

Introduction

The question is always raised, "Why should I be involved in Bible quizzing?" There are so many things that are competing for the time of a quizzier that this question needs to be answered.

Bible quizzing can help develop a Bible quizzier's study habits and has the potential effect to raise the teenager's grade point average. Secondly, the potential to attend a Bible college and/or end up on the mission field increases for the teenager who Bible quizzes. Thirdly, and most importantly, the Bible quizzier can apply the spiritual principle of Psalms 119:9, 11: The young person who stays pure (cleansed) is the one who hides the Word of God in his/her heart; and they stay spiritually straight by heeding the Word of God. Bible quizzing is not a fool-proof way of keeping a person going strong for the Lord but it is one of the best ways to create the situations that will help lead to that end.

Coaches are the key to Bible quizzing. By taking an interest in who and what teens are, plus being positive and enthusiastic, the coach has the potential for making a real difference in a teenager's life. Teenagers will watch the coach to see what type of Christian life he/she leads. You as a coach have a discipling ministry!

This manual has been compiled to be an aid to establish and build Bible quiz programs. It is not an exhaustive discussion on Bible quizzing but it is a very good guide. Some of the information in this manual is adapted from 'The Coach's Manual' by Clyde Walker. If you would like to receive more information about Youth Challenge, Inc. Bible Quizzing, please contact us toll free at 877-854-3263.

Chapter 1

Philosophy of Bible Quizzing

A. What is Bible Quizzing?

Bible quizzing is a method for a teenager to read the Word of God and hide it in their heart. The quizzer can develop a systematic study of the Bible and learn how to apply the Word of God to one's life. Memorizing and meditating on the Word can become direct results of Bible quizzing.

Quizzing out of God's Word is fun, exciting and a way for even the non-athletic teenager to be involved in competitive activity. A quizzer does not need to have a certain height, weight or strength to have an advantage as in many sports. All the teenager needs is a desire to quiz out of the Bible and discipline to study.

Teens who quiz indicated they learn sportmanship, a deeper sensitivity for the Word, an increase in Bible knowledge, Christian unity, an increased concern for non-Christians, thinking under pressure and how to have a better walk with Jesus.

Bible quizzing gets the Word of God into the lives of teenagers and the results are everlasting. Time spent in Bible quizzing is well worth it.

Personal application of the Word through the Holy Spirit will develop a pure heart, good conscience and genuine faith (1 Timothy 1:5). Seeing a teenager's life transformed by the Holy Spirit working through the Word of God makes it all worth it.

B. Building your philosophy of Bible quizzing.

A quiz coach, discussing his team, said; "Our practice is designed to study and learn. I have no time for those who wish good times. My quizzers are taught to answer the questions perfectly, exactly as written in the Bible. I can't stand quizzers who beat around the bush with an answer."

This statement is a expression of a philosophy. It is a strict, no-nonsense, almost professional approach. It would have the tendency to make winning the highest priority and application lesser priority.

The following coach expresses another philosophy; "The coach needs to have a quizzer's heart – one that studies hard and never quits. Winning and losing are not the only part of quizzing. A quizzer's heart is one that cheers the other team, is happy when someone else gets a correct answer; loves the kids they lose to; loves the kids they beat; is sensitive to other people and wants to see other kids do well. I suppose that's when the Word of God really gets hold of a kid and he finds his greater joy is knowing the Word rather than just winning or losing."

This philosophy would tend to stress identification with the quizzers. Helping, understanding and giving yourself and your time would be included. Competition would be a secondary priority, with the major emphasis being application of the Word to life today.

Another coach says; "I try to convey to each of my quizzers that I have confidence in them. To stress how valuable the study of the Scripture will be to them all their lives, even if they do not answer quickly. I have great love and enthusiasm for quizzing, and I feel quizzers reflect the attitude of their coach."

This philosophy is very similar to the second one. Here emphasis seems to be placed on trust, confidence, enthusiasm and attitude. Again, competition is de-emphasized.

Each of these coaches has expressed a part of his Bible quizzing philosophy. Whether these are casual ideas or well thought out conclusions, reached after much soul searching, they still represent an approach that will be taken to Bible quizzing. They reflect a philosophy. All coaches have a philosophy that they follow – for many this will consist of a few fleeting thoughts, some of which will change from time to time. The necessity of a firmly established philosophy of quizzing must be considered by each coach.

In this next section, carefully consider the questions. Formulate your thoughts before reading through the section. Take your time. This will give your quiz program direction and clarity.

1. What is the role of the quizzer?

Quizzing is a ministry to those who have some basic willingness to study. Often quizzing is the motivation for some teens to get into the Word for the first time. They are drawn into the program because of the competition and they establish regular devotional habits as a result.

Each quizzer is a unique individual, divinely created by God to serve Him and love Him. Since quizzers do not come from molds, it would be impossible to view them collectively. It means a coach cannot attempt to

mold a team of identical quizzers, or expect the same response from all the quizzers.

We all have a sense or desire to be loved and to love along with the sense of accomplishment; doing a job well. Plus we want to develop self-confidence in the things we do. These emotions are built into us.

Quizzing can help to stabilize all three emotions. It can create a sense of belonging that can be exceptionally strong as the coach develops the concept of oneness in Christ. If personal Bible study and growth are emphasized it can produce a sense of accomplishment. For some, doing well in the competition satisfies the need for accomplishment. Self-confidence wipes away fear as quizzers learn to trust the Lord in the competitions. This trust can be transferred to other areas.

Intellectually, youth are developing the ability to think abstractly and to learn highly difficult material. There is a tremendous gap between the elementary school student and the college student in their ability to think abstractedly. The twelve through seventeen age range is where this development takes place. The younger the quizzer, the more help he will need with application. The older he gets the more creative he will be in his application of truth.

Teens are also developing the ability to think independently, to question the status quo, and to grapple with moral and ethical concepts. The Bible is the standard that can be used by the coach to help them deal with these issues. The theological issues quizzers confront in their reading can be challenging if brought into focus by the coach. Allow them the privilege of independent conclusions. Praise the 'new' discoveries they have made.

The quizzer is able to accept responsibility for their study, their performance as a quizzer and their personal growth. But they need direction. That is why they need a coach.

2. Why have quiz practice?

The purpose of quiz practice is to spend time in the Scriptures together and to improve quizzing skills such as jumping and learning the rules. The quizzers should understand what is being studied and be able to apply the truths of what they are learning. This also can be done by having the team share with one another what they have learned and committing all the applications in prayer.

