



# **Detroit Bible Quizzing Handbook**

**including**

## **Rules for League Competition**

[www.detroitbiblequizzing.org](http://www.detroitbiblequizzing.org)

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## Rules for League Competition

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## INTRODUCTION

Nine youths freeze in concentration. Not a muscle moves. Breathing slows. In various positions, they sit on the edge of their seats waiting for a key word to trigger a mental, then a physical reaction that will move them off their seats into a standing position. The judge, sitting in front of the nine young people, begins to ask a question. Before he can say three words, almost all of the quizzers react in seeming unison, but the electronic panel identifies only one of the them as first to respond. That quizzer walks to the microphone, completes the question and gives the answer. The judge rules the quizzer “correct,” and the audience and teammates break loose with cheers and applause.

This is “Bible Quizzing”: a team competition of knowledge and response! It is a program that provides an excellent incentive for young people to study the Word of God. Bible Quizzing is a ministry, currently attracting over 31,000 youth from more than 30 organizations and denominations. Youth across the nation are finding that Bible study and memorization can become an active part of their daily lives.

The results of Bible Quizzing speak for themselves:

1. Steady spiritual growth in the lives of young people;
2. Parents and friends coming into a relationship with Christ through the testimony of young people;
3. Youth committing their lives to full-time Christian ministry and effective lay-leadership positions;
4. Improved school work through improved study skills;
5. Increased friendships with young people from all over the nation who are involved in Bible Quizzing team competition; and
6. Growing and mature competition attitudes.

Dr. Robert Cook, the late president of The King’s College, said, “Experience has shown that students with [a Bible Quizzing] background make outstanding students, possessing a steadier set of values, a sense of purpose and drive, and a higher degree of spiritual development having become familiar with the Word of God.”

This is a program that encourages young people to study the Word of God. The Scriptures, as an integral part of young people’s daily lives, can and will be a strong force on our high school campuses, our churches, our communities and the world!

### 1.0 THE COACH

#### 1.1 Recruiting the Team—Some Helpful Hints:

- 1.1.1 Ask the pastor if he would be willing to preach a sermon on the importance of God’s Word in our daily lives, using Bible Quizzing as an example of how that can become a reality.
- 1.1.2 Place attractive recruiting posters in visible locations in your church.
- 1.1.3 Place announcements in the church bulletin. Make sure you always report the results of your team’s competition during the season.
- 1.1.4 Ask the pastor to make announcements regarding the forming of the Bible Quizzing team. This serves as an endorsement that your church is supportive of the team.
- 1.1.5 Arrange a demonstration to be presented to the youth group or Sunday School.
- 1.1.6 Have a recruitment party or afterglow (with lots of food). Show the Detroit Bible Quizzing promotional video and recruit members for the team.
- 1.1.7 Target individual youth in your church and personally, one-on-one, ask them to join the team. Take them out for pizza and talk with them. Food and young people go hand in hand.
- 1.1.8 Send a promotional letter to every young person in your church.
- 1.1.9 Use the video in home presentations (explaining Bible Quizzing to both youth and their parents). Often, parental support will go a long way to helping a young person decide to join.
- 1.1.10 Pray for God to move in the hearts of your young people to join and to get involved in God’s Word.
- 1.1.11 Encourage church leaders to attend a Bible Quizzing competition.

1.1.12 Make a Bible Quizzing competition into a youth group outing. This will expose other young people to the competition. Plan some fun-and-food activity as part of the day.

1.1.13 Publicize widely any participation of your quizzers beyond the local level. Encourage your team members to set their sights on national level tournaments (such as Chicago and World).

## 1.2 Practicing With the Team

Discuss the time and day of the practice with your team and determine the best time for everyone. The important thing is to make practice regular, weekly and a high priority. There is no substitute for this weekly time together.

At the first meeting of the team, when you are orienting the quizzers to the program, you should help them set study goals for the coming month. A month is a realistic period of study with which to begin. Do not plan a year's study schedule on the first day. A **MUST**: Have a study schedule ready to distribute at the first practice of the year and at the first practice following a competition. This schedule breaks the next competition's material into small "bite-sized" portions. Basically, you are dividing the material into approximately 25 segments for daily study, leaving a few days at the end of the schedule for review.

Train your team to realize that their success will rise and fall on the amount of effort put into it. There are no short cuts to mastering the material. It takes time and effort.

## 1.3 Practice Ideas

1.3.1 Have a quoting bee.

1.3.2 Go through all of your study questions.

1.3.3 Have the quizzers help you write a question concordance of that month's material. A question concordance is an alphabetized listing, by category, of all of the possible questions that could be written out of the given Scripture material.

1.3.4 Have creative competitions.

1.3.4.1 Anonymous—Place your whole team against a virtual team called "Anonymous." When your team answers a question correctly, it gets 10 points. When it misses a question, the anonymous team gets 20 points.

1.3.4.2 Divide your team into two teams for a regular quiz.

1.3.4.3 Loner—Have one quizzer go against the rest of the team. The loner will be under regular rules. The rest of the team will be under a different rule: a quizzer making an error will be out of the quiz. It should be a 10-question quiz.

1.3.4.4 Advantage—Give one team or an anonymous team a 60-point advantage to start the quiz.

1.3.4.5 Disadvantage—Give a team 10 points for a right answer and subtract 20 points for a wrong answer.

1.3.4.6 Short time—Cut the total answer time to 15 seconds.

1.3.4.7 Reward—Offer a small reward to the top scorer of a practice session.

1.3.4.8 Visiting team—Invite another team to join you for a practice.

1.3.4.9 Challenge—Challenge another group (Sunday School teachers, deacons, pastors, *etc.*) for a quiz of a particular month's material. Publicize this event and make the most of it.

## 1.4 Encouraging the Team

1.4.1 Make it a regular practice to send notes of encouragement to your team members.

1.4.2 Call your team members on the phone to encourage them and to follow up on the study schedule.

1.4.3 Spend some one-on-one time with each quizzer.

1.4.4 Learn how each quizzer responds to different motivation techniques.

1.4.5 Plan some team outings and activities that will help build team spirit.

## 1.5 The Coach's Duties During Competition

1.5.1 Your Lineup—Determine your team lineup and turn it in to the scorekeeper several minutes before your quiz. Find out in which position your individual quizzers are most comfortable. Some quizzers like to sit on the end, some in the middle, some next to a certain person, *etc.*

1.5.2 Keep the Score—Carefully keep the score of every quiz in which your team is involved. You, as the coach, must know “where you are” in the quiz. You must keep track of team errors, possible individual or team bonuses, individual errors, fouls, how far you are ahead, how far you are behind, *etc.* This is your guide to strategizing during the quiz.

