

TEXAS 4-H

QUIZ BOWL GUIDE



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About Quiz Bowls

The Texas 4-H Quiz Bowl Guide was developed to aid 4-H project leaders. A quiz bowl can supplement or enhance a 4-H project member's knowledge and skills on a variety of subjects. This material can also be adapted and used for any 4-H project or officer training, or as a tool to teach knowledge and skills about 4-H in general.

Aside from being an effective and enjoyable teaching method, a quiz bowl can be used any time of the year, even when inclement weather prohibits outdoor activities. Another advantage of a quiz bowl is that 4-H members do not have to finance an actual project individually to participate. This gives more youths the opportunity to learn about a variety of projects as well as 4-H itself.

Research tells us that people are more willing and able to learn when the learning experiences are fun. Quiz bowls are fun! The guide will help project leaders plan, implement and evaluate a 4-H quiz bowl for a local project meeting or a county, district or state event. The county Extension office can provide information about contests in your area.

A quiz bowl offers opportunities for youths to enhance and demonstrate their knowledge and skills related to 4-H projects in a semi-competitive setting where attitudes of friendliness, cooperation and fairness prevail.

QUIZ BOWL BASICS

Location - Classroom (or other suitable location)

Materials/References –

- “Texas 4-H Quiz Bowl Guide”
- Official references for the selected project Questions for the selected project

Equipment -

Nonelectronic equipment

- Raise hand
- Stop watch
- Voice
- Blackboard or flip chart

Electronic

- Game panel
- Time recorder
- Signaling device Score-keeping device
- Challenge <http://challonge.com/>

Officials -

- Moderator
- Timekeeper
- Referee/judges
- Official scorekeeper
- Scoreboard attendant

Encourage parents to get involved in project meetings as officials.

PHILOSOPHY OF INSTRUCTION AND COMPETITION

Quiz bowls are a valuable teaching technique regardless of the subject matter being quizzed. They present project information in a semi-competitive setting characterized by attitudes of friendliness, cooperation and fairness.

A quiz bowl is not meant to be a memorization process, in that members only study questions and know the answers to those questions. It is a motivational tool to provide a fun way to encourage members to learn project information.

Quiz bowls teach such life skills as self-discipline, observation, listening, and making and defending decisions. They teach members to:

- Develop reasoning and critical-thinking abilities;
- Make sound decisions;
- Improve their personal skills;
- Develop quick and accurate powers of observation;
- Express themselves concisely;
- Develop poise, self-discipline and self-confidence;
- Develop project knowledge and skills; and
- Participate as a member of a team, thus developing cooperation and teamwork among project members.

Whether the 4-H members' learning experience is positive or negative depends on the project leader, team coach or contest officials, how they are introduced to quiz bowls, and how bowls work at the local or other levels. Members should be introduced to quiz bowls in a noncompetitive environment, such as at a project or club meeting rather than at the county or district contest.

Begin by setting short-term goals. Rather than trying to attain the long-range goal, knowing it all, in a short time, break up the information into smaller portions. For example, during the first 2 weeks of the horse project, have junior members learn the five parts of a saddle and 10 parts of a horse. Then each week or two (or other time line), have members build on that information. Senior members should learn more than the younger ones. Ideally, the members should acquire knowledge and skills that relate to a project meeting just held or one to be held soon.

As a 4-H project leader, you should be able to deal effectively with all age groups, but most importantly the 4-H age group. Encourage their self-esteem and growth through positive motivation. Congratulate the members for learning new skills and knowledge, for achieving goals, and for being attentive and enthusiastic. Criticism in any form is usually nonproductive. The members will make mistakes and should be corrected in a positive manner. Teach them to learn from their mistakes and past experiences, and encourage them to go forward with that new experience.

Leaders also need other skills and traits when dealing with 4-H members:

- Always be honest and fair. Treat every member equally. Give the members an honest assessment of their strengths, as well as areas in which they need improvement.
- Teach them that each member is an important part of the project team.

- Give each member an equal opportunity for group involvement. This helps them feel accepted and involved in the learning process.

Leaders should also develop a systematic way to track each 4-H member's progress. Do not include or exclude members from a bowl team or a project because you like or dislike them. Incorporate a reward system into the teaching process, such as a certificate of completion, an opportunity to participate in a contest, a ribbon or medal at an achievement event, or a simple pat on the back.

