



TEEN

INTERNATIONAL YOUTH & DISCIPLINESHIP

TALENT

2023

COMPETITION MANUAL



COGYD.ORG





Art



Bible



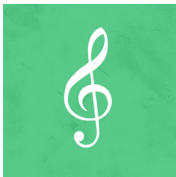
Creative Writing



Drama



Multimedia



Music



Battle of the States





teen talent

2023 COMPETITION MANUAL

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INTERNATIONAL DEPARTMENT
OF YOUTH & DISCIPLESHIP



Welcome

2023

INTERNATIONAL YOUTH & DISCIPLESHIP



The International Department of Youth and Discipleship is excited to present this Teen Talent Manual for the 2023 competition. Teen Talent is one of the oldest and most widely populated ministries of our department. It is our goal to keep this program relevant to the times and culture while still standing firm on our core values. Therefore, the international team has been working diligently to give the 2023 competition manual important updates needed. They have gone through every page, section, and aspect of the various competition areas to clean up dated elements and make necessary changes for consistency and clarity.

One of the most exciting parts of the Teen Talent program is seeing talent developed with the addition of new categories, such as Christian Comedic Performance and Contemporary Worship Dance, as well as the development of an expanding Multi-Media category with the addition of Digital Photography. We believe that the Church of God has some of the most talented young people on the planet, and we desire this ministry to stretch and strengthen them. It truly is our goal to challenge students to give "Our Best for His glory" which remains the theme of Teen Talent.

It is incredibly important for participants, coaches, and parents to familiarize themselves with each area or category entered due to these extensive changes.

I want to express my deepest appreciation to our team for their excellent work on the manual. They have spent hundreds of hours researching, editing, collaborating, reviewing, and composing.

It truly takes a team and we are grateful to all of the pastors, parents, leaders, coaches, and participants for making this a wonderful opportunity to highlight and celebrate the gifts and talents of this next generation.

We pray this experience will be life-changing as, together, we use *our Talent for His Glory!*

Rob Bailey, International Director

Brian Yaun, International Assistant Director





Teen Talent

... Church of God young people in action for the glory of God.

The Church of God believes in young people! Since its beginning in 1961, Teen Talent has been one of the most exciting and rewarding programs sponsored by the International Department of Youth and Discipleship. Literally, thousands of teenagers have been involved in Teen Talent. This program has been a means of leading teenagers in recognizing and developing their abilities and directing them toward reaching their fullest potential for Christ.

Teen Talent Objectives:

- To lead teenagers into a personal relationship with God in Christ, directing youth toward Christian maturity through their talents.
- To develop a sense of accomplishment, ministry, and communication for Christ through fostering an understanding of the nature and function of ministry.
- To motivate teenagers to utilize their abilities in worship and in the evangelism ministries of the church, consecrating their talents for the purpose of Christian witness.
- To provide opportunities for teenagers to interact socially with other youth and enjoy Christian fellowship.
- To provide evaluative data on performances/entries to potentially serve as a guide for the continued development of skills and talents for the glory of God.



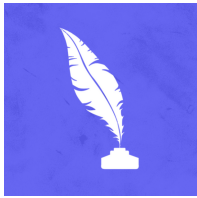
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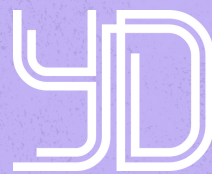


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teen talent

GENERAL



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INTERNATIONAL YOUTH AND DISCIPLESHIP DEPARTMENT



PART ONE

Purpose of the Manual

To ensure fairness in determining winners, a technical manual of this nature is a necessity. It has been prepared to assist participants, coaches, and parents understand the rules and methods of evaluation in the Teen Talent Program and should be studied carefully.

An important goal of the Teen Talent program is to provide feedback in the form of evaluative data on the performance entry of each participant with the objective to encourage a program of continuous development of skills and talents for the edification of Christ.

This manual is designed primarily for the participant, but it also serves as a guidebook for adjudicators, State/Regional/National Youth & Discipleship Directors, and International Youth & Discipleship Leaders. This manual is the official body of information for all aspects of the competition and should be followed at every level of competition.

Thorough knowledge of this manual will help enable a participant or group of participants to improve their performances in competition.

PART TWO

Levels of Competition

- State/Regional/National Competition: The State/Regional/National Competition shall be under the direction of the State/Regional/National Director of Youth and Discipleship.
- International Competition: The official International Teen Talent Competition for each participating state/region/nation will be conducted bi-annually. The International Director of Youth and Discipleship will arrange and supervise this competition.

PART THREE

Participation Guidelines for all Categories of Teen Talent

- Each participant must be 13 to 19 years old within the calendar year (January 1 – December 31). This age ruling includes all Teen Talent participants but does not apply to accompanists, coaches, or directors.
- A participant must be a regular attendee of the Church of God.
- A participant may represent in competition only one local church from his/her State/Region/Nation.
- The State/Regional/National Youth Director may enter the first place, second place, and third place winners in International Competition.
- Performances and pieces in all categories may be changed between State/Regional/National and International Competition as long as the modified pieces are submitted by the International Competition deadline date. Performers may be added or subtracted as long as the change does not move the entry into another category (for example: you can not move from Small Ensemble to Large Ensemble, etc.).
- Participants/pieces will be judged according to the rules of the division in which they are entered.

PART FOUR

Standards for Adjudication

What standards of performance may an adjudicator reasonably expect of a participant or group of participants? The following comments are highly generalized. It is not the purpose of these descriptions to set up arbitrary standards. Each performance must be adjudicated on its own merit, and in the final analysis, each adjudicator must decide what rating each performance deserves.

Brief descriptions are given below of the type of performance that might be awarded the respective ratings in the competition. These descriptions are offered, not as an attempt to pre-adjudicate any performance, but merely in the hope that they will provide background to assist the participant in understanding the adjudication process.

SUPERIOR (4.5 and above)

This rating represents the finest conceivable performance, worthy of the distinction of being recognized as among the very best. While the adjudicator might find some minor points to criticize and make some helpful suggestions for further improvement, the remarks would generally be complimentary for outstanding work.

EXCELLENT (3.5 - 4.4)

This rating reflects a solid performance in many respects, but not one worthy of the highest rating due to minor defects. Yet, it is a performance of distinction and quality. It is relatively easy for an adjudicator to comment on such a performance because the weaknesses stand out clearly against a generally first-rate background, and suggestions are usually focused on something specific and helpful.

GOOD (2.5 - 3.4)

This rating is awarded for a good performance, but one that is not outstanding. The performance shows the accomplishment and marked promise, but is lacking in one or more essential qualities. This rating indicates much room for improvement in several of the fundamental items listed on the adjudicator's scoring sheet. The participant would have some basically fine qualities, and there should be ample opportunities for the adjudicator to make suggestions for sound improvement in those fundamental factors in which the performance revealed weaknesses.

FAIR (1.5 - 2.4)

This rating describes a performance that shows some obvious weaknesses. These may simply reflect a lack of rehearsal time or preparation. This rating represents a performance that is generally weak and uncertain. There are numerous errors, and the performance reveals basic weaknesses in most of the fundamental factors listed on the scoring sheet. The adjudicator will probably not devote much space to pointing out specific errors in the performance. The comments, however, will likely be encouraging and contain helpful suggestions for overall improvement.

POOR (1.0 through 1.4)

This rating indicates a performance that reveals much room for improvement. It indicates a performance in which participants reveal almost a complete lack of preparedness and understanding. In some cases, this may be due to contestants attempting to perform material that is far too advanced for their ability. The adjudicators will point out any commendable features and the basic weaknesses in the performance and will make suggestions for improvement. These comments should encourage the participants to work toward improvement so that they may qualify for a higher rating in the future.





PART FIVE

Explanation of Adjudication

Scoring and Participants

The participant's performance is evaluated according to certain specific factors which are listed on the scoring sheet. A sample of each scoring sheet is included in this manual. Each factor on the adjudication sheet is evaluated and scored.

Tallying the Score

After the judging has been completed, the scoring sheets are collected.

The Adjudicator's Summary Sheet

Scoring sheets from all the adjudicators for a participant are averaged together to determine the provisional rating for that participant. This average is listed in the summary.

- Superior 4.5 and above
- Excellent 3.5 – 4.4
- Good 2.5 – 3.4
- Fair 1.5 – 2.4
- Poor 1.0 – 1.4

Determining the Final Rating

The prepared summary of each participant's performance, with the corresponding scoring sheets attached, is returned to the adjudicators for final analysis.

Winners will be determined, not on an individual point basis, but by the mutual agreement of the adjudicators. The scoring sheets are a guide to

assist the judges in making their decisions. In this way, they can study all of the entries on a comparative basis and come to a mutual decision rather than just rating each piece numerically. All decisions of the adjudicators concerning both winners and category designations are final.

Adjudicators' Evaluation of the Participant

Space on each scoring sheet is provided in which the adjudicator may write comments and suggestions to the participant(s) as a current evaluation of their performance, and as a guide for the continuing development of their skills in the future. Within a few weeks after the competition, the State/Regional/National Youth and Discipleship Department should provide each participant(s) a copy of the comments and evaluations from each adjudicator. Through this procedure, the adjudicators have an opportunity to communicate to the participant(s) any observations they wish to make concerning their strengths and weaknesses, and areas that need attention. Positive feedback will be empowering to the youth as they work to further develop their talents. Potentially, this adds a further learning experience to the Teen Talent program.

After the completion of the International Competition, the evaluations are sent to the State/Regional/National Youth Directors for them to administer each participant(s) a copy of the comments and evaluations from the adjudicators.

PART SIX

Recognition and Awards

State/Regional/National Competition:

1. The State/Regional/National Competition shall be under the direction of the Director of Youth and Discipleship.
2. First, second, and third places will be awarded in each category and will qualify to be entered in the International Teen Talent finals by their State/Regional/National Director.

International Competition

1. The official Teen Talent Competition for each participating State/Region/National will be conducted in the years opposite the General Assembly.
2. First, second, and third place awards will be given.



Our *talent*
for
His *glory*





teen talent

ART DIVISION



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Categories

- ◆ Ceramics and Glass
- ◆ Drawing
- ◆ Graphics
- ◆ Mixed Media
- ◆ Oil/Acrylic Painting
- ◆ Raw Photography
- ◆ Sculpture
- ◆ Textiles
- ◆ Wet Media Painting



PART ONE

Participation Requirements

1. Each entry must be the original work and idea of the participant and must have been created since the close of the previous International Competition. Assistance may be received only in the form of advice or instruction. A reproduction of existing art will not be accepted. No crafts, kits, models, or work-from patterns are acceptable.

2. Each participant will be responsible for the delivery of his/her entry and will assume liability for any damage that might occur during transportation and competition. NO shipments will be accepted by Teen Talent personnel.

3. Each entry must be identified by having the Teen Talent Art Project Information Sheet affixed to the back of the entry or presented with the display. (See page 23). A paper copy of the Teen Talent Art Project Information Sheet must also be submitted during Art Check-In at each level of competition.

4. The competition is open to both religious and/or secular subject matter. However, any entry using subject matter depicting behavior that is contrary to Christian principles will not be accepted. The theme is to foster Christian ideals of faith, family, and life. State/Regional/National Judges, using the above standard, will determine whether an entry is inappropriate for entry and judging.

5. The competition is open to both religious and/or secular subject matter. However, any entry using subject matter depicting behavior that is contrary to Christian principles will not be accepted. The theme is to foster Christian ideals of faith, family, and life. State/Regional/National Judges, using the above standard, will determine whether an entry is inappropriate for entry and judging.

6. Entries are often submitted in the wrong category. This poses serious problems for judging and does not provide the proper opportunity for judging the entry. The determination of which category to enter a piece into is the responsibility of the contestant. In the spirit of fairness, it is sometimes possible an entry could be entered incorrectly in a category because of misinformation or other confusion regarding classification, therefore the final authority for placing a piece in the proper category will reside with the adjudicators and the State/Regional/International Director. Changes in a category will not be done at the International level. Pieces will be judged according to the criteria in which the work is officially entered.

7. A participant may submit only one entry in each category but may enter as many categories as desired.

PART TWO

Description of Categories

Ceramics and Glass

Any handmade piece (typically of a functional nature such as a bowl, vase, etc.) utilizing slab, coil, slip cast, press mold, sand cast, wheel thrown, or any combination of the processes. Slip cast pieces made in commercial molds will not be eligible for competition in either State/Regional/National or International competitions. A participant using the methods of slip casting must make the mold and so indicate on the Teen Talent Art Project

Information Sheet (See page 23). Glass may be functional, decorative, or free form. Only hand-blown and hand-formed glass will be eligible for the competition.

Note: Indicate the kind of process(es) used, the glaze used, and at what cone or temperature a ceramic piece was fired on the Teen Talent Art Project Information Sheet (See page 23).





Drawing

1. Any dry media such as pencil, pastel, crayon, oil pastel, conté crayon, charcoal, pen, brush, ink, or any combination of these.
2. Note: Indicate the medium used on the Teen Talent Art Project Information Sheet (See page 23).

Graphics

1. Any reproducible image created by hand using processes such as etching, engraving, woodcut, linocut, silkscreen, lithograph, monoprint, and any combination of these or similar processes.
2. Note: Indicate process(es) used on the Teen Talent Art Project Information Sheet (See page 23).

Mixed Media

1. Any framed two-dimensional piece of art that involves the application of two or more mediums onto a relatively flat surface. The mediums are distinct and different in nature but are used to create a single work of art. For example, a drawing with markers painted over with watercolor and then highlighted with acrylics.
2. Note: Describe each medium used on the Teen Talent Art Project Information Sheet (See page 23).

Oil/Acrylic Painting

1. Any oil-based, synthetic-based (such as acrylic or polymer) or egg tempera, or a combination of these.
2. Note: Indicate the medium used on the Teen Talent Art Project Information Sheet (See page 23).

Raw Photography

1. Any photographic image created using a film or digital camera and produced on film or paper.
2. Entry must be printed as a minimum of 8"x 10" for adjudication/display.
3. Entries must be a single photo, matted and framed.
4. Entries containing multiple photos will be judged on only one photo or disqualified for the photography category at the judge's discretion.
5. Processing of film or digital images may be done using the camera's settings (F-stop, film speed, shutter speed, etc.) or by using filters (rigid or gel) on the lens. In this category, software editing is not allowed.
6. NOTE: **NEW FOR 2023!!!** Alternation of photograph using software or editing applications of any type classifies the entry as Digital Photography in the Multi-Media Division.

Sculpture

1. Any non-functional, three-dimensional, or relief (two-dimensional) object made of metal, wood, paper-maché, plaster, stone, plastic, ceramic, glass, or any combination of these or other suitable materials.
2. The Teen Talent Art Project Information Sheet (See page 23) should detail any specific information about the medium(s) used in the composition of the piece.

Textiles

1. Any batik, weaving, tie-dye, stitchery, macramé, appliqué, quilt, or combination of these as an art form.
2. Patterns or designs must be your own work and not copies of commercial or existing patterns.
3. You must explain on your Teen Talent Art Project Information Sheet how the pattern was created (See page 23).

Wet Media Painting

1. Any transparent watercolor, opaque watercolor (gouache), water-based tempera, or any combination of these.
2. Note: Indicate the medium used on the Teen Talent Art Project Information Sheet (See page 23).

“

[SPECIAL NOTE]

Crafts and Mechanical Drawings
are NOT Allowed

Crafts and craft projects, as well as building/floor plans, blueprints, and other mechanical drawings made by hand or with computer programs, will not be accepted for entry.

While crafts and mechanical designs do require creative abilities, the mechanical nature of these pieces does not meet the creative criteria and principles of the Teen Talent Creative Art philosophy.

”





PART THREE

Glossary of Terms

- **Composition**: The total arrangement or design of a work of art. How the visual elements such as line, shape, color, and texture are put together.
- **Harmony**: An orderly or pleasing arrangement of parts; the various parts of the composition go well together.
- **Intrinsic**: Belonging to a thing by its very nature. The grain and color of a piece of wood are an intrinsic part of its character.
- **Proportion**: A proper visual relation between parts to create a unified whole.
- **Repetition**: The reoccurrence of the same color, shape, idea, theme, etc. in a work of art
- **Rhythm**: Visual arrangement with regular repetition of colors, forms, etc.
- **Unity**: A quality of oneness; various parts create a single idea or statement.
- **Coil**: Ropes of clay coiled, shaped, and joined together.
- **Hand-Blown Glass**: A glass object formed by blowing through a long metal tube to which molten glass is attached.
- **Hand-Formed Glass**: The process of fusing pieces of glass together using a heat source such as a torch, kiln, or other bonding processes or agents.
- **Press Mold**: A ceramic piece is formed by pressing wet clay into a pre-made mold so that several identical pieces can be made.
- **Sand Cast**: A type of mold where moist sand is carved out to create a reverse image which is then filled with clay slip.
- **Slab**: Flat pieces of clay used to create a ceramic object by joining several slabs together.
- **Slip Cast**: A ceramic process where a piece is created by pouring liquid clay (slip) into a preformed mold. Several identical pieces can be made by this process.
- **Wheel Thrown**: The process of forming pliable clay on a potter's wheel.
- **Engraving**: The process of incising a design in hard material, often a metal (usually copper). Also, the print of an impression made from such a plate.
- **Etching**: A kind of engraving in which the design is drawn on a layer of wax or varnish on a copper plate. The parts of the plate left exposed are then etched or eaten away by acid in which the plate is immersed. After cleaning, the plate is inked and printed as a normal engraving. (Also, a print made from such a plate.)
- **Intaglio**: Any print-making process where the design is incised into the plate, including engraving and etching. Often it is a combination of several techniques on the same plate. (Also, any print made from such a plate).
- **Linocut (Linoleum Print)**: A type of relief print where linoleum is used as the plate into which a design is carved.
- **Lithograph**: The process of making a print on a specially prepared stone or metal plate by drawing with a grease crayon. The plate is then desensitized, moistened, and then inked so that only the drawn areas absorb ink. It is then printed under pressure. This permits a subtle range of linear and tonal values.
- **Mono Print**: A print or impression created from a design on a surface that is transferred by pressure to a piece of paper. The image on the original surface is destroyed in the printing process. For example, applying oil paint to a metal plate and running it through a printing press to transfer the paint to the piece of paper. Only one print is achieved by this process.

PART THREE

Glossary of Terms

- **Print:** A term used to designate the paper holding the image that is transferred from an inked plate. For example, a relief print or intaglio print.
- **Relief Print:** A printing process whereby the unwanted areas of a plate (usually wood or linoleum) are carved away leaving a raised surface which is inked and printed. (Also, any image printed by this process.)
- **Silkscreen (Serigraph):** A print that is created affixing a stencil to a piece of stretched silk or synthetic silk through which ink is forced by a squeegee onto paper under the screen.
- **Typography:** The arrangement, appearance, design and/or style of printed fonts.
- **Woodcut:** A type of relief print where a flat piece of wood is used as a plate.
- **Acrylic:** A type of opaque paint with a similar consistency of oil paint but which can be thinned with water.
- **Egg Tempera:** A permanent, opaque paint consisting of a mixture of pigment, egg yolk, and water.
- **Polymer:** A name often used for synthetic-based paints. (See also Acrylic.)
- **Tempera:** An opaque, water-based paint commonly referred to as poster paint. Colors are not waterproof as they are with egg tempera.
- **Gouache (Opaque Watercolor):** Watercolor rendered opaque by the addition of a filler such as zinc white. It has more body and dries more slowly than transparent watercolor and lends itself to bright color and meticulous detail.
- **Transparent Watercolor:** A finely ground pigment suspended in a medium that renders it transparent.
- **Montage:** A composition created by fitting together pictures or pieces of pictures.
- **Multi-Exposure:** Making more than one exposure on one frame.
- **Photomechanical:** A photograph processed to eliminate middle tones of gray so that only white and dense blacks are shown.
- **Solarization:** Over-exposing a photographic film to create a special effect.
- **Free-Form Sculpture:** A term used to distinguish a work from a functional object made from the same material. For example: Distinguishing between a ceramic bowl and a piece of ceramic sculpture where the design is an end in itself.
- **Relief Sculpture:** In sculpture, figures projecting from a background of which they are a part. The degrees of relief are designated as high, low (or bas), or sunken (hollow).
- **Non-functional:** Not serving any utilitarian purpose, no usefulness or function beyond the aesthetic artistic quality.
- **Appliqué:** A design or pattern created in needlework made by cutting pieces of one material and applying them to the surface of another.
- **Batik:** A fabric design created by drawing with hot wax, dyeing the fabric, and then ironing out the wax which has not received the dye. By repeating the process, a number of colors can be obtained.
- **Macramé:** Coarse lacework made by weaving and knotting cords into a pattern.
- **Needlepoint:** Decorative needlework on canvas or heavy fabric in a diagonal stitch covering the entire surface of the material.





PART THREE

Glossary of Terms

- **Stitchery:** A pattern or design on cloth created with stitches of needle and thread.
- **Tie-Dye:** A design on fabric made by tying parts of the fabric so they will not absorb the dye, giving the fabric a streaked or mottled look.
- **Weaving:** A cloth design created by interlacing threads or yarns of the wool and the warp on a loom.
- **Collage:** A composition made by pasting together on a flat surface various materials such as newspaper, wallpaper, illustrations, photographs and cloth, as well as paint.

I have filled him with the Spirit of *God*, with wisdom, with understanding, with knowledge and with all kinds of skills—to make *artistic* designs . . .

—Exodus 31:3-4



TEEN TALENT ART DIVISION

project information sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

PLEASE COMPLETE & BRING TWO COPIES WITH YOU TO COMPETITION:

Creativity. What motivated or inspired you to create your Teen Talent Art entry, and is it your own idea?

Composition. How were the principles of art used in creating your art entry?

Medium/Material. Explain how you used the medium/material to create your art entry.

Technique. Describe any special effects you employed to create your work of art.





Art

TEEN TALENT ART DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

- 1 2 3 4 5 || 1. Harmony/Visual Balance
- 1 2 3 4 5 || 2. Rhythm, Proportion, Repetition
- 1 2 3 4 5 || 3. Contrast, Line, Shape
- 1 2 3 4 5 || 4. Color
- 1 2 3 4 5 || 5. Texture
- 1 2 3 4 5 || 6. Imagination, Individuality
- 1 2 3 4 5 || 7. Technical Proficiency
- 1 2 3 4 5 || 8. Attention to Detail
- 1 2 3 4 5 || 9. Neatness of Work
- 1 2 3 4 5 || 10. Appropriateness of Medium Used



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

CATEGORY



TEEN TALENT ART DIVISION

adjudicators' summary

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

NOTE: This is to be prepared from the adjudicators' individual sheets by someone assigned the responsibility. Follow the provided instructions.

ADJUDICATORS

	1	2	3	4	5	TOTALS
1 _____						
2 _____						
3 _____						
4 _____						
5 _____						
TOTALS						

GRAND TOTAL
◆

COMBINED AVERAGE _____

COMBINED RATING _____

◆ FOR ADJUDICATORS ONLY ◆

Final Average and Rating: After reviewing the above objective analysis and deliberating the matter in view of all entries within this category, the adjudicators have awarded the following average and rating.

