

### **Opening**

Standard practices and tournaments are generally enough to keep youth motivated about studying God's amazing words. However, if you want to encourage the youth to study even more, do even better at tournaments and have more fun at practices, then some of the ideas on this page might help you. As always, please talk with other coaches for even more ideas, and read the [Rulebook](#) to learn how Quizzing works.

### **Prizes**

Prizes can make games even more fun. A simple small candy may be a great incentive during a relay. Larger prizes may be good for month-end review games or larger activities. Some groups have a bucket of candy available while quizzers arrive, but put it away at the scheduled start time. This encourages youth to be on time. Some groups give the verse listeners a bucket of candy. Each quizzer can have a piece after they have quoted their verses. Challenges and prizes can do wonders.

### **Group Challenges**

Challenges also are great to motivate youth to do even more than usual. Try creating a challenge to have youth quote all the material, every day, for the week preceding the tournament. You will be amazed by the results and a simple chocolate bar might be enough of an incentive for this! In later tournaments, you may need to say that quoting their verses from five chapters per day is enough. Some groups have review clubs to encourage youth to read, quote and study old material also. Before each tournament there are prizes for everyone who achieved their commitment every week during that month. Some groups challenge all youth to review material, then reward the team that reviewed the most with a Sundae.

### **Training in Challenging**

Challenging is permitted in Quizzing. Challenging is designed, and must remain, as a respectful way youth can bring their opinions to the table staff's attention, in case the judges may have missed something. We want our youth to be strong individuals who can articulate themselves and stand up for Christ's truth in this age of conflicting values. Challenging develops these traits. If youth aren't trained in challenging, it still happens, yet it loses the respectful nature it was designed with. Thus, training them and giving them a time to practice articulating challenges is important. To avoid repeating the same information, please see the Advanced Quizzer's Tips section for rules about why a quizzer can challenge, when they can challenge and tips to challenge well. Remind them of all three aspects that must be included in every challenge. Perhaps make a quiz with a few questions you know may be challenged on, or purposely make a mistake while Quiz Mastering to provide youth the opportunity to challenge in a safe environment. Make sure the quizzers always come forward to present their case. They should always remain respectful. They should present their case in a clear, articulate way,

referring to the material and rules often, and try not to ramble on, repeating them selves often. Make sure to use "teachable moments" to point out different rules that could be challenged on or how the quizzer may have perfected their challenge. Respectful challenging can be trained fairly easily, but articulation takes practice.

### **Correcting Weak Factors**

Training at practices also includes re-training to correct any errors or flaws that are hindering the quizzers' performance at tournaments. Please see the tournament coaching section for ideas on [tracking questions](#) to know what to work on.

You can't force youth to study. All you can do as a coach is work with them to get the most out of what do they know. You can encourage youth to study more, with incentives and challenges but knowledge comes slowly, many factors of a quizzing team need to be corrected before the knowledge become apparent. Below, are some idea to help correct errors, hesitant jumpers, wrong jumping speed and quizzers who jump on Ws.

### **Errors**

If a team is getting a lot of errors during a tournament it can severely hinder your team. Likely, the reason for the errors is because they are jumping too fast for their knowledge. You need to slow them down. A few ideas to correct this weakness are below.

Have the quizzers err out at two errors during practice.

Subtract 50 points for their individual score for every error. Let's do some math: if a quizzer jumps and gets an error, even if it is a free error and no points are subtracted, there is still a difference of 20 points, because they didn't get the 20 for getting the answer correct. And if the error did count against the team, that is another 10 points of the score. Finally, they also have to sit for at least one question, in which case they are down another 20 points because they lost the opportunity to jump on that question.  $20+10+20=50$ . They are 50 points behind because of one error! Explaining this to a quizzer who errors a lot may help them see how they are negatively impacting their teammates.

Wall sits do wonders. If a team has many errors during a particular practice, sometime the coaches will make anyone who err do a wall sit on one wall. As others err, they join the line along the wall, until someone gets one right.