Communicate with the project member's parents. Tell them about their child's progress. Parents are interested in their children and can greatly help motivate them as well as aid in the physical needs of conducting the project and related activities, including a quiz bowl. Do not be afraid to ask parents for help. Most are happy to assist.

Always bear in mind that the leader's own attitudes and behaviors affect the attitudes and behaviors of the members, whether it concerns winning or losing, speaking to or about someone, or their own personal actions or dress.

CONTEST RULES (County, district and state)

General

1. Texas 4-H Quiz Bowl contests can be divided into three divisions based on the member's age as of September 1 of the 4-H year the contest is held
 - a. Juniors : 3rd – 5th grades
 - b. Intermediate : 6th – 8th grades
 - c. Seniors : 9th – 12th grades

NOTE: *Some county and district level contest may combine Juniors/Intermediates on teams. Please contact your county office for specific rules.*

2. No individual matches are played. Team matches only.
3. Anyone may help a contestant prepare for the contest.
4. The decision of the judge(s) and/or moderator is final.
5. Only the contestants, each team's coach (of the match in progress) and contest officials are allowed in the contest room during the preliminary matches. If facilities permit, others attending the contest may watch the final match.

Duties of the officials

1. Bowl coordinator : The bowl coordinator must have organizational skills and be able to work well with people. He or she should also be able to delegate responsibility to others. Knowledge of the subject matter helps, but is not required. This person needs to be familiar with the bowl and get training and education on it. The bowl coordinator should study the bowl rules and information to be as knowledgeable as possible about the bowl. This person should be willing to ask questions and have a positive, open attitude.
2. Moderator: The moderator is responsible for directing each match, asking all questions and accepting or rejecting any corresponding answers unless the questions and/or answers are challenged. Further, the moderator determines whether a single or double elimination system is used and declares the winner of each match.
3. Referee/judges: The referee or judge holds the original reference material and provides materials for protested questions. We recommend using at least two referee judges who are knowledgeable about the project. Judges, in conjunction with the moderator and scorekeeper, rule jointly on whether a question or answer is acceptable. They serve as the final authority on whether bowl questions are answered correctly or incorrectly. They consult with the moderator and bowl resource publications if any question arises about a team's answer.
4. Timekeeper: The timekeeper monitors all intervals and indicates when the time to respond to a question is up. This duty can be assumed by the moderator or another person. The timer runs a timing device for the games. Each instance that the timing device goes off, the timer must reset it for the next question. The timer should also keep up with the overall time limit of the game and tell the moderator when time is up.
5. Official scorekeeper: One person officially records all points scored, keeps an official record of team playoffs and announces running tally after each question.
6. Scoreboard attendant: After points are awarded or deducted, one person posts team scores on a black-board, flip chart or other visual scoring device. This is not the official score.

Special Notes: If a score is protested, the official scorekeeper's records are reviewed. The scoreboard attendant's record is unofficial and posted merely as convenience for the participants, coaches and audience, where appropriate. Use this scoring system for team scores:

Individual or toss-up questions:

- +1 – Correct
- -1 – Incorrect

Bonus questions:

- +2 - Correct
- 0 - Incorrect

Equipment

1. Game panels: An appropriate device is used to indicate clearly the first contestant responding to a question. (Sources of equipment are listed on page 21).
2. Time recorder: A stopwatch or other appropriate timing device is required.
3. Signal device: The signal device is controlled by the timekeeper and must have a distinctly different sound from that of the game panel. If such a device is unavailable, the timekeeper(s) responds vocally.
4. Score-keeping device: One device, such as a black-board, flip chart or electronic light display, is used to record team scores. The contestants, and if possible the audience, must be able to see it. An oral tally will also be given after the official scorekeeper completes each question.
5. Questions: All questions will come from the references listed in the current official reference list for the selected subject matter. There are three types of questions: individual, toss-up and bonus. Toss-up and individual questions are worth one point. All bonus questions are worth two points throughout the match. At least 25 percent of all toss-up questions should have a bonus question attached.

Teams

1. Each team is encouraged to have four members.
2. Three-member teams are allowed if:
 - a. During the "Individual Question" (Round 1) segment of the quiz bowl, the individual question for that team's fourth member is discarded. No points are deducted; only the opportunity for scoring is lost.
3. Only contestants may sit at the game panel.