Quizzers will need to have questions asked of them, learn to answer questions, develop their jumping ability and be encouraged. They need encouragement and one way of encouragement is to help them see how they are growing spiritually through the applying of Scripture. Sometimes you will be spending more time on one area than another but shoot for balance. Finally, use the time to pray for one another and be there to help teens apply the Word to their lives.

A sample practice could be as follows for an hour and a half to two hour practice:

- Clarifying current material 10-20 minutes
- Ways to apply the material (Bible study) 15-20 minutes
- Sharing, community, encouraging, praying 15-20 minutes
- Improving quiz skills 50-60 minutes

3. What is the place of competition in Bible quizzing?

The appeal of Bible quizzing to teens is mostly competitive. As one coach and her husband said, "You wouldn't be able to get most of these kids to study the Word in this depth without the competition." How true! Therefore, it must be concluded that the competition is very important.

How do you reconcile the strong Bible study emphasis of the adult leaders with the decided competitive approach of the quizzers? They must be kept in creative tension. They are both important. Even with the primary emphasis upon Bible study the competitive aspect cannot be ignored. They need each other. There would not be Bible quizzing without the competition.

Competition is a motivator. It is also a by-product, and a healthy one. All through life people face competition. You fill out a job application and you are in competition for that job. To move up the authority line at work you face competition. Competition causes us to strive to do our best and to be our best. It is an important part of life, and Bible quizzing can teach a teen to cope with the wins and losses of life. It can teach the proper way to win and the gracious way to lose. Because competition is important, quizzers should be given enough of it that it is a motivator. They should have the opportunity to quiz at least once a month. This should be a tournament type of competition where they will quiz more than once. If monthly quizzing is not possible, the competitions that are possible should be great events.

Inner-team competition will also help, but it is not a substitute for the real thing.

4. What is the basis of evaluation in Bible quizzing?

Christ measured success by the quality of the life and its effect on others. If the end product is to be a life transformed by the Spirit of God working through the Word of God, the measurement must be the same as the measurement Christ uses and how He lived.

Criteria for measuring personal success in the Bible quizzing ministry is:

- *"I am the vine; you are the branches. If a man remains in me and I in him, he will bear much fruit; apart from Me you can do nothing."* John 15:5
- *"His master replied: 'Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. Come and share your master's happiness!'"* Matt. 25:21
- *"Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is - His good, pleasing and perfect will."* Romans 12:2
- *"A new command I give you: Love one another. As I have loved you, so you must love one another."* John 13:34
- *"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law."* Galatians 5:22-23
- *"Do not let this Book of the Law depart from your mouth; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful."* Joshua 1:8
- *"Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you."* John 13: 14-15
- *"For it is God's will that by doing good you should silence the ignorant talk of foolish men. Live as free men but do not use your freedom as a cover-up for evil; live as servants of God."* 1Peter 1:15-16
- *"...and receive from Him anything we ask, because we obey His commands and do what pleases Him."* 1John 3:22
- *"And without faith it is impossible to please God, because anyone who comes to Him must believe that He exists and that He rewards those who earnestly seek Him."* Hebrews 11:6
- *"Jesus replied: " 'Love the Lord your God with all your heart and with all your soul and with all your mind.'"* Matt. 22:37
- *"Whatever you do, work at it with all your heart, as working for the Lord, not for men..."* Colossians 3:23

Chapter 2 The Coach

A. The Roles of the coach.

The coach is one the most important factors in a successful Bible quizzing ministry. Without him/her, it ceases to be a ministry and becomes only a program. The coach is the catalyst that unites the teen with Bible study, personal application and quizzing experiences into the dynamic of discipleship. This is not an easy or

speedy process, but then, Christ's discipleship program had its problems and it took three years.

1. Student. The coach needs to be a student in the Bible and quiz methods.

Generally the coach assigns one or two chapters a week from the book being studied. They encourage and expect the quizzers to study each day. The coach should be prepared to do the same. Their study, however, should take on a slightly different dimension.

The following is a guideline for studying:

- Read the portion in Scripture in the version that the quiz program is using.
- Note words or questions that may come up.
- Read from a good commentary.
- A Bible dictionary, regular dictionary and a concordance is handy; especially for key words.
- Write at least one question per verse. Write questions in as many ways as possible. You will develop your speed as you do more.

2. Teacher. Your preparation as a student will give you an excellent background to teach. Although much of your work is done by the quizzers as they study on their own, you will need to lead them along to a meaningful understanding and application of the material. A coach fails when they do not create a situation in which the quizzers have the opportunity to make meaningful applications of the Word.

All coaches hope their quizzers will apply what they are learning from Scripture. They pray to this end, and they enlist the prayers of the church family as well as the quizzers because they believe application should be the end result of Bible quizzing. But in reality, very little truth is applied compared to what is absorbed by the brain. Generally it is assumed that the reading, memorizing and studying that is done through quizzing will automatically result in application. But this is not true. A look at five levels of learning will illustrate the situation.

a. Rote learning – the ability to repeat something from memory without thought of meaning. This is the memorization level. Now, memorization is essential to Bible quizzing, but be aware of the dangers of memorizing without attaching any meaning. Quizzers memorize a great deal of Scripture during the year. As good as all of this may be, none of it assures application. It only assures temporary storage of information to be repeated in response to the right question. The Bible learned by rote is not likely to transform lives.

b. Recognition learning – In 'Creative Bible Teaching', Larry Richards used the illustration of a Michigan State University survey of religiously oriented college students to illustrate the problem of learning on the recognition level. 74% of the students tested agreed that "Christ died for the sins of mankind." Yet on the same survey only 38% agreed that "faith in Christ is necessary for salvation." They recognized the Biblical principle, but could not grasp its meaning.

Answers are learned, answers are given, but how many quizzers have a grasp of the meaning of what they are saying? They study for facts, and they are drilled on their knowledge of the facts. It is entirely possible for a quizzer to answer all the questions correctly and never really know what he is talking about. At this level of learning all that is required is that the quizzer feeds back the correct verbal response.

It is important that quizzers learn to recognize the facts of the book they are studying, but the coach-teacher must add to this importance by taking their quizzers to the higher levels of learning where application takes place.

c. Restatement learning – The majority of Bible quizzing knowledge is learned at this level. Most quizzers are able to restate what they have learned in their own words. A total reliance upon rote memorization and the ability to recognize certain Biblical principles would cause them to fall on their faces under stiff competition. The coach asking the simple question, "What does this mean to you?" can draw a restatement from most quizzers. This is a necessary learning level, and the first step in application. Larry Richards says, "Only when we have the ability to take a Bible truth, relate it to other ideas and values, and express that truth in our own words, have we begun to learn meaningfully." This is the level of understanding.

d. Relation learning – "While it is vital to understand the Bible as content, this in itself is not enough. The Word of God is more than information; it is a point of contact with God Himself. The crucial experience with God is that of response. To discern the appropriate response to a Bible truth we must see the relationship between that truth and our lives."

