## Recruiting a Team

* 1. *How to Talk with Teens*
     1. Get Personal
        1. Talk one on one. You won’t have much success when addressing a large group
        2. Get to know prospective quizzers ahead of time by being involved in teen functions.
        3. Use a teen on the team to recruit for you
     2. Don’t Beg
        1. Tell them that the team needs them
        2. Make sure they realize that quizzing takes commitment
  2. *Promote Quizzing Among Teens*
     1. Talk to as Many Kids as Possible
     2. Explain Advantages of Quizzing
        1. Travel all over Mississippi and to Tennessee for TNT
        2. Meet teens from all over the country; start new friendships at TNT
        3. Make boyfriends/girlfriends
        4. Get away from Mom & Dad
        5. Get to skip some school
        6. Learn more about the Bible
  3. *Promote Quizzing Among Prospective Quizzers’ Parents*
     1. Explain Goals of Quizzing
        1. Bible study
        2. Deepen or initiate a relationship with Christ
     2. Explain Benefits of Quizzing
        1. Develop Christian relationships
        2. Refine/develop study skills for school (school grades often improve)
     3. Explain Requirements of Quizzing
        1. Be truthful with parents—quizzing takes time and commitment
        2. Summarize approximate time teens need to spend with quizzing
  4. *Promote Quizzing Among Other Adults*
     1. Why?
        1. You will need help to make your job easier
        2. Allows you to miss a quiz if needed but still allow the team to go
     2. Who?
        1. Current and former NYI adult leaders/workers
        2. People like yourself
        3. Former quizzers
     3. Explain Aspects of Quizzing
        1. Travel
        2. Fun competition
        3. Building special relationships with teens
     4. Explain Goals of Quizzing
        1. Bible study
        2. Deepen or initiate a relationship with Christ
     5. Explain Benefits of Quizzing
        1. Develop Christian relationships
        2. Refine/develop study skills for school (school grades often improve)
     6. Explain Requirements of Quizzing
        1. Be truthful—quizzing takes time and commitment
        2. Outline approximate time needed
  5. *Organize*
     1. Make Plans For Your Program
        1. Establish what each practice will cover
        2. Select Tournaments you wish to attend
        3. Plan special activities for the team
     2. Organizational Meeting
        1. Once your quizzers are lined up, have an organizational meeting with them, their parents, and any adults interested in helping.
        2. This meeting should establish practice times, and perhaps the goals of your team.
        3. Explain the benefits of quizzing to the parents so they may become supportive of quizzing and not view it as just another activity
        4. Solicit parental support as chaperones, drivers, and fund-raisers
           1. Chaperones are needed for overnighters and cheerleading at quizzes
           2. Drivers will free you to work with team on the way to quizzes
           3. Fundraising events will pay for team going to District quizzes, TNT, etc.
        5. Explain approximate costs for each quiz event (gas, registration fees, hotel, etc.). Decide how it will be paid for.
     3. Plan a Kickoff Event
        1. Could be a pizza party, a lock-in, or dinner.
        2. Use it to explain what quizzing is and what it can do for teens and adults if you don’t have an organizational meeting.
        3. Make it fun or make it nice, but most of all make it special!
  6. *Commit and Follow Through*
     1. Don’t Give Up
        1. Commit to yourself to continue the program even if you start late or are slow to start a program
        2. It’s never too late to start. First quiz is a few weeks, but you could miss it and still be competitive in Nov. since we weight the material.
        3. Don’t skip first quiz.
           1. Use it as learning experience to prepare for the next quiz
           2. Each quiz mostly uses the new material, so you can be competitive even if starting in January!
     2. Communicate with Teens and Adults Participating
        1. Publicize practice times through the bulletin and pulpit announcements
        2. Personally remind quizzers, parents, and adults so they know you expect them to follow through on their commitments
        3. Follow up with those who missed the first practice and insist that they come to the next practice