AVERAGE

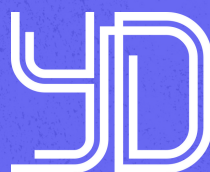
RATING





teen talent

CREATIVE
WRITING
DIVISION



SPONSORED BY THE CHURCH OF GOD
INTERNATIONAL YOUTH AND DISCIPLESHIP DEPARTMENT

Categories

- ✦ Articles and Essays
- ✦ News Writing
- ✦ Plays and Skits
- ✦ Poetry
- ✦ Short Story



PART ONE

Participation Requirements

1. Each entry must be the original, unpublished work of the participant. Assistance may be received only in the form of advice.
2. It must have a religious theme, either explicit (clearly expressed) or implied (suggested).
3. It must be written after the conclusion of the last Teen Talent International Competition.
4. The following information must be in the top right-hand corner of the first page:
 - Name
 - Age
 - Address (including city, state, and zip)
 - Local Church
 - Church of God State/Region/Nation
 - Number of Words
5. Each manuscript must be word processed, double-spaced on one side of the paper that is 8 ½ x 11 inches.
6. Entry placed in the correct category.
7. Adherence to word/line limitation:
 - Short Stories: not to exceed 1200 words
 - Articles & Essays: not to exceed 1200 words
 - Plays & Skits: not to exceed 1500 words
 - News Writing: News Stories – not to exceed 1200 words
 - Editorials – not to exceed 500 words
 - Features – not to exceed 1200 words.
8. Each entry must be accompanied by a Statement of Verification of Originality to be eligible for competition. (See page 33)





PART TWO

Description of Categories

Articles and Essays

Nonfiction pieces of no more than 1,200 words. Research papers are not acceptable entries for this category.

- Articles: relate to experiences and/or facts of a central purpose through careful organization and selection of details.
- Essays: Analyze, interpret, or speculate about a central idea through the use of facts, experiences, and/or options.

News Writing

(News Stories, Editorials, and Features)

Articles that provide information about world affairs and general information of an educational, economical, or recreational nature.

- News Story: Articles of no more than 1,200 words that utilize only facts and provide no opinions or guesswork. Any quoted material must be documented.
- Editorials: Reflections on the news in essay form of no more than 500 words. These are presented generally as a personal opinion intended to attack, defend, teach, or praise.
- Features: Stories that take a related, but less important, aspect of a news story and present it from a more human-interest angle. The form is like that of an essay of no more than 1,200 words.

Plays and Skits

Fictional or nonfictional dramatizations of no more than 1,500 words.

- Plays: Dramas intended to be enacted on the stage, containing plot, theme, dialogue, characterization, setting, and stage directions.
- Skits: Short dramatizations, which may be humorous or may present a moral, which can be enacted without elaborate stage facilities, and which contain dialogue, characterization, and an element of the plot. Suggested set design and stage directions may also be included.

Poetry

Rhymed or unrhymed verse of no more than 100 lines that develop a central theme or image.

Short Stories

Fictional pieces of no more than 1,200 words that utilize setting, plot, and characterization to reveal an implied theme.

PART THREE

Glossary of Terms

- **Impact** - The overall effectiveness of a word or the impression it makes on the reader. The impact results from all the separate elements working together to form the whole composition. (Short Story, Plays and Skits, Poetry)
- **Characterization** - Refers to how well the people in the story or drama are developed or explained and how believable they are. A major consideration in this category is how realistic the people are and how believable their responses are to the situations in the story or play. (Short Story, Plays and Skits)
- **Setting** - The actual physical location of the story or drama. The primary characteristic to be evaluated by the judges is how well the setting is described, how well it fits the theme of the story or play, and how well unified it is with the action. In dramas and skits, some considerations will be given to how feasible the setting is for the production of the drama. (Short Story, Plays and Skits)
- **Plot** - The storyline of the short story or drama. It is essentially what happens. The judge's primary concern in the area of the plot will be how believable the action is, how unified it is, and how appropriate it is to the underlying theme of the piece. (Short Story, Plays and Skits)
- **Theme** - Probably the most important single element in any work, theme refers to the underlying idea or purpose of the piece. It is the moral value that is illuminated by the work or the attitude expressed by the working together of all the separate parts. In judging entries, the judges will be looking for evidence of abstract thought, clarity, the subtlety of presentation, and significance. (Short Story, Plays and Skits, Poetry)
- **Mechanics** - Grammatical usage, spelling, and punctuation are covered by an evaluation of the contestant's mechanics. (Short Story, Articles and Essays, Plays and Skits)
- **Clarity of Purpose** - In an essay or article, the purpose is generally contained in a central idea or thesis statement. This section on the judge's scoring sheets asks for an evaluation of how clearly the point of the piece comes through. In other words, how well could you tell what the essay or article was supposed to be about? This aspect of the evaluation sheet also takes into consideration how well the idea of the piece was developed and explained. (Articles and Essays)
- **Unity** - The quality of "oneness" which an essay or article should achieve. In other words, it is staying with the main idea throughout the work without 'getting off track' or rambling. (Articles and Essays)
- **Coherence** - In any essay, somewhat separate and divergent ideas must be blended together to make the whole. Coherence refers to how well separate ideas are linked so that the piece reads smoothly. It is the effective use of transitions. (Articles and Essays)
- **Organization** - Every article or essay consists of several ideas which all relate to the main point. Organization refers to how well those ideas are ordered to give purpose to this arrangement. In other words, are related ideas together? Is there a sense of logic in the sequence of the ideas? (Articles and Essays)
- **Logic** - In this application, it is the display of perception in relating ideas and arriving at conclusions. (Articles and Essays)





PART THREE

Glossary of Terms

- **Use of Language** - Refers to the contestant's ability to put sentences together correctly and effectively, his/her ability to use assonance, alliteration, symbolism, etc. In some cases, it also refers to his/her ability to use the mechanics of composition correctly. (Short Story, Poetry)
- **Documentation** - When a contestant uses information obtained from a published source, he/she must indicate by means of footnotes and a bibliography where the information was acquired. The evaluation of a contestant's documentation includes a consideration of whether or not he/she has adequately acknowledged the sources used, and how reliable the selected sources are. (Articles and Essays)
- **Dialogue** - The exchange of conversation between characters in a story or drama. Judges will pay particular attention to how natural the speech of the characters sound, and how the dialogue contributes to the development of the plot and the theme. (Plays and Skits, Short Story)
- **Originality** - The amount of creativity and imagination found in a work. In other words, is the piece fresh and new, alive with the writer's personality and inventiveness? (Poetry)
- **Control** - Includes a consideration of the precision of the construction of the lines of a poem, the effectiveness of rhythm, the ease in the flow of lines, and the evidence of the mastery of poetic devices. (Poetry)
- **Imagery** - Involves a consideration of the contestant's ability to create word pictures that appeal to the reader's imagination, senses, and intellect. (Poetry)

This is what the **LORD** says:
"Write in a book all the *words*
I have spoken to you."

—Jeremiah 30:2

statement of
verification of originality

Name _____ Phone # _____
Category _____ Date _____
Address (Street, City, State, Zip) _____
Local Church & State/Region _____



Policy on Plagiarism

Plagiarism, the act of stealing and passing off the ideas or words of another as one's own, is a violation of biblical principles. Therefore, we have adopted the following policy:

Plagiarism will subject the participant to disqualification from competition in the Teen Talent Creative Writing Division. The participant will be immediately disqualified, and the State/Regional Director of Youth and Discipleship notified of the offense.



I, _____ am solely responsible for the creation of this piece as an original work using my own content and words. I am aware that plagiarism is a violation of Biblical principles and will result in immediate disqualification from the competition.

Piece Title: _____

Signature of Author: _____

Signature of Parent/Guardian: _____

Date: _____





Articles & Essays

TEEN TALENT CREATIVE WRITING DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

- 1 2 3 4 5 || 1. EFFECTIVENESS
- 1 2 3 4 5 || 2. CLARITY OF PURPOSE
- 1 2 3 4 5 || 3. THEME
- 1 2 3 4 5 || 4. UNITY
- 1 2 3 4 5 || 5. COHERENCE
- 1 2 3 4 5 || 6. ORGANIZATION
- 1 2 3 4 5 || 7. LOGIC
- 1 2 3 4 5 || 8. MECHANICS
- 1 2 3 4 5 || 9. DOCUMENTATION
- 1 2 3 4 5 || 10. PARTICIPATION REQUIREMENTS



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR _____

ARTICLES & ESSAYS

News Writing

TEEN TALENT CREATIVE WRITING DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

- 1 2 3 4 5 || 1. IMPACT
- 1 2 3 4 5 || 2. EFFECTIVENESS
- 1 2 3 4 5 || 3. ACCURACY
- 1 2 3 4 5 || 4. TRAIN OF THOUGHT/FLOW
- 1 2 3 4 5 || 5. MECHANICS
- 1 2 3 4 5 || 6. CLARITY
- 1 2 3 4 5 || 7. THEME
- 1 2 3 4 5 || 8. ORGANIZATION
- 1 2 3 4 5 || 9. USE OF LANGUAGE
- 1 2 3 4 5 || 10. PARTICIPATION REQUIREMENTS



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR _____

NEWS WRITING





Plays & Skits

TEEN TALENT CREATIVE WRITING DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

- 1 2 3 4 5 || 1. IMPACT
- 1 2 3 4 5 || 2. CHARACTERIZATION
- 1 2 3 4 5 || 3. DIALOGUE
- 1 2 3 4 5 || 4. PLOT
- 1 2 3 4 5 || 5. COHERENCE
- 1 2 3 4 5 || 6. ORGANIZATION
- 1 2 3 4 5 || 7. THEME
- 1 2 3 4 5 || 8. MECHANICS
- 1 2 3 4 5 || 9. IMAGERY
- 1 2 3 4 5 || 10. PARTICIPATION REQUIREMENTS

◆ _____ ◆

SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

PLAYS & SKITS

Poetry

TEEN TALENT CREATIVE WRITING DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

- 1 2 3 4 5 || 1. IMPACT
- 1 2 3 4 5 || 2. ORIGINALITY
- 1 2 3 4 5 || 3. USE OF LANGUAGE
- 1 2 3 4 5 || 4. CONTROL
- 1 2 3 4 5 || 5. IMAGERY
- 1 2 3 4 5 || 6. THEME
- 1 2 3 4 5 || 7. PARTICIPATION REQUIREMENTS



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR _____

POETRY



Creative Writing

TEEN TALENT CREATIVE WRITING DIVISION

adjudicators' summary

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

NOTE: This is to be prepared from the adjudicators' individual sheets by someone assigned the responsibility. Follow the provided instructions.

ADJUDICATORS

	1	2	3	4	5	TOTALS
1 _____						
2 _____						
3 _____						
4 _____						
5 _____						
TOTALS						

GRAND TOTAL

✦

COMBINED AVERAGE _____

COMBINED RATING _____

✦ FOR ADJUDICATORS ONLY ✦

Final Average and Rating: After reviewing the above objective analysis and deliberating the matter in view of all entries within this category, the adjudicators have awarded the following average and rating.

AVERAGE

RATING





teen talent

DRAMA DIVISION



SPONSORED BY THE CHURCH OF GOD
INTERNATIONAL YOUTH AND DISCIPLESHIP DEPARTMENT

Categories

- ◆ Monologue
- ◆ Christian Comedic Performance
- ◆ Small Group Skit (2 - 6 participants)
- ◆ Large Group Skit (7+ participants)
- ◆ Solo Spoken Word
- ◆ Small Group Spoken Word (2 - 6 participants)
- ◆ Large Group Spoken Word (7+ participants)
- ◆ Solo Mime
- ◆ Small Group Mime (2 - 6 participants)
- ◆ Large Group Mime (7+ participants)
- ◆ Solo Human Video
- ◆ Small Group Human Video (2 - 6 participants)
- ◆ Large Group Human Video (7+ participants)



Categories

- ◆ Solo Pantomime
- ◆ Small Group Pantomime (2 - 6 participants)
- ◆ Large Group Pantomime (7+ participants)
- ◆ Solo Praise Dance
- ◆ Small Group Praise Dance (2 - 6 participants)
- ◆ Large Group Praise Dance (7+ participants)
- ◆ Solo Expressive/Interpretive Movement
- ◆ Small Group Expressive/Interpretive Movement (2 - 6 participants)
- ◆ Large Group Expressive/Interpretive Movement (7+ participants)
- ◆ Solo Contemporary Worship Dance
- ◆ Small Group Contemporary Worship Dance (2 - 6 participants)
- ◆ Large Group Contemporary Worship Dance (7+ participants)



NOTICE

Teen Talent Performance Protocols

Given the change in the culture and world around us, we felt it necessary for protection and clarity to make the following statement regarding prop weapons and the use of sexually graphic material in Teen Talent competitions on all levels.

Weapon Portrayals

These are the restrictions for any group, team, skit, or individual that could in the process of competition need to act out or demonstrate weapons of any type.

1. A "prop weapon" is defined as any item that can be used to harm an individual or group of people. These include, but are not limited to, a gun (of any type), bow, arrow, crossbow, knives, swords, clubs, and bats.
2. At no time will a "prop weapon" be used in ANY way.
3. There will be no use of blanks, caps, or any other device that would audibly or visibly imply an explosion or gunshot.
4. All gunshot-type sounds must be accomplished using a stage device such as a slap-stick.

Sexuality Portrayals

At no time will an actor/performer act out a sexually graphic event of any type.

Emergency During Performances

All performances are restricted to the designated area of the stage. Should there be a costume malfunction, injury, or sudden illness, the affected participant should exit immediately to the staging area located at the rear of the stage.

Because of the weight of these procedures, if there are any questions, please contact your State/Regional Youth Director. Failure to adhere to these policies will result in the immediate removal and disqualification of the teams, groups, or individuals performing.



NOTICE

NO RECORDINGS ALLOWED



To preserve the integrity of the competition process, there are **NO RECORDINGS ALLOWED**, including both audio and video, unless specifically allowed by competition officials. (Movement, flash, or multiple cameras can impede the performers during what is likely to be a high-stress time.)

This policy includes Individual and Team Bible Quizzing.

Where possible, a high-quality video will be made available at an affordable price.

PART ONE

Participation Requirements

1. Select a performance suitable for Teen Talent competition. Its content should be in harmony with Church of God teaching. It should have a Christian emphasis but does not have to be overly religious. Regarding dress, language, and action, it should adhere to Church of God standards.
2. Many drama pieces require permission and production rights in order to perform. It is the responsibility of the participant to secure performance privileges when not choosing an original selection.
3. Keep production values as simple as possible. No performing group will have a sufficient amount of time to erect elaborate sets. Seek simplicity.
4. All technical requirements are to be strictly observed including, but not limited to, the following:
 - All performances must be limited to the area of the stage. Lighting will be limited to what is preset for the stage. Lighting cannot be turned on, turned off, or altered for performances.
 - If scenery is used in a category not allowed, there will be a five-point reduction in the final score.
 - The use of pyrotechnics will not be permitted.
5. Costumes in categories where allowed are subject to standards of modesty upheld by the Church of God.
6. The participant will not be allowed to make any comments or introductions before the performance begins.
7. If a mistake is made during the performance, such as a forgotten line or a missed cue, mistakes can often be covered by ad-libbing or improvising.
8. Acting is not the only aspect of drama. Directing is very important for proper pacing and mood, but these will not be directly judged.
9. All participants and audience members should respect theater etiquette.
10. Participants should strictly adhere to all stated time requirements. For performances exceeding the designated time requirements by 1-59 seconds, there will be a 1/2 point deduction. For performances exceeding time requirements by 1 minute+, there will be a 1-point deduction per minute. All timing is the responsibility of the Head Adjudicator of each category.
11. All music used in drama competitions must be Christian or Classical. Music should be uploaded before the competition. It is strongly suggested that a backup copy of the music be brought with you to the competition. You will have it to use during practice, as well as having it in case of any musical malfunction during the competition.
12. All performers must have at least one adult leader from their local church present backstage at all times. More leaders may be needed depending on the physicality of the performance.

PART TWO

Description of Categories

There are five areas of competition in the Teen Talent Drama Division.

NOTE: All group sub-categories in Drama are divided into Small Groups (2-6 participants) and Large Groups (7 or more participants).

Listed below are the regulations and guidelines for each category. These parameters will enable all participants to initially stand on the same ground and will provide a basis for comparison.





Category 1: Spoken Drama

General Information

1. The selection must come from a dramatic work, either original or otherwise. It may be a cutting from a play, or a self-contained whole. Remember that suitability of selection is a part of the adjudication process.
2. The selection should be thoroughly familiar to the participant, memorized, and studied for dramatic performance.
3. This is a dramatic performance and should be executed as such. Do not merely recite lines, but interpret them honestly, in a manner suited to the stage.
4. Lighting will be limited to what is preset for the stage. Lighting cannot be turned on, turned off, or altered for performances.
5. No music is to be used in Spoken Drama categories.

Monologue (3-5 min.)

1. A dramatic presentation by one person utilizing the spoken word.
2. Minimal hand props (chair, stool, table, cross, hat, cane, sticks, flags, banners, etc.) and costumes may be used by the performer, but no scenery, backdrops, or set props will be allowed.
3. Costuming should be carefully considered, as it can enhance or distract from the performance.

Christian Comedic Performance (2-4 min.)

1. Christian Comedic Performance consists of one-liners, stories, and observations that are designed to create laughter.
2. The performer may incorporate props, music, illusions, or ventriloquism.
3. The scenery and set work is limited to that available on the stage.
4. It would be beneficial to the performer if the content is written and performed as his/her original works.

Group Skit (5-7 min.)

Small Group: 2 - 6 participants

Large Group: 7 or more participants

1. The group skit is a dramatic presentation by two or more people utilizing dialogue.
2. Minimal hand props (chair, stool, table, cross, hat, cane, sticks, flags, banners, etc.) and costumes may be used by the performers, but no scenery, backdrops, or set props will be allowed.
3. Costuming should be carefully considered, as it can enhance or distract from the performance.

Solo Spoken Word (2-4 min.)

1. Solo Spoken Word is a dramatic 'poetry' presentation by one person which can, and often is, portrayed as poignant and "in-your-face poetry." It should provoke thought about the subject/topic being spoken about. It can be aggressive, but may also kindle emotion peacefully.
2. Props, makeup, and costumes are not allowed.
3. There should be no characterization or character development. It is tightly scripted and performed rhythmically and poetically.
4. Solo Spoken Word will be done at a stationary microphone on a microphone stand. There should be no handling of the microphone.
5. If an original piece of work is used, it should be communicated at the start of the piece.

Group Spoken Word (2-4 min.)

Small Group: 2 - 6 participants

Large Group: 7 or more participants

1. The Group Spoken Word is a dramatic 'poetry' presentation by either two to six participants (Small Group), or seven or more participants (Large Group); which can, and often is, portrayed as poignant and "in your face" poetry. It should provoke thought about the subject/topic being spoken about. It can be aggressive, but may also evoke emotion peacefully.
2. Props, makeup, and costumes are not allowed.
3. There should be no characterization or character development. It is tightly scripted and performed rhythmically and poetically.
4. Group Spoken Word will be done at stationary microphones. There should be no handling of microphones.
5. If an original piece of work is used, it should be communicated at the start of the piece.

Category 2: Mime

General Information

1. A Mime is a piece performed in makeup and gloves by one silent actor telling a story. Mime should be done without words. Instrumental music may be used at the discretion of the performer. However, neither the performer nor the soundtrack may use words at any time during the performance.
2. The selection should be thoroughly familiar to the participant, with care given to convey a conscious line of thought through articulated movement.
3. Either original or published works are acceptable, with both content and expression of content being factors.
4. Minimal props (chair, stool, table, cross, hat, cane, flags, banners, etc.) may be used by the performer, though no scenery, backdrops, or set props will be allowed.

Solo Mime (3-5 min.)

1. The Solo Mime is a piece performed with mime makeup and with gloves. Limited props may be used, and the mime is done in a robotic, stylized, and synchronized movement.
2. The Solo Mime need not be limited to one character but should maintain a single train of thought that follows a storyline.

Group Mime (3-5 min.)

Small Group: 2 - 6 participants

Large Group: 7 or more participants

1. Group Mime is a piece performed with mime makeup and gloves by two or more persons. Limited props may be used, and the mime is done in robotic, stylized, and synchronized movement.
2. Groups should establish and maintain a train of thought that follows a storyline, with all members working to clarify and enhance that storyline.

Category 3: Human Video

General Information

1. The selection should be thoroughly familiar to the participant, with care given to convey a conscious line of thought through articulated movement.
2. Either original or published works are acceptable, with both content and expression of content being factors.
3. In Human Video, there is the progressive telling of a story; a continuous, uninterrupted story that progresses through the piece. The piece should be performed so that the audience can follow the storyline even if the music is removed. If a refrain is repeated, the story and character must continue forward without repeating previous movements. The storyline goes on until it is finished.
4. The development or growth of the characters must be seen throughout the performance. The performer(s) must remain in character at all times.
5. Human building/scaffolding is not permitted in the Human Video Category.

Solo Human Video (3-5 min.)

1. Solo Human Video is a piece performed by one person with music in which a character or characters are easily seen and developed. The piece is to be performed in such a manner that if the music were removed you could understand the storyline by the action of the characters. Character development and storyline are essential ingredients. The characters must behave like people in everyday life, and act and move accordingly.
2. No mouthing of the words is to be used, except in a direct quote by the character.
3. Minimal props and handheld props (chair, stool, table, cross, hat, cane, sticks, flags, banners, etc.) may be used. No scenery, backdrops, or set props will be allowed.
4. Costuming should be carefully considered, as it can enhance or distract from the performance.
5. Theatrical makeup is not permitted in the human video category.





Group Human Video (3-5 min.)

1. Group Human Video is a piece performed by one person with music in which a character or characters are easily seen and developed. The piece is to be performed in such a manner that if the music were removed you could understand the storyline by the action of the characters. Character development and storyline are essential ingredients. The characters must behave like people in everyday life, and act and move accordingly.
2. No mouthing of the words is to be used, except in a direct quote by the character.
3. Minimal props and handheld props (chair, stool, table, cross, hat, cane, sticks, flags, banners, etc.) may be used. No scenery, backdrops, or set props will be allowed.
4. Costuming should be carefully considered, as it can enhance or distract from the performance.
5. Theatrical makeup is not permitted in the human video category.

Category 4: Pantomime

General Information

1. The selection should be thoroughly familiar to the participant, with care given to convey a conscious line of thought through articulated movement.
2. Either original or published works are acceptable, with both content and expression of content being factors
3. Limited props (chair, stool, table, hat, cane, etc.) may be used by the performer(s), though no sets will be allowed.
4. Group Pantomime is the ONLY category that may utilize Human Scaffolding. Spotters are required for any builds or stunts.
5. Theatrical makeup is not permitted in Pantomime.

Solo Pantomime (3-5 min.)