This learning level is the link between understanding and application. Here the quizzer sees a relationship between the Biblical principles he understands and life. John 14:27, "Let not your heart be troubled, neither let it be afraid," could create a response such as, "This means we should trust God to take away fear and nervousness when we are quizzing," or "I guess we shouldn't be afraid." He is able to apply the principle to life, but he has not yet made it his own. This can be a great excitement for the quizzer and cause him to want to hurry along to the time of application.

e. Realization learning -- This is a personal application. It is fine for a quizzer to memorize, to recognize Biblical principles, to understand to even relate his understanding to life in general. But it is reality when he makes the truth learned his own. When he can say, "I trusted God and He took away my fear and nervousness in that last quiz." This is the goal of the coach-teacher -- the application of the Word of God so that it produces transformed lives.

These five levels of learning move through the quizzer's mind, heart and life. The rote and recognition levels are exercises of the mind. The restatement and relation levels are where the Word is touching the heart. The realization level is where it all becomes practical -- where the life of the quizzer is changed by the Spirit of God working through the Word of God. It is at this level that discipleship takes place.

For many quizzers, learning never exceeds the restatement level. The first three levels of learning cover all the learning necessary to compete in Bible quizzing. A quizzer could be a top competitor and do no more than memorize, recognize and restate the Scripture in his own words. A coach could easily mistake for application what a quizzer is simply restating. The quizzer says, "I believe that this verse means we should trust God to take away our fears." Some would interpret him as saying, "I will trust God to take away my fears." Application does not take place until the quizzer trusts God to take away his fears.

3. Coach. Primarily the coach is a Bible teacher, but also he is the coach of a team with the visible objective of winning in quizzing competition. He would be amiss in his duties if he failed to help his quizzers become the best competitors possible. In addition to the knowledge and spiritual application that is essential to being top quizzers, there is the necessary ability in the fundamental quizzing skills.

a. Physical -- The coach must train his quizzers to jump. When the quiz master calls a question, the quizzer must tense his body and be prepared to jump off the chair with lightning speed as soon as he anticipates the key word. A quicker reaction time can be learned with an improved jump.

Eat and sleep right before quiz competitions. Do exercises to be physically in shape. During competition a team should practice jumping a few times when they go to the platform, then they should sit as comfortably as possible, take deep breaths and look at the audience to adjust to their presence.

b. Mental -- Mentally the quizzers need confidence in themselves. This is best achieved if they have studied hard and if the coach expresses confidence in them. No matter what happens, a coach should always be positive with his team at the competitions. If a quizzer makes a mistake he is usually discouraged. He needs your encouragement to bounce back.

What can you do about preparation prior to the competitions? Develop the team unity. Genuinely care for one another. Honestly build their confidence in themselves and stress the spiritual value they are gaining.

Give them a lot of inner-team competition. Create stress situations so they can be prepared for the pressure of competition. Praise them when they do well. Correct them in love when they do poorly. Make strong statements about their efforts and needs for improvement. If you must be judgmental, this is the place to do it -- not at competitions.

At the competition let them know that you care for them as people, that you are for them, win or lose, that the loss is not one person's fault. When the competition is over, let the team discuss the problems encountered during the competitions. They will bring up most of them. The coach should feel free to add his comments, but not in a judgemental way. If the team is well-balanced and everyone is doing their part the errors will be balanced with correct questions. No quiz is won or lost with one question.

4. Counselor. The times of defeat can be the greatest opportunity for you to help your quizzers. Defeat can be a great opportunity to help a team to spiritual maturity, but counseling opportunities arise nearly every week.

At the beginning of the year it is wise for a coach to suggest several ways of studying the Scripture, and take his team through some goal-setting experiences. It will only take two or three weeks to discover the effectiveness of the study methods or how practical the goals are. This is a good opportunity for a counseling session. Plan a specific time to get together with the quizzer to help him in these areas. Go to his home, take him for a coke, meet at the church -- but get alone. Show that you value him and that you really want to help him. Most quizzers will welcome this opportunity. Now do what you said you were going to do. Evaluate his study habits and make suggestions. Help him to set study goals for the coming week and then plan to evaluate his success after the next quiz practice. Teach him how to make personal applications so that the Word will be more enjoyable. Be sensitive to problem situations in his home, school, and church. Be prepared to help him improve these situations, or if that is not possible, to live with them.

Youth Challenge has many resources that are available to you as a coach to help in your counseling of teenagers.

At times it is harder to help a team that has won the competition than it is to help the losers. Much

more is expected of the winner. Losers have difficult problems. A coach must be sensitive to what these are and point the quizzers to the Lord.

5. An Example. Your walk with the Lord. How is it?

a. In Word -- What you say is very important. You must guard against criticism and the condemning attitude. It is easy to undo all the good that has been done with a slip of the tongue. James 3: 5-6

b. In Conversation -- The old English sense of this word is "behavior". Be careful that you do not talk about the spiritual aspect of quizzing as being the most important and then act as if the competition were the most important. Where are your priorities? Make sure that your words and behavior match.

c. In Love -- You have probably talked about loving one another. How about you? Does the coach love those lazy, negligent, fun-loving quizzers when he comes to practice and few have studied and he knows he has one hundred and one things to do? Does the coach love the other teams? Even the one that constantly beats his? What attitude shows when you lose? When you win?

d. In Faith -- Are you a coach of faith? Does your faith have a vital expression through your life? This will soon be evident to your quizzers. Do you have a relationship with Christ that is alive or just making it?

e. In Purity -- The coach must have pure motives. Do you want to see lives that are changed through the Word of God? You are working with young lives to mold them in the image of God. This cannot be done without pure motives.

f. In Unity -- The coach can show how important each team member is by the way the quizzer is treated by the coach. Teach how to win and how to lose, and that no one is better than anyone else no matter how well a quizzer does in a quiz. Scoring points do not determine our walk with the Lord. Build oneness in Christ.