1. **Financing a Program**
   1. *Fund-raisers*
      1. NYI Sponsored. Attend NYI council meetings (even if you not invited). Suggest the whole NYI run a fund-raiser with part of the proceeds marked for the quiz program
      2. Team Sponsored. Run a team sponsored fund-raiser to finance all trips, one special trip, or whatever your goals are.
      3. Examples
         1. Car washes
         2. Bake sales
         3. Quizathon or quoteathon in your church
         4. Candy sales
   2. *Parent Sponsorship*. Split cost among all teens going and request parents to pay for their teen’s share.
   3. *Church Sponsorship*. Prepare a budget and go to the finance committee or the board and request they finance the program.
2. **Show Teens How to Learn Material**
   1. *Study Methods*
      1. Straight Reading — least effective
      2. Triple Repetition — most effective
      3. Double Repetition
   2. *Outlines*
      1. Grid Outline
      2. Topical Outline
   3. *Keywords*
      1. Importance of Keywords — enables them to make faster jumps
      2. Make flash cards to learn the uniques (or more if you’re bold enough)
   4. *Using Question Book I (NPH yellow book) It contains:*
      1. Study commentaries
      2. Study explanations
      3. Study questions
   5. *Writing Questions*
      1. Why?
         1. Helps teens formulate the finish to prejumps in a quiz.
         2. Helps them to learn the material quicker and better
      2. How to write them
         1. Look for the answer first and then make a question for it
         2. Don’t change any words unless you have to
      3. Use them at practices along with the blue books
   6. *Reviewing Previous Material*
      1. Why review? — must keep old material fresh
      2. 3-5-7 Plan — an organized approach to reviewing
      3. How to review — use double review method
3. **Team Practices**
   1. *When?*
      1. Find a day and time convenient for you. You will be putting in the more time than anyone else..
      2. Plan practice for the same day each week
   2. *Where?*
      1. Find a central location if possible
      2. Find a room large enough to spread out. Good practices may have several things going on at the same time especially if you have a helper.
      3. Examples of good locations are church, your home, or rotating among quizzer’s home.
   3. *How Long and How Often?*
      1. Best practice length is usually 1 hour. Can be more.
      2. Should meet only once a week so that quizzing does not dominate the teen’s and your time.
   4. *What to Accomplish at Practices*
      1. Jump on specified material, both new and reviewed material
      2. Drills—quick jumps, fast questions and answers
      3. Strategies that will be used in a quiz (burning, jumping on a specific word, etc.)
      4. Covering specialties—memory, reference, context (do not focus too much on one speciality unless you are practicing with just the specialist)
      5. Use a variety of methods to cover material—written quizzes, quizzers asking questions, one on one drills, etc.
   5. *Materials Needed*
      1. Blue question book — for asking questions at practice
      2. Jumps seats
      3. Quizzer’s questions — for asking questions at practice
4. **Motivation**
   1. *For Quizzers*
      1. Get their parents involved and keep them involved
         1. Practice in their homes
         2. Involve them in practices
         3. Have them help on trips to tournaments, e.g. drive, organize, etc.
      2. Add variety to practices, e.g. have a quizzer ask questions, get the coach to jump. Don’t let every practice be the same.
      3. Incorporate fun activities during the year that don’t relate to quizzing, e.g.: after a quiz, go out for pizza or ice cream. Have a pool party, slumber party, skating party, any kind of a party!
   2. *For Coaches*
      1. You need to keep your motivation up. An unmotivated coach cannot motivate his quizzers
      2. If you feel you’re losing your motivation, stop and refine the focus of your program.
      3. Don’t concentrate on the results so much, concentrate on the experience.
      4. If you’ve let the program get off track, do your best to get it back on track. Then learn from your mistakes for next year!
5. **Resource Products** — Many are available to help you
   1. *Local Products*
      1. Keywords, 1–3
         1. What are unique, double, and triple keywords?
         2. Ensure quizzers underline keywords each week as they start learning new chapters
      2. Keyword Concordance — Helps you quickly identify whether a word is a unique, double or triple keyword.
      3. Memory Verse Prejumps
         1. What are they?
         2. Kids should learn them as they learn the verses.
      4. People & Places List — Can use these in drills to help kids learn about the people and places in the scripture.
      5. Context Products
         1. Old Testament quotes
         2. Questions asked by the writer
         3. Numbers mentioned
   2. *Nazarene Publishing House Products*
      1. Yellow Question Books — Should have one for each quizzer. Used in their studies. You should not use these in practices.
      2. Blue Question Books — Should have one for each coach. Use these in practices.
      3. Forms — Score sheets, line-up pads. You should get at least 2 score sheet pads and 1 line-up pad for the year.
      4. Rules — You need to be intimately familiar with rules. Your kids that are new to quizzing will ask lots of questions and you should have the rule book so you can properly answer them. Your kids should not come to a quiz without a good understanding of the basic rules.
      5. Concordance — Each coach should have one. A good tool to find where the quizzer is at when he is giving an answer.
      6. Scripture Portion — Very slim compared to what we gave you here but more expensive. Every coach and quizzer needs a Scripture portion, whether it is the slim or thick one.
      7. Audio CD's — To listen to the material when doing chores, driving in the car, etc.
      8. Quiz Leader’s Handbook — A valuable book to help any coach with his local quiz program. Only $7 and well worth it. Highly recommend it.
   3. *Assemblies of God Products*
      1. Student Workbook — A great tool for learning each chapter. The book includes goals, chapter overviews, commentary, insights, and written questions. Highly recommend it. Costs $4.50.
      2. Cassette Tapes — Audio cassettes of the Scripture are available for sale, and they are much cheaper than NPH ($7).
      3. Scripture Portion with Concordance — Bigger and thicker than NPH. Book is spiral bound. A nice product. Costs $6.25.
      4. Quote Cards. Nice product. Each verse is on a 2” x 3” card. $6.95.
6. **Be the Leader**
   1. *Be in Charge*
      1. Act as the focal point of information for your team and those traveling with your team
      2. Control the actions of your team; hold them responsible
      3. Direct the activities of your team
   2. *Be Responsible*
      1. Get quizzers to the proper area on time
      2. Be responsible for the conduct of your team
      3. Assist tournament directors any way possible
7. **Be the Coach**
   1. *Keep Score*
      1. Helps insure correct score is posted by official scorekeeper
      2. Allows you to make informed decisions about when to “send” quizzers
      3. Let’s the quizzers keep their focus on the quizmaster and not worry about the score.
   2. *Anticipate Possible Outcomes*
      1. Learn to anticipate what the other team might do to stop your team