### 1.5.3 Time-Outs

#### 1.5.3.1 When to Call Time-Out:

- When another team has gathered momentum against your team;
- When you sense that you need to break the tension on your team;
- When you need to give specific instructions to your team;
- When you wish to make a substitution.

#### 1.5.3.2 When NOT to Call Time-Out:

- NEVER call time-out when everything is going well;
- Early in the quiz—save your time-outs for when you really need them.

#### 1.5.3.3 What to Do During a Time-Out

Here is a list of suggestions from which to select:

- Pray with your team;
- Get your quizzers to relax. Tell them to stand and take a deep breath;
- Tell them where they are in the quiz: the score, number of errors, what they need to do, *etc.* It is the coach's responsibility to keep track of the quiz so that the quizzers can concentrate on responding and answering questions;
- Give specific instructions, as needed—coach each individual;
- Encourage your team—be positive! Win or lose, this is your team—always support them 100%; never be negative or destructive;
- Give team strategy.

## 1.6 Strategy

1.6.1 Meet with your team before the competition to discuss the schedule. Determine how you will possibly approach each quiz. Will you start fast or cautiously?

1.6.2 Assign the role(s) that each individual team member will play in the team (the leader, the reference person, the finish person, the situation person, *etc.*). An individual may have more than one role. Do not make your quizzers have to out-respond the other members of your team plus all the quizzers on the other two teams. Assign responding speeds for the various roles.

1.6.3 Assign responding speeds for normal circumstances. Do not have all three quizzers responding at the same speed. This is determined by your team's ability and preparation.

1.6.4 Know your competition. Know their responding speeds. Know what to expect.

1.6.5 Assign the speed at which your team will respond on toss-up questions. If points will not be deducted for an error, you can risk a fast response—if your team errs, the remaining team can only get 10 points.

1.6.6 Plan your free-question strategy. Only the quizzer who knows the answer “for sure” should attempt the free question. If no one is responding, then the captain must stand and make an attempt. You have nothing to lose at this point.

1.6.7 Do not answer a question that will cause you to lose the quiz. For example, if your team is 20 points behind and question 15B has come down to a free question to your team, just “sit tight” and let the 5 seconds expire. If you answer the question, the quiz ends with your team 10 points behind. If you let the question go, then you have an opportunity to respond on a 20-point question and tie the score.

- 1.6.8 Be aware of team bonus potentials, both yours and the other teams’.
- 1.6.9 Tell your team how they are responding on each question in regard to speed and personnel. Use some form of communication system (hand signals, flash cards, *etc.*).
- 1.6.10 Basic communications:
- Respond on first word—wanting to take a risk for some purpose
  - Respond two to three words—aggressive
  - Respond three to four words—safer approach
  - Respond when you recognize the key word
  - Listen to the entire question and then answer
  - Do not jump at all for any reason
- 1.6.11 Get your team’s input during certain critical situations. During a time-out, determine your team’s strategy.
- 1.6.12 During the quiz, make sure that you watch the actions and responses of the other two teams. You need to be aware of what the other teams are doing. Are they responding quickly or slowly?
- 1.6.13 Sit out the last question(s) if your lead is locked. Do not risk making errors and losing points. Check if other teams have bonus-point potential when deciding if your lead is “locked.”
- 1.6.14 If you are behind by 30 points going into the last question and not in a position to get bonus points, your only hope is for the leading team to make an error and lose 10 points. Your only strategy is to sit the question out (but do not look like you are sitting) and hope.
- 1.6.15 When quizzers have two errors, instruct them to sit tight until later in the quiz when you might need them.
- 1.6.16 Keep a “frozen” quizzers in the quiz to be available on toss-ups. Do not substitute for that person who is probably your best quizzers.
- 1.6.17 Always have someone make an attempt on free questions.
- 1.6.18 Until you have the quiz “locked up,” never “sit on a lead,” but you can slow up.
- 1.6.19 You must, in any way possible, get your team to completely obey your strategy decisions. If need be, take a quizzers out of a quiz if he or she will not do what you determine. Better to have only two quizzers in the quiz with both following your leadership rather than three quizzers with one not following.
- 1.6.20 You can take more risks if you do not have team errors. You have to be more cautious if you have team errors that are deducting points.
- 1.6.21 Know when to take risks. Certain situations arise in which you need to signal your team for a fast response. This could be either when you are winning the quiz and one more score will “put it away,” or it could be when you are behind and need a question. Make sure your quizzers know that this kind of situation is your call and not their responsibility if it results in an error.
- 1.6.22 Pray as a team before and after each quiz.
- 1.6.23 The captain of the team should always be prepared to lead the team when “your back is against the wall.” This strategy is called “the captain’s lead.” Everyone else “sits” and the captain “charges.”
- 1.6.24 Basic four-step “contest” format: (1) state what was said by the quizzers, (2) state what is actually written, (3) identify what the difference is between what was said and what is written, and (4) explain why this difference should change or not change the decision. To simply state that there is a difference between what was said and what is written without telling “why” is not sufficient for the decision to be affected.
- 1.6.25 You can build your knowledge of strategy by talking to veteran coaches, quizzers and officials, and by attending national-level tournaments. Find out what others are doing.
- 1.6.26 You may “err on purpose” to lock up a quiz. For example, on question 14A, if your team has less than three errors and a 40-point lead over a team that does not have bonus-point potential, you can jump at the first sound the quizmaster makes, take the error and limit the other team to a chance at only 10 points on question 14B. Then you can take at least a 30-point lead into the last question, knowing that the other team can get no more than 20 points.



## 2.0 LEVELS OF STUDY

The object of Bible Quizzing has always been and will always be to see young people spend DAILY time in the Word of God. Minimum standards must be established and kept by each team, and standards of excellence must be followed for those motivated to national competition.

### 2.1 Read Only

Read the material at the rate of one chapter per day for the duration of the study period. Reading must be done alone.

### 2.2 Read and Use Study Questions

Use the Read Only method plus review the study questions. Two options are:

- 2.2.1 Answer all the study questions in writing.
- 2.2.2 Write your own list of every possible question and answer.

### 2.3 Read and Master Questions

Review all study questions until you can answer them all without hesitation. This requires daily repetition.