1. Solo Pantomime is a piece that is performed by one person to music with words. No makeup is to be used. The words are not mouthed except in a direct quote by the character. If the piece is telling a story, the story is told symbolically through the combination of visualization and characterization. The performer should step in and out of character to visualize the story.
2. In Pantomime, there is expressive movement, a blending of music and mime with some sort of creative movement.
3. Minimal props (chair, stool, table, cross, etc.) and handheld props (hat, cane, sticks, flags, banners, etc.) may be used. No scenery, backdrops, or set props will be allowed.

Group Pantomime (3-5 min.)

Small Group: 2 - 6 participants

Large Group: 7 or more participants

1. Group Pantomime is a piece that is performed by several persons to music with words. No makeup is to be used. The words are not mouthed except in a direct quote by the character(s). If the piece is telling a story, the story is told symbolically through the combination of visualization and characterization. The performers should step in and out of character to visualize the story.
2. In Pantomime, there is expressive movement, a blending of music and mime with some sort of creative movement.
3. Minimal props (chair, stool, table, cross, etc.) and handheld props (hat, cane, sticks, flags, banners, etc.) may be used. No scenery, backdrops, or set props will be allowed.

Category 5: Creative Movement

General Information

1. Creative movement is an artistic form of rhythmical steps set in time to the music. Elements include dance of any form, banners, flags, etc. All movement must be uniform throughout the piece. There is no characterization and no storyline.
2. Either original or published Christian works are required, with both content and expression of content being factors.
3. Participants should avoid any lewd and suggestive movements. In the event adjudicators/officials deem movements inappropriate, the performer will be immediately stopped during the performance.
4. The focus of the performance should not rest only on the movement alone, but the intent of the movement should be for the glory of God.
5. The performance may include the use of creative movement, synchronized movement, flags, banners, streamers, batons, etc. Style in this category could include the use of ballet, praise dance, step, etc.
6. Limited hand-held props (hat, cane, baton, etc.) may be used by the performer, though no sets (scenery, backdrops, or set props) will be allowed.
7. Dress should be conservative and modest, not suggestive, and should not distract from the performance.

Solo Praise Dance (3-5 min.)

1. Solo Praise Dance is an up-tempo piece performed by one person with or without words.
2. In this category, there is an upbeat movement that is synchronized to the music.
3. The performance may include the use of high-energy creative movement, flags, banners, streamers, batons, etc. Styles in this category could include jazz, tap, urban, step, clog, praise dance, etc.

Group Praise Dance (3-5 min.)

Small Group: 2 - 6 participants

Large Group: 7 or more participants

1. Group Praise Dance is an up-tempo piece performed by several persons with or without words.
2. In this category, there is an upbeat movement that is synchronized.
3. The performance may include the use of high-energy creative movement, synchronized movement, flags, banners, streamers, batons, etc. Styles in this category could include jazz, tap, urban, step, clog, praise dance, etc.
4. Individuals or smaller groups within the whole group can step out with synchronized movements as long as it is consistent with the whole. Remember, performance is graded on the group, not the individual.

Solo Expressive/Interpretive Movement (3-5 min.)

1. Solo Expressive/Interpretive Movement is a worshipful performance that may include the use of creative movement, synchronized movement, flags, banners, streamers, batons, etc. Movements in this category should be flowy and express the performer's interpretation of the music.
2. Dance training/techniques will not be explicitly judged within this category, but rather, creativity and expression.

Group Expressive/Interpretive Movement (3-5 min.)

Small Group: 2 - 6 participants

Large Group: 7 or more participants

1. Group Expressive/Interpretive Movement is a worshipful performance that may include the use of creative movement, synchronized movement, flags, banners, streamers, batons, etc. Movements in this category should be flowy and express the performers' interpretation of the music.
2. Movements can, but do not have to be synchronized throughout the performance.
3. Dance training/techniques will not be explicitly judged within this category, but rather, creativity and expression.





Solo Contemporary Worship Dance (3-5 min.)

1. Solo Contemporary Worship Dance embodies worshipful ballet, modern, and lyrical. It uses ballet as its fundamentals and creates many more movements that do not adhere to the strict rules of ballet and modern.
2. Music should be at a slower tempo and worshipful.
3. Props of any type cannot be used. Storytelling and expression should be obvious through costuming, the use of ballet, modern, or lyrical techniques, and facial expressions.
4. Unlike Expressive Movement and Praise Dance, participants will be judged on the usage of dance training and techniques to express themselves in worship.

Group Contemporary Worship Dance (3-5 min.)

1. Group Contemporary Christian Dance embodies worshipful ballet, modern, and lyrical. It uses ballet as its fundamentals and creates many more movements that do not adhere to the strict rules of ballet and modern.
2. Music should be at a slower tempo and worshipful.
3. Participants within the group can step in and out of synchronization, but must create creative flow and consistency throughout.
4. Props of any type cannot be used. Storytelling and expression should be obvious through costuming, the use of ballet, modern, or lyrical techniques, and facial expressions.
5. Unlike Expressive Movement and Praise Dance, participants will be judged on the usage of dance training and techniques to express themselves in worship.

I have put my *words* in your mouth and
covered you with the shadow of my hand
—I who set the heavens in place, who laid
the foundations of the earth, and who say
to Zion, "*You* are my people."

—Isaiah 51:16

Monologue

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____
Category _____ Date _____
Address (Street, City, State, Zip) _____
Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
A monologue is a dramatic presentation by one actor using spoken dialogue. The selection should be between 3-5 minutes in length and focus on strong character development.

- 1 2 3 4 5 || 1. Characterization (believability of character)
- 1 2 3 4 5 || 2. Ability of actor
- 1 2 3 4 5 || 3. Concentration
- 1 2 3 4 5 || 4. Pacing
- 1 2 3 4 5 || 5. Effectiveness of message
- 1 2 3 4 5 || 6. Intensity of characterization
- 1 2 3 4 5 || 7. Diction/pronunciation/articulation
- 1 2 3 4 5 || 8. Facial expressions and body movement
- 1 2 3 4 5 || 9. Volume
- 1 2 3 4 5 || 10. Blocking

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆

◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆

SIGNATURE OF ADJUDICATOR

MONOLOGUE



Christian Comedic Performance

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

✦
Christian Comedic
Performance consists of
one-liners, stories, and
observations that are
designed to create
laughter. The selection
should be between 2-4
minutes in length and
focus on crowd reaction.



- | | | | | | | |
|---|---|---|---|---|--|--|
| 1 | 2 | 3 | 4 | 5 | | 1. Originality |
| 1 | 2 | 3 | 4 | 5 | | 2. Content Creativity |
| 1 | 2 | 3 | 4 | 5 | | 3. Concentration |
| 1 | 2 | 3 | 4 | 5 | | 4. Pacing |
| 1 | 2 | 3 | 4 | 5 | | 5. Delivery |
| 1 | 2 | 3 | 4 | 5 | | 6. Enthusiasm |
| 1 | 2 | 3 | 4 | 5 | | 7. Diction/pronunciation/articulation |
| 1 | 2 | 3 | 4 | 5 | | 8. Facial expressions and body movement |
| 1 | 2 | 3 | 4 | 5 | | 9. Volume |
| 1 | 2 | 3 | 4 | 5 | | 10. Crowd Reaction/Impact |

Time _____

- | |
|---|
| <ul style="list-style-type: none"> • 1/2 Point Deducted for 1-59 Seconds Over • 1 Point Deducted for Each Minute Past 60 Seconds Over |
|---|



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

**CHRISTIAN COMEDIC
PERFORMANCE**



Group Skit

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 A Group Skit is a dramatic presentation by two or more actors, both speaking dialogue. The selection should be between 5-7 minutes in length and focus on strong character development.
 ◆

- | | | | | | | |
|---|---|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | | 1. Presentation-delivery |
| 1 | 2 | 3 | 4 | 5 | | 2. Creativity & Concept-originality |
| 1 | 2 | 3 | 4 | 5 | | 3. Tone/Projection – use of voice |
| 1 | 2 | 3 | 4 | 5 | | 4. Gestures-physical movement |
| 1 | 2 | 3 | 4 | 5 | | 5. Facial Express |
| 1 | 2 | 3 | 4 | 5 | | 6. Voice-language, articulation, use of words |
| 1 | 2 | 3 | 4 | 5 | | 7. Passion/Emotion-energy |
| 1 | 2 | 3 | 4 | 5 | | 8. Difficulty |
| 1 | 2 | 3 | 4 | 5 | | 9. Pace/Flow |
| 1 | 2 | 3 | 4 | 5 | | 10. Clarity/Effectiveness of message, impact, connection |

Time _____

- | |
|---|
| <ul style="list-style-type: none"> • 1/2 Point Deducted for 1-59 Seconds Over • 1 Point Deducted for Each Minute Past 60 Seconds Over |
|---|

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

GROUP SKIT



Solo Spoken Word

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
Solo Spoken Word is a dramatic 'poetry' presentation by one person, which can and often is portrayed as poignant and 'in your face' poetry. It should provoke thought about the subject/topic being spoken about. It is aggressive but can also evoke emotion peacefully. The piece should be 2-4 minutes in length.

- 1 2 3 4 5 || 1. Presentation-delivery
- 1 2 3 4 5 || 2. Creativity & Concept-originality
- 1 2 3 4 5 || 3. Tone/Projection – use of voice
- 1 2 3 4 5 || 4. Gestures
- 1 2 3 4 5 || 5. Facial Express
- 1 2 3 4 5 || 6. Voice-language, articulation, use of words
- 1 2 3 4 5 || 7. Passion/Emotion-energy
- 1 2 3 4 5 || 8. Difficulty
- 1 2 3 4 5 || 9. Pace/Flow
- 1 2 3 4 5 || 10. Clarity/Effectiveness of message, impact, connection

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

SOLO SPOKEN WORD



Group Spoken Word

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
Group Spoken Word is a dramatic 'poetry' presentation by a group that can and often is portrayed as poignant and 'in your face' poetry. It should provoke thought about the subject/topic being spoken about. It is aggressive but can also evoke emotion peacefully. The piece should be 2-4 minutes in length.
◆

- | | |
|---------------------|---|
| 1 2 3 4 5 | 1. Presentation-delivery |
| 1 2 3 4 5 | 2. Creativity & Concept-originality |
| 1 2 3 4 5 | 3. Tone/Projection – use of voice |
| 1 2 3 4 5 | 4. Gestures |
| 1 2 3 4 5 | 5. Facial Express |
| 1 2 3 4 5 | 6. Voice-language, articulation, use of words |
| 1 2 3 4 5 | 7. Passion/Emotion-energy |
| 1 2 3 4 5 | 8. Difficulty |
| 1 2 3 4 5 | 9. Pace/Flow |
| 1 2 3 4 5 | 10. Clarity/Effectiveness of message, impact, connection |

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
 - 1 Point Deducted for Each Minute Past 60 Seconds Over

◆

◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆

◆
SIGNATURE OF ADJUDICATOR

- SMALL GROUP SPOKEN WORD**
- LARGE GROUP SPOKEN WORD**



Solo Mime

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 A solo mime is a piece performed in makeup and gloves by one silent actor telling a story. Mime should be done without words. Instrumental music may be used at the discretion of the performer. However, neither the performer nor the soundtrack may use words at any time during the performance. The selection should be between 3-5 minutes in length and focus on strong Toc/Stop movements and symbolism.
 ◆

- | | |
|---------------------|---|
| 1 2 3 4 5 | 1. Makeup (colors and symbolism of colors) |
| 1 2 3 4 5 | 2. Ability of mime |
| 1 2 3 4 5 | 3. Concentration |
| 1 2 3 4 5 | 4. Pacing |
| 1 2 3 4 5 | 5. Effectiveness of message |
| 1 2 3 4 5 | 6. Intensity of characterization |
| 1 2 3 4 5 | 7. Toc/Stop movements |
| 1 2 3 4 5 | 8. Facial expressions |
| 1 2 3 4 5 | 9. Use of body symbolism |
| 1 2 3 4 5 | 10. Illusion of objects and movements |

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
 - 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
 SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
 SIGNATURE OF ADJUDICATOR

SOLO MIME



Group Mime

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 A group mime is a piece performed in makeup and gloves by silent actors telling a story. Mime should be done in without words. Instrumental music may be used at the discretion of the performer. However, neither the performers nor the soundtrack may use words at any time during the performance. The selection should be between 3-5 minutes in length and focus on strong Toc/Stop movements and symbolism.
 ◆

- | | |
|---------------------|---|
| 1 2 3 4 5 | 1. Makeup (colors and symbolism of colors) |
| 1 2 3 4 5 | 2. Ability of mime |
| 1 2 3 4 5 | 3. Concentration |
| 1 2 3 4 5 | 4. Pacing |
| 1 2 3 4 5 | 5. Effectiveness of message |
| 1 2 3 4 5 | 6. Intensity of characterization |
| 1 2 3 4 5 | 7. Toc/Stop movements |
| 1 2 3 4 5 | 8. Facial expressions |
| 1 2 3 4 5 | 9. Use of body symbolism |
| 1 2 3 4 5 | 10. Illusion of objects and movements |

Time _____

- | |
|---|
| <ul style="list-style-type: none"> • 1/2 Point Deducted for 1-59 Seconds Over • 1 Point Deducted for Each Minute Past 60 Seconds Over |
|---|

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

- SMALL GROUP MIME**
 LARGE GROUP MIME



Solo Human Video

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
A solo human video is a piece performed by one person with music in which a character is easily seen and developed. The piece should be between 3-5 minutes in length and focus on character development and a strong storyline for the character.
◆

- 1 2 3 4 5 || 1. Clarity of message through characterization
- 1 2 3 4 5 || 2. Believability
- 1 2 3 4 5 || 3. Concentration
- 1 2 3 4 5 || 4. Pacing
- 1 2 3 4 5 || 5. Effectiveness of message/storyline
- 1 2 3 4 5 || 6. Mood/emotion clearly developed
- 1 2 3 4 5 || 7. Blocking
- 1 2 3 4 5 || 8. Facial expressions
- 1 2 3 4 5 || 9. Ability of actor
- 1 2 3 4 5 || 10. Intensity of character

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

SOLO HUMAN VIDEO



Group Human Video

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
A group human video is a piece performed by a group with music in which a character is easily seen and developed. The piece should be between 3-5 minutes in length and focus on character development and a strong storyline for the character(s).
◆

- 1 2 3 4 5 || 1. Clarity of message through characterization
- 1 2 3 4 5 || 2. Believability
- 1 2 3 4 5 || 3. Concentration
- 1 2 3 4 5 || 4. Pacing
- 1 2 3 4 5 || 5. Effectiveness of message/storyline
- 1 2 3 4 5 || 6. Mood/emotion clearly developed
- 1 2 3 4 5 || 7. Blocking
- 1 2 3 4 5 || 8. Facial expressions
- 1 2 3 4 5 || 9. Ability of actor(s)
- 1 2 3 4 5 || 10. Intensity of character(s)

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

- SMALL GROUP HUMAN VIDEO**
- LARGE GROUP HUMAN VIDEO**



Solo Pantomime

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 A solo pantomime is a piece performed to music with words. The story is told symbolically through the combination of visualization and characterization. The piece should be between 3-5 minutes in length and focus on a strong message through various means of symbolism.
 ◆

- | | | | | | | |
|---|---|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | | 1. Clarity of message through characterization |
| 1 | 2 | 3 | 4 | 5 | | 2. Continuity of varying means of expression |
| 1 | 2 | 3 | 4 | 5 | | 3. Concentration |
| 1 | 2 | 3 | 4 | 5 | | 4. Pacing/Tempo |
| 1 | 2 | 3 | 4 | 5 | | 5. Effectiveness of message |
| 1 | 2 | 3 | 4 | 5 | | 6. Mood/emotion clearly developed |
| 1 | 2 | 3 | 4 | 5 | | 7. Positioning/Use of stage |
| 1 | 2 | 3 | 4 | 5 | | 8. Facial expressions and body language |
| 1 | 2 | 3 | 4 | 5 | | 9. Imagination and Creativity |
| 1 | 2 | 3 | 4 | 5 | | 10. Intensity of objects and movement |

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

SOLO PANTOMIME



Group Pantomime

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____
 Category _____ Date _____
 Address (Street, City, State, Zip) _____
 Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 A group pantomime is a piece performed to music with words. The story is told symbolically through the combination of visualization and characterization. The piece should be between 3-5 minutes in length and focus on a strong message through various means of symbolism.
 ◆

- 1 2 3 4 5 || 1. Clarity of message through characterization**
- 1 2 3 4 5 || 2. Continuity of varying means of expression**
- 1 2 3 4 5 || 3. Concentration**
- 1 2 3 4 5 || 4. Pacing/Tempo**
- 1 2 3 4 5 || 5. Effectiveness of message**
- 1 2 3 4 5 || 6. Mood/emotion clearly developed**
- 1 2 3 4 5 || 7. Positioning/Use of stage**
- 1 2 3 4 5 || 8. Facial expressions and body language**
- 1 2 3 4 5 || 9. Imagination and Creativity**
- 1 2 3 4 5 || 10. Intensity of objects and movement**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

- SMALL GROUP PANTOMIME**
- LARGE GROUP PANTOMIME**



Solo Praise Dance

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 Praise Dance is an artistic form of rhythmic steps and movements set in time to fast-tempo music. The piece should be between 3-5 minutes in length.
 ◆

- 1 2 3 4 5 || 1. Creativity of performance**
- 1 2 3 4 5 || 2. Movement suited to song selection**
- 1 2 3 4 5 || 3. Rhythm and precision of movement**
- 1 2 3 4 5 || 4. Concentration**
- 1 2 3 4 5 || 5. Stage presence/overall expression**
- 1 2 3 4 5 || 6. Mood/emotion clearly developed**
- 1 2 3 4 5 || 7. Positioning**
- 1 2 3 4 5 || 8. Appropriate attire**
- 1 2 3 4 5 || 9. Difficulty of style**
- 1 2 3 4 5 || 10. Technique within style**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

SOLO PRAISE DANCE



Group Praise Dance

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
Praise Dance is an artistic form of rhythmic steps and movements set in time to fast-tempo music. The piece should be between 3-5 minutes in length.
◆

- | | | | | | | |
|---|---|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | | 1. Creativity of performance |
| 1 | 2 | 3 | 4 | 5 | | 2. Movement suited to song selection |
| 1 | 2 | 3 | 4 | 5 | | 3. Rhythm and precision of movement |
| 1 | 2 | 3 | 4 | 5 | | 4. Concentration |
| 1 | 2 | 3 | 4 | 5 | | 5. Stage presence/overall expression |
| 1 | 2 | 3 | 4 | 5 | | 6. Mood/emotion clearly developed |
| 1 | 2 | 3 | 4 | 5 | | 7. Positioning |
| 1 | 2 | 3 | 4 | 5 | | 8. Appropriate attire |
| 1 | 2 | 3 | 4 | 5 | | 9. Difficulty of style |
| 1 | 2 | 3 | 4 | 5 | | 10. Synchronization |

Time _____

- | |
|---|
| <ul style="list-style-type: none"> • 1/2 Point Deducted for 1-59 Seconds Over • 1 Point Deducted for Each Minute Past 60 Seconds Over |
|---|



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

- SMALL GROUP PRAISE DANCE
 LARGE GROUP PRAISE DANCE



Solo Expressive/ Interpretive Movement

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
Expressive / Interpretive
Movement is an artistic form of
rhythmic steps and movements
set in time to slow-tempo
music. The piece should be
between 3-5 minutes in length.

- 1 2 3 4 5 || 1. Creativity of performance
1 2 3 4 5 || 2. Movement suited to song selection
1 2 3 4 5 || 3. Rhythm and precision of movement
1 2 3 4 5 || 4. Concentration
1 2 3 4 5 || 5. Stage presence/overall expression
1 2 3 4 5 || 6. Mood/emotion clearly developed
1 2 3 4 5 || 7. Positioning
1 2 3 4 5 || 8. Appropriate attire
1 2 3 4 5 || 9. Difficulty of style
1 2 3 4 5 || 10. Technique within style

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

**SOLO EXPRESSIVE/
INTERPRETIVE MOVEMENT**



Group Expressive/Interpretive Movement

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
Expressive / Interpretive
Movement is an artistic form of
rhythmic steps and movements
set in time to slow-tempo
music. The piece should be
between 3-5 minutes in length.

- | | | | | | | |
|---|---|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | | 1. Creativity of performance |
| 1 | 2 | 3 | 4 | 5 | | 2. Movement suited to song selection |
| 1 | 2 | 3 | 4 | 5 | | 3. Rhythm and precision of movement |
| 1 | 2 | 3 | 4 | 5 | | 4. Concentration |
| 1 | 2 | 3 | 4 | 5 | | 5. Stage presence/overall expression |
| 1 | 2 | 3 | 4 | 5 | | 6. Mood/emotion clearly developed |
| 1 | 2 | 3 | 4 | 5 | | 7. Positioning |
| 1 | 2 | 3 | 4 | 5 | | 8. Appropriate attire |
| 1 | 2 | 3 | 4 | 5 | | 9. Difficulty of style |
| 1 | 2 | 3 | 4 | 5 | | 10. Synchronization |

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
 - 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆

SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

- SMALL GROUP EXP/INT MOVEMENT**
 LARGE GROUP EXP/INT MOVEMENT

Solo Contemporary Worship Dance

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____
 Category _____ Date _____
 Address (Street, City, State, Zip) _____
 Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 Solo Contemporary Technical
 Worship Dance embodies
 worshipful ballet, modern, and
 lyrical. It uses ballet as its
 fundamentals and creates many
 more movements that do not
 adhere to the strict rules of
 ballet and modern. The piece
 should be between 3-5 minutes
 in length.
 ◆

- 1 2 3 4 5 || 1. Creativity of performance
- 1 2 3 4 5 || 2. Strength in Movement
- 1 2 3 4 5 || 3. Degree of Difficulty
- 1 2 3 4 5 || 4. Musicality
- 1 2 3 4 5 || 5. Stage presence/overall expression
- 1 2 3 4 5 || 6. Mood/worshipful emotion clearly developed
- 1 2 3 4 5 || 7. Positioning
- 1 2 3 4 5 || 8. Appropriate attire
- 1 2 3 4 5 || 9. Rhythm
- 1 2 3 4 5 || 10. Execution of Technique

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆

SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

**CONTEMPORARY
 WORSHIP DANCE**



Group Contemporary Worship Dance

TEEN TALENT DRAMA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 Group Contemporary Technical
 Worship Dance embodies
 worshipful ballet, modern, and
 lyrical. It uses ballet as its
 fundamentals and creates many
 more movements that do not
 adhere to the strict rules of
 ballet and modern. The piece
 should be between 3-5 minutes
 in length.
 ◆

- | | | | | | | |
|----------|----------|----------|----------|----------|-----------|---|
| 1 | 2 | 3 | 4 | 5 | | 1. Creativity of performance |
| 1 | 2 | 3 | 4 | 5 | | 2. Strength in Movement |
| 1 | 2 | 3 | 4 | 5 | | 3. Degree of Difficulty |
| 1 | 2 | 3 | 4 | 5 | | 4. Musicality |
| 1 | 2 | 3 | 4 | 5 | | 5. Stage presence/overall expression |
| 1 | 2 | 3 | 4 | 5 | | 6. Mood/worshipful emotion clearly developed |
| 1 | 2 | 3 | 4 | 5 | | 7. Positioning |
| 1 | 2 | 3 | 4 | 5 | | 8. Appropriate attire |
| 1 | 2 | 3 | 4 | 5 | | 9. Rhythm |
| 1 | 2 | 3 | 4 | 5 | | 10. Execution of Technique |

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆
 SIGNATURE OF ADJUDICATOR

- SMALL GROUP CONT. WORSHIP DANCE**
 LARGE GROUP CONT. WORSHIP DANCE





Drama

TEEN TALENT DRAMA DIVISION

adjudicators' summary

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

NOTE: This is to be prepared from the adjudicators' individual sheets by someone assigned the responsibility. Follow the provided instructions.