Procedures of play

1. Each contest is a double-elimination tournament.
2. Each match is divided into two rounds: individual question and toss-up question. Each match has a set number of questions determined by the contest coordinator with the possibility of a number of bonus questions totaling no more than 1/4 of the match questions. The contest committee will determine how long the contest will last.
3. The contest chairman will prepare a packet of questions for each match. Each packet will contain typed questions using the given format on a regular sheet of paper or index cards. If a question has several potential answers, all should be listed. Questions may be visual, such as those referring to a poster or overhead transparency.
4. A coin toss will determine which team will answer the first question in the first round.
5. During the individual question round, only one team member may respond to a given question. Eligibility alternates between teams, with the questions beginning with first player (team captain) and passing to the second, third and fourth players, respectively, until each team

member has a chance to answer one question each. See Rule 2.a under Teams for the exception for three-member teams. During the second part of each match (the toss-up round), any member of either team is eligible to respond to a given question.

6. Teams are seated with the team captain sitting closest to the moderator. The members will check their equipment before play begins, as instructed by the timekeeper.
7. The moderator reads each question and its category until he or she finishes asking the question or until a contestant activates a buzzer. If the allowed time elapses and no contestant activate a buzzer, neither team gains or loses points. If a buzzer is activated while a question is being read, the moderator immediately stops reading the question and the contestant activating the buzzer has 10 seconds after being acknowledged (the moderator will announce before play the method of acknowledgment) to begin to answer the question. To answer any question, a participant must buzz in and be acknowledged by the moderator. If a participant answers a question without being acknowledged, the team loses one point. If the contestant repeats the question, it is not considered the initiation of an answer. It is the moderator and/or timer's responsibility to determine if the actual answer has been started with the 10-second period. This ruling cannot be protested.
8. If the answer to any question, whether read to completion or not, is incorrect, the question is not repeated for the opposing team and is discarded. It is optional to read the correct answer.
9. If a team begins to answer a question during the 10-second period and the answer is incorrect, that team loses one point.
10. If a team correctly answers a question within the 10-second period, it gains one point.
11. The scorekeeper announces the gain or loss of point, as well as the total of each team at the end of each question. At this time, a coach may request a review of the score if he or she thinks it is needed. Each coach may request a review of the score a maximum of three times.
12. If a bonus question is attached to a correctly answered tossup question, the moderator reads the bonus question to completion. Upon completion, the team can confer for 10 seconds to determine the answer. After the consultation period, the designated team member, chosen by the team during consultation, must buzz in and has the normal 10-second period to begin answering the bonus question.
13. No part of the bonus question may be repeated, nor may additional information be given to the contestants.
14. Either a team captain or the moderator may call for a time-out for a rule clarification, or to allow for any unexpected problems. Coaches are allowed one 1-minute time-out during the match. A "coach's time out" should be used as a way to preserve the positive youth development experience of the quiz bowl. If during a "coach's time out," the coach behaves in a way that undermines positive youth development, or is unsportsmanlike, the coach will be dismissed from the contest. Time outs are allowed only after a question is answered and before the next question is started.
15. The moderator continues to read all toss-up questions and any bonus questions until either the timer signals that time has expired for that period of play, or all questions in that packet have been asked.
16. If the moderator has finished asking a question when the signal indicates that the time period has expired, and a team member activates a buzzer within the 10-second period that person must answer the question for a possible gain or loss of points as previously described.
17. If time expires while a toss-up question is being read, the moderator immediately stops reading the question. Both teams have 10 seconds to activate their buzzers for an opportunity to answer that question.

18. If time expires after a correct answer to a toss-up question to which a bonus question is attached, the moderator continues to read the bonus question and the team has 10 seconds to confer among themselves and another 10 seconds to begin answering the question.
19. After the last question, the team with the most points wins. Once the winning team has been declared, there are no protests.
20. Winners of each match advance to the next round of competition. If teams are tied at the end of regulation time, five additional toss-up questions, each being worth one point, will be asked. If a tie still exists after the five-question overtime period, the moderator will continue to read toss-up questions, each being worth one point. The first team to win a point, or take a one-point advantage because the opposing team loses a point, is declared the winner.
21. Unsportsmanlike conduct may result in one or more of the following:
 - A warning;
 - Dismissal of the team member;
 - Dismissal of the coach; or
 - Dismissal of the whole team.The moderator, judge(s) and/or scorekeeper will decide what action to take. (If there is only one judge, the scorekeeper will complete the three-member group.)
22. Only audience members directly associated with counties competing in the current round of play will be permitted in the contest room. Any audience member making excessive noise or movement that could influence a team answer will be asked to leave the contest.