### 2.4 Quote and Questions

In addition to the study questions, begin to make the actual material reasonably quotable, not necessarily word perfectly, but close.

### 2.5 Total Quote and Questions

Memorize the material and be able to quote it word perfectly without hesitation. In addition, be able to answer all the study questions with only three or four words given.

### 2.6 Total Quote/Questions and References

Be able to quote all the material, answer all the questions and give the Scripture references for the material.

## 3.0 READING STUDY METHODS

The obvious way to begin studying a chapter is by reading it. So that you not only get the general idea, but also start to remember some of the details, you may want a reading method which goes beyond the once-over-lightly routine. Try these on for size and pick the one that best fits you:

### 3.1 Straight Reading Method

- 3.1.1 Simply read through the chapter carefully and thoughtfully five times.

### 3.2 Triple Repetition Reading Method

- 3.2.1 Read verse 1 (of the chapter you are studying) three times.
- 3.2.2 Read verse 2 three times, verse 3 three times, verse 4 three times and verse 5 three times.
- 3.2.3 Now read verses 1 through 5 all together once.
- 3.2.4 Read verses 6, 7, 8, 9 and 10 separately three times each.
- 3.2.5 Now read verses 6 through 10 all together once.
- 3.2.6 Now go back to verse 1 and read straight through to verse 10.
- 3.2.7 Read verses 11 through 15 three times each, then read them together once, then go back to verse 1 and read through to verse 15.
- 3.2.8 Read verses 16 through 20 three times each, then 16 through 20 all together, then 1 through 20.
- 3.2.9 Keep doing this until you finish the chapter.

### 3.3 Double Repetition Reading Method

TIME SAVER—Sometimes you may want to use the Triple Repetition Method, but you may not have time to read the whole chapter that way. In that case, instead of reading each verse three times in a row, read each verse only twice in a row.

### 3.4 Listening Methods

There are several ways you can use your cassette, CD or MP3 player. Here are some of them:



- 3.4.1 Straight Listening/Reading Method—This is like the Straight Reading Method except that you listen while you read. In this way you not only see, but hear the words too and remember them more easily.
- 3.4.2 Pantomime Method—Turn on your player. As the verses are read, pantomime (act out) everything that is happening. Exaggerate! Do fun, crazy things to act it out!
- 3.4.3 The Half-Time Method—Listen to the material on a portable player anywhere, any time. When you get home from school, listen while you change clothes or while you eat your after-school snack. Listen while you wash dishes or while you baby sit. If you ever walk anywhere, carry your player with you, or while you ride your bike or drive your car.

## 4.0 MEMORIZATION STUDY METHODS

### 4.1 Fifteen Memorization Method

- 4.1.1 Read the verse through a couple of times.
- 4.1.2 Look up and try to say it. If you get stuck, check out the Scripture, and then go on.
- 4.1.3 When you can say the verse through without looking, you are ready to start memorizing it. (You thought you were finished, didn't you?)
- 4.1.4 Say the verse through as fast as you can, five times, without a mistake. If you make a mistake, start over.
- 4.1.5 Read the verse again to be sure you were saying it right. If not, do step 4.1.4 over.
- 4.1.6 Say the verse five times again without a mistake. Then say it five more times (which makes 15 times). If at any time you make a mistake, restart that set of five times through the verse.
- 4.1.7 Do the next verse the same way, then return to the first verse that you memorized to make sure you still know it.

### 4.2 Phrase Memorization Method

- 4.2.1 Read the verse carefully, making sure you understand its meaning.
- 4.2.2 Break the verse into phrases (usually punctuation marks do this well) and say each phrase several times, emphasizing words that are difficult to remember.
- 4.2.3 Read the entire verse again, concentrating on difficult parts.
- 4.2.4 Quote the verse five or six times, or until you can say it smoothly without error.
- 4.2.5 Review the verse about 10 times the same day you learn it.
- 4.2.6 Review the verse at least once a day for three or four days after you learn it.

## 5.0 REVIEW METHODS OF STUDY

Review is crucial to remembering what you have learned. To not review is to let a lot of your previous study go to waste. Here are two review methods—one to use after every chapter, and one to use three or four times during the year.

### 5.1 Three-Five-Seven Review Plan

Assume that you have just studied chapter 16. Now review the chapter which was three chapters before that: chapter 13. Then review the chapter which is five chapters before that: chapter 8. Then review the chapter that was seven chapters before that: chapter 1. Hence the name, 3-5-7 Review Plan. When the chapter numbers get high enough, it will need to become 3-5-7-9 Review Plan.

### 5.2 General Review

After studying one fourth of the chapters, take time out for a general review of all the chapters you have covered. Test yourself in each of the following areas:

- 5.2.1 Either write a chapter-by-chapter outline or a list of events in each chapter.
- 5.2.2 In years when situation questions are used (Matthew, Luke, John and Acts), update your situation question list and test yourself on your ability to complete the quotations and answer the situation questions.

5.2.3 Update your list for memory verses and test your ability to complete each verse and give the reference.

5.2.4 Repeat this general review after completing one half, then three fourths, then all of the chapters. In each case, review all the chapters you have covered.

## 6.0 ADDITIONAL METHODS OF STUDY

All the study methods so far have been to help you learn the answers to questions. The remaining study methods are to help you learn to anticipate the key word in a question.

### 6.1 Question Writing

One valuable way to study is to write your own questions. Writing questions probably does not help you to learn answers any more than studying questions does, but it does help you learn to anticipate and complete questions. It is really not important for you to write hundreds of questions. Once you have learned to write good questions, you are ready to quit writing them—because then you can see the possible questions when you look at a verse, and that is really what helps you to compete better.

In the average verse, there are four or five possible questions. Even though several questions may cover the same information, the way you anticipate and respond on each question is different. So it is helpful to be able to look at a verse and see the different questions that can come from it. To write a question, begin by finding the answer in the verse, then decide how to ask a question about it. Starting at the beginning of the verse, look at each phrase, each noun, each action verb, each adjective and each adverb to see if they can be answers to questions. Then write your questions.

### 6.2 Key Word Spotting

Key Word Spotting is to help you be able to respond faster. There is no way that you can ever learn to respond correctly without learning to spot key words. The key word in a question is the word which comes at that one place in the question where, for the first time, you can tell what verse the question is from. Your job as a quizzer is to learn to locate that key word and to respond at that place in the question. In a quiz, that means fast decision making under pressure. The key word will not be the same for everyone. The better you know the chapter, the sooner you will be able to respond. On some questions, the key word may be the last word, but by the end of the year, the key word in one of the very same questions may be the third or fourth word of the question. The key word changes as you get better.