B. The Coach's Qualities

A Bible quiz coach may be either a male or a female, but the best coaching team, if they had the qualifications, would be a husband and wife. One advantage to this team would be the ability to relate well to the sexes of the quizzers. In a situation of this type usually one or the other partner takes responsibility for quiz practice with the spouse lending aid during competitions. The gifts of the individual should not be neglected. A coach who can communicate well with teens and has a desire to teach the Bible should be chosen regardless of sex.

1. Desire -- At the top of the list is the desire to be a Bible quiz coach. This will make the ministry easier because of the inner motivation. However, under no circumstances should this be the only criteria. Everyone knows of a person serving in some ministry who believes he is especially gifted to work in that area, yet the person is not capable of the task. This desire should extend to a desire to communicate the Word of God. Bible quizzing is basically a Bible study program. The coach should desire to teach the Scriptures.

2. Sense of Purpose -- The coach should thoroughly understand the purpose of Bible quizzing. He should have a sense of identification in that he desires to see those goals met in the lives of the quizzers he will have the privilege of working with.

3. Enthusiasm -- The coach should be enthusiastic about the program, but not obnoxiously so. Enthusiasm is contagious -- let it be caught.

4. Drive -- Set a goal and strive for it. Drive is essential to get a team through the low spots of the quiz year. Right after competitions most teams seem to slow down. They also slow down near vacation periods. It will take continued drive on the part of the coach to stay with it during some of these periods.

Also, it will be necessary to fulfill all the roles of a coach and to prepare adequately for quiz practices. The temptation is to take your questions to practice and hope for the best. Be prepared!

Drive is another word for motivation. This means establishing your purpose for ministering in this area. After the motivation of the coach comes the motivation of the quizzers. It will be hard to keep them encouraged and enthusiastic about quizzing. Since many quizzers come into the ministry of Bible quizzing because of the competition, you will have to provide competition to keep the program interesting.

5. Stable -- The coach should be one who is stable in his Christian life and is a stabilizing influence during the ups and downs of the quiz team. The stability of the coach will help inspire the team to reach the goal.

6. Industrious -- The coach needs to be a hard worker. It will take hard work to study for practice and to write questions. An industrious coach will provide motivation through extra outings, special secret

practices, refreshments, or some other unique event. One team has gone to a motel for a weekend quiz practice. Another team plans for a special secret practice during each month. The team meets at a restaurant for lunch and then goes to a home, the beach, a park or some other place for practice that night.

7. Flexible – This is connected with being industrious. So many plans will be changed that you will have to work harder to stay ahead. Do not be so rigid that you cannot minister. You have to bend with the wind and keep up the enthusiasm.

8. Empathy – The coach must be able to feel with the quizzers – to identify with the various experiences of the quizzers. He must be a genuinely open and responsive person who cares about others, especially his team.

9. Sense of humor – This probably should have been second! Teens love to laugh. They will find things humorous in the Scriptures. They will laugh in embarrassment when they do not answer a question correctly. They will laugh when everyone else is serious. You must be able to laugh with them. One coach says that he finds humor the best way to help his team improve their quizzing skills. He will imitate the jumping style of his quizzers, or the way they answer a question. They will all have a good laugh and then he will give instructions as to a better way to jump or answer. Be prepared to laugh at yourself. Laughter is one of three tonics for team unity. The first is sharing. The second is prayer. The third is laughter.

C. The Coaches Responsibilities

1. Plan. The first thing is to predetermine a course of action. This section deals with an analysis of the problem and the early decisions that must be made.

a. Set Objectives – What is the purpose of Bible quizzing? What will your minor objectives be? What will it accomplish? What is your desired end result?

b. Develop a Course of Action – Decide how you will achieve your goals. When do you expect to reach your goals? Set times and dates for each objective so that you will know when these goals have been reached. You can make sure that you meet them by planning for them.

c. Establish Program Schedule – Decide what day of days you will meet for practice. How long will the practice be? Work out the full year's study schedule making room for periodic reviews, vacation periods and exam weeks at school. A phone call to the school your quizzers attend will get you that information in late August or early September.

Begin now to make a prospect list of the possible recruits for the quiz team. Will you form a team by personal invitation to teens to join? Will you write letters? Will you put an announcement in the bulletin? How will you let teens know that a quiz team is starting this year?

Think about the structure of your weekly quiz practice. Some teens want to know what you are going to do at the practice and what they are expected to do before the practice. Be honest and be encouraging.

d. Set a Budget – for your quiz team taking into account travel expenses and entry fee's to invitational, regional and national quiz tournaments. Remember to plan fundraisers to supplement these expenses throughout the year.

2. Recruit – Who should quiz and how do I find quizzers?

Any teen is a possible candidate to be a quizzer. Contact teens personally. Be excited and enthusiastic. Do not exclude a teen if that teen is a poor student, a troublemaker, or not athletic. Some of the best quizzers have been these types of teens.

Share with them what will be expected of them. At the first meeting or practice, let them look over the material or have an outline of the breakdown of the book(s) you are studying; like how much material will be covered at each quiz. Give them sample questions. Be positive. Show them the basics of jumping and let them jump off the quiz seats. Explain some of the rules. Many ministries have a quizzers breakfast or luncheon to introduce much of this to the potential quizzers.

Practice should be once or twice a week. This may depend on how often you have quiz competition between teams and the level or ability of the quizzers themselves.

You must know quizzing to help your quizzers become proficient. Talking with other coaches and quizzers will give some insight. Coach's clinics are held annually that you should attend to get the latest from experienced coach's. Contact Youth Challenge for the next clinic in your area.

Help your quizzers improve their knowledge, attitudes and skills. Make sure they understand what they are reading. Teach the Word and help them apply it to their lives. What attitudes come out in practice and competition? Do their attitudes glorify God? How is your attitude and actions during competition, coach? Your

walk with the Lord does a lot of talking.

3. Direct -- Bring about a purposeful action to reach your desired objective.

a. Delegate -- You can give assignments. Have them do a character study, trace Paul's journeys, learn something about the various cities mentioned, or some other special assignment. You might even have some of these assignments done as part of the practice. Hold the quizzers accountable. They are learning to be responsible people and this can help them if done tactfully. Have them help plan the special outing. Make them responsible for some of the arrangements -- they will enjoy it more if they helped plan it.

b. Motivate -- Persuade and inspire the quizzers to produce at a higher level. Motivate them to dig a little deeper into the Word and discover something that is especially for them. Challenge them with the excitement of quizzing.

c. Coordinate -- Relate the efforts of the quizzers to the goals of quizzing. The spiritual and competitive goals should be kept in mind. Help them to see how much they need each other and lead them to a real team effort.

d. Manage the Differences -- Problems will arise. When a team loses a quiz the temptation will be to blame one or more of the quizzers. Help resolve these conflicts. Let there be a time for developing team unity and have the team try and work out the inner team conflicts. They need to resolve the personality differences, and to develop the need to care for one another.

e. Manage Change -- Lead them into application of Scripture to their own lives and share what God is doing for you.