ADJUDICATORS

	1	2	3	4	5	TOTALS
1 _____						
2 _____						
3 _____						
4 _____						
5 _____						
TOTALS						

GRAND TOTAL
◆

COMBINED AVERAGE _____

COMBINED RATING _____

◆ FOR ADJUDICATORS ONLY ◆

Final Average and Rating: After reviewing the above objective analysis and deliberating the matter in view of all entries within this category, the adjudicators have awarded the following average and rating.

AVERAGE

RATING



teen talent

MULTIMEDIA DIVISION



SPONSORED BY THE CHURCH OF GOD
INTERNATIONAL YOUTH AND DISCIPLESHIP DEPARTMENT

Categories

- ✦ Animated- Short Clips (0-2 minutes)
- ✦ Animated- Short Film (5-15 minutes)
- ✦ Animated- Long Film (16-30 minutes)
- ✦ Computer Graphics
- ✦ Digital Photography
- ✦ Multimedia Presentation- Non-Video
- ✦ Video- Short Clips (0-2 minutes)
- ✦ Video- Short Film (5-15 minutes)
- ✦ Video- Long Film (16-30 minutes)
- ✦ Website Design



NOTICE

Teen Talent Performance Protocols

Given the change in the culture and world around us, we felt it necessary for protection and clarity to make the following statement regarding prop weapons and the use of sexually graphic material in Teen Talent competitions on all levels.

Weapon Portrayals

These are the restrictions for any group, team, skit, or individual that could in the process of competition need to act out or demonstrate weapons of any type.

1. A "prop weapon" is defined as any item that can be used to harm an individual or group of people. These include, but are not limited to, a gun (of any type), bow, arrow, crossbow, knives, swords, clubs, and bats.
2. At no time will a "prop weapon" be used in ANY way.
3. There will be no use of blanks, caps, or any other device that would audibly or visibly imply an explosion or gunshot.
4. All gunshot-type sounds must be accomplished using a stage device such as a slap-stick.

Sexuality Portrayals

At no time will an actor/performer act out a sexually graphic event of any type.

Emergency During Performances

All performances are restricted to the designated area of the stage. Should there be a costume malfunction, injury, or sudden illness, the affected participant should exit immediately to the staging area located at the rear of the stage.

Because of the weight of these procedures, if there are any questions, please contact your State/Regional Youth Director. Failure to adhere to these policies will result in the immediate removal and disqualification of the teams, groups, or individuals performing.



NOTICE

NO RECORDINGS ALLOWED



To preserve the integrity of the competition process, there are **NO RECORDINGS ALLOWED**, including both audio and video, unless specifically allowed by competition officials. (Movement, flash, or multiple cameras can impede the performers during what is likely to be a high-stress time.)

This policy includes Individual and Team Bible Quizzing.

Where possible, a high-quality video will be made available at an affordable price.



PART ONE

Participation Requirements

1. Each participant must submit their entries virtually two weeks prior to the competition date to the state/regional office or the international multimedia division coordinator. Each entry must have an accompanying Project Information Sheet (see page 76) to qualify for adjudication.
2. Each entry must be the original work and idea of the participant and must have been created since the close of the previous international competition. Assistance may be received only in the form of advice or instruction. Reproductions of existing projects will not be accepted.
3. A participant may submit only one entry in each category but may enter as many categories as he/she desires.
4. Entries cannot be altered in any way during the period between the state/regional and international competition. In the event of damage during this period to a winning entry, the entry may be restored to its original condition by its creator.
5. Participants are responsible for ensuring their projects can be appropriately viewed by adjudicators when submitted for adjudication prior to the competition.
6. Each participant will be responsible for the presentation of his/her entry at both the state/regional and international competitions. Participants will be required to personally bring their project, along with the operating system it was created on to the competition for adjudication. This allows adjudicators to meet with the participant for verbal explanations and a visual demonstration of his/her skills, as well as the originality of the project.
7. Teen Talent Multimedia Division is a Christian program designed to develop the artistic talents of teenagers. All entries must meet appropriate Biblical standards and demonstrate a Christian message. Entries will be disqualified should the subject matter be deemed inappropriate by the adjudicators.
8. Entries are often submitted into the incorrect category, which poses problems for adjudication. It is important that participants make themselves familiar with the contents of the Teen Talent Manual and its descriptions and time limits for various categories of competition.
9. The determination of which category to enter a piece is the responsibility of the participant. Should a winning entry be submitted into the wrong category at the state/regional level, the final authority for placing a piece in the proper category will fall upon the adjudicators, in conjunction with the state/regional Youth and Discipleship Director. Participants who entered the wrong category at the international competition will be judged based on the criteria of that category, resulting in a low score.

PART TWO

Description of Categories

Animated

1. This category includes the use of non-linear editing programs and techniques to preset an animated video production, which as animated short clips which would include commercials, infomercials, and animated short and long films.
2. There are three different sub-categories of adjudication within the Animated category:
 - a. Animated- Short Clips (0-2 minutes)
 - b. Animated- Short Film (5-15 minutes)
 - c. Animated- Long Film (16-30 minutes)
3. Animated projects are “cartoon-like” in presentation, like Mickey Mouse or Shrek.
4. Participants may use animation software programs such as After Effects, Maya, LightWave, or other animation editing tools to create non-linear projects.
5. Participants will be judged on originality and creativity, as well as content and effectiveness. The topic must be of a positive moral content with a Christian emphasis or theme.
6. Participants will also be required to present their presentation to the judging panel and must be able to answer questions pertaining to his or her knowledge of animated video production, editing, and the software that was used.
7. Each participant must submit their entries virtually two weeks prior to the competition date to the state/regional office or the international multimedia division coordinator. Each entry must have an accompanying Project Information Sheet (see page 76) to qualify for adjudication.

Computer Graphics

1. Any digital file created for the purpose of distribution on social media, websites, or print media.
2. Entries may include but are not limited to ad design, package design, social media campaign, multi-page periodical, logo branding, etc.

3. Entries must be submitted virtually at a minimum of 8.5 x 11 inches in JPG or PDF and 300 DPI resolution to the state/regional office or international division coordinator.
4. Be careful that resources acquired and utilized are of original content. Teen Talent and its affiliates will not be held responsible for expenses that occurred due to copyright infringement.
5. Templates and pre-made layered files such as those on Canva or Envato Elements are not allowed and will disqualify a piece.
6. Each participant must submit their entries virtually two weeks prior to the competition date to the state/regional office or the international multimedia division coordinator. Each entry must have an accompanying Project Information Sheet (see page 76) to qualify for adjudication.
7. Participants will also be required to present their presentation to the judging panel and must be able to answer questions pertaining to his or her knowledge of animated video production, editing, and the software that was used.

Digital Photography

1. Any photographic image created using a digital camera and edited using digital software or applications.
2. Entries must be submitted virtually at a minimum of 8.5 x 11 inches in JPG or PDF and 300 DPI resolution to the state/regional office or international division coordinator.
3. Entries containing multiple photos will be judged on only one photo or disqualified for the photography category at the judge's discretion.
4. Processing of film or digital images may be done using the camera's settings (F-stop, film speed, shutter speed, etc.) or by using filters (rigid or gel) on the lens as well as digital editing





5. Entries will be judged on composition, lighting, effectiveness, and editing.
6. Entries are limited to photographs only. Lettering and addition of computer graphics will fall under the computer graphics category.
7. Each participant must submit their entries virtually two weeks prior to the competition date to the state/regional office or the international multimedia division coordinator. Each entry must have an accompanying Project Information Sheet (see page 76) to qualify for adjudication.
8. Participants will also be required to present their presentation to the judging panel and must be able to answer questions pertaining to his or her knowledge of animated video production, editing, and the software that was used.

Multi-Media Presentation- Non-Video

1. This category requires the use of software programs such as Pro-Presenter, Easy Worship, PowerPoint, Presy, as well as others.
2. Participants will be required to design and demonstrate a presentation utilizing the software of his/her choice to illustrate a central theme or topic.
3. Participants will be judged on originality and creativity, as well as the content and organization of the presentation. The topic must be of a positive moral content with a Christian emphasis or theme.
4. Participants will also be required to present their presentation to the judging panel and must be able to answer questions pertaining to his or her knowledge of the program that was used, as well as demonstrate the presentation.
5. Participants must have permission to use any non-original content, such as music, photos, or video illustration.
6. Each participant must submit their entries virtually two weeks prior to the competition date to the state/regional office or the international multimedia division coordinator. Each entry must have an accompanying Project Information Sheet (see page 76) to qualify for adjudication.

Video

1. This category includes the use of non-linear editing programs (non-computer or computer generated) to present a video production such as a short clip, which would include commercials and infomercials, and short or long films.
2. There are three different sub-categories of adjudication within the Video category:
 - a. Video- Short Clips (0-2 minutes)
 - b. Video - Short Film (5-15 minutes)
 - c. Video - Long Film (16-30 minutes)
3. Participants may use software programs such as After Effects, Final Cut Pro, Premier, or other editing tools to enhance non-linear projects.
4. Participants will be judged on originality and creativity, as well as content and effectiveness. The topic must be of a positive moral content with a Christian emphasis or theme.
5. Participants will also be required to present their presentation to the judging panel and must be able to answer questions pertaining to his or her knowledge of video production, editing, and the software that was used.
6. Participants must have permission to use any non-original content, such as music, photos, or video illustration.
7. Each participant must submit their entries virtually two weeks prior to the competition date to the state/regional office or the international multimedia division coordinator. Each entry must have an accompanying Project Information Sheet (see page 76) to qualify for adjudication.

Website Design

1. A website is a set of interconnected web pages, including a home page, created, and prepared as a collection of information by each participant.
2. Participants may use an HTML editor such as FrontPage, Photoshop, and Dream Weaver, or hand code the HTML in a text editor like Notepad.
3. Participants may not use templates such as those on WordPress, Wix, and Squarespace as part of the creative process.

4. Participants will be judged based on the creativity and originality of the design, as well as the organization of the website itself. Before the website design will be judged, it must be accompanied by a computer system from which it can be displayed, as well as provide proof of authenticity.
5. Participants will also be required to present their website to the judging panel and must be able to answer questions pertaining to his or her knowledge of software use and website configurations, as well as display overall knowledge and understanding of website design concepts.
6. Participants must have permission to use any non-original content, such as music, photos, or video illustration.
7. Each participant must submit their entries virtually two weeks prior to the competition date to the state/regional office or the international multimedia division coordinator. Each entry must have an accompanying Project Information Sheet (see page 76) to qualify for adjudication.





Multimedia

TEEN TALENT MULTIMEDIA DIVISION

project information sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

PLEASE COMPLETE & EMAIL TO COMPETITION OFFICIAL WITH PROJECT:

Creativity. What motivated or inspired you to create your Teen Talent Multimedia entry?

Composition. How were principles of multimedia used in creating your entry?

Software. Explain how you used software to create your Multimedia entry.

Technique. Describe any special effects you employed to create your Multimedia presentation entry.

Multimedia

TEEN TALENT MULTIMEDIA DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

- 1 2 3 4 5 II 1. Visual Balance
- 1 2 3 4 5 II 2. Use of Special Effects
- 1 2 3 4 5 II 3. Communication of Theme
- 1 2 3 4 5 II 4. Imagination
- 1 2 3 4 5 II 5. Individuality
- 1 2 3 4 5 II 6. Technical Proficiency
- 1 2 3 4 5 II 7. Attention to Detail
- 1 2 3 4 5 II 8. Originality
- 1 2 3 4 5 II 9. Skillfulness
- 1 2 3 4 5 II 10. Consistency

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR



CATEGORY





Multimedia

TEEN TALENT MULTIMEDIA DIVISION

adjudicators' summary

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

NOTE: This is to be prepared from the adjudicators' individual sheets by someone assigned the responsibility. Follow the provided instructions.

ADJUDICATORS

	1	2	3	4	5	TOTALS
1 _____						
2 _____						
3 _____						
4 _____						
5 _____						
TOTALS						

GRAND TOTAL
◆

COMBINED AVERAGE _____

COMBINED RATING _____

◆ FOR ADJUDICATORS ONLY ◆

Final Average and Rating: After reviewing the above objective analysis and deliberating the matter in view of all entries within this category, the adjudicators have awarded the following average and rating.

AVERAGE

RATING



teen talent

MUSIC DIVISION



SPONSORED BY THE CHURCH OF GOD
INTERNATIONAL YOUTH AND DISCIPLESHIP DEPARTMENT

Categories

- ◆ Female Vocal Solo
- ◆ Male Vocal Solo
- ◆ Rap Solo
- ◆ Small Vocal Ensemble (2-5 vocalists)
- ◆ Large Vocal Ensemble (6+ vocalists)
- ◆ Church Choir (13+ vocalists)
- ◆ State/Regional/National Choir (13+ vocalists)



Categories

- ◆ Piano
- ◆ Keyboard
- ◆ Organ
- ◆ Strings Bowed
- ◆ Strings Plucked
- ◆ Woodwind
- ◆ Brass
- ◆ Percussion- Definite Pitch
- ◆ Percussion- Indefinite Pitch
- ◆ Small Instrumental Ensemble (2-9 instrumentalists)
- ◆ Large Instrumental Ensemble (10 + instrumentalists)
- ◆ Handbell Ensemble
- ◆ Steel Drums Ensemble
- ◆ Contemporary Christian Performance (3 + participants)



NOTICE

Teen Talent Performance Protocols

Given the change in the culture and world around us, we felt it necessary for protection and clarity to make the following statement regarding prop weapons and the use of sexually graphic material in Teen Talent competitions on all levels.

Weapon Portrayals

These are the restrictions for any group, team, skit, or individual that could in the process of competition need to act out or demonstrate weapons of any type.

1. A "prop weapon" is defined as any item that can be used to harm an individual or group of people. These include, but are not limited to, a gun (of any type), bow, arrow, crossbow, knives, swords, clubs, and bats.
2. At no time will a "prop weapon" be used in ANY way.
3. There will be no use of blanks, caps, or any other device that would audibly or visibly imply an explosion or gunshot.
4. All gunshot-type sounds must be accomplished using a stage device such as a slap-stick.

Sexuality Portrayals

At no time will an actor/performer act out a sexually graphic event of any type.

Emergency During Performances

All performances are restricted to the designated area of the stage. Should there be a costume malfunction, injury, or sudden illness, the affected participant should exit immediately to the staging area located at the rear of the stage.

Because of the weight of these procedures, if there are any questions, please contact your State/Regional Youth Director. Failure to adhere to these policies will result in the immediate removal and disqualification of the teams, groups, or individuals performing.



NOTICE

NO RECORDINGS ALLOWED



To preserve the integrity of the competition process, there are **NO RECORDINGS ALLOWED**, including both audio and video, unless specifically allowed by competition officials. (Movement, flash, or multiple cameras can impede the performers during what is likely to be a high-stress time.)

This policy includes Individual and Team Bible Quizzing.

Where possible, a high-quality video will be made available at an affordable price.

PART ONE

Participation Requirements

1. Any vocal participant may perform their selection(s) in a native language (e.g., Spanish, French, German, Korean, etc.). Participation is limited to the performance of Christian music by Christian artists, or classical pieces. In addition, the participant is required to submit English lyrics to the adjudicators.
2. Primary accompanists for vocal or instrumental ensembles and choirs are not required to adhere to the age requirements. In the case of an instrumental ensemble, the keyboardist (piano, organ, or electronic keyboard) is not required to meet the age requirements as long as the player is not an integral part of the ensemble. Only those teen players who are an integral part of the ensemble qualify as participants and will be judged.
3. Vocal participants may hold a microphone while singing in the competition. (Warning: proper microphone technique is important when a vocal participant selects to hold the microphone. An entry runs a “high risk” of being either too close or too distant from the microphone. Points may be subtracted if adjudicators determine that a contestant’s microphone technique distracts or interferes with the overall performance.)
4. Participants from the same local church may enter more than one category as long as their participation in any other category or ensemble clearly demonstrates a change of composition in the entry group.
5. Local churches are permitted to enter only one choir in the Teen Talent Competition.
6. In the State/Regional/National and International finals, participants in each category perform one selection with the exception of choirs who will perform two selections, one mandatory and one of their choice.
7. Classical instrumentalists either performing as a soloist or an ensemble may choose a sacred piece of music OR a single movement of a larger work from the classical canon (such as from a sonata or concerto) that will accentuate and display the full range of both the performer(s) and the musical instrument(s).
8. It is the participant’s responsibility to upload his/her song selection before the competition. Contestants and coaches are **STRONGLY** encouraged to bring a backup of your pre-recorded music because ‘what can happen’ may very well happen at some point, and you will be prepared. Also, you may use this extra copy for your personal practice sessions.

Warning: If adjudicators determine background vocals or duplication of the solo instrument on the track distracts or interferes with the performance, points will be subtracted from the score.
9. If the participant is engaged in competition in another division, it is his/her responsibility to notify the Director of the session in the event of a conflict in schedule.
10. Instrumental Musical Performances must be “live.” Pre-programmed sequencing is allowed in any of these categories but will not be considered in the adjudication process.





PART TWO

Description of Categories

Category 1: Vocal Solo (3-5 min.)

The traditional Vocal Solo Category includes two areas of participation: Female Solo and Male Solo. There will be a winner in each area.

1. Accompaniment is optional in all sub-categories. Instructions for the use of pre-recorded music is detailed in the opening guidelines.
2. Selections may not be less than 3 minutes and not more than 5 minutes.
3. Only the vocal performance is adjudicated.

Category 2: RAP Solo (3-5 min.)

1. Rap is the art of communicating through rhythm and rhyme, and this competition will consist of one speaking participant, either male or female.
2. Rap lyrics do not have to be the original work of the participant. However, any previously created beat or musical hook samplings must be given proper credit.
3. Complementary (not predominant) background vocals are allowed but will not be part of the final scores.
4. A keyboard and standard drum set are provided. Students wishing to use drum machines must provide their own.
5. Rap entries that include additional “beat-box” or “hype-man” member(s) are allowed but will not be part of the final scores. “Beat-Box” or “Hype-Man” participants do not need to meet the age requirements of Teen Talent.
6. Rap entries must be memorized.

Category 3: Vocal Ensembles (3-5 min.)

The Vocal Ensemble Category is divided into two areas of participation - Small Ensemble and Large Ensemble - with a winner in each area. Only the vocal performance is adjudicated.

- The Small Vocal ensemble consists of two to five singers.
- The Large Vocal ensemble consists of six to twelve singers.
- The Small & Large Vocal ensembles may be all male, female, or mixed.
- Accompaniment is optional.

Category 4: Church Choir (3-10 min.)

1. The Church Choir consists of 13 or more participants.
2. Choirs may be all male, female, or mixed.
3. May perform with or without a conductor.
4. Accompaniment is optional.
5. Choir entries will perform two musical selections (one required song and one free of choice.)
6. Only the vocal performance is adjudicated.
7. State/Regional/National Choir (*International Competition only*) - Different churches from a state/region/nation joining together to participate with or without a conductor. To qualify as a choir there must be a minimum of 13 participants.



WARNING!!

IT IS ILLEGAL TO COPY/REPRODUCE PRINT OR RECORDED MUSIC
WITHOUT PERMISSION FROM THE COPYRIGHT OWNER.

Please note that the United States Copyright Law prevents the copying of music that has been copyrighted. This includes both print and recorded music. Illegal copying is both ethically and morally indefensible and each infringement of the law carries the possibility of a sizable fine.

We encourage users of all the products associated with this publication to set a positive, responsible Christian example by refraining from illegal copying in any form. For more information contact CCLI (1- 800-234-2446) or the writer/publisher.



Category 5: Instrumental Solo-Keyboard (3-5 min.)

The Instrumental Solo – Keyboard category consists of solo performances in three areas of participation with a winner in each area. The three areas are:

- Piano
- Electronic Keyboard
- Organ

Category 6: Instrumental Solo - Non-Keyboard (3-5 min.)

The Instrumental Solo - Non-Keyboard Category includes six areas of participation with a winner in each area:

- Strings Bowed (violin, viola, cello, double bass, etc.)
- Strings Plucked (acoustic or amplified guitar, banjo, mandolin, harp, lute, autoharp, etc.)
- Woodwind (flute, harmonica, piccolo, clarinet, saxophone, oboe, bassoon, contrabassoon, etc.)
- Percussion Definite Pitch (timpani, kettledrums, xylophone, glockenspiel, orchestra bells, tubular bells, chimes, marimba, steel drums, etc.)
- Percussion Indefinite Pitch (drums [acoustic or electric], cymbals, triangle, gong, tam-tam, tambourine, woodblocks, temple block, castanets, maracas, claves, or any combination of the indefinite pitch percussion instruments may be played by one player.)
- Brass (trumpet, trombone, french horn, etc.)

Category 7: Instrumental Ensemble Category (3-7 min.)

The Instrumental Ensemble Category is divided into three sub-categories:

- The Small Instrumental Ensemble is defined as two to nine players performing on any combination of instruments. The participants may perform with or without a conductor.
- The Large Instrumental Ensemble is defined as ten or more players performing on any combination of instruments. The participants may perform with or without a conductor.
- Each ensemble player must perform on only one instrument each for the entire performance. The exception to this is Percussion - Indefinite Pitch where multiple qualifying instruments may be played by one performer.

Category 8: Contemporary Christian Performance Group (3-7 min.)

Contemporary Christian Performance is defined as a group of three or more participants comprised of any combination of vocalists and instrumentalists.

1. Each group will perform one selection.
2. Christian music styles may include but are not limited to: contemporary, pop, jazz, bluegrass, folk, rock, rap, alternative, gospel, praise and worship, country, etc.
3. Instructions for the use of pre-recorded music is detailed in the opening guidelines.