      2. Learn how to stop the other team by sending, burning, etc.
      3. Anticipating means knowing the score and all the scoring potentials
   3. *Direct the Jumping*
      1. Directing the jumping is the same as the “game plan” in other sports
      2. Learn to know when to “send” a quizzer
      3. Let the quizzers know that you are the boss; they jump when you tell them to. Sometimes that means jumping on first word and other times to sit out the entire question.
      4. Hold your quizzers accountable for their jumping. If they jump when you say, praise them regardless of the outcome. If they don’t jump, discipline them (make them sit out, verbally “scold” them, etc.).
8. **Strategies in a Quiz**
   1. *Sending a Quizzer*
      1. What is it?
         1. It is controlling the “offense” of your team.
         2. Directing a quizzer to jump on a specific word or beat in the cadence of the quizmaster’s question.
      2. When Do You Send? This depends on the situation. You need to know your team and your opponents. The following are tips when to do it.
         1. **At the beginning of the quiz. Sometimes jumping very quickly will shake up the other team and cause them to jump too fast and get into error trouble.**
         2. On the first question. The team that scores the first toss-up question often wins. The advantage is in your favor if you do.
         3. **On question 15. If you have 3 or less team errors, go hard on question 15. Error points will begin to deduct only on question 16 or on the 5th team error. After question 16, errors can be very costly.**
         4. When the other team is on a roll. When teams get on a roll, you need to break it up and sometimes sending can do it.
      3. Why Do You Send?
         1. To control the offense of your team.
         2. To get quizzers up earlier. Many quizzers will “think on their seat and not on their feet” if you let them. But most can score if they “think on their feet and not on their seat”. Quizzers have 30 seconds to answer. They should think out their answer after the jump, not before it!
         3. To stop the opponents offense such as to stop a 30 point question.
   2. *When to Sit*
      1. When the win is secure. You do not need to balloon the score if the win is ensured.
      2. In some forms of quizzing, the quiz must end on a correct answer. So if your team has the win locked up, they should sit unless they know without a doubt what the answer is.
      3. When the other team is jumping so fast and are making errors, you team should sit or slow way down. You do not want your team sucked into jumping too fast just to get the jump. They’ll error if they do. Let the other team take the error.
   3. *Maximize your Score*
      1. Get the most bonus points you can; 3rd, 4th, & 5th quizzer bonus, perfect quiz outs.
      2. Insist quizzers attempt an answer for all bonus questions. Quizzes are won and lost on bonus questions.
   4. *When to Call Time-outs*
      1. Time-outs are used to discuss strategies, evaluate the situation, and to re-focus your quizzers. It is very important to keep your quizzers focused on the quiz.
      2. Call a time-out to break the roll of another team. When a team gets on a roll, taking a one-minute time-out can break their rhythm.
   5. *Maintain a Christian Attitude*
      1. Maintain a Christ-like attitude before, during, and after a quiz, regard­less of the outcome. Remember, you are an example to your quizzers.
      2. NEVER humiliate the other team—if you can’t lose, don’t continue to blow out the other team, continue to compete but go slower.
      3. Remember quizzing is more than just a competition. The ultimate goal of quizzing is to draw teens closer to Jesus Christ.
9. **Officials of a Quiz**
   1. *Quizmaster*
      1. Function
         1. Person who asks the questions and judges the correctness of the answer
         2. Sets the pace of the quiz. Through his question asking and judging, he controls the time each quiz uses. A good quizmaster can finish a quiz in less than 30 minutes.
         3. Keeps order in the quiz by enforcing the rules
      2. Qualities
         1. Impartiality. Judging the answers of all teams fairly and equally, use the same amount of strictness.
         2. Consistency. Reading all questions at the same rate of speed and stopping at the same point every time a jump occurs.
         3. Preparedness. A quizmaster needs to be familiar with the material so that he can quickly make an informed decision. The quizmaster can become familiar by reading through the material a few times the week before the quiz.
         4. Clarity. Reading clearly and loudly enough for all to hear.
         5. Decisiveness. The longer it takes you to reach a decision, the more uncertain you look, so never take longer than 1 minute to make your decision.
         6. Good Memory. Often may have to recall what was and wasn’t said
      3. Performance of Duties
         1. Reading of Questions. Begin each question by identifying the type of question, the question number, the word question, and then reading the question. For example: “This is a Book & Chapter question. Question number 3. Question. In what book…” Stop reading at the exact point a quizzer jumps. Recognize them and ask them to finish the question (if it is unfinished).
         2. Deciding the Correctness of an Answer. A quizzer must give you a question if told to do so and give an answer. The answer may be given first and the question need not exactly match the quizmaster’s question. As long as a question is given and the major points are covered, the quizzer should be counted correct. If the question or answer is incorrect, give the full question to the corresponding chair
         3. Handling Challenges. Determine if the quizzer’s argument merits overturning your original decision. Reverse the decision when:
            1. The quizmaster made a mistake (not hearing wrong info, etc.)
            2. The quizzer left out significant information
            3. The quizzer added erroneous information
         4. Enforcing the Rules. Ensure the rules are followed in every situation to prepare quizzers for future competition. Call fouls, errors, etc.
   2. *Scorekeeper*
      1. Function
         1. Keep official scoresheet
         2. Ensure score is accurate by checking with coaches periodically.
            1. 20 pts for correct toss-up question
            2. 10 pts for correct bonus question
            3. 10 pts bonus for 3rd, 4th, 5th quizzers answering a toss-up, for a quiz-out (4 toss-ups) without error
            4. -10 pts for error-outs (3 errors by one quizzer), 5th team error, errors on any question starting with #16, even numbered fouls, second overruled challenge
         3. Advise quizmaster of any fouls committed, quiz-outs, error-outs, or foul-outs
      2. Qualities
         1. Attention-to-Detail. Must keep close track of who answered, how many have answered per team, etc.
         2. In-Depth Knowledge of Scoring. Must know all scoring rules to keep accurate, up-to-date score.
   3. *Timekeeper*
      1. Function
         1. Keep time for all timed events. Examples:
            1. 30 sec for answering a question
            2. 60 sec for a time out
            3. 5 seconds for no one jumping after a question is read
         2. Advise quizmaster of any fouls committed
      2. Qualities
         1. Consistency. Be consistent in starting time for answering.
         2. Alertness. Be aware of jumping and time-outs being called.