4. Measure -- This is the evaluation of your work. You have been pressing toward very specific objectives -- how close have you come? Did you reach them?

a. Determine Performance Standards -- The method of measuring your objective was determined in your early planning.

b. Test -- The competition goals are always tested at the various quiz meets. Many of the spiritual goals are tested at the same place. What changes do you observe? What changes are they talking about? What has God done for them?

c. Reward -- What is your reward to the quizzers who have produced in quizzing and who have come up to the spiritual objectives you have set with God? For most coaches they will not be giving anything monetary to the quizzers. For them, that would spoil what the quizzers have gained. Others will perhaps give a small gift as a token of appreciation. But the real reward will be in the effort exerted. The quizzers will have a deep sense of satisfaction because of the personal gain they have made in their Biblical knowledge and in their relationship with the Lord.

Chapter 3 Practice

When you picked up this manual, you were probably most interested in finding help regarding the conducting of quiz practice. You may have even turned to this chapter first. If you did, do yourself a favor and go back and read the first two chapters before you finish this one. Why? Because the two most important aspects of Bible quizzing are YOU and YOUR PHILOSOPHY. Your personality, your ability, your knowledge of quizzing and your personal philosophy all greatly affect how you conduct quiz practice. An understanding of your role as a coach and a thinking-through of your personal philosophy of quizzing will make this chapter much more valuable.

Now that you have read the first two chapters, you are prepared to take an in-depth look at quiz practice.

A. Setting up quiz practice

1. Time: Finding the right time to schedule quiz practice on a consistent, regular day can be a difficult job in a ministry whose schedule is already overcrowded. The important thing is to have a weekly quiz practice that is part of the regular schedule.

You will need to find a time period of one and one-half to two hours to do justice to all that you will want to accomplish. If this is not possible, you may want to split into two one-hour practices per week. One practice would then be for Bible study and the other would be for the development of quizzing.

The unified quiz practice, where both Bible study and quizzing skills are worked on, has the advantage of keeping the purpose of Bible quizzing clear.

2. Place: Usually the same location each week is the best.

3. Equipment: A very solid, well-balanced chair is needed for each quizzing. Folding or stacking steel chairs work very well if they are not the style that tip easily when you sit on the front edge of the chair. Avoid cushioned chairs. When working with the electronic jump equipment they can prevent accuracy with the jump pads. However, even without electronic equipment the hard chairs help develop a better “feel” for a proper jump.

The team practice should be held in a room large enough for the coach to be able to be at least ten to fifteen feet from the quizzers for simulated quizzes. This allows the quizzers the opportunity to work on reading a quiz

masters lips from this distance.

Electronic seats, while not essential, are a tremendous aid in developing a fast jump. These can be obtained from Youth Challenge.

B. Conducting quiz practice.

It is difficult to accomplish much at a quiz practice if your quizzers have not studied prior to the practice. Getting them to be consistent in their study habits will be the toughest motivation job the coach will face. The coach needs to know how to help the quizzers set goals and he needs a pocket full of study methods that he can use to help the quizzers find the best approach to the Scriptures for themselves.

1. Setting study goals: Since most people need a little more self-discipline in life and since most quizzers are not exceptions to this rule, the greatest help you can give your team in the early weeks will be in this area.

2. Study methods: Numerous quizzers have used the following study methods with differing degrees of success. Some may work for your quizzers just as they are written below. Others may have to be adjusted or used only as a springboard to other ideas. At least you will have some suggestions for them as they complete their schedule.

These study suggestions are given with the realization that they are just tools to understanding. Knowing the material is basic to an ability to quiz. If you impress this fact upon your team, the foundation for good quizzing is laid. Make sure each quizzer understands what he studies. Understanding the Word is the key to spiritual growth which is our primary motive in the quiz program. It is also a MUST for winning in competition. Effective study must attain a balance between personal and group efforts.

a. Find the best time for study - There is a time, whether it is in the morning, afternoon, or evening, when your quizzers will find it easiest to study.

b. Use spare time for study - Write the memory verses or questions on 3x5 cards. This way the quizzer can study the material while he is waiting for a friend, etc. A cassette recorder is another effective tool.

c. Follow a schedule - Consistent, systematic study is one of the keys for a successful Bible quizzer. A definite number of chapters should be studied every week, plus reviewing the previous week's material. Do not forget to include review along with the new material. Space it out. One suggestion is to divide the material according to the number of days. For example, if there are six days in which the quizzer must know seventy-two verses, then he must learn twelve verses per day, plus review.

d. Increase the pace of study after the initial study has been completed - It is suggested that the pace might be increased to include four chapters or more per week. This would include the chapters to be reviewed.

e. Review continually - Develop a system of review that would have you reviewing four or more chapters each week. One of these four should be reviewed in detail and the others casually.

f. The quizzer should seek to understand the material he is studying - This may be accomplished in various ways. Studying the passage from a commentary or working through a question and answer study book may or may not aid in the development of the quizzing skills, but they will aid in the development of the quizzer.

3. Study Suggestions

a. Read: This could be restated read, Read, and READ! Effective study involves transfer into the mind. This begins with the first reading and is not transferred until there is mastery of the material -- complete familiarity. It is suggested that at the beginning of the year the quizzer sit down and read the entire quiz book in one sitting. This will give him an overall familiarity with the direction of the book so that as he begins a chapter by chapter study he will sense the overall message of the book. This is essential to a meaningful understanding of the material.

The average teen can thoughtfully read most chapters in about five minutes. Each study week should begin by reading the new material through at least two or three times.

b. Restatement: When you have completed reading the new chapters, try to restate them in your own words. Try to hit the major points. Later in the week you may want to try and give a phrase, sentence or word about each verse. Notice the people -- who says what to whom? What is their relationship? What spiritual concepts are discussed in this chapter?

c. Outline: There are several possibilities here.

- Chapter thought - work on being able to give the general idea of each chapter. It may contain more than one thought, but try and reduce each chapter to one or two ideas. The word "love" would

describe I Corinthians 13; “vine” might be used for John 15; Acts 9 might be described by “Saul chosen”.