PART THREE

Glossary of Terms

- **Appearance:** Should reflect a standard of Christian maturity, conducive to a worship setting.
- **Arrangement:** Should be performed so that it is musically distinctive and pleasing to the listener in a worship setting.
- **Distractions:** Talking, inattentiveness, chewing gum, or recognition of a mistake by looking at each other are encompassed in discipline.
- **Entrances and Exits:** Participants should walk naturally, directly, and quickly to the spot. After the performance is finished, they should exit as briskly as possible.
- **Expression:** The performer's manner of conveying meaning, emotion, or mood through music.
- **Interpretation:** Rendering a musical composition according to one's own idea of the composer's intention. It involves the individual touch that a participant brings to the music.
- **Phrasing:** Corresponds to sentences in speech. These musical patterns should flow from one to another without a break or a breath in the middle of the phrase.
- **Stage Presence:** Reflects confident control by the dominant figure(s) in the performing situation. Eye contact by vocalists is an important consideration.
- **Style:** The distinctive manner in which the musical composition is performed, giving it an individual character of its own. (gospel, country, praise and worship, etc.)
- **Blend:** All singers should strive to work for uniformity/sameness of sound in the selection no one/group should 'outshine' another.
- **Breathing:** Breath control simply means keeping the musical tones flowing evenly, freely, and firmly, without strain.
- **Diction:** (naturalness, purity of vowels, clarity of consonants) Each word should be pronounced distinctly so that the listeners may understand clearly. Breathe properly and sing with a relaxed free tone.
- **Pitch Level:** When one sings below the pitch, the singer flats; if one sings above the pitch, the singer sharps.
- **Posture:** The singer should never stand slouched. The best position for the arms is hanging naturally. Don't allow the head to turn upward or downward when singing higher or lower notes.
- **Unification:** Correctly integrating the elements of blending, balance, and dynamics to provide a feeling of uniformity in the selection.

VOCAL SOLO: RAP

- **Christian Message:** Presents a clear Christian message with ministry effectiveness in mind. The subject matter and language used is suitable for a Christian presentation.
- **Clear Concept:** understandable meaning of the message being presented.
- **Command of the Stage:** Vocal clarity, projection, phrasing, and timing are important elements in showing control.
- **Control:** Maintaining quality sound with appropriate volume during your presentation.

VOCAL SOLOS & ENSEMBLES:

Accuracy Level: How well a performer centers on the pitch throughout the composition.



PART THREE

Glossary of Terms

- **Creativity:** Uniquely you. The energy, enthusiasm, and portrayal of the message of the piece are elements that make you stand out as a successful performer.
- **Energy:** During your performance you demonstrate emotion with exaggerated energy for the lyrics.
- **Expression:** facial expressions and body language should help to convey the message of the piece.
- **Interpretation:** The overall effectiveness/impact of the message. The lyrics, motions, and music should complement each other.
- **Motions:** Hand and arm gestures that you make during the performance should enhance your presentation.
- **Memorization:** Presentation is done without words, notes, etc.
- **Overall Effectiveness:** How all the parts of your performance fit together. Visible evidence of spiritual motivation demonstrated with sincerity and passion.
- **Breathing:** In this category, applies only to wind instruments. For the purpose of playing wind instruments, breathing should be accomplished in a natural and relaxed manner. There should be no tension.
- **Bowing:** The technique used in playing the following specific string instruments: violin, viola, cello, and double bass.
- **Control of Tone:** The performer's ability to produce varying types of tones (loud or soft, smooth, or short and choppy) to meet the demands of the music and keep command of the instrument.
- **Embouchure:** The mode of applying the lips and mouth to the mouthpiece of a wind instrument.
- **Finger Dexterity:** The methodical use of the fingers performing with skill.
- **Organ Registration:** Coincides with the style of music to be performed and may change during the performance.
- **Pitch Level:** The performer's playing each tone centered on the pitch.

INSTRUMENTAL SOLOS & ENSEMBLES

- **Accuracy Level:** The ability of the instrumentalist to avoid sliding into pitches.
- **Articulation:** On wind instruments, articulation is concerned with the use of the tongue, breath, and embouchure in starting, stopping, accenting, and slurring of a tone on the instrument.
- **Beauty:** The performer should strive to allow the instrument to present its expressive value in the music. The instrument should set the specific mood of the music.
- **Blend and Balance:** Fairly equal distribution of instruments on each part.
- **Position (body, hands, and instrument):** The position of the instrument in relation to the body determines the tone quality and fluency of the performance.
- **Precision:** The exactness of the overall performance.
- **Rhythm:** Measured motion; the flow of the music.
- **Tempo:** The rate of speed of the music ranging from the slowest to the quickest.
- **Quality:** The characteristic of tone which enables the listener to distinguish one instrument from another.



PART FOUR

Preparing an Entry

PREPARATION

- Seek professional help from qualified ministers of music, instrumental teachers, voice teachers, music teachers, etc.
- Listen to recordings and attend performances of good musicians. This will help you to recognize effective singing or playing.
- Obtain an accompanist, if possible, rather than attempting to accompany yourself in a vocal solo competition. You will be rated only on your vocal performance and not your accompanying ability.
- Rehearse in the designated place before the competition time. This will give you a better idea of how your performance will sound acoustically.
- Choose several selections suitable for competition and refine them. Then choose your best selection. Get an early start on this process.
- “Warm up” before singing in competition.

PERFORMANCE

- Signal the accompanist (if one is used) by some prearranged sign when you are ready to begin. This can be a slight nod as you turn your head in the accompanist’s direction.
- Stage presence is a vital factor in all categories. Humming a beginning pitch, blowing through an instrument, plucking strings, or other similar actions will result in lower scoring.
- If you make a mistake, proceed as though nothing has happened. A facial grimace or another physical reaction will minimize stage presence.
- When competing as an organist or electronic keyboard participant, take adequate time before performing to set-up the desired registration.
- Background vocals or duplication of solo instruments should not distract or interfere with the actual performance. Contestants will be responsible for the quality of the accompaniment utilized.
- Vocal participants may hold a microphone while singing in the competition.

Female Vocal Solo

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆

The traditional Vocal Solo Category includes two areas of participation: Female Solo and Male Solo. The performance should be 3-5 minutes in length. Only the vocal performance is adjudicated.

◆

- | | | | | | | |
|---|---|---|---|---|--|--|
| 1 | 2 | 3 | 4 | 5 | | 1. Tone (quality, beauty, control) |
| 1 | 2 | 3 | 4 | 5 | | 2. Intonation (pitch level, accuracy level) |
| 1 | 2 | 3 | 4 | 5 | | 3. Diction (naturalness, purity of vowels, clarity of consonants) |
| 1 | 2 | 3 | 4 | 5 | | 4. Technique (breathing, posture, rhythm, accuracy of notes) |
| 1 | 2 | 3 | 4 | 5 | | 5. Interpretation (phrasing, style, tempo, expression) |
| 1 | 2 | 3 | 4 | 5 | | 6. Musical Effect (fluency, vitality, artistry, memorization) |
| 1 | 2 | 3 | 4 | 5 | | 7. Level of Difficulty (easy, medium, difficult) |
| 1 | 2 | 3 | 4 | 5 | | 8. Other Factors (stage presence/appearance, choice of music) |

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ ◆

SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

FEMALE VOCAL SOLO



Male Vocal Solo

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The traditional Vocal Solo Category includes two areas of participation: Female Solo and Male Solo. The performance should be 3-5 minutes in length. Only the vocal performance is adjudicated.
◆

- 1 2 3 4 5 II 1. Tone (quality, beauty, control)
- 1 2 3 4 5 II 2. Intonation (pitch level, accuracy level)
- 1 2 3 4 5 II 3. Diction (naturalness, purity of vowels, clarity of consonants)
- 1 2 3 4 5 II 4. Technique (breathing, posture, rhythm, accuracy of notes)
- 1 2 3 4 5 II 5. Interpretation (phrasing, style, tempo, expression)
- 1 2 3 4 5 II 6. Musical Effect (fluency, vitality, artistry, memorization)
- 1 2 3 4 5 II 7. Level of Difficulty (easy, medium, difficult)
- 1 2 3 4 5 II 8. Other Factors (stage presence/appearance, choice of music)

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

MALE VOCAL SOLO





TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
Rap is the art of communicating through rhythm and rhyme, and this competition will consist of one speaking participant, either male or female. Performance should be 3-5 minutes in length.
◆

- 1 2 3 4 5 || 1. Selection (presents clear Christian message)**
1 2 3 4 5 || 2. Communication (clear concept, interpretation, stage presence, appearance)
1 2 3 4 5 || 3. Presentation & Technique (vocal control, creativity, energy)
1 2 3 4 5 || 4. Overall Effectiveness (preparation, evident ministry)

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

RAP SOLO



Instrumental Solo - Piano

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point



The Instrumental Solo – Keyboard category consists of solo performances in three areas of participation. The three areas are: piano, electric keyboard, and organ. Performance should be 3-5 minutes.



- 1 2 3 4 5 || 1. Tone (quality, beauty, control)**
- 1 2 3 4 5 || 2. Technique (precision, proper use, finger dexterity, rhythm note accuracy)**
- 1 2 3 4 5 || 3. Interpretation (phrasing, style, tempo, contrast, mood)**
- 1 2 3 4 5 || 4. Musical Effect (fluency, vitality, artistry, memorization)**
- 1 2 3 4 5 || 5. Level of Difficulty (easy, medium, difficult)**
- 1 2 3 4 5 || 6. Other Factors (stage presence/appearance, choice of music)**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

INSTRUMENTAL SOLO-PIANO



Instrumental Solo - Organ

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

✦
The Instrumental Solo –
Keyboard category
consists of solo
performances in three
areas of participation.
The three areas are:
piano, electric keyboard,
and organ. Performance
should be 3-5 minutes.
✦

- 1 2 3 4 5 || 1. Tone (quality, beauty, control)**
- 1 2 3 4 5 || 2. Technique (precision, proper use, finger dexterity, rhythm note accuracy)**
- 1 2 3 4 5 || 3. Interpretation (phrasing, style, tempo, contrast, mood)**
- 1 2 3 4 5 || 4. Musical Effect (fluency, vitality, artistry, memorization)**
- 1 2 3 4 5 || 5. Level of Difficulty (easy, medium, difficult)**
- 1 2 3 4 5 || 6. Other Factors (stage presence/appearance, choice of music)**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

✦ _____ ✦
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

✦ _____ ✦
SIGNATURE OF ADJUDICATOR

INSTRUMENTAL SOLO-ORGAN



Instrumental Solo - Strings Bowed

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The Instrumental Solo - Non-Keyboard Category includes six areas of participation: strings bowed, strings plucked, woodwind, percussion-definite, percussion-indefinite, and brass. Performance should be 3-5 minutes in length.
◆

- 1 2 3 4 5 || 1. Tone (quality, beauty, control)**
- 1 2 3 4 5 || 2. Intonation (accuracy of pitch)**
- 1 2 3 4 5 || 3. Technique (articulation, auxiliary)**
- 1 2 3 4 5 || 4. Interpretation (phrasing, style, tempo, expression)**
- 1 2 3 4 5 || 5. Musical Effect (artistry, fluency)**
- 1 2 3 4 5 || 6. Level of Difficulty (easy, medium, difficult)**
- 1 2 3 4 5 || 7. Other Factors (stage presence/appearance, choice of music)**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆

◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆

◆
SIGNATURE OF ADJUDICATOR

STRINGS BOWED



Instrumental Solo - Strings Plucked

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The Instrumental Solo -
Non-Keyboard Category
includes six areas of
participation: strings
bowed, strings plucked,
woodwind, percussion-
definite, percussion-
indefinite, and brass.
Performance should be
3-5 minutes in length.
◆

- 1 2 3 4 5 || 1. Tone (quality, beauty, control)
- 1 2 3 4 5 || 2. Intonation (accuracy of pitch)
- 1 2 3 4 5 || 3. Technique (articulation, auxiliary)
- 1 2 3 4 5 || 4. Interpretation (phrasing, style, tempo, expression)
- 1 2 3 4 5 || 5. Musical Effect (artistry, fluency)
- 1 2 3 4 5 || 6. Level of Difficulty (easy, medium, difficult)
- 1 2 3 4 5 || 7. Other Factors (stage presence/appearance, choice of music)

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

STRINGS PLUCKED



Instrumental Solo - Brass

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
 The Instrumental Solo - Non-Keyboard Category includes six areas of participation: strings bowed, strings plucked, woodwind, percussion-definite, percussion-indefinite, and brass. Performance should be 3-5 minutes in length.
 ◆

- 1 2 3 4 5 || 1. Tone (quality, beauty, control)
- 1 2 3 4 5 || 2. Intonation (accuracy of pitch)
- 1 2 3 4 5 || 3. Technique (articulation, fingering, embouchure, rhythm)
- 1 2 3 4 5 || 4. Interpretation (phrasing, style, tempo, expression)
- 1 2 3 4 5 || 5. Musical Effect (artistry, fluency)
- 1 2 3 4 5 || 6. Level of Difficulty (easy, medium, difficult)
- 1 2 3 4 5 || 7. Other Factors (stage presence/appearance, choice of music)

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆

 ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆

SIGNATURE OF ADJUDICATOR



Instrumental Solo - Percussion Indefinite

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point



The Instrumental Solo - Non-Keyboard Category includes six areas of participation: strings bowed, strings plucked, woodwind, percussion-definite, percussion-indefinite, and brass. Performance should be 3-5 minutes in length.



- 1 2 3 4 5 || **1. Tone (quality, beauty, control)**
- 1 2 3 4 5 || **2. Technique-Rudiments (rhythmic accuracy)**
- 1 2 3 4 5 || **3. Position (body, hands, instrument)**
- 1 2 3 4 5 || **4. Interpretation (balance, dynamics, phrasing, tempo, expression)**
- 1 2 3 4 5 || **5. Musical Effect (artistry, dynamics,)**
- 1 2 3 4 5 || **6. Level of Difficulty (easy, medium, difficult)**
- 1 2 3 4 5 || **7. Other Factors (stage presence/appearance, choice of music)**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

PERCUSSION INDEFINITE



Instrumental Small Ensemble

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The Instrumental Ensemble Category is divided into three sub-categories: small ensemble, large ensemble, and handbells.
Performance should be 3-7 minutes in length.
◆

- | | | | | | | |
|---|---|---|---|---|--|--|
| 1 | 2 | 3 | 4 | 5 | | 1. Tone (quality, beauty, control) |
| 1 | 2 | 3 | 4 | 5 | | 2. Intonation (pitch level, accuracy level, tuning) |
| 1 | 2 | 3 | 4 | 5 | | 3. Technique (fingering, precision, embouchure, rhythm) |
| 1 | 2 | 3 | 4 | 5 | | 4. Balance (blend, harmonic parts, dynamics) |
| 1 | 2 | 3 | 4 | 5 | | 5. Interpretation (phrasing, style, tempo, expression) |
| 1 | 2 | 3 | 4 | 5 | | 6. Musical Effect (fluency, vitality, artistry, memorization) |
| 1 | 2 | 3 | 4 | 5 | | 7. Level of Difficulty (easy, medium, difficult) |
| 1 | 2 | 3 | 4 | 5 | | 8. Other Factors (stage presence/appearance, choice of music) |

Time _____

- | |
|---|
| <ul style="list-style-type: none"> • 1/2 Point Deducted for 1-59 Seconds Over • 1 Point Deducted for Each Minute Past 60 Seconds Over |
|---|

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

INSTRUMENTAL SMALL ENSEMBLE



Instrumental Large Ensemble

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The Instrumental Ensemble Category is divided into three sub-categories: small ensemble, large ensemble, and handbells. Performance should be 3-7 minutes in length.

- 1 2 3 4 5 || 1. Tone (quality, beauty, control)
- 1 2 3 4 5 || 2. Intonation (pitch level, accuracy level, tuning)
- 1 2 3 4 5 || 3. Technique (fingering, precision, embouchure, rhythm)
- 1 2 3 4 5 || 4. Balance (blend, harmonic parts, dynamics)
- 1 2 3 4 5 || 5. Interpretation (phrasing, style, tempo, expression)
- 1 2 3 4 5 || 6. Musical Effect (fluency, vitality, artistry, memorization)
- 1 2 3 4 5 || 7. Level of Difficulty (easy, medium, difficult)
- 1 2 3 4 5 || 8. Other Factors (stage presence/appearance, choice of music)

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR

INSTRUMENTAL LARGE ENSEMBLE



Instrumental Ensemble - Handbells

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The Instrumental Ensemble Category is divided into three sub-categories: small ensemble, large ensemble, and handbells. Performance should be 3-7 minutes in length.

- ◆
- 1 2 3 4 5 II 1. Tone (quality, beauty, control)
 - 1 2 3 4 5 II 2. Technique (pitch level, accuracy level, tuning)
 - 1 2 3 4 5 II 3. Balance (blend of parts, dynamics)
 - 1 2 3 4 5 II 4. Position (bells all in position, body, hands)
 - 1 2 3 4 5 II 5. Interpretation (phrasing, style, tempo, expression)
 - 1 2 3 4 5 II 6. Musical Effect (artistry, memorization)
 - 1 2 3 4 5 II 7. Level of Difficulty (easy, medium, difficult)
 - 1 2 3 4 5 II 8. Other Factors (stage presence/appearance, choice of music)

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

HANDBELLS ENSEMBLE



Instrumental Ensemble - Steel Drums

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point



The Instrumental Steel
Drums Ensemble
Category consists of 2 or
more participants.
Performance should be 3-
7 minutes in length.



- 1 2 3 4 5 II 1. Tone (quality, beauty, control)**
- 1 2 3 4 5 II 2. Technique Rudiments (rhythmic accuracy)**
- 1 2 3 4 5 II 3. Balance (blend of parts, dynamics)**
- 1 2 3 4 5 II 4. Position (body, hands)**
- 1 2 3 4 5 II 5. Interpretation (phrasing, style, tempo, expression)**
- 1 2 3 4 5 II 6. Musical Effect (artistry, memorization)**
- 1 2 3 4 5 II 7. Level of Difficulty (easy, medium, difficult)**
- 1 2 3 4 5 II 8. Other Factors (stage presence/appearance, choice of music)**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over



SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.



SIGNATURE OF ADJUDICATOR _____

STEEL DRUMS ENSEMBLE



Small Vocal Ensemble

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The Vocal Ensemble
Category is divided into
two areas of
participation - Small
Ensemble and Large
Ensemble. Performance
should be 3-5 minutes in
length. Only the vocal
performance is
adjudicated.
◆

- 1 2 3 4 5 || **1. Tone (quality, beauty, control)**
- 1 2 3 4 5 || **2. Intonation (pitch level, accuracy level)**
- 1 2 3 4 5 || **3. Diction (naturalness, purity of vowels, clarity of consonants)**
- 1 2 3 4 5 || **4. Technique (breathing, posture, rhythm, accuracy of notes)**
- 1 2 3 4 5 || **5. Balance (blend, harmonic parts, dynamics)**
- 1 2 3 4 5 || **6. Interpretation (phrasing, style, tempo, expression)**
- 1 2 3 4 5 || **7. Musical Effect (fluency, vitality, artistry, memorization)**
- 1 2 3 4 5 || **8. Level of Difficulty (easy, medium, difficult)**
- 1 2 3 4 5 || **9. Other Factors (stage presence/appearance, choice of music)**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆

SIGNATURE OF ADJUDICATOR
◆

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆

SIGNATURE OF ADJUDICATOR

SMALL VOCAL ENSEMBLE



Large Vocal Ensemble

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The Vocal Ensemble
Category is divided into
two areas of
participation - Small
Ensemble and Large
Ensemble. Performance
should be 3-5 minutes in
length. Only the vocal
performance is
adjudicated.

- | | |
|-----------|--|
| 1 2 3 4 5 | 1. Tone (quality, beauty, control) |
| 1 2 3 4 5 | 2. Intonation (pitch level, accuracy level) |
| 1 2 3 4 5 | 3. Diction (naturalness, purity of vowels, clarity of consonants) |
| 1 2 3 4 5 | 4. Technique (breathing, posture, rhythm, accuracy of notes) |
| 1 2 3 4 5 | 5. Balance (blend, harmonic parts, dynamics) |
| 1 2 3 4 5 | 6. Interpretation (phrasing, style, tempo, expression) |
| 1 2 3 4 5 | 7. Musical Effect (fluency, vitality, artistry, memorization) |
| 1 2 3 4 5 | 8. Level of Difficulty (easy, medium, difficult) |
| 1 2 3 4 5 | 9. Other Factors (stage presence/appearance, choice of music) |

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____
SIGNATURE OF ADJUDICATOR

LARGE VOCAL ENSEMBLE



Church Choir

TEEN TALENT MUSIC DIVISION

score sheet

Name _____ Phone # _____
Category _____ Date _____
Address (Street, City, State, Zip) _____
Local Church & State/Region _____

To the Adjudicators: Indicate your evaluation of the contestant's performance by circling the number that applies as follows:
Superior – 5 points / Excellent – 4 points / Very Good – 3 points / Good – 2 points / Satisfactory – 1 point

◆
The Church Choir category consists of 13 or more participants. Choir will perform 2 selections—one required piece, and one of their own choosing. Performance should be 3-10 minutes in length.
◆

- 1 2 3 4 5 || **1. Tone (quality, beauty, control)**
- 1 2 3 4 5 || **2. Intonation (pitch level, accuracy level)**
- 1 2 3 4 5 || **3. Diction (naturalness, purity of vowels, clarity of consonants)**
- 1 2 3 4 5 || **4. Technique (breathing, posture, rhythm, accuracy of notes)**
- 1 2 3 4 5 || **5. Balance (blend, harmonic parts, dynamics)**
- 1 2 3 4 5 || **6. Interpretation (phrasing, style, tempo, expression)**
- 1 2 3 4 5 || **7. Musical Effect (fluency, vitality, artistry, memorization)**
- 1 2 3 4 5 || **8. Level of Difficulty (easy, medium, difficult)**
- 1 2 3 4 5 || **9. Other Factors (stage presence/appearance, choice of music)**

Time _____

- 1/2 Point Deducted for 1-59 Seconds Over
- 1 Point Deducted for Each Minute Past 60 Seconds Over

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

Comments and suggestions which you offer below will be given to the contestant as an additional evaluation.



Dear _____, following are comments and suggestions on your entry which I hope will be helpful.

◆ _____ ◆
SIGNATURE OF ADJUDICATOR

CHURCH CHOIR





Music

TEEN TALENT MUSIC DIVISION

adjudicators' summary

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

NOTE: This is to be prepared from the adjudicators' individual sheets by someone assigned the responsibility. Follow the provided instructions.

ADJUDICATORS

	1	2	3	4	5	TOTALS
1 _____						
2 _____						
3 _____						
4 _____						
5 _____						
TOTALS						

GRAND TOTAL

COMBINED AVERAGE _____

COMBINED RATING _____

✦ FOR ADJUDICATORS ONLY ✦

Final Average and Rating: After reviewing the above objective analysis and deliberating the matter in view of all entries within this category, the adjudicators have awarded the following average and rating.

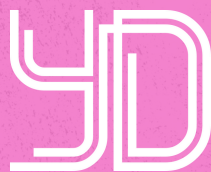
AVERAGE

RATING



teen talent

BIBLE DIVISION



SPONSORED BY THE CHURCH OF GOD
INTERNATIONAL YOUTH AND DISCIPLESHIP DEPARTMENT

Categories

- ✦ Individual Bible Teaching – Children (Grades 1-5)
- ✦ Individual Bible Teaching – Youth (Grades 6-12)
- ✦ Team Bible Teaching – Children (Grades 1-5)
- ✦ Team Bible Teaching – Youth (Grades 6-12)
- ✦ Individual Bible Quizzing
- ✦ Team Bible Quizzing



NOTICE

Teen Talent Performance Protocols

Given the change in the culture and world around us, we felt it necessary for protection and clarity to make the following statement regarding prop weapons and the use of sexually graphic material in Teen Talent competitions on all levels.