### 6.3 Syllables Over

In your self practice, form the habit of going through this simple procedure:

6.3.1 Place a piece of paper over the question and answer.

6.3.2 Uncover a word at a time until you are able to recognize the verse and finish the material included in the question and answer.

6.3.3 Tell where it was that you actually responded.

6.3.4 Tell where you should have responded (the key word) and tell how many “syllables over” (too late) you were.

This heightens your awareness of where you need to improve and makes it possible to make real progress.

## 7.0 ANTICIPATION JUMPING

Anticipation is anticipating the key word; it is predicting accurately that the next word of the question will be the key word. Why anticipate? If you can tell that the next word of a question will give it away (be the key word), then you can respond just before the quizmaster says the key word, but late enough that he does not have time to stop before he says at least the first syllable of the key word. This means that you will respond before you know which question it is! If you can learn to anticipate accurately, you obviously can turn your light on many more times than a quizzer who cannot anticipate. Anticipating is the mark of the expert quizzer.

Before you can successfully anticipate, there is one thing which is absolutely essential: you must know the material. To anticipate successfully, you can not afford to take the time to decide if you know the answer; you must respond to the question only.

Responding to the question is important. Many quizzers, after having spent long hours in study and practice, arrive at a quiz only to be frustrated because they are unable to get their light on. Here are some helpful hints:

- 7.0.1 As soon as the quizmaster says, "Question Number 1, 2, 3, *etc.*," you must assume your full responding position. Concentrate!
- 7.0.2 Sit forward on the chair with your feet slightly in front of the forward edge of the chair. The body weight must be balanced over the feet.
- 7.0.3 Your first motion should trigger the light.
- 7.0.4 Keep your eyes on the quizmaster's mouth to pick up each word and sound.
- 7.0.5 Anticipate the question. Within the first three or four words, you will have enough information to complete the question and give the answer.

## Notes

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# RULES FOR LEAGUE COMPETITION

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## 1.0 STATEMENT OF PURPOSE

To effectively motivate young people to study and memorize portions of God's Word

## 2.0 INDIVIDUAL AND TEAM REQUIREMENTS

### 2.1 Eligibility

2.1.1 Any quizzer who is 19 years of age or younger before November 1 is eligible to participate for the entire current season.

2.1.2 The varsity division will be for quizzers ninth grade and up.

2.1.3 The junior varsity division will be for quizzers sixth grade to eighth grade. Churches have discretion to allow quizzers below sixth grade to participate. Ninth-grade quizzers have the option of competing in either division, except that ninth-grade quizzers with three years of junior varsity experience must compete in the varsity division.

2.1.4 The little league division will be for first grade through fifth grade. Sixth-grade quizzers have the option of competing in either division, except that sixth-grade quizzers with three years of little league experience must compete in the junior varsity division.

2.1.5 All teams must have completed a team registration before the first competition.

2.1.6 There will be a team fee and an individual quizzer fee as part of the registration process. These fees will be due before the first competition and are nonrefundable.

2.1.7 Rookie Definition

A rookie is defined as:

- 1) a person who has never quizzed before, or
- 2) a person who has quizzed 8 or fewer total quizzes in a prior season.

### 2.2 Team Composition

2.2.1 A team may have any number of quizzers.

2.2.2 At most, four team members—three starters and one substitute—may be designated to participate in a quiz.

2.2.3 The starting quizzers sit as a team in one of the groups of three chairs facing the audience.

2.2.4 The three starters are numbered 1-2-3 starting from the quizmaster's left.

2.2.5 Seating order, as well as the captain, alternate captain and coach will be designated on a written lineup submitted to the scorekeeper prior to the quiz. This written form is to be completely filled out showing full names.

2.2.6 If a team has fewer than three members, the team may still compete and may choose which of the three seats to use.

2.2.7 Each team must have one coach and may have one assistant coach. The coach and the assistant coach must be appointed by the sponsoring organization and must be present at each quiz. A substitute coach may be appointed.

2.2.8 Once the season has begun, organizations with multiple teams in a given division will not be allowed to interchange team members.

2.2.9 New quizzers may be added up to and including the February competition upon completion of normal registration procedures.

2.2.10 No quizzers will be allowed to change divisions or teams for the March tournament.

### **2.3 Captains and Alternate Captains**

2.3.1 Each team will designate a captain and an alternate captain.

2.3.2 If the captain leaves the quiz, the alternate captain serves as the acting captain.

2.3.3 If both the captain and the alternate captain leave the quiz, the coach will, if possible, appoint a new acting captain.

### **2.4 Team Uniforms**

Matching shirts as team uniforms are required at all quizzes.

### **2.5 Scheduling and Attendance**

2.5.1 Each team will be given a random number at the start of the season. These numbers will then be formulated into a schedule where each team quizzes every other team in the league once. After that, teams will start facing each other a second time. If the schedule requires that some teams face each other twice before facing all other teams once, the situation usually will be rectified in the next month of competition.

2.5.2 The local March tournament preliminaries are a part of the regular season schedule.

2.5.3 The assigned quizzing official will keep a written record of who has quizzed whom throughout the season.

2.5.4 Teams are expected to be at every quiz. If an entire team will miss a monthly competition, a call must be made to the quizzing official in charge of scheduling at least 7 days in advance of the competition. If notification is given after this period or no notification is given (“no-show”), each team involved will be fined \$15.00. The team will not be placed back on the schedule in following months until the fine is paid.

2.5.5 In the event of any absence (either team or individual), there will be no provision for makeup quizzes.

2.5.6 There will be no provision for schedule changing to accommodate teams or individuals leaving early or arriving late. The printed schedule of competition will be followed. Any adjustments in the timing will be announced.

## **3.0 BIBLE QUIZZING**

### **3.1 Bible Quizzing Competition Structure**

The season’s schedule of competition and events will be determined prior to the beginning of the season. Each team will be scheduled for a minimum of three quizzes per month.

All quizzes will be 3-team quizzes. A “no-show” will result in a 2-team quiz. If there are two “no-shows” in a given quiz, the remaining team will be assigned to another quiz.

### 3.1.1 Three-team Quiz Structure

#### 3.1.1.1 Regular Questions (Three Teams Participating)

Unless an error was made on the previous question, all three teams are eligible to jump on each question. If an error is made, the next question is asked to the two remaining teams. This question is called a toss-up question.