- Detailed outline - outline the chapter verse by verse. Break down each verse into as many points as possible. Try not to miss anything.
- General outline - write down the main divisions of each chapter and fill it in loosely with subpoints; just enough to keep the chapter straight in your mind.
- People outline - write down all the individuals and groups of people in each chapter. Include the events, activities and sayings of each person. When new things are learned about these people in later chapters, add it to your sheet on that person. This could help greatly when doing a character study.

When studying any book, a Who’s Who in _____ book could be made. Just write their name, place of birth, date of birth, relatives, activities, jobs, what happened to them, etc., on a single sheet of paper. New information can be added as it is learned. Not all the information listed above can be found for each person, but write in what you can. You might even have an artist in the group draw pictures of some of the people, or you might find some pictures in old Sunday school papers.

- Place outline - this is best done with a map. Trace Paul’s journeys from Acts or Christ’s journeys from the gospels.
- Miracles - list the miracles, mentioning what happened and all that was involved in these miracles.
- Parables outlined - consider the lesson they taught and whether they were explained. What did they mean? To whom did Jesus teach the parable? What is it about?
- Word outlines - take key thoughts or key words and work your way through the book. Try to take one word or idea from the beginning, the middle and the end of each chapter.
- Other outline possibilities - you might outline events, objects, numbers, days, lists, measurements, situations, etc.

d. Charts: Just about anything that can be outlined can be charted. One team discovered that the miracles of Jesus make a very effective chart. Each miracle was written on one page of two columns at the top. The right-hand column had an illustration of the miracle clipped from old Sunday school papers. The left-hand column had the portion of Scripture containing the miracle. Underneath both columns were the questions:

- -Who performed the miracle?
- -On whom was the miracle performed?
- -Where was it performed?
- -When was it performed?
- -Why was it performed?
- -What happened?

e. Make lists: If you are not comfortable outlining or charting, you may want to make lists of the more important things, such as important people, places, things, journeys, parables, miracles, repeated words, phrases, etc.

f. Write questions: This is an excellent means of finding out the who, what, why, when, where, and how of any verse. Question writing is covered in detail later in this chapter. Some of these suggestions should be shared with the quizzers.

When writing questions, use 3x5 cards. Write the question on one side and the answer and reference on the other. The teens can have their parents drill them or they can do it on their own.

g. Use resources: The quizzer could keep on hand the same aids that a coach uses in his study:

- -A modern paraphrase of the New Testament.
- -A copy of Webster’s dictionary.
- -A good Bible dictionary.
- -Concordance
- -A Bible study workbook
- -A good commentary.
- -Records or tapes of the Scripture portion.

h. Memorize: Every good quizzer should attempt to memorize those verses that are quote verses. These memorized portions will stay with you the rest of your life. Memory tends to consolidate permanently the studied facts. By committing the high points of the material to memory, you will be able to preserve the essence of the entire material for the rest of your life.

Having made your selection of the portions to be memorized, sit down and type these on 3x5 cards. Make sure to type the reference with the actual verse. Read the verse several times and then say it in your mind a couple of times. Carry the cards around with you and work on them at odd hours during the day -- on the school bus, at school, during TV commercials, etc. Other quizzers have found that they can memorize the entire book -- and eventually this is what happens with some quizzers.

i. Marking your Bible: Many teams find it helpful to use colored pencils, special notebooks and a color or symbol key to represent related or repeated ideas, words or phrases.

j. Sharing: Prepare something to share during the discussion time at practice. Write out questions on meaning and think about the passage. How has it helped you? What has impressed you in your study? What is the most important thing that has happened to you this week? This can be very valuable in making the passage personal.

4. Clarifying the current Chapter. If your quizzers have done their homework, this will not be a particularly difficult task. It is best handled by asking questions, such as a simple, but often helpful introductory question, "Are there any questions about the chapter we studied this week?" With quizzers who have studied, there will often be questions. Do not feel you need to know everything. It is okay to say, "I don't know." Check it out for the following week or let the teens study the question. Ask questions on passages where the teens might not understand what some of the words are or what the meaning is. Do not be the expert. Let the teens learn for themselves.

Use visual aids in clarifying material. If you were studying Acts and the journeys of Paul, you might use a large map and have the quizzers trace his journey.

One method which had been used effectively is to have the quizzers name the people in the book in their order of appearance. They are to name the chapter and tell something about the person. This helps them keep the chronology straight.

5. Applying the current chapter: It is the responsibility of a good teacher to help lead his quizzers into an opportunity for personal application in an individual way. This can be done by asking the quizzers to share what the passage has meant to them. How did the Lord speak to them? What has led them to change their lives? How can this passage be applied to life today? What truth(s) are being discussed or given in this passage?

Each teen may come up with one or several applications. Help them to implement one into their life that week. These applications should be tangible -- be able to measure their progress. An example is: I am going to read the Bible more. That is good but it will be difficult to measure whether the teen reads the Bible more. Rather, to say, "I will read the Bible ten minutes every day until the next quiz practice," will allow the teen to see whether he has carried through on his application.

Three basic steps in applications are:

- -The quizzer must be able to grasp the Biblical meaning of the truth being taught.
- -They must be able to relate the Bible truth to life situations today.
- -They must put that truth into practice in their own life.

6. Prayer and Commitment: This is where the application is sealed. Encourage your quizzers to share how they have applied the Scripture, or how they plan to apply it. Pray about it with them. This can be a time of team commitment to the Lord. As the team shares, both quizzers and coach, a unity begins to develop that will enhance the attitude and testimony of your team.

This may also be a time of praying for one another's burdens and praying about the problems incurred in quizzing or other matters important to your team. This can be one of the best moments of your practice if you allow the Holy Spirit to work.

7. Improving quizzing skills: This section will deal with a variety of things, and in no particular order. The goal is to cover the questions most often asked.

a. Competition. No one question is asked more than, "How can I develop a competitive team when we have little or no competition?" This is a difficult problem, and the most difficult part is motivation. The following are some suggestions for inner team competition.

- KING PIN is the favorite of many teams. It works with any size team and, as is true with the rest of these methods, it works best when the team has studied.

The chair at the far left is the King Pin chair. Regular questions are asked and when a question is answered correctly the quizzer moves to the King Pin chair. Once in that chair, he must answer five questions correctly to freeze the chair so that no one can take it away from him. When a quizzer moves to the King Pin chair, all the others slide down to the right, filling the empty chair. When a quizzer misses a question, the person on his right has the bonus opportunity. If the bonus is answered correctly, the two quizzers exchange chairs. When a

quizzers miss three questions from the same chair everyone below him moves up one chair.