Weapon Portrayals

These are the restrictions for any group, team, skit, or individual that could in the process of competition need to act out or demonstrate weapons of any type.

1. A "prop weapon" is defined as any item that can be used to harm an individual or group of people. These include, but are not limited to, a gun (of any type), bow, arrow, crossbow, knives, swords, clubs, and bats.
2. At no time will a "prop weapon" be used in ANY way.
3. There will be no use of blanks, caps, or any other device that would audibly or visibly imply an explosion or gunshot.
4. All gunshot-type sounds must be accomplished using a stage device such as a slap-stick.

Sexuality Portrayals

At no time will an actor/performer act out a sexually graphic event of any type.

Emergency During Performances

All performances are restricted to the designated area of the stage. Should there be a costume malfunction, injury, or sudden illness, the affected participant should exit immediately to the staging area located at the rear of the stage.

Because of the weight of these procedures, if there are any questions, please contact your State/Regional Youth Director. Failure to adhere to these policies will result in the immediate removal and disqualification of the teams, groups, or individuals performing.



NOTICE

NO RECORDINGS ALLOWED



To preserve the integrity of the competition process, there are **NO RECORDINGS ALLOWED**, including both audio and video, unless specifically allowed by competition officials. (Movement, flash, or multiple cameras can impede the performers during what is likely to be a high-stress time.)

This policy includes Individual and Team Bible Quizzing.

Where possible, a high-quality video will be made available at an affordable price.





PART ONE

Participation Requirements

A participant or a team is disqualified by failure to appear within ten (10) minutes of the designated time and place at any level of competition.

All Old Testament biblical quotes are pulled from the Jewish Study Bible (JSB) as provided through Sefaria.org. All New Testament biblical quotes are pulled from the New American Standard Bible (NASB). This is done in order to preserve the integrity of the original biblical languages as much as possible in English translation.

PART TWO

Description of Bible Teaching Categories

Equally as important as preaching is the teaching of God's Word. God has chosen the medium of preaching and teaching to communicate His plan of salvation and eternal life. The Bible Teaching category is designed to emphasize the importance of teaching and to provide a plan for teenagers to be involved.

There are four areas of competition in the Teen Talent Bible Teaching Category. The respective areas of participation are:

- Individual Bible Teaching – Children (Grades 1-5)
- Individual Bible Teaching – Youth (Grades 6-12)
- Team Bible Teaching – Children (Grades 1-5)
- Team Bible Teaching – Youth (Grades 6-12)

Description

In Bible Teaching a participant or team presents an original Bible lesson [prepared by the participant(s)] using some form of teaching aid (either projected or non-projected). An official Bible Teaching Lesson Preparation Plan (see page #118) must be submitted to judges prior to the presentation of the lesson.

Presentation (10-20 min)

The participant(s) must present the lesson as though teaching a lesson to a class of the age group designated on the Bible Teaching Lesson Preparation Plan.

Teaching aids must be used as "helpers" and not as "substitutes" for the teacher. The lesson should be introduced by the teacher in the following manner:

"The subject of my lesson is ; it is prepared for ." (Example: "The subject of my lesson is 'God's Happy People'; it is prepared for children in grades 4-5.")

The presenter or team is responsible for setting up, tearing down, and cleaning up. The allowed setup time for Individual Bible Teaching is ten (10) minutes and Team Bible Teaching is fifteen (15) minutes. Tear down should be accomplished within five (5) minutes. It is also the responsibility of the presenter(s) to supply all props, tech, etc.

Participants should strictly adhere to all stated time requirements. For performances exceeding the designated time requirements by 1-59 seconds, there will be a 1/2 point deduction. For performances exceeding time requirements by 1 minute+, there will be a 1-point deduction per minute. All timing is the responsibility of the Head Adjudicator of each category.

Lesson Presentation Plan

1. Scripture Introduction (A video presentation of your scripture, a song singing your scripture, a painting of your scripture, a rap of your scripture, etc.)
2. Illustration (Song, drama, handout for the sermon, video, object lesson, etc.)
3. Bible Presentation (Preaching, teaching, responsive reading, video interspersed with teaching, multiple students teaching, etc.)
4. Points of Commitment (Call to commitment, challenge to change handout, conviction list, giveaway, reflection time, etc.)

PART THREE

Definition of Terms

Scoring Terms

Adjudicators will score Bible Teaching participants on the following:

Communication Effectiveness: creating interest, naturalness, skill in using teaching aids

Creativity: originality, technique, arrangement of material

Content: biblical soundness, interpretation, application

Speech: pronunciation, articulation, force

Life Application: relating lesson to life, appropriateness to age level

PART FOUR

Preparing a Bible Teaching Entry

1. **Communication Effectiveness** (creating interest, naturalness, and skill in using teaching aids) deals with the teacher's/team's ability to gain and hold pupil interest and to convey the contents of the lesson.

- Creating interest relates to the teacher's/team's ability to gain the attention of the students. The method of an introduction figures strongly at this point. The introduction must be true to the teaching aim and must create interest in the lesson.
- Naturalness means that the lesson presentation comes naturally out of the teacher's/team's understanding of the subject matter. Teaching is not artificial and does not appear to be mechanical in presentation. The presentation should have a conversational quality.
- Skills In Using Teaching Aids – Teaching aids should always relate to and reinforce a particular principle or truth. Using teaching aids should blend naturally into the teacher's/team's presentation and should not appear to be an interlude. The teacher/team should exhibit efficiency in using the selected teaching aids.

2. **Creativity** (originality, techniques, arrangement of material) relates specifically to the teacher's preparation and presentation.

- Originality refers to the unique personal approach of the teacher. It indicates that the teacher has utilized his/her own unique abilities in preparation and presentation. The style should be fresh and personal.

- The technique deals with the method used by the teacher/team in conveying the central message of the lesson. Methods are means to an end and should be selected in relationship to teaching time, lesson aim, and the age level of students.
- Arrangement of Material – This refers to the order in which the presentation is given: introduction, body, and conclusion. The lesson should be arranged in an orderly sequence and should lead to a definite and practical conclusion.

3. **Lesson Content** (*biblical soundness, interpretation*)

- Sufficient emphasis should be given to the central truth of the lesson.
- Content means that what the teacher/team says or does relates to the stated lesson aim.
- Biblical Soundness – The lesson presentation must agree with the biblical passage selected. The message of the passage should be clearly stated, used in proper context, and contribute to the understanding of the basic concepts taught by the lesson.
- Interpretation indicates that the teacher/team has a good understanding of the passage, and the message content, and is able to relate it to the teaching aim stated in the lesson preparation plan.





4. Speech (pronunciation, articulation, force). A primary component of effective communication is that the teacher/team must be clearly understood by his/her students. Correct, clear, and pleasing speech is necessary to achieve teaching effectiveness.

- Pronunciation – Incorrect pronunciation will hinder the reception of the message. The teacher/team must know how to use a dictionary. Speakers should check the syllables in a word and put the accent on the correct syllable.
- Articulation – The teacher's/team's speech should be clear so that students can follow without diverting attention to the sounds. There should be no mumbling, slurring, or dropping of sounds. Students should not have to put forth special effort to understand.
- Force implies – be heard! The teacher/ team should speak so that the student farthest away can hear what is being said. All is lost if the message does not reach the hearer. The first requirement an audience places on a speaker is that his/her voice be loud enough to be heard. This does not mean the teacher/team should shout, but speak with confidence and vigor. Speakers should be enthusiastic. Their voice should be alive!

5. Life Application (relating lessons to life, appropriateness to age level). The effectiveness of the lesson will be determined by how lesson truths are applied to life situations and daily Christian living.

- Relating Lesson to Life – The student should be led to understand how the lesson applies to his/her life. Specific examples should be given by the teacher/team.
- Appropriateness to Age Level – Lesson truths must be presented in such a manner so that they are clearly understood by the age group for whom the lesson is intended. Language, lesson presentation, and life applications must be geared to the needs and comprehension of the students.

I have hidden *your word* in
my heart that I might not sin against you.

—Psalm 119:11

Bible Teaching

TEEN TALENT BIBLE DIVISION

Lesson Plan

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

NOTE: This form is to be filled out and presented to the adjudicators prior to the competition.

INDIVIDUAL BIBLE TEACHING – CHILDREN (GRADES 1-5)

TEAM BIBLE TEACHING – CHILDREN (GRADES 1-5)

INDIVIDUAL BIBLE TEACHING – YOUTH (GRADES 6-12)

TEAM BIBLE TEACHING – YOUTH (GRADES 6-12)

Theme _____

Bible Passage _____

Lesson Aim (A concise statement of what the learner should know, feel, or do as an outcome of instruction.)

What teaching method(s) will best communicate the lesson aim? _____

What teaching aid(s) will illustrate the lesson aim? _____

Participant's Lesson Presentation Plan

Scripture Introduction (Reading the scripture, a video presentation of your scripture, singing your scripture, painting your scripture, rapping your scripture): _____

Illustration (Song, drama, a handout for the sermon, video, an object lesson):

Bible Presentation (Preaching, teaching, responsive reading, video interspersing teaching, multiple students teaching): _____

Points of Commitment (Call to commitment, challenge to change handout, conviction list, give away, reflection time): _____



Bible Teaching

TEEN TALENT BIBLE DIVISION

adjudicators' summary

Name _____ Phone # _____

Category _____ Date _____

Address (Street, City, State, Zip) _____

Local Church & State/Region _____

NOTE: This is to be prepared from the adjudicators' individual sheets by someone assigned the responsibility. Follow the provided instructions.

ADJUDICATORS

	1	2	3	4	5	TOTALS
1 _____						
2 _____						
3 _____						
4 _____						
5 _____						
TOTALS						

GRAND TOTAL
◆

COMBINED AVERAGE _____

COMBINED RATING _____

◆ FOR ADJUDICATORS ONLY ◆

Final Average and Rating: After reviewing the above objective analysis and deliberating the matter in view of all entries within this category, the adjudicators have awarded the following average and rating.

AVERAGE

RATING





PART FIVE

Description of Individual Bible Quizzing

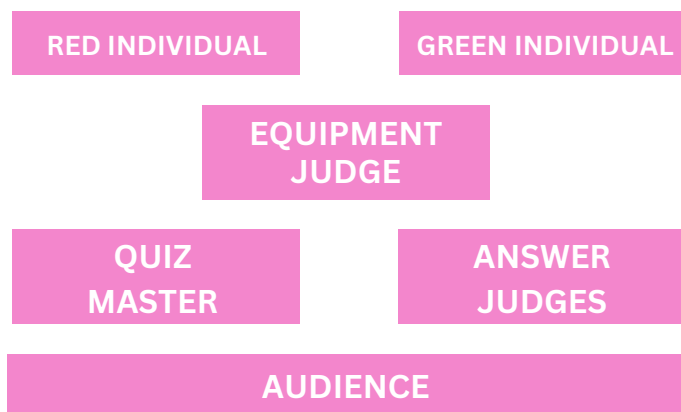
Description

The Individual Bible Quizzing Category is designed for individual participation. The goals of this category are multiple. It is designed to develop Scriptural memorization skills, quick recall, and accurate response. The Study Guide will be the same as used for Team Bible Quizzing. This category will be held as a double-elimination competition on state/regional and international levels.

Individual Bible Quizzing Rules

Platform Arrangement

1. Two quizzers sit at a table and activate an electronic signal unit (the same as used in Team Bible Quizzing). One quizzer will be designated the "Red Quizzer" and the other quizzer will be the "Green Quizzer." Quizzers must keep both hands flat on the table while questions are being read.
2. A suggested platform arrangement for the official competition is given below. The facilities and the number of officials will dictate the final arrangement. Study guides, Bibles, or portions thereof are not allowed on the platform during competition.



Stating Questions and Answers

1. A Quizmaster will read a question. Quizzers will have ten (10) seconds to respond by pressing the electronic signal block. If neither quizzer responds within the ten (10) seconds, the question will be closed by the Timekeeper calling "time" and the next question will be read.
2. When a quizzer buzzes in and is recognized by color ("Red" or "Green") by the Equipment Judge, the quizzer has ten (10) seconds to begin answering and an additional twenty (20) seconds to complete the answer (for a total of 30 seconds). If a quizzer begins to answer at the same time that the Timekeeper calls "time," the quizzer should continue until the Timekeeper gives further instructions to "stop" indicating that time had expired according to the stopwatch.
3. If the answer is correct, the quizzer scores the full point value of the question.
4. If the question is completed and the answer is incorrect, no point deduction is made but the question will be reread for the opposing quizzer. If the second quizzer answers correctly, that quizzer will score the full point value of the question.
5. If the quizzer buzzes before the question is completely read by the Quizmaster, this constitutes an "interruption" and the answer must be given without hearing the question read to its completion. If the interrupted question is answered correctly, that quizzer receives the full point value of the question. However, if the interrupted question is answered incorrectly, the FULL POINT VALUE of the question is DEDUCTED AS A PENALTY from the score. The question is then restated in its entirety for the opposing quizzer.
6. Help from the audience which might affect in any way the quizzer's answer will void the question. Should a competition official hear or see an answer from the audience, an official time-out will be called, and the question tossed out. Any interference which would disadvantage either quizzer or in any way impede the work of officials will be just cause to toss out the open question.

7. Only the first answer given by a quizzer will be accepted. An answer may be started and repeated exactly as started without penalty; but a restatement with any change in wording, either addition or deletion, will be disallowed and ruled "incorrect."

8. An answer is correct when the following conditions are met:

- It contains the information stated in the Study Guide;
- Material printed in quotation marks is verbatim (word-for-word);
- No incorrect information is included in the answer;
- The correct answer is completed within the thirty (30) second time limit; AND
- Although mispronounced, words can still be recognized as the answer.

9. An answer is incorrect when the following occurs:

- A quizzer fails to state accurately the answer printed in the Study Guide;
- Incorrect information is included in the answer;
- The answer is not completed before the thirty (30) second time limit expires;
- Mispronunciation makes the answer unrecognizable to the judges; OR
- The quizzer does not speak clearly or loudly enough for the judges to hear the answer.

10. Scripture references are not required unless specifically called for in the question. They appear in the Study Guide for cross reference and study purposes.

11. All answers printed in quotations in the Study Guide must be answered verbatim (word-for-word).

12. When one quizzer is recognized by the Equipment Judge and the other quizzers begin to answer, a foul will be called and the offending quizzer loses the privilege to answer. The entire question will be reread for the opposing quizzer and he/she will be allowed to answer. No quizzer has the right to answer until recognized by the Equipment Judge.

Scoring

1. Each correct answer scores a random point value. Point values will not be published prior to competition but will be stated at the beginning of each question.
2. Each quizzer charged with a foul will be assessed a ten (10) point deduction from his/her score. For further information, see "Fouls."
3. A quizzer charged with a penalty because of more than two (2) challenges will be assessed a negative twenty-five (25) points. For further information, see "Penalties," sub-point 2.
4. A round of questions (a Match) consists of 12 questions. Total points at the completion of the competition round will determine quizzer standings and the winner.
5. If the score is tied at the end of a competition round, a "tiebreaker" will be given to determine the winner. A "tiebreaker" question will come from the Official Tiebreaker Question List.
6. Should a competition official make a human error which affects the score, the question will be tossed out and a substitute inserted. If the Quizmaster makes an error in the reading of a question, that question will be tossed out and a question of equal value will be inserted. This will apply even if a quizzer has buzzed in, been recognized and has answered the question correctly so that both quizzers will have an equal opportunity to hear an accurate question.
7. Score sheets from this manual will be printed and used for competition.





Penalties

1. If a quizzer “interrupts” the Quizmaster before a question is read in its entirety and gives an incorrect answer, the full point value of the question is deducted from the quizzer’s score as a penalty, and the other quizzer is given the opportunity to answer.
2. A quizzer is assessed a twenty-five (25) point penalty for more than two (2) challenges during a competition round.

Fouls

1. A foul results in a deduction of ten (10) points from the quizzer’s total score. In addition, he/she loses the privilege to answer the question. This infraction gives the opponent the right to hear the question and respond. A foul is called “immediately” upon the infraction.
2. If a quizzer begins to answer when the other participant has been recognized, a foul will be called.
3. When a quizzer begins answering a question without being recognized by the Equipment Judge, a foul will be called.
4. If a quizzer lifts either or both hands from the table between the time the Quizmaster called “Question” and the sounding of the buzzer by either quizzer, a foul will be called.
5. Any movement by a quizzer which, in the opinion of officials, has the effect of leading another quizzer to a premature response will be called a foul.
6. During an “Official Time-out” there can be no conferring by a quizzer with anyone. A foul will be imposed if there is an infraction.

Time-outs

1. Each quizzer is allowed two (2) sixty (60) second time-outs during a competition round and has the right to confer with his/her coach during a time-out called by either quizzer. A coach may also call the time-out. Confering with anyone during competition, except during a time-out, constitutes a foul.
2. A participant may not call a time-out after the Quizmaster begins reading the question nor while a quizzer is giving an answer. Any infraction constitutes a foul.

3. Any quiz official may call an “Official Time-out” at any appropriate time. There can be no talking, conferring, gesturing or movement during an “Official Time-out,” and there can be no conferring by a quizzer with anyone. Any infraction constitutes a foul.

Challenges

1. The only basis upon which a challenge can be made is on the “accuracy” of the answer.
2. To be recognized by competition officials, the challenge must be stated before the Quizmaster begins reading the next question and before a time-out is called.
3. If a quizzer believes the judges have ruled incorrectly, the quizzer may buzz in with the signal block, and say “Challenge.” The quizzer may confer privately with his/her coach. Twenty (20) seconds to confer is allowed, and then the quizzer must either state “Withdraw challenge” or go to the judges table and present the challenge privately to the judges, then return to his/her quizzing position. The judges will confer and the Head Answer Judge will announce their decision.
4. An answer ruled “correct” by the judges may be challenged by the opposing quizzer immediately after the Head Answer Judge announces their decision. If the judges overrule the challenge and sustain their first decision, the competition proceeds. In this case the Head Answer Judge will say, “challenge denied.”
5. A ruling of “incorrect” by the Answer Judge may be challenged by the quizzer against whom the ruling was made. All challenges must be made immediately after the announcement of the Answer Judges’ decision. If the original decision is upheld, the Head Answer Judge will announce, “challenge denied.”
6. In the event the judges reverse their previous decision, the Head Answer Judge will announce “challenge accepted.” In this case, either quizzer has the right to “counter-challenge” the decision. A “counter-challenge” must also be made immediately after the announcement of the Answer

Judges' decision. The quizzer may confer privately with his/her coach. Twenty (20) seconds to confer is allowed, and then the quizzer must either state "withdraw challenge" or go to the judges' table and present the challenge privately to the judges, then return to his/her quizzing position. The judges will confer and the Head Answer Judge will announce their decision. After reconsideration, the decision of the judges for a counter-challenge is final and the question is closed.

7. A quizzer is allowed two (2) challenges during a competition round. A twenty-five (25) point penalty will be assessed against a quizzer who calls more than two (2) challenges in a competition round. A "counter-challenge" will not be considered as one of the two (2) allowable challenges.

8. A challenge (or counter-challenge) is considered an "Official Time-out" and imposes all "Official Time-out" regulations. During this time, there cannot be any conferring, gesturing or moving about. Any infraction constitutes a foul.

Guidelines for Competition Officials

Competition officials include the following: one Quizmaster, one Equipment Judge, three Answer Judges, two Scorekeepers, and one Timekeeper.

Quizmaster

1. Review the current Bible Division Instruction Manual and Official Bible Quizzing Study Guide before the competition.
2. Be responsible for directing the competition – reading questions, maintaining order, and making decisions for guiding the competition.
3. Be familiar with competition rules and procedures; confer with Answer Judges; and, when necessary, assist with decisions.
4. Meet with competition officials and quizzers for orientation prior to the beginning of the competition.
5. Call the competition to order and introduce the Scorekeepers and officially announce officials and quizzers.

6. The correct procedure for reading questions is as follows:

- Read clearly, and distinctly, and maintain a constant reading pace.
- Begin by stating the question number and the point value, followed by the questions; be prepared to stop instantly (preferably on the syllable) when the buzzer sounds.
- If neither quizzer responds, or if both quizzers answer incorrectly, the correct answer should be read by the Quizmaster.

7. If the Quizmaster makes an error in reading a question, the question must be tossed out and another substituted, even if one quizzer has responded and answered.

8. Handling interruptions:

- Stop speaking the instant a quizzer interrupts.
- If a quizzer interrupts and answers the question incorrectly, the Quizmaster should reread the entire question for the other quizzer. After the answer judge renders a decision, the Quizmaster should make sure the scorekeepers assess the proper penalty against the interrupting quizzer and adjust scores accordingly. In state/regional and international competitions, there may also be a Divisional Coordinator, Assistant Quizmaster, Master of Ceremonies, Stage Manager, and/or Secretary.
- When the quizzer who responds first without interrupting answers incorrectly, the question should be reread and directed to the other quizzer.

9. Call fouls and impose penalties along with the Equipment Judge.

10. At the end of the competition round, the Quizmaster should remind quizzers not to confer. In the event of a tie, the round is not over until the "tiebreaker" question is given and answered.

11. The Quizmaster should receive the official scores of the winner and runner-up.





Answer Judges

1. The primary function of the Answer Judges is to determine the accuracy of answers.
2. Judges should be thoroughly knowledgeable of the competition rules. There should be an official set of competition rules and a Bible on hand for reference.
3. One of the three (3) Answer Judges will be appointed as Head Answer Judge to serve as chairperson and spokesperson.
4. When the answer is correct, the Head Answer Judge will say "correct." When the answer is incorrect, the Head Answer Judge will say, "incorrect." (One judge, or sound technician, should operate a recording device to assist in decisions. Playing of the recording should be done with headphones, or in the privacy of another room.)
5. Judges should be positioned so as to hear the Quizmaster and both quizzers clearly.
6. When a decision by the judges is challenged and then counter-challenged, the final decision cannot be further challenged.
7. Judges should avoid discussion regarding decisions with quizzers and/or members of the audience. Discussions between judges must be kept confidential. All judges must follow competition rules, handle challenges respectfully, render decisions fairly, and concentrate on the task at hand.
8. All official Bible Quizzing Competition Questions and Answer Manuals must be returned to the Quizmaster at the conclusion of the competition session. Books must be kept covered between rounds and when a quizzer approaches the judges' table for challenges.

Equipment Judge

1. Monitors the electronic signal unit, officially recognizes quizzers by calling a color, and states when a quizzer interrupts a question. "Red," or "Interruption, Green".
2. Is responsible, along with the Quizmaster, for calling fouls. (Read "Fouls" in quiz rules.)