Vital Information: A contestant has 10 seconds to begin answering individual or toss-up questions (repeating a question is not considered the initiation of an answer).

- For bonus questions, a team has 10 seconds to discuss the answer and choose a team member to answer. Then that member buzzes in and has 10 more seconds to begin answering the bonus question.
- Any team member may call for an unofficial protest. The team from which the protest originates has a 10-second consultation period to declare an official protest. The team captain buzzes in and announces that the team intends to lodge an official protest. If the protest focuses on contradicting information from official references, the team has 2 minutes to find the information from the references provided by the judge/referee.
- The time limit on game play can be 10 or 15 minutes. The time limit can be omitted and is up to the bowl committee's discretion. If there is no time limit, game play continues until all questions are asked.

Protests

1. Any team member may declare an unofficial protest to a question or answer to a question, but only when a question is read or the answer is given. Once an unofficial protest has been made, the team lodging the protest has a 10-second consultation period to declare an official protest. The team captain buzzes in and announces the team's intent to lodge an official protest. If the protest focuses on contradicting information from the official references, the team will be allowed 2 minutes to find the relevant facts in the official references provided by the match referee/judge.
2. A protest committee comprising of the referee/judge, the moderator, and scorekeeper will consider the protest. Their decision in all cases is final.

3. If a protest is sustained, the moderator then takes one of the following actions as deemed appropriate:
 - If a question is protested before an answer is given and the protest is sustained, the moderator discards the question with no loss or gain of points for either team.
 - If an answer is protested (given either correctly or incorrectly), the moderator and referee judge(s) will determine the validity of the protest and points are added or subtracted as appropriate.
 - If a question is protested after an answer is given (either correctly or incorrectly), the moderator and referee judge(s) will determine the validity of the protest. The question may then be discarded with no loss or gain of points, or the question may be allowed with the appropriate loss or gain of points.
4. Abusing the protest provision will result in one or more of the following:
 - Dismissal of the team captain; or
 - Dismissal of an entire team and forfeiture of their points. This decision is final. No protests will be accepted.
5. Spectators, parents and visitors may not protest any question, answer or procedure during the course of play. They may, however, submit in writing to contest officials any suggestions or recommendations after the contest.

Special Notes: If a score is protested, the official scorekeeper's records are reviewed. The scoreboard attendant's record is unofficial and posted merely as convenience for the participants, coaches and audience, where appropriate. Use this scoring system for team scores:

* Individual or toss-up questions:

- +1 – Correct
- -1 – Incorrect

* Bonus questions:

- +2 - Correct
- 0 - Incorrect

Equipment failure

1. If a device malfunctions during a match or is believed to be malfunctioning, any contestant, the moderator or either coach may call time. If, after checking, the equipment is determined to have malfunctioned, either the system or the faulty parts will be replaced and the match resumed.
2. The scores accumulated up to the point that time is called stand and all further points awarded during the remainder of the match will be added to or subtracted from this total. However, if the moderator and the referee judge(s) deem it proper, any points awarded for the two questions asked immediately before time was called may be recalled and two additional questions used. Under no conditions will a match be replayed because of equipment failure.

TEAM SELECTION

Leaders should develop a systematic way to track each 4-H member's progress. Establish written guidelines to select the teams, and make them available to each interested project member at the beginning of the project. This is necessary if the leader or members plan to participate in a competitive event at the county or higher levels. Of course, for competitions, the team should comprise of the most consistent and knowledgeable members. Members should not be excluded or included on a team based on whether the leader/coach dislikes or likes the member.

If enough people are interested, a county-level qualification event may be held to determine which 4-H members will represent the county in the district quiz bowl. Depending on the number of interested 4-H members, the county event may have teams from different clubs compete against each other. Or, members from more than one club may form a team. Teams to represent the county at the district event may also include 4-H members from different 4-H clubs or project groups.

The county Extension agent works with a committee to set up written guidelines for selecting county teams to participate in district level bowls. This committee should refer to the current year's Texas 4-H Roundup Guide and/or District Contest offerings, which indicates which, if any, quiz bowl competitions will be held. Set a time line for selecting teams, and establish requirements for participation on a county team (attend practice sessions, attend contests, etc.).

Some suggestions include (but are not limited to)

- Conduct a county-level qualification event for club teams.
- Conduct a county-level qualification event for mixed club teams.
- Conduct a county-level qualification event, keeping individual scores on each participant. The top four scores in each age division will form the county team.
- Prepare and give written quizzes, with the high-scoring individuals in each age division to constitute the teams.