There are a variety of ways this type of game can be played -- use your imagination and create some new rules. King Pin may be played on a time limit, after which two teams are formed. The top half of the line forms one team and the bottom half the second team.

- **ANONYMOUS:** uses your regular rules. Quiz your whole team against a team called anonymous. When your team answers a question correctly they get ten points. If they miss a question, anonymous gets thirty or forty points, depending on how daring you are. On errors the home team loses ten points. You might be surprised at how well anonymous will do. This will help develop accuracy by slowing the team down slightly.
- **REGULAR TEAMS, REGULAR RULES:** can only be done if you have enough quizzers. Most ministries do not have enough to make two full teams. However, there are many variations to this -- you can go as low as two members on each team and still get fairly good competition.
- **LONER:** can be very challenging to the whole team. Have one quizzer go against the rest of the team in a ten question quiz. The lone quizzer will be under the regular rules. The rest of the quizzers will form one team, but have different rules -- if they make an error, they will be out of the quiz. Otherwise, the regular rules apply to them as well. This will do two things; it will cause the lone quizzer to become very sensitive toward pressure and work hard -- he has only himself to depend on if he is going to win. The other quizzers will become very cautious. They will want to best the loner, but at the same time they will try to be sure they know the question before jumping.
- **CHALLENGE:** allows the quizzer next in line to quiz the one just above him for five questions and the right to occupy that spot. Most teams have the quizzers numbered 1,2,3,etc. Use this for the challenge system. If you do not number your quizzers until the end of the year, make an arbitrary list or run a couple of quizzes to determine the order. This will help your quizzers learn to withstand pressure. This could also be effective with King Pin.
- **ADVANTAGE:** give one team a sixty point advantage or give the other team a negative score.
- **DISADVANTAGE:** gives the team ten points for a right answer and minus twenty points for a wrong answer. The bonus could be worth five.
- **MULTIPLE TEAMS:** divide into three or more teams. Let each quizzer be a team by himself in a ten question quiz. This helps them study harder. If you are by yourself and you score nothing, you'll try not to repeat this the next week!
- **SHORT TIME:** cuts the starting time to begin answering a question to three seconds and the total answer time to fifteen seconds. Again, this helps them work under pressure.
- **REWARD:** offers a reward to the top quizzer of a particular day. Take them to a restaurant after the quiz. This is best if unannounced, but the quizzers know it is coming sometime. It also allows you the opportunity to get alone with one of your quizzers.
- **TIPS FOR CREATING YOUR OWN COMPETITION:** Quizzers need to be prepared to face pressure and to be competitive. If they draw back in competition, the results are obvious. Take the liberty of inventing new ways of scoring and competing. Quizzers need to know the rules for actual competition, but they need to find some enjoyment through a variety at practice. Some ways of helping them face pressure are:
 - Ask unusually difficult questions, even some deliberately confusing ones.
 - Set up imaginary dramatic situations, such as "this quiz is for the championship".
 - Use others as quiz master so they do not become used to one voice.
 - Make some bad decisions -- see if this throws the team and if they have learned to bounce back. (be sure to tell them what you did after the quiz)
 - Invite another team to come to practice, but don't tell your own team.
- **FINDING OTHER TEAMS FOR COMPETITION:** Organize a team of ex-quizzers from your college group. Often they miss quizzing and would like to do it again just for fun. If there are not enough ex-quizzers, get the few there are to organize a team and coach it. Include adults like moms and dads to quiz against the teens. Help the adults prepare for the quizzing.
- **OTHER DENOMINATIONS AND MINISTRIES:** If they are studying the same material, can be a source of good competition for your quizzers. There may be some differences in rules and perhaps even a totally different style, but you may be able to work out some compromise rules to get a good competition going.
 - b. Jumping.** Begin by committing your quizzers to a philosophy of good jumping. Nothing does more harm to Bible quizzing than individuals who jump like the wind, yet consistently error on the question. God's Word is a sacred thing and must be handled with care. By the very nature of the quiz format, errors will be made. But every effort should be made to keep the error percentage as low as possible. The less you know the material, the slower you should jump.

The full jump position should include the following elements. You should sit forward on your chair with your feet slightly in front of the forward edge of the chair and one foot slightly in front of the other, with about six inches between them. The body weight must be balanced over the feet. This means that when your leg muscles are tensed for the jump, only a minimal portion of your weight is actually resting on the quiz seat. Your balance in this position would be such that your coach could pull the chair out from under you without causing you to lose your balance. Therefore, maintaining your center of gravity directly above the base formed by your feet is very important.

At the full jump position, your first motion should trigger the quiz light. This means that the first part of the body that moves should be the quizzers bottom. Many quizzers with apparently fast jumps are seldom up first in a official quiz because the first part of their body which moves is the head or the shoulders. These parts move after, not first. This is very important. This extra movement can trigger a good jumper to react and even beat the quizzer who has the extra body movement.

Since there is a wide difference in jump styles, in body builds and, of course, a basic structure difference between the male and female body, it is impossible to define the exact way in which this initial jump motion should be made. Find the best form for yourself that will allow you to snap off that chair. The more sensitive the quizzers sits on the seat, the less body motion will be needed to trigger the light.

Since questions are designed around a key word, the goal in jumping is to have the body react the moment the mind recognizes the key word. When a quizzer assumes the full jump position, he should concentrate on the quiz master. Keep the eyes riveted on his lips and try to anticipate what he will say next. As he utters the key word of the question, the quizzer should snap off the chair automatically, while still listening to the quiz master. In this way the quizzer will pick up the last syllables given. Remember, once the light is triggered, the quizzers must continue to jump to a full stature.

c. Quiz Practice Study Methods. Coaches are always looking for new ways to help their quizzers remember the material or for new review techniques. These ideas should help.