Scorekeepers

1. Records each quizzer's score during a competition round.
2. Totals each quizzer's score at the end of a competition round and submits the official score sheet to the Quizmaster who announces the results.

Timekeeper

1. Keeps official times for the competition. (Use of a stopwatch is recommended.)
2. Any violation of the time limit should be announced by simply calling "time."
3. Any quizzer who is ten (10) minutes late from the announced time to begin competition forfeits the round. If the other quizzer is present and on time, they will be declared the winner.
4. Time to begin an answer starts immediately after the Equipment Judge calls the quizzer's color. The quizzer has ten (10) seconds to begin answering, and twenty (20) seconds to complete the answer (for a total of thirty (30) seconds). If "time" is called as an answer begins, the quizzer should continue unless instructed to "stop" by the Timekeeper.
5. If neither quizzer responds within the ten (10) seconds after the Quizmaster reads the question, the Timekeeper calls "time" and the question is closed.
6. Each time-out is sixty (60) seconds long.

Individual Bible Quizzing Scoresheet

		Challenges { } { } { } { }		Time-outs { } { }		Fouls { } { } { } { } { }											
Red	+																
	-																
Question Number		1	2	3	4	5	6	7	8	9	10	11	12	Bonus	Sub-T	Overtime	Score
Point Value																	
Green	+																
	-																
		Challenges { } { } { } { }		Time-outs { } { }		Fouls { } { } { } { } { }											

		Challenges { } { } { } { }		Time-outs { } { }		Fouls { } { } { } { } { }											
Red	+																
	-																
Question Number		1	2	3	4	5	6	7	8	9	10	11	12	Bonus	Sub-T	Overtime	Score
Point Value																	
Green	+																
	-																
		Challenges { } { } { } { }		Time-outs { } { }		Fouls { } { } { } { } { }											

		Challenges { } { } { } { }		Time-outs { } { }		Fouls { } { } { } { } { }											
Red	+																
	-																
Question Number		1	2	3	4	5	6	7	8	9	10	11	12	Bonus	Sub-T	Overtime	Score
Point Value																	
Green	+																
	-																
		Challenges { } { } { } { }		Time-outs { } { }		Fouls { } { } { } { } { }											



PART SIX

Description of Team Bible Quizzing Category

The Team Bible Quizzing Category is designed for team participation. Team Bible Quizzing offers teenagers opportunities for personal involvement, spiritual development, and active participation in challenging and fulfilling competitions.

Bible Quiz Team

1. A quiz team consists of three (3) to five (5) teens from a local youth group (three starting quizzers and two substitutes) and an adult coach. An adult coach is any Christian age 20 and above, who is not a participant, and regularly attends the local Church of God. Any combination of male and/or female participants may comprise a team.
2. Each team selects one quizzer to serve as Team Captain. Team Captain serves as a spokesperson for the team. Should a Team Captain be removed from the competition, the coach will appoint another quizzer to serve as Team Captain.
3. The function of the coach is to meet regularly with the team for Bible study, practice quizzes, and preparation for official competitions. Only the coach is allowed to confer with the team during time-outs.
4. A local church may enter more than one team in a state/regional competition. If more than one team is entered per church the teams may not consist of any of the same team members. The procedure for team selection is left to the discretion of the local church.
5. A teenager who regularly attends one local church cannot participate on a team from another church.
6. No team additions can be made at any level of competition after the Official Entry form has been submitted.

Quiz Competition Rules

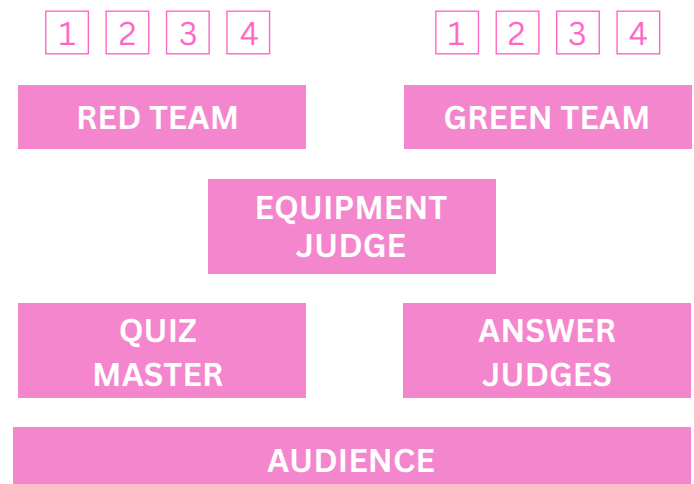
Team Arrangement

Each team will be seated at a table facing the audience with an electronic signal block positioned in front of each quizzer. Quizzers must keep both hands flat on the table while questions are being read. The coach and substitutes should be seated behind their team

A suggested platform arrangement for the official competition is given below. The facilities and the number of officials could dictate minor changes. Study questions, Bibles, or portions thereof, are not allowed on the platform during competition.

Team Identification

Each team will be identified by a different color light on the electronic signal console. Each quizzer will be identified by a team color and a number. When the electronic signal block is pressed, a light appears on the electronic quiz console and the Equipment Judge calls the color and number of the first quizzer responding – for example: “Red, One.” (See the diagram below.)



Answering Questions

When a question is stated, the first quizzer to respond by pressing the electronic signal block will be called by the Equipment Judge to answer. Time begins immediately after the color and number of the quizzer is called. The quizzer has ten (10) seconds to begin answering and an additional twenty (20) seconds to complete the answer for a total of thirty (30) seconds.

2. If the answer is correct, the team scores the full point value of the question. If the answer is incorrect, the question will be reread and directed to the quizzer with the same number on the opposing team. Should both quizzers answer incorrectly, the question is closed, and the correct answer is stated by the Quizmaster.

3. If a quizzer buzzes before the question is completely stated by the Quizmaster, this constitutes an "interruption" and the answer must be given without hearing the question read to its completion. If the interrupted question is answered correctly, the team scores the full point value of the question. However, if the interrupted question is answered incorrectly, the FULL POINT VALUE of the question is DEDUCTED AS A PENALTY from the total team score. The question is then stated in its entirety for the opposing team. Anyone from the opposing team may answer.

4. After a question is stated in its entirety, if neither team responds within ten (10) seconds, the question will be "closed" by the Timekeeper calling "time." If a quizzer begins to answer at the same time that "time" is called, he/she should continue until the Timekeeper gives further instruction to "stop."

5. Help from the audience which might affect in any way the quizzer's answer will void the question. Should a competition official hear an answer from the audience, an official time-out should be called and the question tossed out.

6. Only the first answer given by a quizzer will be accepted. An answer may be stated and repeated exactly as stated without penalty, but a restatement with changes in any wording is disallowed.

7. An answer is correct when the following conditions are met:

- It contains the information stated in the Study Guide.
- The quotation in "completion questions" is word-for-word.
- No incorrect information is included in the answer.
- The correct answer is completed within the time limit, AND
- Although mispronounced, words can still be recognized as the answer.

8. An answer is incorrect when the following occurs:

- A quizzer fails to state accurately the answer printed in the Study Guide.
- Incorrect information is included in the answer.
- The answer is not completed before the time limit expires.
- Mispronunciation makes the answer unrecognizable to the judges, or
- The quizzer does not speak clearly or loudly enough for the judges to hear the answer.

9. Scripture references are not required unless specifically called for in the question. They appear in the Study Guide for cross-reference and study purposes.

10. All answers printed in quotations in the Study Guide must be answered verbatim.

11. If a quizzer answers a question incorrectly and the quizzer with the same number on the opposing team has "quizzed out" leaving a vacant chair, the question will be directed to whoever has been designated as team captain.

12. When a quizzer is recognized to answer and a member of the same team who has not been recognized answers, a foul is called, and the team loses the privilege to answer. The question is then directed to the opposing team and anyone can respond to answer. No quizzer has the right to answer until recognized by the Equipment Judge.

Challenges

1. The only grounds upon which a challenge can be made is the decision of the judges on the answer.

2. If a quizzer believes the judges have ruled incorrectly, the quizzer may raise one hand, or buzz in with the signal block, and say "challenge." The quizzer may confer privately with his/her coach. Twenty (20) seconds to confer is allowed, and then the quizzer must either state "withdraw challenge" or go to the judges' table and present the challenge privately to the judges, then return to his/her quizzing position. The judges will confer and the Head Answer Judge will announce their decision.





3. Only the challenging quizzer may approach the judges' table to state the reason for the challenge. Once the challenge is stated, the quizzer should return to his/her chair so the judges can confer privately. The decision of the judges is announced by the Head Answer Judge.
4. An answer ruled "correct" by the judges may be challenged by any quizzer on the opposing team. If the judges overrule the challenge and sustain their decision, the Head Answer Judge will announce "challenge denied," and the quiz proceeds as usual.
5. An answer ruled "incorrect" by the judges may be challenged by either the quizzer against whom the decision was made or the team captain. If the decision is challenged and sustained the Head Answer Judge will announce "challenge denied," and the quiz proceeds as usual. If the judges reverse their decision, the Head Answer Judge will announce "challenge granted," and proper scoring adjustments should be made to the total team score.
6. In the event the judges "grant a challenge" reversing a decision, the team has the privilege to "counter challenge" the reversal. After considering a "counter challenge," the Head Answer Judge will either announce "counter challenge denied" or "counter challenge granted." This decision is final; the quiz proceeds as usual.
7. A challenge is considered an automatic "official time-out" and imposes all "official time-out regulations." No member of either team, except the challenging quizzer, can confer with the coach or each other during a challenge.
8. To be valid, a challenge must be made immediately following the decision on an answer announced by the Head Answer Judge.
9. Each team is allowed four (4) challenges during a round of competition. A 50-point penalty will be assessed against a team for exceeding this limit.
10. A challenge is considered an "official time-out." During this time there cannot be conferring except coach and challenging quizzer. Any infraction constitutes a foul.

Penalty

1. When a quizzer "interrupts" the Quizmaster before a question is read in its entirety and gives an incorrect answer, the FULL POINT VALUE of that question is deducted from the team score as a penalty. Further, the corresponding quizzer on the opposing team is then given the opportunity to answer the question.
2. A quizzer answering five (5) questions INCORRECTLY is disqualified and eliminated from that round of competition. The quizzer may be reinstated for subsequent rounds of competition.
3. A team will be assessed a 50-point penalty for more than four (4) challenges during a round of competition.
4. A 50-point penalty will be assessed to a disruptive coach. The Quizmaster will issue one warning to a disruptive coach.
5. Score sheets from this manual will be printed and used for competition.

Fouls

1. A foul results in a deduction of ten (10) points from the total team score. In addition, the team loses the privilege to answer the question. This infraction gives the opposing team the right to hear the question and respond. A foul is called "immediately" upon the infraction.
2. Conferring between team members and/or the coach during competition, except during a team time-out, constitutes a foul.
3. If a quizzer lifts either or both hands from the table and does not hit the signal block between the Quizmaster's call of "question" and the sounding of the buzzer, it is a foul. (If a quizzer lifts either or both hands from the table and does not hit the signal block, it is a foul.)
4. Any help from the coach or a team member, except during time-outs, is a foul.
5. Any quizzer giving an answer, or any part of an answer, without being recognized by the Equipment Judge will be called for a foul.

Scoring

1. Each question answered correctly scores the full point value of the question.
2. A twenty-five (25) point bonus is earned when a team member quizzes out (answers five questions correctly). A participant quizzing out may be reinstated if the team goes into overtime. Quizzing out in one round does not affect a quizzing out in subsequent rounds of competition.
3. A team charged with a foul loses ten (10) points.
4. A team assessed a penalty for an incorrect answer to an interruption, loses the FULL POINT VALUE of the question.
5. If a competition official makes a mistake that could adversely affect the competition, the question should be tossed out and a question of equal value substituted.
6. Total team points at the completion of a round of competition will determine the winner.
7. A competition round consists of twenty (20) questions. The total points at the completion of the competition round will determine the team standing and the winner.
8. If the score is tied at the end of a competition round, a tiebreaker question will be given to determine the winner. The tiebreaker will come from the official tiebreaker question list.
9. A team will be assessed a fifty (50) point penalty for more than four (4) challenges during a round of competition.
10. A fifty (50) point team penalty will be assessed to a disruptive coach. The Quizmaster will issue one warning to a disruptive coach.

Substitutions

A coach may only make substitutions during a time-out. The Quizmaster must be notified of the substitution before stating the next question.

Time-Outs

1. Any competition official may ask for an "Official Timeout." No conferring is allowed during an official time-out.

2. A time-out can only be called between questions; never during a question, or before an answer is given.
3. Only a team captain or coach can call a team time-out.
4. Each team is allowed two (2) sixty (60) second time-outs during each round of competition.

Eliminations

1. Winners at each level of competition will be determined by a double-elimination tournament.
2. A team member is eliminated from the competition by quizzing out.
3. Sample charts with additional information are provided on pages 133-136 to accommodate as many as twelve quiz teams.

Quizzing Guidelines for Competition Officials

An official competition will include the following positions: one Quizmaster; three Answer Judges, one Equipment Judge; two Scorekeepers; and one Timekeeper.

Quizmaster

1. The Quizmaster meets with all quiz officials prior to competition for an orientation session. He also meets with team coaches and captains prior to competition and goes over rules, answers questions, and draws for competition brackets.
2. Calls the competition to order and introduces the competition officials, coaches, and quiz team members.
3. Is responsible for directing the competition process – stating questions, giving instructional directions, maintaining crowd order, and guiding the flow of competition.
4. Has good knowledge of quiz rules, reads quiz questions, calls fouls, announces official scores, and declares winners.
5. Remains absolutely impartial and gives no advantage to either team.





6. When a question is stated incorrectly, the Quizmaster should restate it, or if the error disadvantages either team, the question should be tossed out and another substituted.
7. The procedure for stating questions is as follows:
 - Review each set of official questions prior to competition. Practice reading aloud at a steady pace. Consult a dictionary for unfamiliar words.
 - Begin stating each question by giving the question number and point value. For example, “Question Number 7; 10 points,” or “Question Number 15; 30 points.” The question should be read exactly as it is printed in the official question set.
 - Read distinctly, loudly, and at a moderate pace. It is important that all questions be read at the same pace and that an emphasis on keywords is avoided.
8. Handling Interruptions
 - Stop reading the instant a quizzer interrupts.
 - When a quizzer answers incorrectly after interrupting, the FULL POINT VALUE of the question is deducted from the team score. The question should be restated in its entirety for the opposing team.
 - When an interrupted question is answered correctly, the discretion of the Quizmaster will determine if the entire question and answer need to be read for the benefit of the teams and the audience.
9. When a non-interruption quizzer buzzes first and answers incorrectly, the Quizmaster should direct the question to the quizzer of the same number on the opposing team who is the only one allowed to answer.
10. When no response is made by either team or when both teams give incorrect answers to a question, the Quizmaster should read the correct answer.
11. At the conclusion of the quiz competition, and after the scorekeepers have submitted the official scores, the results should be announced as follows:
 - “Individual second high scorer” and total points.
 - “Individual high scorer” and total points.
 - “Winning team” and total points.

Answer Judges

1. The primary function of the three (3) Answer Judges is to rule on the accuracy of answers.
2. Judges should be thoroughly familiar with quiz competition rules and have an official set of competition rules and a Bible on hand for reference.
3. One of the judges will be announced as Head Answer Judge. This judge will serve as spokesperson and render decisions made by the judges.
4. When an answer is clearly accurate, the Head Answer Judge will say, “Correct.” When an answer is clearly incorrect, the head answer judge will say “Incorrect.” Any answer that differs from the official answer supplied by the Teen Talent Bible Quizzing Competition Manual will be considered by the judges, and a decision will be announced by the Head Answer Judge.
5. Judges should be positioned strategically in order to hear both the Quizmaster and the quizzers clearly.
6. The final decision of the judges cannot be challenged.
7. Judges must avoid debate with team members, coaches, or members of the audience. A proper procedure for handling challenges is listed on pages 127-128.
8. All official quiz questions and answers must be returned to the Quizmaster at the conclusion of a quiz competition.

Equipment Judge

1. The Equipment Judge monitors the electronic quiz unit. When a question is stated and the quizzers respond, the Equipment Judge calls out the team color and the quizzer’s number (Example: “Red, Three”). This official recognition is permission for the quizzer to answer a question.
2. When a quizzer buzzes before the question is completely stated, the Equipment Judge calls, “Interruption” and identifies the quizzer by color and number (Example: “Interruption, Green Two”).
3. The Equipment Judge is responsible, along with the Quizmaster, for calling fouls.

Scorekeepers

1. The Scorekeepers record each quiz team's starting lineup, note substitutions, announce quiz-outs, record time-outs, and tabulate scores on the official score sheet.
2. At the end of a round of competition, team points will be totaled and the official score sheets submitted to the Quizmaster. The Quizmaster will announce the final results.
3. Score sheets kept by the official Scorekeeper are official property and are not available to anyone except the Quizmaster.

Timekeeper

1. The Timekeeper keeps the official time for the competition. (Using a stopwatch is strongly suggested.)
2. A time-out is indicated simply by calling "time-out" and the color of the team (Example: "Time-out, Green Team"). To resume competition, the Timekeeper calls, "time-in."
3. A team arriving ten (10) minutes late for the announced time for competition to begin is disqualified by the Timekeeper and forfeits the quiz round.
4. Time for answering questions begins immediately after the Equipment Judge calls the color and number of a quizzer. A quizzer has ten (10) seconds to begin answering and twenty (20) seconds to complete the answer; a total of thirty (30) seconds.
5. If no quizzer responds to answer a question stated by the Quizmaster within ten (10) seconds, the Timekeeper calls "time." This closes the question and no one is allowed to answer once the time is closed.
6. If a quizzer begins to answer at the same time that "time" is called, he/she should continue until the Timekeeper gives further instruction to "stop."
7. Time-outs are sixty (60) seconds each.

How can a young man
keep his way pure?
By **guarding** it according to

Your word.

—Psalm 119:9



Scoring Sheet

Revised 2007

Place of Competition: _____

Level of Competition: () Regional; () State; () International

RED TEAM

Question Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	OT	Quiz Out	Subtotal	TOTAL
Point Value:																						25		
Captain	+																						+	
1	-																						-	
2	+																						+	
3	-																						-	
4	+																						+	
5	-																						-	
Time-outs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenges:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Penalties:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
(Fouls: -10)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
TEAM SCORE:																							<input type="checkbox"/>	

GREEN TEAM

Question Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	OT	Quiz Out	Subtotal	TOTAL
Point Value:																							25	
Captain	+																						+	
1	-																						-	
2	+																						+	
3	-																						-	
4	+																						+	
5	-																						-	
Time-outs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenges:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Penalties:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
(Fouls: -10)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
TEAM SCORE:																							<input type="checkbox"/>	

Individual high scorer: _____ Score: _____

Individual second high scorer: _____ Score: _____

Losing Team: _____ Score: _____

Winning Team: _____ Score: _____



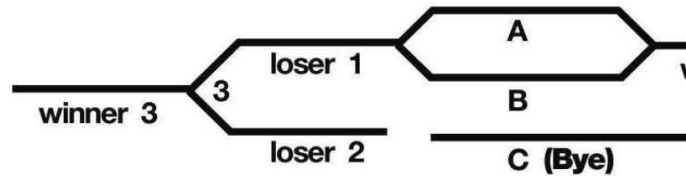
PART SEVEN

Team Bible Quizzing Charts

Name of all team participants should be written on slips of paper and shuffled. As the slips of paper are drawn, the first team drawn is written in position A on the chart; the second team drawn is written in position B, and so on.

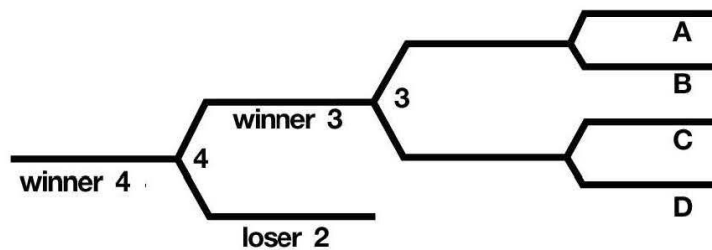
A playoff is needed if, near the end of the tournament, one or both of the two remaining teams have lost only one quiz match.