#### 3.1.1.2 Toss-Up Questions (Two Teams Participating)

After an error when three teams are participating, a toss-up question is asked to the two other teams. If the toss-up question is answered correctly, the next question is a regular question to all three teams. If the toss-up question is answered incorrectly, an error is recorded and the next question is a free question to the remaining team.

#### 3.1.1.3 Free Questions (One Team Participating)

A free question is asked to one team when two teams err consecutively. The question following a free question is always a regular question to all three teams.

### 3.1.2 Two-Way Quiz Structure

#### 3.1.2.1 Two-way quizzes begin on question number four.

3.1.2.2 Unless an error was made on the previous question, a question is to both teams and is called a toss-up question.

3.1.2.3 Following an error, a free question is asked to the remaining team. The question following a free question is always a toss-up question to both teams.

### 3.1.3 Effect of an Entire Team Erring Out

If an entire team errs out, the quiz structure does not change. Questions will be regular, toss-up or free as though the erred-out team was participating.

### 3.1.4 Question Numbering

All teams must be eligible to participate on question numbers 13, 14 and 15. Therefore, an error on question 12 is followed by a toss-up or free question numbered question 12A. An error on an "A" question causes the next question to be numbered "B."

### 3.1.5 Ending a Quiz

Quizzes end on question number 15 if it is answered correctly and if there are no ties to be broken. If necessary, the quiz will proceed past question 15 until a question is answered correctly and all ties are broken.

### 3.1.6 Breaking Ties

The following procedure will be used to break any ties which exist after question 15 (and, if necessary, 15A or 15B) has been completed and a question numbered 15 or greater has been answered correctly:

3.1.6.1 If one of the three teams is not tied, its place is declared and this team remains seated on the chairs, but does not participate in the tie breaker. The quiz then proceeds as a two-way quiz.

3.1.6.2 Single questions are added until the tie is broken by a correct answer. A and B labeling, toss-ups and free questions proceed as usual.

3.1.6.3 If a 3-team tie is broken and a 2-team tie remains, this procedure should be reapplied.

3.1.6.4 In the event that there is a tie at the end of a quiz and all possible quizzers are "frozen," thus preventing the normal breaking of that tie, all "frozen" quizzers will be declared eligible and the tie will be broken. Any quizzers who have erred out will not be allowed to reenter the quiz. "Unfrozen" quizzers can still err out if they commit their third individual error.

3.1.6.5 In the event that there is a tie at the end of a quiz and all possible quizzers have erred out, thus preventing the normal breaking of that tie, the quiz will be declared finished, with the tied teams being awarded the lowest available team position. (Example: A tie for second place will be given third-place team points.)



## 3.2 Quizmaster Procedures

3.2.1 The quizmaster will announce all specialty questions (memory, reference, situation) and which type before beginning the normal sequence.

3.2.2 The quizmaster will begin each question with the following sequence: "Question Number \_\_, Question." The sequence may be interrupted and restarted. Once "Question" has been said, the question is considered to be under way. From here on, this will be referred to as "From the time 'Question' is called."

3.2.3 The quizmaster will cease reading when the electronic equipment registers that a quizzier has responded.

3.2.4 The quizmaster will call on the first quizzier to respond, as determined by the electronic equipment.

3.2.5 The quizmaster will not repeat a question, even if a quizzier responds before the end of a question.

3.2.6 If a quizzier is obviously correct, the quizmaster will call that quizzier correct before the 30 second time limit expires.

3.2.7 Once a quizzier has given incorrect information, the quizmaster will immediately rule the answer incorrect.

3.2.8 The quizmaster will never ask the quizzier to give additional information (either in the question or answer).

3.2.9 The quizmaster will never cut a quizzier off while he or she is speaking.

3.2.10 During the 30-second answering period, the quizmaster will use the following prompts:

- After a quizzier completes the question, but before the answer is given, the quizmaster will tell the quizzier, "That is the question."

- If a quizzier has provided all of the information in the answer except the clarification of a pronoun present which is part of the answer, the quizmaster will ask, "Can you clarify [the word]?" or "Can you be more specific about [this word]?"

- On Memory Type questions, once the quizzier has quoted to the end of the required verse, if the quote is not yet correct, the quizmaster will say, "Give it to me again." This will occur as often as needed until the quizzier quotes the verse perfectly, the quizzier supplies material not found in the verse and is called incorrect, the quizzier changes the meaning of the verse through misquoting or the 30-second time limit expires.

- On a Situation question, if a quizzier finishes the quotation before answering the question, the quizmaster will say, "That is the quote."

3.2.11 During the 30-second answering period, the quizmaster may use the following prompts:

- If a quizzier answers the question correctly, but is missing information found in the question, the quizmaster may tell the quizzier, "That is the answer."

- If a quizzier answers the question correctly and completes the portion of the question which the quizmaster did not finish reading, but adds additional material not in the quizmaster's question, the quizmaster may say to the quizzier, "Don't say anything else." This enables the quizmaster to check the accuracy of the additional material without allowing the quizzier to add further information which may result in him or her being called incorrect.

3.2.12 During the 30-second answering period, the quizmaster will use no prompts other than those described in the two previous rules.

## 3.3 Answering

3.3.1 After a question is read, if no quizzier responds within five seconds, no one is permitted to answer.

3.3.2 A quizzier who responds before a question is finished must provide all the remaining material in the question and the answer. The quizzier does not need to give the material in "question-and-answer" form.

3.3.3 Answers need not be word perfect except on memory type questions.

3.3.4 Deity must be person perfect. Specific titles deemed significant by the quizmaster are required.

3.3.5 A quizzier may not quote from multiple passages when giving an answer. If, however, similar responses are possible (but does not meet the requirements for a reference question) the quizzier may quote

any number of verses in verse order in an attempt to correctly answer the question. This includes quoting in one verse and then going to earlier verses as long as the quizzier quotes back to the original quoted verse within the thirty-second time limit.

3.3.6 A quizzier who provides any incorrect information or information not found in the passage from which the question is written will be called incorrect.

3.3.7 Recognized mispronounced words are acceptable in an answer.

3.3.8 Nothing may be added to an answer after the quizzier sits down or the 30-second time limit expires.

3.3.9 If the first five words of a question are exactly the same as the first five words of another question from a different verse which is part of the Scripture being used as the basis of competition, the alternate question and answer will be accepted if the quizzier and/or the quizzier's teammates lead the quizmaster to the alternate reference or the quizmaster finds it through knowledge of the material or by using a concordance.