   4. *Content Judge*
      1. Function
         1. Assist quizmaster in determining correctness of answers
         2. Assist quizmaster in judging challenges
         3. Advise quizmaster of any fouls committed
      2. Qualities
         1. Consistency in Judging. Judge everyone’s responses equally.
         2. Good Memory. Often may have to recall what was and wasn’t said
   5. *Foul Judge*
      1. Function
         1. Advise the quizmaster of any fouls committed
      2. Qualities
         1. Impartial
         2. Discreteness. Do not interrupt quizzer in middle of their answer. Wait until answer is done or between questions.
10. **Other Workers at a Quiz**
    1. *Statistics Team*
       1. Function
          1. Accurately track individual and team scores
          2. Determine individual and team standings
       2. Qualities
          1. Speed. Must be able to perform duties quickly. At a large tournament, many score sheets are coming in every 25 minutes. You must be able to collect & check scores; enter, sort, & print data within that time frame.
          2. Computer-Literate. Must be able to enter and manipulate data
          3. Meticulous. Must be able to accurately double check all score sheets
    2. *Director’s Aide*
       1. Function
          1. Assist director in administering tournament
          2. Gopher
       2. Qualities
          1. Speed. Must be able to perform duties quickly.
          2. Versatility. Must be able to many things at the same time.
11. **Why Do I Need to Know About Officiating?**
    1. *Coaches Are Officials*
       1. At Practices
          1. Quizmastering
          2. Timekeeper
          3. Scorekeeper
          4. Content Judge
       2. At Tournaments
          1. Coaches are sometimes used to fill in
          2. When teams combine, coaches act as officials
    2. *Recruiting Officials*
       1. For when you don’t have a team
       2. To explain to others how to be an official to help out at tournaments and practices.
12. **Basic Rules of Quizzing**
    1. *The Basics of a Quiz*
       1. 2 or 3 teams competing at the same time on the seats
       2. Questions are asked by a quizmaster
       3. Jump when you want to answer the question
       4. Seats determine who is the first to jump
       5. You have 30 seconds to finish question if necessary and give an answer
       6. If you error, the same question goes to the quizzer in the same chair on the other team
    2. *Composition of Quiz Sets*
       1. Length. 20 questions long
       2. Types of Questions. Each set has 11 general knowledge questions, 1 book and chapter or chapter and verse, 4 reference, 1 FTV, 1 FTVR, 1 Quote, and 1 Context. Explain each type.
    3. *Scoring*
       1. Positive Scores
          1. 20 pts for toss-ups
          2. 10 pts for bonus questions (define bonus question)
          3. 10 pt Bonus’
             1. For perfect quiz-out
             2. For 3rd, 4th, 5th quizzer answering
       2. Negative Scores (-10 pts)
          1. For line-up not being turned in on time prior to its quiz
          2. For error-out
          3. For every error beginning with question 16 and on 5th team error
          4. For even numbered team fouls and 2nd and 3rd individual fouls
          5. For 2nd over-ruled challenge or a challenge or rebuttal with erroneous information
    4. *Answering*
       1. Memory Verses must be word for word
       2. Your question and answer does not have to be verbatim as on the quizmaster’s paper except for memory
       3. Quizmaster must take your first answer—you can’t change your answer; you may only add to it.
       4. Multiple questions must be given as q, q, q, a, a, a.
       5. A quoted verse cannot be accepted as an answer unless the quizzer places extra emphasis on the part that is the answer
    5. *Age Restrictions*
       1. In Mississippi, 12 yrs old and up
    6. *Recent Changes*
       1. Preannouncing questions.
       2. Quick Rule is available and used in Mississippi
       3. Context questions
       4. Foul for leg jumping
13. **What Does It Take To Be A Quizzer?**
    1. *Commitment — Most important*
       1. To God
          1. That you will do your best to learn His word so that you may apply it to your life
          2. That you will share your knowledge of His word with others. Many times you will see others who are discouraged and something you learned in quizzing may help them. Be bold enough to share what you know with others.
       2. To the Team — Do your part to make the team successful
          1. Be there for all practices and tournaments regardless of what else is going on at home, church, or school.
          2. Support each other. Don’t cut down a teammate for an error, foul, or anything else. Congratulate each other for doing your best.
          3. Learn the material that you are responsible for.
          4. Listen to the coach. Your coach doesn’t always know best, but if you follow his instructions, you won’t be criticized.
       3. To Yourself
          1. Learn the material. It will make you more successful at quizzes.
          2. Set aside a minimum time each day to study.
          3. Look for ways to squeeze in quizzing in the spare minutes of your day.
    2. *Organizational Approach To Studying*
       1. Select a specified amount of time that you will study each day
       2. Pick a time each day to study
       3. Get the most out of the time you’ve committed to
       4. Organize how you will study
14. **Develop a Study Plan** (use the study plan in the Quizzer’s Handbook)  
     Day 1: Read (minimum: read through once)  
     Day 2: Outline/Keywords (minimum: fill in grid outline, list main points &  
     summarize, half of the unique keywords on flash cards)  
     Day 3: Question Book (minimum: Check mark method on every 3rd  
     question)  
     Day 4: Memory (minimum: 2 verses)  
     Day 5: Write Questions (minimum: 1 question for every 3 verses)  
     Day 6: Review old material (minimum: read through all chapters once)  
     Day 7: Review days 1–5 on current material before practice
15. **Where to Start**
    1. *Keywords*
       1. Uniques, doubles, triples
       2. Importance of keywords
    2. *When to Underline*
       1. Before starting your study plan, you must first underline the chapters you are studying. Note: Underlining does not count as part of your committed time for the day; it is extra!
       2. Break in books so they don’t fall apart at Galatians or Philippians, etc.
       3. Get out keywords and underline at least uniques. More if time allows.
16. **Study Methods**
    1. *Straight Reading*
       1. Reading straight through, concentrating on the phrases and keywords
       2. Audio CD Reading. Reading straight through while listening to the CD recording of the chapter. (Hearing the words helps reinforce what you read)
    2. *Triple Repetition Method*
    3. *Double Repetition Method*
17. **Outlines**
    1. *Grid Outline*
       1. Hand out Grid Outline
       2. These can be used for different things, e.g.; miracles, people, parables, main points, memory verses, etc.
    2. *Topical Outline*
18. **Keyword Flash Cards**
    1. *Why Do You Make Them?*
       1. Helps you learn keywords and their phrases
       2. Excellent tool for review, just look at the key word and try to come up with the phrase that’s on the back
    2. *How to Make Unique Keyword Flash Cards*
       1. Using Matthew 3, write unique keywords on one side
       2. Write associated phrase on reverse