National 4-H quiz bowls are available for some projects. Because the rules for participating in the national events often change from year to year, they are not included in this guide. Your county Extension agent will receive specific guidelines on the current advancement and qualification procedures for teams interested in representing Texas at these national events. National competition teams are determined at the Texas 4-H Roundup.

SITE CRITERIA

If a quiz bowl is used to supplement your 4-H project meetings, you can conduct it in an informal environment—a leader's house, school, etc. However, as a competitive event on the county, district or state levels, you need a more formal environment.

Consider these factors when selecting a 4-H quiz bowl host site:

- One room is needed for each bowl age division. If you have only a few participants in a division, you might be able to hold games for both divisions in the same room.
- If you use the same questions for more than one game, provide a holding room for members to separate the participants from those who have not yet had their turn.
- Participants and committee workers need a room for orientation meetings.
- The check-in table/area should be located in a hallway near the contest rooms.
- Restrooms should be close to the contest area.
- Provide an appropriate area to conduct the awards presentations.

The sizes of the rooms depend on the number of people you expect for the bowl games. Keep in mind that the final round might be conducted before an audience, so you may need to hold the final round in a different room from where the preliminary rounds were conducted. Leave space between the contestants and the judge/moderator, and the judge/moderator and the audience.

Equipment requirements

- Tables
- Chairs
- Buzzers with backup
- Flip chart, or dry erase board
- Score sheets/tabulation charts
- Question list(s) (one per round and tie breakers)
- Contest bracket
- Pens/pencils for tabulator
- Awards
- Official references for selected project

EQUIPMENT AND SUPPLIES CHECKLIST

Each contest room needs:

1. Electronic team responder equipment (be sure to check for working order).
 - a. A spare set of buzzers
2. Tables and chairs for the moderator, judge(s), contestants and the check-in area (see the contest area diagrams)
3. Extension cords, power strips or a multiple outlet cord
4. Flip chart, dry erase board and markers or other score-keeping device
5. Easels. You may need one for the scorekeeping device and one for bracket poster per age division
6. Contest bracket posters (who play whom). One is needed per age division. For a double elimination bowl, have one set of double-elimination masters per contest room
7. Markers (large and small), pencils, dry erase markers for keeping score, etc

8. Quiz Bowl score sheets for each round (one per two teams).
9. Clipboards for scorekeepers
10. Electrical adapter for three-prong plugs
11. Masking tape
12. Signs to identify rooms: Check-in/Registration, Junior Bowl, Senior Bowl, Contestant Waiting Room, Committee Orientation, Contestant Orientation, Awards/Recognition Program, Schedule, and others as needed.
13. Scissors
14. Extra paper and poster board
15. Question packets for each age division for each round, and tie-breaker questions
16. Complete set of reference materials
17. Chairs for the audience if spectators are allowed to watch the final round
18. Outlines for participant and worker orientation meetings
19. Certificates/participation ribbons for all participants (optional)
20. Team awards

EQUIPMENT SOURCES

A quiz bowl can be held without electronic equipment. However, electronic equipment does add more excitement and accuracy to the event.

Electronic equipment is available from one or more commercial sources, or it may be built by a local resource person; however, this is not a simple task! It can cost from \$450 to more than \$700 to either build or buy quiz bowl equipment. To help the electronic equipment last longer, we recommend that you use some type of carrying case or way to protect the equipment from dust, transport damage, etc.

Below is a partial list of commercial products and potential sources of quiz bowl equipment. Each type of equipment is a little different; study the information on each piece of equipment carefully, before making a final selection. (This list does not imply endorsement of any of the products nor of the equipment sources by the Texas Agricultural Extension Service. It is provided for reference only.)

Sources of Quiz Bowl equipment

Electronic quiz bowl equipment may have six, eight, ten or more responder boxes. Keep in mind that Texas 4-H quiz bowls require four responder boxes for each team (a total of eight for a contest) and a 10-second timer. We recommend that district and state level competitions use equipment with lockout circuitry and lights on each individual responder box.

For general descriptions and current prices on quiz bowl equipment the following is a suggested vendor. Others may be available

ZEECRAFT, INC.
Rt. 2, Box 157H
New Milford, PA 18834
1-800-662-7474
Model TR-8510

MANAGEMENT TEAM PREPARATION

Committee and Volunteer Workers

To prepare the committee and volunteer workers, hold a meeting the morning of the contest or the day before. Be sure to schedule enough time in the meeting to answer questions, practice a mock bowl contest and work with equipment.