3.3.10 It is the responsibility of the quizzier, when answering, to speak clearly to be heard and understood.

3.3.11 When an answer contains a pronoun, the clarification of the pronoun may be required.

### **3.4 Time-Outs**

3.4.1 Each team is allowed two time-outs per quiz.

3.4.2 Time-outs are 45 seconds in length.

3.4.3 Only the coach or acting captain may call a time-out.

3.4.4 Only the coach and assistant coach are allowed to confer with the team during time-outs.

3.4.5 A time-out may be called after any question.

3.4.6 Only one time-out is permitted between successive questions.

3.4.7 No time-outs will be permitted once a specialty question has been announced.

3.4.8 A technical time-out may be called by the quizmaster at any time and will not be charged to any team. No substitutions are permitted during technical time-outs.

### **3.5 Substitutions**

3.5.1 Substitutions may be made only during time-outs, unless a quizzier who has erred out is being replaced.

3.5.2 Only one substitution per team may be made during each time-out.

3.5.3 A quizzier who has erred out is permanently out of the quiz and cannot act as a substitute.

3.5.4 A substituted quizzier, except one who has erred out, may return to a quiz.

3.5.5 A coach can take a quizzier out of a quiz without putting in a substitute.

### **3.6 Contests**

3.6.1 Any acting captain or a quizzier whose answer has been called incorrect may contest a quizmaster's decision on an answer.

3.6.2 Quizzers may not confer with the quizmaster, coach or other teammates before or during a contest. A quizmaster may refuse a contest from teams who have conferred with each other or their coach before or during a contest.

3.6.3 A contest must be made immediately after the quizmaster's decision.

3.6.4 All contests and rebuttals will be heard before a time-out may be taken.

3.6.5 After a contest is made, the quizmaster will give the other acting captains the opportunity to agree with or rebut the contest and/or provide additional information.

3.6.6 A quizzier whose answer was contested or that quizzier's acting captain may rebut the contest.

3.6.8 The quizmaster, with the assistance of the material judge, will rule on the contest(s).

3.6.9 A question itself may not be contested, although an acting captain or the answering quizzier may request that it be thrown out.

### 3.7 Thrown Out Questions

3.7.1 If a question contains erroneous information or there has been a serious mispronunciation in the reading of the question, the quizmaster may throw out the question.

3.7.2 Any acting captain or the answering quizzers may bring an erroneous question or a mispronunciation to the quizmaster's attention.

3.7.3 If a question is thrown out, it will be replaced with a question of the same category (regular, memory, reference, situation), and in the case of a reference question, of the same type (chapter-verse, chapter-only).

### 3.8 Fouls

The quizmaster may call a foul against a team for any of the following:

*Note:* Only the quizmaster may call a foul. Coaches, quizzers or fans may not ask the quizmaster to call a foul for something they see.

3.8.1 Communication between quizzers and/or their coach after "question" is called and before the final decision is rendered or, in the event of a contest, before the completion of the contest.

3.8.2 A quizzer responding after "question" is called, but before the quizmaster begins reading the question.

3.8.3 A quizzer starting to answer before being recognized by the quizmaster.

3.8.4 A quizzer's hands or feet touching the chair from the time "question" is called until a quizzer is called upon to answer.

3.8.5 A quizzer placing his or her jump pad on the front edge of the chair (which would cause the pad to fall after the jump).

3.8.6 A quizzer activating the light by lifting his or her leg while remaining seated.

3.8.7 Failure to submit a written lineup prior to the start of the quiz.

3.8.8 Continued discussion once the final decision to a contest has been rendered.

3.8.9 A coach, team or cheering section engaging in conduct that is not in line with Christian principles.

3.8.10 A quizzer attempting to "trigger" other quizzers into jumping by pretending to jump.

3.8.11 Any other infraction of the rules as determined by the quizmaster.

### 3.9 Review

3.9.1 A coach, and only a coach, may place a quiz "under review" when he or she feels that a rule violation has taken place and has not been settled correctly.

3.9.2 A review must be lodged before the next question begins.

3.9.3 The quizmaster will recognize the review and will attempt to work out the situation (under rule guidelines) with the coaches of the teams participating in the quiz.

3.9.4 If the problem cannot be resolved, the designated head officials will be consulted and a final decision will be made.

3.9.5 Once a quiz is completed, there is absolutely no further opportunity for review, verbal or written. The outcome stands.

3.9.6 A quiz can only be placed "under review" after the quizzers have followed normal contesting procedures, if applicable.

3.9.7 A review must be done in a respectful manner.

## 4.0 SCORING

### 4.1 Team Scoring

- 4.1.1 A correct answer when two or three teams are participating scores 20 points.
- 4.1.2 A correct answer when only one team is participating scores 10 points.
- 4.1.3 An incorrect answer to a free question does not count as an error.
- 4.1.4 A quizzer who correctly answers three 20-point questions “freezes” and can only participate to answer toss-up and free questions.
- 4.1.5 After making three errors on 20-point questions, a quizzer “errs out” and must leave the quiz. He or she may be replaced by a substitute without calling time-out.
- 4.1.6 A quizzer who freezes can also err out.
- 4.1.7 A 10-point bonus will be awarded for each of the following:
  - 4.1.7.1 A quizzer freezing without any errors; and
  - 4.1.7.2 The third or fourth team member correctly answering a 20-point question in one quiz.
- 4.1.8 Ten points will be deducted for each of the following:
  - 4.1.8.1 A team’s fourth error in a quiz and every subsequent error;
  - 4.1.8.2 A team’s second foul and every subsequent foul thereafter; and
  - 4.1.8.3 An error on question 15 and every subsequent question.
- 4.1.9 It is not possible for a team to have a negative score.
- 4.1.10 Team standings will be kept based on the following point structure:
  - 1st place in a quiz—10 points
  - 2nd place in a quiz—5 points
  - 3rd place in a quiz—1 point

One extra team point will be awarded for the following:

- 1st place with a score of 130 points or more
- 2nd place with a score of 100 points or more
- 3rd place with a score of 70 points or more

Two extra points will be awarded to the 10-5-1 team points when three team members each answer a 20-point question, regardless of the team’s finishing position.

*Note:* A team can receive either the 1-point bonus or the 2-point bonus but not both in one quiz.

