problem. Write the top 2-5 effects from the problem.

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

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 "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

DISCUSSION MEET PREP
FOR A TOPIC OR PROBLEM

TOPIC

DISCUSSION MEET PREP
PROBLEM SOLVING & IMPLEMENTATION

TOPIC

Take the problem that you drafted in the "Angles 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
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 rate to engage the audience?
- Are you slowing down and speeding up to bring emphasis to specific points?

TONE

- 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 comely 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 WORSE?

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

ACTIVE LISTENING RESOURCES & ACTIVITIES

SILENT LISTENING
One drawback of people with your 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://bitfluor.com/info-7965797-act/How-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://bitfluor.com/info-7965797-act/How-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 learn to listen 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.gpr.com/active-listening-games-adults-12035309.html>

INTERVIEWS
Have each team select a partner and give each person a rolecard. Each team has five minutes to interview his partner. After five minutes, have them switch and interview the other partner. The teams 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 teams get a chance to learn something about everyone and be active listeners to each player.
Source: <https://curriculum.com/active-listening-games-teenagers-12027327.html>

Past Competition Videos



Mock Discussion Meet
Individual Score & Feedback Form

Participant Name: _____

POINTS

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

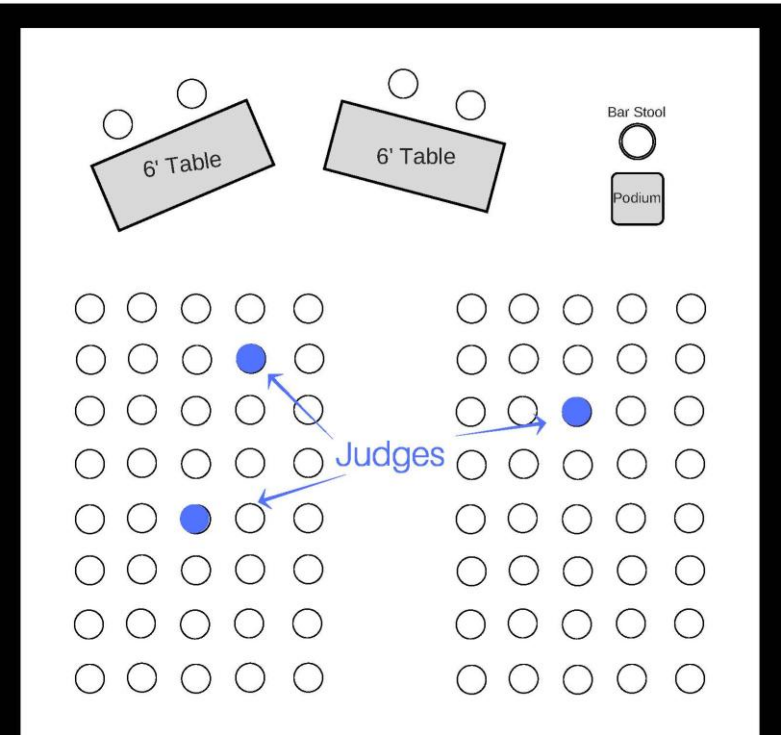
STRENGTHS

NEEDS IMP

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

Results:

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

Tie Breaker 1: Problem Solving Rank

Participant	Judge 1	Judge 2	Judge 3	Total

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

2025-26 Competition Dates

Northeast: December 10, 2025 (Perry)

Southwest: January 7, 2026 (Garden City Community College)

Northwest: January 26, 2026 (Hoxie)

East Central: February 9, 2026 (Burlington)

North Central: March 4, 2026 (Junction City)

South Central: March 11, 2026 (Cheney)

Southeast: March 25, 2026 (Caney)

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