All volunteers working in the bowl should attend this meeting, including the coordinator, moderator, referee judge(s), scorekeeper, timer, check-in/registration staff, etc. The bowl coordinator will conduct the meeting.

1. Welcome and thank volunteers for their participation.
2. Check to see that all workers are present. Make introductions if needed.
 - Judge(s)
 - Moderator
 - Timer
 - Official scorekeeper/scoreboard attendant
 - Check-in/registration staff
3. Explain how the contest will be run (see related job descriptions).
 - Check-in table duties
 - Moderator
 - Official scorekeeper/scoreboard attendant
 - Timer
 - Judge(s)
4. Practice a mock bowl contest and work with the equipment.
5. Let the volunteers know that the bowl coordinator will be available if the workers need help.
6. Have the workers make name tags, prepare bracket posters, room signs, etc.
7. Explain the brackets and the order that the games will be played.
8. Explain the awards/recognition procedures/program.
9. Give directions to rooms where the bowl games will be held. It is a good idea to show workers all the equipment and how to operate it.
10. At the county level, keep the bowl low-key and fun! Give the judge(s) instructions on how lenient to be (especially for junior division).
11. Answer questions from the workers and volunteers.

PARTICIPANTS AND COACHES MEETING

Hold this meeting between registration and the start of the bowl contest. (The orientation agenda may be adapted for a local club or project meeting.) Allow enough time to answer questions and show how the equipment works.

All bowl team members, coaches and volunteer workers should attend this meeting. The bowl coordinator or moderator will be in charge of this meeting.

1. Welcome the workers.
2. Explain the basic rules:
 - a. The moderator asks a question (10 seconds to begin answer)
 - b. A participant activates a buzzer.
 - c. The moderator orally acknowledges the person with the lit buzzer station.
 - d. The contestant answers the question (+1 for correct; -1 for incorrect).
 - e. The moderator asks a bonus question (The team can discuss it for 10 seconds, then the team member of the team's choice must buzz in and give the answer for the team.) (+2 correct; 0 incorrect).
 - f. Contestants should not push the buzzer unless they plan to answer the question.
 - g. Contestants should wait to answer until they are orally acknowledged by the moderator (-1 for not waiting).
3. Explain whether it will be a single or double elimination tournament (double elimination is encouraged as the most fair way to play)
4. Participants may leave the bowl when their last game is over, or they may stay and support the others.
5. The team captain sits next to moderator.
6. The team from which the protest originates is given 10 seconds to declare an official protest. The team captain must buzz in and declare the nature of the official protest. If the protest focuses on contradicting information from official references, the team will be given 2 minutes to locate the information from the references provided by the judge/referee.
7. Everyone should wear a name tag (write the first name in large capital letters).
8. Make sure all teams have arrived and checked in at the registration table.
9. Show the brackets. Draw for team positions in the brackets. This may be done by team captains, contest coordinator or moderators, but should be done in an open forum.
10. Keep each team informed of its playing position in the tournament.
11. Give instructions for the awards/recognition ceremony.
12. Give instructions for lunch, snacks, building rules, etc.
13. Stress fun and learning rather than competition!
14. Answer questions from participants.

QUESTION DEVELOPMENT

Format

It is vital that you set up an organized system to develop and deliver bowl questions and that they are appropriate for the age division of the contest.

Regardless of the activity level (local, county or district), all questions should come from the list of approved resource materials. If you use other sources not listed, the participants will become confused as they progress into competitive activities. Questions for county or higher level competitive events must be developed from one or more of the approved resource materials for that contest year.

Quiz bowl questions can be asked in several formats, including straight answer (sample questions), multiple choice, definitions, identification of visuals, and fill in the blank.

Prepare and document the quiz bowl questions carefully. Question writers need to understand the weaknesses and advantages of using oral questions and answers to measure a person's knowledge. Knowing these, writers will be better able to develop high-quality questions.

Weaknesses

Oral-response questions have several disadvantages. The oral-exam method can consume much time, especially if difficult bonus questions are addressed to participants. Also, it is basically an individual examination, restricted to the verbal interaction of the moderator and the 4-H participant. In quiz bowl competitions, always include the answer on the page with the category question, along with the source, page number and age division the question is most appropriate for (junior, senior, or both). In some situations, a question may have more than one answer. In this case, the judge may have to allow another answer not written on the card. The judge also has the right to check the source information. The competition can be scored more precisely if a committee develops or reviews questions, to edit, verify and document the answers as needed. This will also help ensure that the questions are not misleading or confusing.