4.1.11 In the event of ties for significant positions in team standings, the ties will be broken based on season-long statistics in the following order:

- head-to-head results based on team points (including any bonus)
- number of first place wins, but if there are no first place wins, then number of second place wins
- total points scored
- least amount of errors

### 4.2 Individual Scoring

In order to determine the winners of individual awards, the following guidelines will be used:

- 4.2.1 Individual standings will be kept based on total points scored. Error totals will break any ties for individual positions.
- 4.2.2 Free questions and freeze bonus points count toward the individual total.
- 4.2.3 Team bonus points do not count for any individual totals.
- 4.2.4 A quizzer with zero points and one or more errors will be listed in the standings ahead of a quizzer with zero points and zero errors.

## 5.0 QUESTIONS

### 5.1 General Rules

5.1.1 Questions may only contain words that appear in the verse or verses from which the question is drawn, an interrogative, and when a form of the verb “to be” is absent, the correct form of the verb “to be.”

5.1.2 Questions must be both grammatically and scripturally correct. The exception to this rule is that questions beginning with “what if” may be asked, despite being grammatically incorrect.

5.1.3 One of the following interrogatives must appear within each regular question: who, whom, whose, what, when, where, how, why, which, how long, or how many.

5.1.4 The placement of an interrogative is not restricted to a particular portion of the question.

5.1.5 A pronoun will not be clarified within a question.

5.1.6 Direct question and answer pairs from Scripture may be used.

5.1.7 Direct questions from the Scripture which are answered by rhetorical questions also appearing in Scripture are acceptable.

5.1.8 The percentage of specialty questions within a given packet of questions will be in line with the percentage guidelines of the World Bible Quiz Association. These percentages are 20% finish questions, 10% situation questions, and 6 2/3% reference questions. In years when situation questions cannot be asked, there will be 20% finish questions, and 6 2/3% reference questions.

Detroit Bible Quizzing has a 25 question packet, so there will be 5 finish questions, 3 situation questions and 2 reference questions (one chapter-verse and one chapter-only) in every packet.

All questions are randomly placed within the 25 question packet. Therefore some specialties may not be asked during a 15 question quiz.

5.1.9 All questions will be written from the Berean Study Bible.

### 5.2 Memory Questions

Memory Questions promote memorization of the key verses in a Scripture passage. For the following question types, except the quote question, the quizmaster will read up to the first five words slowly, with a noticeable pause between each word.

5.2.1 Finish This Verse: starts at the beginning of a verse and goes to the end of the verse.

5.2.2 Finish These Two Verses: starts at the beginning of a verse and goes to the end of the next verse.

5.2.3 Finish These Three Verses: starts at the beginning of a verse and goes to the end of the second following verse.

5.2.4 Finish This: starts after the first word of the verse and goes to the end of the verse.

5.2.5 Finish This and the Next Verse: starts after the first word of the verse and goes to the end of the next verse.

5.2.6 Finish This and the Next Two Verses: starts after the first word of the verse and goes to the end of the second following verse.

5.2.7 Finish This Verse and Give the Reference: starts at the beginning of a verse and goes to the end. Additionally, the quizzier is required to state the book, chapter and verse.

5.2.8 Quote Question: The quizzier is asked to quote a verse given only the book, chapter and verse reference. Quote questions will be read: “Quote \_\_\_\_\_ Chapter \_\_ Verse \_\_.” The quizzier will be required to complete the reference if it was not completed by the quizmaster.

To be called correct, a quizzier must perfectly quote all the requested material once from beginning to end before the time expires.

The quizzier may only quote material found within the memory question with two exceptions:

- The quizzier may quote past the end of the verse from which the memory question is drawn into the following verse; and

- The quizzer may quote material contained within one of the verses from which the memory question is drawn and is not a portion of the memory question. This is only applicable to Finish This, Finish This and the Next Verse, and Finish This and the Next Two Verses type questions.

### 5.3 Situation Questions

Situation questions promote an understanding of settings, emotions and chains of events. They encourage quizzers to memorize and attribute direct quotations, order events, explain motives and derive cause and effect. Situation questions are only written when the material is narrative in nature: either a Gospel or the book of Acts. Each situation question consists of a quote and one to three questions about the quote. The following are possible questions:

5.3.1 Who (said it)?

In the event that more than one person has said the quote (when a New Testament figure quotes an Old Testament figure), the answer will be the person to have spoken the quotation most recently.

5.3.2 To Whom (was it said)?

5.3.3 When (was it said)?

5.3.4 Where (was it said)?

5.3.5 How (was it said)?

5.3.6 Why (was it said)?

5.3.7 (What was the) Result?

5.3.8 In Reply to What (was it said)?

5.3.9 In Response to What (was it said)?

5.3.10 About Whom (was it said)?

5.3.11 About What (was it said)?

5.3.12 (What was the) Reply?

5.3.13 (What was the) Response?

The quote must cover only one verse and must start at the beginning of a quotation. Although the beginning of a quote that spans more than one verse may be used, the quizzer needs to quote only the portion of the quote found in the first verse. Answers to the situation questions may come from any reasonable number of verses from the same Scripture passage.

### 5.4 Reference Questions

5.4.1 If identical questions can be asked from more than one verse, and there is more than one answer from different parts of the material, a reference is applied to lead the quizzer to a specific portion of Scripture. If the identical questions come from the same chapter, a chapter-verse reference must be applied. If identical questions come from different chapters, a chapter-verse or chapter-only reference may be applied.

5.4.2 Questions that are exactly the same for the first five words or more should also be referenced. It is preferred that these be asked as chapter-only references, unless two or more questions beginning with the same five or more words occur within the same chapter, in which case a chapter-verse reference must be applied.

5.4.3 When answering a chapter-verse reference question, a quizzer will be called incorrect if he or she provides material outside the verse from which the reference is drawn, with two exceptions:

- A quizzer may provide the antecedent for a pronoun not contained within the verse from which the reference is drawn; and
- A quizzer may quote past the end of the verse from which the reference is drawn into the following verse.

5.4.4 Chapter-verse references will begin with: "According to \_\_\_\_\_ Chapter \_\_ Verse \_\_."

5.4.5 Chapter-only references will begin with: "According to \_\_\_\_\_ Chapter \_\_."



## 6.0 LEAGUE OPERATIONS

### 6.1 Officials

The following positions must be filled before the start of a quiz: Judge or Quizmaster, Material Judge, Technical Judge and Scorekeeper. One official may fill more than one position.