(Note: Do as many keyword flash cards that time allows)

1. **Using Question Book I**
   1. *Question Asking*
      1. Have someone else ask you the questions
      2. Record questions and answer on tape, play back tape and press stop when you want to jump
   2. *Using the Checkmark Method*
      1. Put a checkmark next to each question you get correct.
      2. Contine studying until all questions have a checkmark.
2. **Writing Questions**
   1. *Why Should You Write Questions?*
      1. Helps You Prejump Questions By:
         1. Learning how to finish a question
         2. Learning proper question structure
      2. Helps You Learn Material
   2. *How Do you Write a Question?*
      1. Look for the answer first
      2. Write a question for the answer you selected
   3. *How many questions do I write?*
      1. Write 1 question for every 3 verses—3 questions in Ch 1:16-25, 7 in Ch 2, and 5 in Ch 3
3. **Reviewing Old Material**
   1. *Why Review Old Material?*
      1. Need to periodically review it to keep whole book in perspective.
      2. Helps you see similarities and differences between passages
      3. You will forget it very soon if you don’t review it
      4. We quiz on old material so you need a systematic approach
   2. *3–5–7 Plan*
      1. Read the last 3 chapters.
      2. Then read the last 5 (you will repeat reading the last 3).
      3. Then read the last 7. And so on.
   3. *How To Review*
      1. Read the material through
      2. Review keyword cards
      3. Review memory verses using flash cards
      4. Review your written questions
      5. Look at every fifth question in yellow book (or blue book).