Advantages

The advantage of the oral-response test is simple. Because it is presented and responded to orally, the 4-H participant's reading level and writing ability do not affect the examination. Oral questions can be used with young children, students who have reading disabilities, foreign participants or culturally deprived youth.

Oral-response questioning is often useful in examining 4-H members have very advanced training and experience. It also helps educate the attending audience. Contestants, parents, leaders, other 4-H members and observers can hear both the question and the resulting answer, thus experiencing the actual transfer of knowledge among participants and moderator. Note: We recommend that the final round be open to an audience if the facilities permit.

Question construction hints

- The questions developed for bowl competition should:
- Be related to the subject matter being evaluated.
- Be clear and free from ambiguity.
- Use vocabulary appropriate to the educational level of 4-H participant.
- Be grammatically correct and free from spelling and typing errors.

- Be realistic and based on materials approved for study.
- Not be based upon the response to another question, nor should they provide clues to other questions.
- Avoid stereotyped or slang language.
- Avoid complex sentences.
- Avoid true/false questions for senior level contestants in district and state competition.

Construction

Do not use matching exercises in quiz bowls. Bowl activities often use true/false questions, extended answer and short answer essay questions, as well as completion questions. Again, avoid true/false questions for district and state level competition.

When writing questions for quiz bowls, avoid using words that sound alike. For example, with horses, estrous is the 28-day cycle, and estrus is the heat period. Although you can further explain and clear up the ambiguity of phonetically similar words, such explanations expend additional time, making the bowl even less efficient for both the contestants and the management team. Furthermore, a 4-H participant is likely to become more anxious if the questions are ambiguous. However, do not make a question so long as to make it difficult for the 4-H'er to recall the question.

When you write oral-response questions, use the same practices as when writing comparable essay or completion questions: Keep all questions concise, clear, grammatically correct and unencumbered by superfluous words and phrases.

Who develops the questions?

Questions may be developed by project leaders, members, Extension staff or others. The official list of references must be the sole source for developing questions.

To further involve project members in the learning process, a project leader could assign each member to develop a certain number of questions from a specific reference. Ideally, the assignment should relate to a topic addressed at that particular meeting, or the next one, to rein-force the materials taught/to be taught. This can increase the transfer of knowledge to the project members.

Types of questions

1. Individual (to be answered by each individual during the first part of the match): The moderator will direct a question to a specific team member. Only the designated member may respond, and points will count toward team scores. Team members may not discuss the question.
Value = +1 point/correct; -1 point/incorrect
2. Toss-up: Any member of either team may respond. A bonus question may be attached. No discussion among team members is allowed.
Value = +1 point/correct; -1 point/incorrect
3. Bonus: This question is available to the team whose member correctly answers a toss-up question that has a bonus attached. All parts of the bonus answer must be correct for points to be awarded. No part of the bonus question will be repeated, nor will additional information be given. A 10-second discussion period is permitted for team consultation to determine the answer. The team member chosen by the team during consultation must buzz in and answer the question.
Value = +2 points/correct; 0 points/incorrect

Visual questions

Some questions in each match may be of a visual nature. Examples include an overhead transparency or poster of the parts of the Food Pyramid, a bone from the skeletal system of a horse, or another appropriate visual aid that could be used from the approved question sources.

Question difficulty

When developing questions, keep in mind that some questions are more difficult than others. Do not expect junior members to have the same knowledge and skill levels as senior members. Yet, some junior members may be fully able to answer senior-level questions because they are more experienced or have been involved in the project for many years. Do not make all junior questions extremely easy to answer. Include some thought-provoking questions. Some questions may be appropriate for one age level or the other. However, all junior-level questions should be considered “fair game” as senior-level questions as well. Remember, what may be easy to one person may be very difficult to another. . .compromise is the name of the game here!

Source and page documentation

With the question, you must include the source of the question and answer, along with its identifying page number. Use only approved sources listed for the contest being held.