#### 6.1.1 Judge or Quizmaster

- 6.1.1.1 The quizmaster must know and understand all rules thoroughly.
- 6.1.1.2 The quizmaster must be familiar with the portion of Scripture being studied.
- 6.1.1.3 Questions must be read at a normal, conversational rate. Both hesitating and reading too quickly must be avoided, since they may cause inaccurate competing.
- 6.1.1.4 The quizmaster must read all questions at the same rate of speed, except “Finish” type questions which are read with noticeable pauses between words.
- 6.1.1.5 The quizmaster must render decisions firmly and consistently.
- 6.1.1.6 The quizmaster is responsible for calling fouls.
- 6.1.1.7 The quizmaster must maintain a positive attitude toward the quizzers.
- 6.1.1.8 The quizmaster must keep the quiz moving at a consistent pace. A quiz should not be rushed, but it is important to maintain the quickest pace which does not interfere with accuracy.
- 6.1.1.9 The quizmaster must remember the importance of edifying both the quizzers and the audience. He or she should speak clearly and be enthusiastic. To this end, quizzers should be called by name, the score announced often, and bonuses and freeze-outs should be promptly recognized.

#### 6.1.2 Material Judge

- 6.1.2.1 The material judge will assist the quizmaster in determining the accuracy of an answer which has been contested or when the quizmaster otherwise requires assistance in making a decision.
- 6.1.2.2 The material judge will check the accuracy of the quizmaster’s reading of the question by following along as each question is read.
- 6.1.2.3 The material judge will use a tape recorder to record the quiz. When there is disagreement over what the quizzer or quizmaster has said, the quizmaster will play back a particular question and/or answer to help make a good decision. The quizmaster may use the tape recorder in other instances when needed.

#### 6.1.3 Technical Judge

- 6.1.3.1 The technical judge will check equipment for proper operation.
- 6.1.3.2 The technical judge will keep time on the 5-second limit to jump, the 30-second limit for completion of the answer and the 45-second limit for time-outs.

#### 6.1.4 Scorekeeper

- 6.1.4.1 The scorekeeper will record the following information:
  - Team lineups as they are received from each team
  - Each team’s score
  - The outcome of each question
  - The record of substitutions, including any changes in seating order resulting from substitutions
  - Each team’s number of remaining time-outs
  - When time-outs were called and by which team they were called
  - Information box: date, time, room, officials, *etc.*
  - Tabulation of each sheet—team and individuals
- 6.1.4.2 The scorekeeper will inform the quizmaster of the following:
  - Team bonus points
  - Points deducted for errors
  - Points deducted for fouls
  - Freeze-outs and err-outs



6.1.4.3 The scorekeeper will ask each coach to check and sign the official score sheet at the conclusion of the quiz, verifying the team and individual scores. When the score sheet is signed, it becomes the official and final score. If the coaches fail to sign the official score sheet, it still becomes the official and final score at the conclusion of the quiz.

6.1.4.4 The scorekeeper will use “Official Score Sheets” for the quiz: they will be identified by a specific color different than those provided for the coaches.

## 6.2 Equipment

6.2.1 Nine chairs should be set up facing the audience. There should be a separation between the third and fourth chairs and between the sixth and seventh chairs to make the distinctions between teams apparent.

6.2.2 The judge’s table should face the nine team chairs and be far enough away to allow all quizzers to comfortably see the table without turning their chairs.

6.2.3 Chairs for coaches and substitutes should be placed on both sides of the judge’s table. At no time should coaches or substitutes be seated at or behind the judge’s table.

6.2.4 All quizzes must use some form of electronic equipment that determines which quizzer is eligible to answer.

6.2.5 In the event of equipment malfunction or improper use of the equipment, a quiz will be replayed from the earliest time the malfunction may have begun.

6.2.6 For local competition, the buzzer on the electronic equipment will be turned on for each quiz.

## 6.3 Newsletter

A monthly newsletter will be published to communicate team standings, individual standings and news.

## 6.4 Minimum Awards for Each Division

6.4.1 Top Three Teams: the three March tournament finalists

6.4.2 Top All-Stars: the top five individual point scorers in the regular season with a minimum 20-point-per-quiz average

6.4.3 Dream Team: the top four scorers of the March tournament preliminaries

6.4.4 Rookie of the Year: rookie with the top individual score greater than zero

6.4.5 Most Improved Quizzer: largest average increase from the regular season through February compared to through the March tournament preliminaries.

6.4.6 Quizzers must compete in the March tournament to be eligible for local all-star awards.

6.4.7 Quizzers must be present at the awards ceremony to receive an individual award or arrange for a delegate to accept the award on their behalf.

## 6.5 Tournaments Sponsored by World Bible Quiz Association

6.5.1 Great Lakes Regional Tournament (November/December)

- Open to any local team or quizzer.

6.5.2 Chicago (March/April)

6.5.2.1 Chicago Qualification Requirements

- Any veteran quizzer with a 20-point or more average who competed in four of the five monthly competitions (October–February) and the local March tournament qualifies to participate at Chicago.

- Any rookie quizzer with a 10-point or more average who competed in four of the five monthly competitions (October–February) and the local March tournament qualifies to participate at Chicago.

#### 6.5.2.2 Chicago Team Selection

- Every Detroit Bible Quizzing quizzier who qualifies will be put into a pool of people.
- A subcommittee will be appointed by the steering committee to divide up the quizzers into the best teams possible. The subcommittee looks at geography, ability to transport themselves, specialization of a particular question type, experience, a mix of at least 2 different churches, personality, team chemistry and balance when considering how teams should be put together.
- Special circumstances will be considered by the subcommittee in charge of putting teams together. All concerns should be made known to this committee well in advance.
- Coaches will also be appointed for each team as well. The teams that are put together will be final.

#### 6.5.3 World Finals Tournament (June/July)

In order to qualify to be placed on a Detroit Bible Quizzing World Team, each quizzier will have to meet the following requirements:

6.5.3.1 The appointed World coaching staff will choose a qualification week. During this week:

- Each quizzier must show a high level of knowledge of the material to an approved World coaching staff member or chosen representative. The preferred method is quotation of the material within an appropriate and reasonable set period of time in one sitting.
- This amount of time will depend on the amount and difficulty of the material covered for the given year.
- The quizzier may try multiple times to achieve this standard during the qualification week.

#### 6.5.3.2

- The quizzier must have at least quizzed in the Varsity division for the current quizzing season, or
- The quizzier must have finished in the top 5 of the JV division locally and will at least be going into 9th grade and quizzing in the Varsity division during the following local quizzing season.