### **Hesitant Jumpers**

Sometimes, making an error isn't the worst thing that can happen. Look at it this way, if one doesn't jump, they can never get a question correct, which also hinders their team. If they jump, they at least have a chance of getting something right. But some quizzers are so afraid of errors that they don't jump. They need to be encouraged to jump, even if they err. Some ways to do this are:

- Give them free errors
- Work with them in a non-competitive format to build confidence
- Give them a goal to get a jump by a specific question number (maybe question # 7)
- Pair fast jumpers and slow jumpers to jump for each other
  - Whichever question the one jumps on, the other answers.
  - The fast jumper will help the slow jumper realize they actually do know the material.
  - The slow jumper will help the fast jumper slow down.
  - Make sure to give the quizzers time to discuss strategy, favorite questions and jumping speed, or else this idea can back fire in a big way.
  - Pair quizzers wisely

### **Syllable Jumping**

As a coach, how often have you told your team to “jump faster”, then they jumped too fast and erred? Syllable jumping is designed to take away the vague references of “faster” or “slower” and replace them with a measurable syllable count that can be used to fine-tune the jumping speed.

In competitive quizzing, generally a quizzer will have to jump on the questions before their brain will have registered that they know the answer. They have to jump in accordance with the amount of knowledge and trust their knowledge. Quizzers generally jump at a set speed (say 2.5 syllables) then try to answer based on what they got. So being able to adjust their jumping speed will help the quizzers jump just faster than their competition, to beat them to the jump, without pre-jumping and erroring.

To be effective in this, it is important that quizzers are able to accurately adjust their speed to any syllable number and their coach accurately track the number of syllables that quizzers are jumping on. To practice syllable jumping, create a quiz, look at the carets (or where you think the quizzers should be able to figure out the answer from), count the question’s syllables to that point. Prior to asking the question, inform the quizzers of the syllable count for the question. The idea is to give them practice jumping at the right spot and figuring it out from there. It can be tough to jump at a specific time, so giving ten points to the quizzer who gets the proper jump, even if they get the question wrong, may help train them. Eventually, they will learn to trust their knowledge, and you will learn to adjust the syllable count to their abilities. For younger quizzers counting syllables can be tough; you may wish to start training with word count.

It is especially helpful for the first many syllable practice quizzes that you hand pick questions that build on the previous question. For example, the first three questions many have a safe jump at 3 syllables, then the next three at 3.5, then 4 syllables and the remaining questions at a fast 2 syllables. Too many syllables are hard to count, yet too few is hard to jump fast enough for when just learning. Eventually you can even train them to jump on .5 or 1 syllable.

Once a quizzer can consistently jump and adjust to jump on a specific syllable you can move to the second step of training. Without counting out the syllables to the safe jumps, have them try to jump on a specific syllable number and answer the question from there. Fine-tune the speed as needed to maximize the speed but reduce errors.

Syllable jumping is mainly for INT and MA questions, with some use for FTV and SIT questions.

References and Quotes cannot use syllable jumping as they are reference based, not word based. For reference based questions train quizzers to jump just as the verse number is being formed and read lips.

### **W Jumping**

Some people think W jumping is the main way to avoid errors, yet others don't even know what W jumping is.

"Jumping on a W" is when a quizzer jumps on an INT or MA question that begins with a "W". The "W" will be part of an interrogative word such as "who", "what", "where". The reason jumping on Ws is not advised is because the success rate is much lower than on standard questions. For example, you may have two questions from the same verse.

One reads: what temple?

The other reads: Temple of whom?

The answer to both is "temple of the Lord". If a quizzer had noticed that most questions in this quiz were easy, they may jump on 1 syllable and trust their knowledge to be able to answer the question. However, if they jumped on 1 syllable on the first question, all they would get is "what". That is very difficult to answer! However, if they jumped on the second question, they would have a key word and should know exactly what the answer is.

Because Ws make the likelihood of a correct answer much less, it is advised to train quizzers to watch for them. The quizzers should always watch the Quiz Master's mouth, both for Ws and to catch the last formation of the question. When they see the "W" formation, they should not jump. Something to reinforce this is to subtract 10 points (or whatever you feel like) from their score if they get a W. Another idea is to have them do a wall sit for jumping on a W. Wall sits are great teaching tools as they not only discipline quizzers for unwise techniques, but it also strengthens the leg muscles, which helps with jumping. A doubly useful tool!

### **Closing**

Standard practice and tournament are generally enough to keep youth motivated about studying God's amazing words. However, if you want to do even better at tournaments, have more fun at practice and encourage the youth to study even more, then some of the ideas in this page

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