Categorizing questions

It is a good idea to develop categories in which questions can be grouped. For example, in the Texas 4-H Horse Quiz Bowl the following categories have been established:

- Nutrition
- Genetics - coloring and breeding
- Reproduction
- Anatomy and Conformation
- Horse History
- Management Rules and Regulations
- Breeds
- Showing/Contest Rules
- Diseases
- Parasites
- Horse Psychology
- Tack and Equipment
- Texas 4-H Horse Show
- Rodeo

Question format

After you have gathered all the information for developing questions, type the questions on plain index cards (only one question per card, and use only one side of the card). If a question has more than one acceptable answer, include all answers. Each card must list: Category (H.), Question (Q.), Answers (A.), (S)Source, Page(P), and Age Division (junior, intermediate, senior, or all).

The following is a sample from the horse project:

H.	Showing/Contest Rules
Q.	Polo games are divided into periods called _____.
A.	Chukkers
S:	"Horses and Horsemanship"
P:	45
D:	Both

Question management

There are many ways to organize a system to maintain quiz bowl questions. Each coordinator (or project leader) can choose the best equipment and system for the situation and supplies available.

- Manila envelopes may be marked for each game (Junior #1, Senior #2), with question cards for each game. Clearly mark toss-up and bonus questions.
- Another way to set up quiz bowl questions is to use a 3-by 5-inch file box. Use one card for each question, and include the answer, source and page number. Group the cards, one group per game. Then clip or rubber band together each group, and put the groups in a file box in the order they will be used. You can include the bonus questions in the group of cards or put them in a separate group. It works well to have a separate box for each age division.
- A third system allows for a single set of questions to be read during all games in a particular round of play. Questions are printed in the order they are to be read, and are repeated for all games in that round. A different set of questions is then used for each subsequent round. In double-elimination contests, this system helps you avoid repeating questions during the contest, while using a relatively small number of questions. You can increase the difficulty of the questions' difficulty as the teams progress through rounds of play.

Regardless of the management system used, the moderator must practice with the system before the contest begins.

Submission of questions for district and state

Counties sending a team to compete may be asked to submit a number of questions to the bowl coordinator. At the district and state levels, these questions must be in the format dictated by the coordinator to aid in their review and documentation. A selected committee will review these questions, and some may be used in current or subsequent contests.

ELIMINATION TOURNAMENTS

In elimination tournaments, the participants/teams drop out when they lose until only one winner remains. There are two basic types of elimination tournaments—single and double—with various consolation and combination methods that may be used with each. In the Texas 4-H Quiz Bowl program, it is suggested that all county, district and state competitive events use double-elimination, random-draw tournaments.

The double-elimination tournament differs from a single-elimination tournament in that each team is guaranteed to play a minimum of two games. Because of this, the double-elimination tournament produces a more valid winner than does single-elimination. A team that has an “off-time” could still go undefeated the rest of the way and meet for the contest championship. Also, the second-place team could lose early in round play to the eventual winner and still meet in the championship round.

In an elimination tournament format, the games are divided into sets of vertical brackets (one bracket represents one game). The number of brackets needs to equal a perfect power of two. The “magic numbers” for this type of tournament are 2, 4, 8, 16, 32, 64, etc. If you do not use the power of two, somewhere in round play a team will progress through a round with a “bye.” This is the case in the Texas 4-H Quiz Bowl, because 36 teams can qualify for state roundup (three per district), and 36 is not a power-of-two number.

The best way to assign teams their positions in the Texas 4-H Quiz Bowl is by random draw. Each team captain draws from the available positions and is assigned to the corresponding numbered position. In some instances “byes” are needed to make the system of play and brackets work correctly. If “byes” are used, put them in the first round and, if possible, spread them evenly throughout the brackets so that no bracket grouping is given an advantage. “Byes” must be assigned before the random drawing.

All matches should be numbered in both brackets of play. The winner of a match in the first round continues in the Winners Bracket with the loser going to the Non-Winners Bracket and assuming the corresponding position based on the game number lost. For example, (refer to the enclosed brackets) the loser of game 11 (L11) would go to the Non-Winners Bracket and assume the top position of game 18 and the loser of game 12 would be its opponent for game 18. Any team defeated in the Non-Winners Bracket is eliminated from further play.

The “Rounds” designated on the two bracket pages correspond to the number of question packets that can possibly be used in a contest. The contest chairman may repeat the same questions for all matches in a particular round, thereby reducing the number of questions needed for the contest. As an example, all matches played in Round 1 would use the same questions. New questions would be used only for subsequent rounds of play. The Texas 4-H Quiz Bowl contest brackets are developed so that only 10 rounds of questions are needed (along with tie-breakers) and no team hears a question more than once in match play. If you use individual game packets, you will need many more questions. In this instance, 46 game packets would be needed along with tie breakers.