Note: You can do steps 2 and 3 at times other than your normal study time. Use your flash cards on the way to and from school, at lunch, in the bathroom, whenever and wherever you have a few minutes to do some of them!

1. **Rules of Jumping**
   1. Fouls — Explain all fouls besides jumping fouls
   2. Errors — Explain what constitutes an error
2. **When Do People Jump?**
   1. When You Know It
      1. When you know the question and answer.
      2. This method is very slow.
      3. It will be difficult to be successful in quizzing if you only jump when you know it.
   2. When You Think You Know It
      1. This method is when you are taking a small chance that you will be able to figure it out.
      2. Also very slow.
      3. You will still not be very successful in quizzing if you are jumping with this method.
   3. When You Anticipate the Keyword — Also known as prejumping
      1. *Define Prejump* — Jumping before you know what the question is
      2. *What Is The Question Keyword?* — That word or words that lead you to only one possible answer. Generally it will be the verb in the question.
      3. *Analyze Question Structure* — Listen to the question and try to guess when the keyword is coming and jump at that point (before you hear the keyword)
      4. This is the fastest way of jumping. If your timing is correct and you are prepared (knowing at 95% of all questions asked), you will be extremely successful.
   4. When Your Coach Tells You
      1. Sometimes your coach will tell you to jump on the third word of the question or maybe the first word! As long as you jump when you were told to, it doesn’t matter whether you get the answer right or not.
3. **How to Jump**
   1. Basics of Jumping
      1. Center of balance as far forward as possible, you want the minimum movement possible to turn on light, etc.
      2. Positioning yourself for minimum movement
      3. No moving after getting set
   2. Demonstration
      1. Show different styles of jumping that you know.
      2. Show jumping fouls.
4. **Jump Practice**
   1. Get everyone on the seats. If you have too many, divide them into 2 groups to take turns.
   2. Let them try jumping on their own to find a style that suits them.
   3. Evaluate each person and offer suggestions on how to improve their jump
   4. Let them see their light on the quiz box. It will help them get a better feel on how to jump.