- **Dramatics.** Role playing or charades can be used to have the quizzers act out a particular event or character from the book.
- **Visual Aids.** The chalkboard, charts, maps, time lines, flip charts, overhead projector or tape recorder can be used to illustrate various points or for the quizzer to work on himself.
- **Assignments.** The coach can give assignments, either to be completed at home or to be worked on at practice. Do a character study, map out Paul's journeys, do a word study, write out the "I am" of Christ.
- **Study Questions.** Study questions can be distributed for the quizzers to go through and underline the key word. Then they should add a slash mark at the place where they think they should jump. Discuss this as a team.
- **Special Quizzes.** The coach may use a single word, place or object as the question with the quizzers responding with the right chapter.
- **Key Words.** A key word may be given with the quizzer telling the events surrounding that word. Short quizzes on key words can be very helpful. this can also be reversed. Give the situation and have the quizzers give you the key words.
- **Answers.** Start with answers and have the quizzers make up the questions that might go with that answer.
- **Unscramble.** A series of twenty quiz questions, characters, places or items may be given to the quizzers. They will place these in chronological order. This can be done with many things and helps the quizzers get the order straight in their minds.
- **References.** A major reference may be given after which the quizzers tell you what is in the verse.
- **Lists.** The coach may have the quizzers take turns giving the proper order of any list form the passage you choose. List it on the board as they give it to you or have it already made up on a transparency and reveal each new part as they correctly give it.
- **News Story.** The quizzers could write up a news story of one of the events in the book. It could be done in newspaper form or recorded on tape as an interview for a radio broadcast. Stress accuracy, but encourage some creativity. They might interview all the people involved in a story to get a clear picture of their personal feeling.

Chapter 4

Types of Quiz Questions

A. Quiz Questions

1. General. General questions ask who, what, when, why, where, or how. These are interrogative pronouns. These questions form the bulk of the quiz. There are two ways of writing these general questions.

a. Conventional Form. Here the interrogative pronoun or prepositional phrase is at the beginning of the question.

Example: Who will receive power? (Acts 1:8)

With what will you fill me? (Acts 2:28)

b. Direct Form. Here the interrogative pronoun is placed at the end of the question.

Example: A cloud hid him from what? (Acts 1:9)

2. Quote the Verse. These questions are selected by the Youth Evangelism Association and must be given word perfect in order to be correct. These questions are asked, "According to (book, chapter, verse), Quote."

B. Key Words

Coaches tell quizzers to jump or concentrate on the key word, but most new quizzers don't even know what the coach is talking about. The key word is that all important hinge on which the direction of the question depends. The key word is necessary to finish the question. Without that word, it would be a guess to get the question correct. Words that appear only once in all the quiz material are always key words. You may not be able to use them in a question because of their placement in the verse, but when you can, you can be sure that the focus of the question is from that particular verse. You may still have to determine whether it is a who, what, why, when or where question, but the verse determines which it is.

Let's look at Ephesians 3:8 for example, "Although I am less than the least of all God's people, this grace was given to me: to preach to the Gentiles the unsearchable riches of Christ." What are the key words? They are: less, least, unsearchable. The only time these words appear in any of the four books studied together, is right here. Anytime these words are used in a question, they refer to Ephesians 3:8. Now, you finish the question. I will stop at the key word. "I am less...?", "The least...?", "The unsearchable...?". If on the first question you jumped on "I am...?", you would have to guess on the answer. The word "less" needs to be in the question since it is the key word!

C. Guidelines to Writing Questions

Questions should not be written to split hairs – doctrinal or otherwise. They should be written to help a quizzers become saturated with the Word of God.

1. Keep Questions Short.

2. Keep Questions Simple. Each question should be easily understood and distinguishable from any other question when read in its entirety. Each answer should be short, too. The aim is to write simple questions. Use key words to distinguish between questions, keeping them as close to the beginning of the question as possible.

3. Word Questions Properly. Stick with the NIV wording as much as possible. Make sure your questions are grammatically correct and not confusing. This doesn't mean that the same order has to be followed.

- Nouns - The word used in Scripture should always be retained. Do not use synonyms.

- Pronouns - Pronouns referring to the readers (you, we, etc.) or referring to the author (I, in the case of Paul) should not be changed. Other pronouns which refer to persons, specific groups, or Deity can either be left unchanged or changed to the antecedent to which they refer. The deciding factors should be simplicity and clarification of the question. Make sure you use antecedents that are found in the verse you are working with.
- Verbs - Verbs need to remain in the Scriptural tense and form. Helping verbs will be allowed in questions that need such a verb in order to make the sentence grammatically complete and correct.
- Helping Verbs - It is important that helping verbs be left in their original state when they are in the verse.

4. Keep Questions Directly Related to the Material. Questions should only ask for answers which can be given from the Scripture being studied. Therefore, no questions based on doctrine or inferences should be used.

Chapter 5

Personnel Necessary To Run A Bible Quiz

A. Quiz Master

1. Male or female who is an adult and has a working knowledge of the rules and Bible quiz material.
2. Should be able to pronounce well.
3. Handles stress well.
4. Enjoys working with teenagers.
5. If quiz mastering for the Youth Evangelism Association National Bible Quiz Tournament, the quiz master must complete the test that is available from Youth Challenge. It is an open book test that can be taken over and over until 100% is scored.

B. Scorekeeper

1. Loves to work with teens.
2. Primary responsibility is to keep track of the quiz and notify the quiz master of quiz outs, error outs, number of team errors, team bonuses, and points for individuals and teams.
3. Working knowledge of the rules.
4. Uses a scoresheet.

C. Timekeeper

1. Loves to work with teens.
2. Working knowledge of the rules.
3. Knows how to run the clock to be used in the quiz match.
4. Notifies the quiz master at various intervals of the quiz of different things. A quizzer has three seconds to jump after a question is finished or else the timekeeper calls time. Secondly, after being recognized, the quizzer has thirty seconds to answer the question or else the timekeeper calls time. Finally, in the first five seconds of being called upon, the quizzer has to say something intelligent like repeating all or part of what the quiz master just said or start the answer. If not, the timekeeper calls time. The timekeeper also notifies the quiz master of the end of the halves.

Chapter 6

Back to Basics: Quiz Tips

- 1.** Knowledge of the Word is the quizzers and quiz teams Power in competition. Study and memorize it.
- 2.** Perfect your jumping style. Find the jumping position that is most comfortable for you.
- 3.** Always keep in focus. Look at the quiz master and read his lips, anticipate the references and questions being given.
- 4.** Quizzers need to think continuously. Think as you are jumping and when formulating answers.
- 5.** Clean quizzing is a must. Know the Scripture and verbalize it correctly - no added garbage.
- 6.** The quiz team needs to be solid from quizzer one to quizzer seven. The team is only as strong as it's weakest member.
- 7.** Support within the team is the quizzers strength. Pray for one another and verbalize support. Remember, no one is perfect.
- 8.** Build quizzer endurance to last through the final rounds of tournament quizzing.
- 9.** Let the pressure of competition bring out your best quizzing abilities. Let it motivate and challenge you in tough quizzes.
- 10.** You must believe that you can achieve a goal before it will happen. Believe in yourself and your quizzing abilities.

***** The most important quiz tip is to keep the Lord the center of your life!!!!!!!!!!!!!!!!!!!!!!**