NOTE: Make sure you take enough time on the steps listed above to help everyone get a good feel on how to jump.

E. Ask Practice Questions — Make it like a quiz practice

1. **What Are Memory Verses?**
   1. Verses that have special meaning
   2. Verses that are well known
   3. Important to know them because there are 3 memory questions every round
2. **Memory Prejumps**
   1. What are they?
   2. Why learn them? — Helps you jump faster!
3. **Mark Memory Verses** — Make them do this step
   1. Underline Prejumps in black. This will help you learn the prejumps as you learn the verse.
   2. Highlight verses (caution: highlighters will bleed, use lightly)
4. **Memorization Techniques**
   1. Repetition Method—Explain it
   2. Phrase Method—Explain it, learn 3 verses as a group. Be sure to make them learn the prejumps with each verse.
   3. After learning your verses for the day…
      1. Write the verse from memory on a flash card. Highlight or underline the prejump on the card. Write the reference on other side.
      2. Be sure to check your flash card against the Scripture portion!
   4. Have them learn the rest of the verses on their own until time is gone

# Knowledge of rules

Test for thorough knowledge of rules

must know rules to challenge/appeal effectively

Scoring

Fouls (new rules)

Errors

Types and numbers of questions in a quiz

# Challenges and Appeals

Challenges issued for an error in judgement committed by quizmaster

Appeals issued for an error in procedure by quizmaster or others

Give questions and answer. Ask how they would rule and why. Make someone else take opposing view.

Questions to Ask

Q. How far is Jerusalme from the hill called the Mount of Olives?

A. A Sabbath day’s walk (1:12) Given A.: About ¾ mile (1:12 footnote)

Are answers given from footnotes okay? Don’t we request information from the footnote when we ask for references of OT quotes?

Q. Of whose resurrection did David speak?

A. The Christ (2:31) Given A: Jesus

Isn’t Jesus the Christ? Why should this or should not be wrong?

# Christian witness

Ethics in Quizzing

Is it right to:

win by more than 200pts, 250pts, 300pts?

Appeal on a technicality -- 96’s finals

Challenging when quiz is locked up

Challenging when you are obviously better than the other team

What do you do when:

your team is guaranteed a win

a questionable answer by the opposing team is accepted and you should by all rights win the quiz based on the current score, the lack of ability on the opposing team, etc.

Burning a Question

What is the difference between burning and being aggressive

Main ingredient is attitude and the history of that quizzer.