3 Teams/Participants

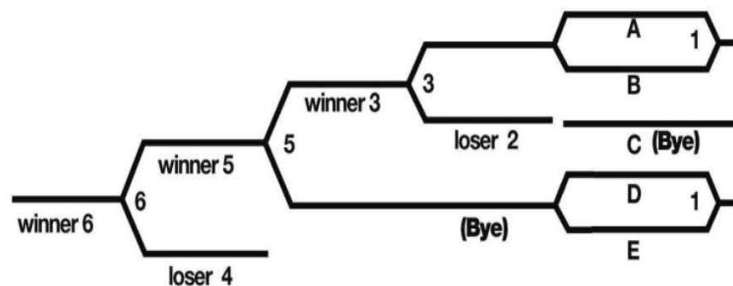


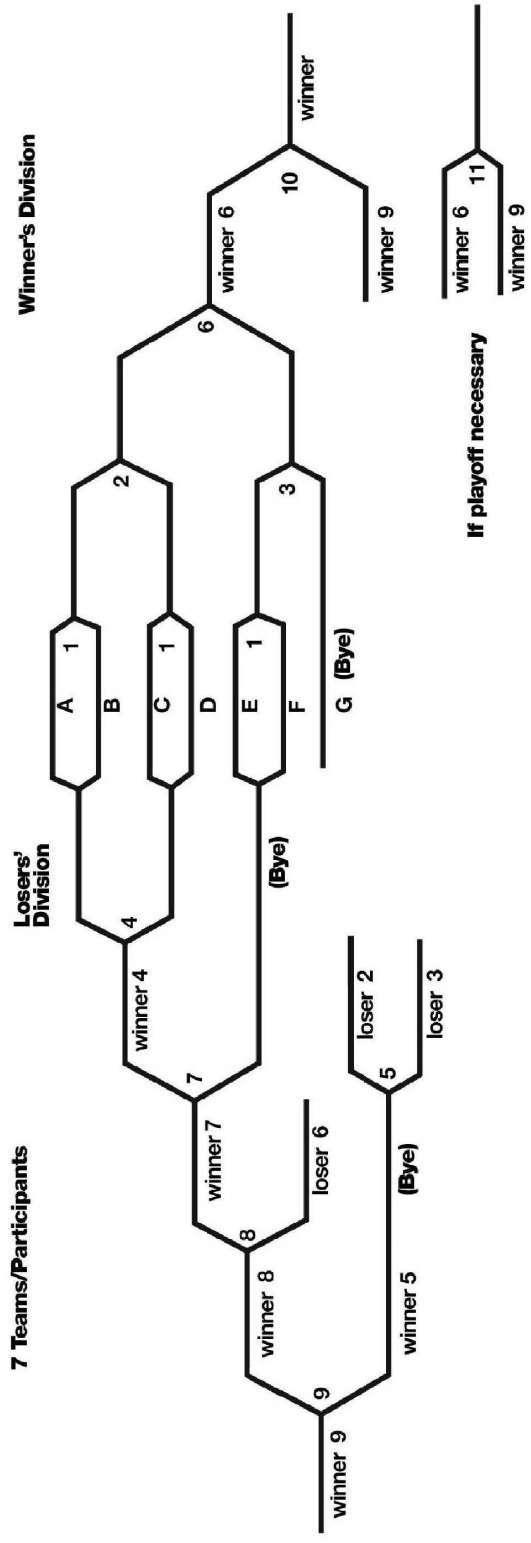
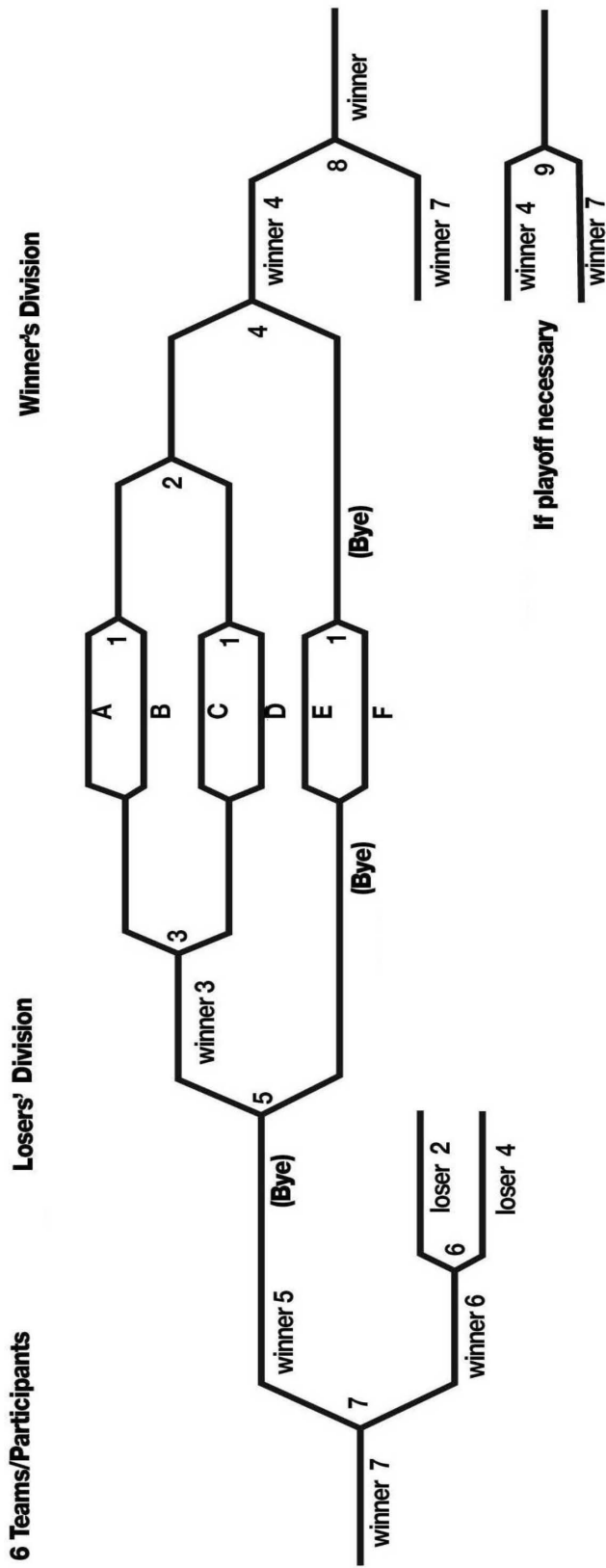
If playof

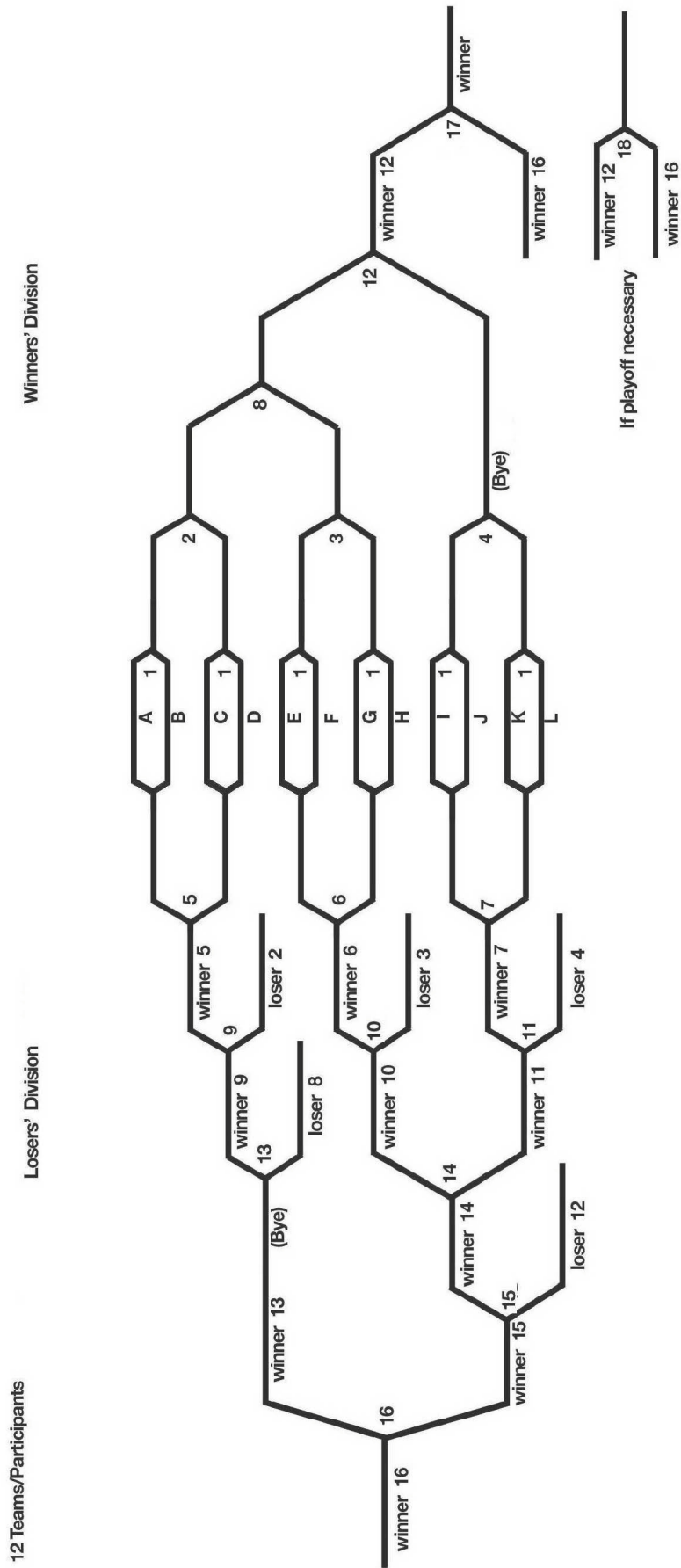
4 Teams/Participants Loser's Division



5 Teams/Participants Losers' Division









PART EIGHT

Preparing a Bible Quiz Entry

(These do not constitute official rules but are offered as helpful advice.)

How to Get a Quiz Team Started

1. The pastor and/or Youth Leader should appoint a Bible Quiz Team Coach.
2. The coach should study the Teen Talent Competition Manual and review the Bible Quiz Study Guide.
3. The coach should meet with all teens, youth leaders, and youth teachers to introduce the Bible Quiz program.
4. The coach should announce a specific date and time of an organizational meeting for a Bible Quiz Team.

Guidelines for the Coach

1. The function of the coach is to prepare the team for competition. During the competition, the role of the coach is more of a manager and an advisor.
2. Coaches should maintain their supervisory role with the team throughout the competition. However, they are not allowed to challenge, question, or be argumentative with any competition official. Should this occur the following penalties will be imposed:
 - The Quizmaster will issue one warning to a disruptive coach.
 - If the coach persists in being disruptive, the Quizmaster will impose a fifty (50) point penalty against the coach, and the penalty will be deducted from the team score.
3. The quiz team coach must submit an official entry form to the State Director of Youth and Discipleship to be eligible for the official competition.
4. A regular meeting time should be set for study and practice. The basic materials needed: Teen Talent Competition Manual, Bible Quizzing Manual, study Bibles (Jewish Study Bible and New American Standard Bible). It is advisable to purchase an electronic quiz unit. Study sessions should be enthusiastic and exciting. They should

last no more than 45-60 minutes with time reserved for fellowship. However, quiz team members should work hard during study sessions.

5. The program and maturity of a team will determine how soon after organizing to begin practice sessions with electronic equipment. Practice quizzes between team members will provide valuable training in quick recall and proper use of equipment.

Where to Get Competition Questions

1. Unofficial Competition — Competition other than state/regional and international is considered “unofficial.” The questions for the unofficial competition must be provided by those sponsoring the competition.
2. Official Competition — Competition questions are registered and will be furnished by the International Department of Youth and Discipleship to the state/regional Youth and Discipleship Director. Questions will be in a sealed packet to be opened only by the Quizmaster and distributed to the Answer Judges. Upon completion of all competitions, registered official question sets are to be returned to the International Department of Youth and Discipleship or disposed of.

Basic Equipment

1. The basic equipment for local quiz teams is an electronic quiz unit. While this is not required, the experience will show that it is greatly beneficial to the quiz team.
2. Basic equipment for the official competition includes an electronic quiz unit, official score sheets, a supply of sharp pencils, a stopwatch, and a recording device. (A sound system is recommended.)

Selecting the Local Quiz Team

Many local churches will only have enough teens to form one team. When a church desires to have more than one team, individual churches must decide the method to be used to select members for team one, team two, etc.

How to Practice

1. Since electronic equipment will be used in all official competitions, it is recommended that each quiz team purchase an electronic unit. Information regarding electronic equipment can be obtained from the International Department of Youth and Discipleship.

2. For team practice without an electronic unit, quizzers should respond to questions by raising their hands.

Glossary of Terms

1. Quizmaster – Person responsible for reading questions and supervision of quiz competition.

2. Head Answer Judge – Spokesperson who calls out the decision of the Answer Judges.

3. Answer Judges – The three officials who rule on the accuracy of a quizzers' answer.

4. Scorekeeper – Person designated to keep official scores, time-outs, and substitutions.

5. Timekeeper – A person who keeps official time and rules on all time limits.

6. Coach – Any regular attendant (age 20 and above) of a local Church of God, who is not a participant, and is selected to supervise study, practice, and manage a team during the competition.

7. Team Captain – Quiz team member selected by the coach and team members to serve as team spokesperson.

8. Substitute – Any quiz team member not listed on the starting lineup.

9. Official Quiz Competition – A double elimination competition between at least two teams, using registered question sets, and sponsored by the State/Regional or International Department of Youth and Discipleship.

10. Quiz Out – When a quizzer is eliminated from the competition in the current game by correctly answering a total of five (5) questions in the round. The quizzer receives a 25-point bonus.

11. Penalty – The loss of points as a result of violating competition rules.

12. Foul – The loss of points for violating competition rules.

13. Interruption – When a quizzer buzzes before the Quizmaster completes reading a question.

14. Bye – The position of a team who has no opponent after pairs are drawn and advances to the next round of competition without quizzing.

Do you see a man *skillful* in his work?
He **will stand** before kings; he will not stand
before obscure men.

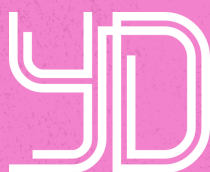
—Proverbs 22:29





teen talent

BIBLE QUIZ STUDY GUIDE



SPONSORED BY THE CHURCH OF GOD
INTERNATIONAL YOUTH AND DISCIPLESHIP DEPARTMENT

A. GENESIS

1. What is the definition of the word Genesis?

Answer: “the origin or coming into being of something”

2. What is the Hebrew name and meaning of the first book of the Bible?

Answer: Beresheet, meaning “in a beginning”

3. Where was the Ruach HaKadesh (The Holy Spirit of God) at creation?

Answer: sweeping over the water (1:2)

4. Recite Genesis 1:2.

Answer: “the earth being unformed and void, with darkness over the surface of the deep and a wind from God sweeping over the water”

5. How did God create the universe?

Answer: By His spoken word (1:3)

6. What was the first thing God spoke into existence?

Answer: Light (1:3)

7. How is it possible that there was darkness in Genesis 1:2 when light was not spoken into existence until Genesis 1:3?

Answer: Because Jesus Christ, the true Light, is Pre-existent and existed even before the dawn of creation

8. What is the Hebrew phrase that God used to pronounce His creations good?

Answer: “Ki-tov which means that something was well created for a specific purpose”

9. What did God call the Light and darkness respectively?

Answer: Day and Night (1:5)

10. How were days measured at creation?

Answer: “And there was evening and there was morning” (1:5)

11. What did God create on the first day of creation?

Answer: Light and the division between Night and Day (1:6)

12. What did God create on the second day of creation?

Answer: The sea and sky (1:8)

13. What did God create on the third day of creation?

Answer: Land, vegetation and seed-bearing plants (1:12)

14. What did God create on the fourth day of creation?

Answer: The sun, moon and stars (1:16)

15. Recite Genesis 1:16.

Answer: “God made the two great lights, the greater light to dominate the day and the lesser light to dominate the night, and the stars.”

16. What did God create on the fifth day of creation?

Answer: Creatures of the sea and sky (1:21)

17. What did God create on the sixth day of creation?

Answer: Land animals and humankind (1:24-26)

18. What did God create on the seventh day of creation?

Answer: God did not create on the seventh day; He rested. (2:3)

19. Recite Genesis 1:26a.

Answer: “And God said, ‘Let us make humankind in our image, after our likeness.’”

20. Recite Genesis 1:27.

Answer: “And God created humankind in the divine image, creating it in the image of God—creating them male and female.”

21. Which day of creation did God bless and declare holy?

Answer: The seventh. This is why the Sabbath is to be kept holy. (2:3)

22. When is the divine name YHWH first used in the biblical text?

Answer: Genesis 2:4

23. Recite Genesis 2:7.

Answer: “God YHWH formed the Human from the soil’s humus*, blowing into his nostrils the breath of life: the Human became a living being.” (*pronounced hugh-mus)





24. What is the name of the garden God planted for His human creation?

Answer: Eden (2:8)

25. What is the etymological and linguistic relationship between the first human and the dust of the earth?

Answer: The first human was named Adam, and the Hebrew word for the dust of the earth from which he was created is "adamah," meaning only one letter was removed to give him his name.

26. What were the names of the four rivers that were issued from Eden?

Answer: Pishon, Gihon, Tigris and Euphrates (2:11-14)

27. What was the name of the tree from which Adam was forbidden to eat?

Answer: the tree of knowledge of good and bad (2:17)

28. To whom did God give the commandment about the forbidden tree?

Answer: To Adam alone (2:17)

29. What was the only thing in creation that God described as not good?

Answer: For a human to be alone (2:18)

30. When God set out to create a partner for man, what terminology did He use?

Answer: ezer kenegdo, which encompasses the meanings "fitting counterpart" and "helper from God meant to stand face-to-face and side-by-side" (2:18)

31. What was the shrewdest of all of the created animals?

Answer: The serpent (3:1)

32. What was the immediate effect of eating of the tree of knowledge?

Answer: They perceived that they were naked (3:7)

33. What attempt did the man and woman make to cover their nakedness?

Answer: They sewed together fig leaves (3:7)

34. What time of day would God move about in the garden?

Answer: the breezy time of day (3:8)

35. What was the response of the first man and woman when God revealed their sin?

Answer: The man blamed the woman whom God put at his side, and the woman blamed the serpent. (3:12-13)

36. Recite Genesis 3:15.

Answer: I will put enmity
Between you and the woman,
And between your offspring and hers;
They shall strike at your head,
And you shall strike at their heel."

37. What is the theological significance of the coverings made by man and God to cover the nakedness of humans?

Answer: The humans could only provide a failing and temporary covering, which represents our inability to cover our own iniquity and sin. God provided a sufficient and lasting covering, but this covering required the shedding of blood.

38. What is the first true type of Christ in the Old Testament?

Answer: The animal which died to cover the sin of Adam and Eve (3:21)

39. What did God place east of the garden of Eden to guard the way to the tree of life?

Answer: He stationed cherubim and the fiery ever-turning sword to guard the way to the tree of life (3:24)

40. What was the name of the firstborn son of Adam and Eve?

Answer: Cain (4:1)

41. What was the name of the second-born son of Adam and Eve?

Answer: Abel (4:2)

42. What were the primary jobs of Cain and Abel?

Answer: Cain was a tiller of the soil while Abel was a keeper of the sheep (4:3)

43. Why did God receive Abel's offering but not Cain's?

Answer: The Bible does not explicitly answer this question

44. How did God confront Cain about the murder of his brother?

Answer: "Hark, your brother's blood cries out to Me from the ground!" (4:10)

45. What was Cain's punishment for his brother's murder?

Answer: He was to become a ceaseless wanderer on earth (4:12)

46. What was Cain's response to his punishment for the murder of his brother?

Answer: "Cain said to YHWH, 'My punishment is too great to bear!': (4:13)

47. What does the story of Cain reveal to us about the merciful nature of God?

Answer: God is shown to be merciful and gracious as he allows Cain to settle and start a family in one place. After Cain lamented that his punishment was too great to bear, God did not make him a ceaseless wanderer. This illustrates God's immense compassion towards humanity even in our wickedness and sin.

48. Where did Cain settle?

Answer: In the land of Nod, east of Eden. (4:16)

49. What was the name of the firstborn son of Cain?

Answer: Enoch (4:17)

50. What was the name of the son Adam and Eve had after the death of Abel?

Answer: Seth (4:25)

51. What is the meaning of the name Seth?

Answer: "to put, set, or appoint"

52. What is the meaning of the name Cain?

Answer: "possession or spear"

53. What is the meaning of the name Abel?

Answer: "breath"

54. What is the meaning of the name Enoch?

Answer: "dedicated"

55. What was the name of the firstborn son of Seth?

Answer: Enosh (4:26)

56. What is the meaning of the name Enosh?

Answer: "man, person, mortal"

57. When was it that God began to be invoked by name?

Answer: In the days of Enosh (4:26)

58. What is the theological significance of humanity beginning to invoke God by name?

Answer: This represents a greater degree of separation and removal of humanity from God.

59. How many years did Adam live?

Answer: 930 (5:5)

60. How many years did Seth live?

Answer: 912 (5:8)

61. What is significant about the life of Enoch, father of Methuselah?

Answer: Enoch never died, he simply walked with God and was no more (5:24)

62. What is significant about the life of Methuselah, son of Enoch?

Answer: Methuselah lived the longest life recorded in the Bible

63. How many years did Methuselah live?

Answer: 969 (5:27)

64. What is the meaning of the name Methuselah?

Answer: "man of the dart"

65. What is significant about the pattern of the days of creation?

Answer: During the first three days, God created the habitats that He would create the inhabitation for on the following three days.

66. What is different about the creation of light than the other created things?

Answer: God created light before creating the things that bear light, proving that the source of light is not the sun or stars but God Himself.

67. What is the meaning of the name Noah?

Answer: "rest"

68. List the sons of Noah.

Answer: Shem, Ham and Japheth (6:10)

69. What is the name of the second section of the book of Genesis?

Answer: Noach or Noah





70. What type of wood was Noah to use to make the ark?

Answer: gopher wood (6:14)

71. What were the measurements of the ark?

Answer: "the length of the ark shall be three hundred cubits, its width fifty cubits, and its height thirty cubits." (6:15)

72. Who was the first person with whom God established a covenant?

Answer: Noah (6:19)

73. Who shut the door to the ark?

Answer: YHWH (7:16)

74. Where did the ark come to rest after the flood?

Answer: The mountains of Ararat (8:4)

75. What was the first bird that Noah sent out from the ark?

Answer: A raven (8:7)

76. What was the second bird that Noah sent out from the ark?

Answer: A dove (8:8)

77. How long did Noah wait to send the dove out a second time?

Answer: Seven days (8:10)

78. What time of day did the dove return to the ark?

Answer: "toward evening" (8:11)

79. What did the dove return with after its second journey from the ark?

Answer: "a plucked-off olive leaf" (8:11)

80. What was the first thing Noah did after disembarking from the ark?

Answer: He built an altar to YHWH

81. Recite God's promise from Genesis 8:21-22.

Answer: "Never again will I doom the earth because of humankind, since the devisings of the human mind are evil from youth; nor will I ever again destroy every living being, as I have done. So long as the earth endures, Seedtime and harvest, Cold and heat, Summer and winter, Day and night Shall not cease."

82. Recite God's promise from Genesis 9:6.

Answer: "Whoever sheds human blood, By human hands shall that one's blood be shed; For in the image of God Was humankind made."

83. Recite God's promise from Genesis 9:16.

Answer: "When the bow is in the clouds, I will see it and remember the everlasting covenant between God and all living creatures, all flesh that is on earth."

84. Noah was the first man to plant what type of plantation?

Answer: A vineyard (9:20)

85. Which son of Noah was cursed for seeing his father's nakedness?

Answer: Ham, the father of Canaan (9:22)

86. How many years did Noah live?

Answer: 950 (9:29)

87. List the sons of Japheth.

Answer: Gomer, Magog, Madai, Javan, Tubal, Meshech, and Tiras. (10:2)

88. List the sons of Ham.

Answer: Cush, Mizraim, Put, and Canaan. (10:6)

89. Who is described as the first mighty figure on earth?

Answer: Nimrod (10:8)

90. List the sons of Shem.

Answer: Elam, Asshur, Arpachshad, Lud, and Aram. (10:22)

91. The Babel narrative is an example of what kind of storytelling?

Answer: The Babel narrative has parallel storytelling and is an example of the chiasmic structure.

92. What was interesting about what is revealed in Genesis 11:5.

Answer: While humanity was trying to build the tallest structure ever in order to bring glory to themselves, God had to "come down" and lower Himself to look at it.

93. Where did men try to construct the tallest structure in order to make their names known?

Answer: In a valley in the land of Shinar (11:2)

94. Why is the structure that was constructed in a valley in Shinar known as the Tower of Babel?

Answer: Because the Hebrew word "balal" means to jumble or confuse, and it was here that God confounded the speech of the whole earth. (11:9)

95. List the sons of Terah.

Answer: Abram, Nahor and Haran. (11:27)

96. Name the wives of the sons of Terah.

Answer: Abram's wife was Sarai and Nahor's wife was Milcah. (11:29)

97. Where did Terah settle?

Answer: In the land of Haran. (11:31)

98. What is the theological significance of Terah settling in Haran?

Answer: Haran was the name of Terah's deceased son. Despite setting out for the promised land to which God was calling him, Terah settled in his grief, and was never able to reach the place to which God was directing him because of his failure to move beyond his sadness.

99. From where did Terah and his family originally come?

Answer: Ur of the Chaldeans (11:28)

100. How many years did Terah live?

Answer: 205 (11:32)

101. What is the name of the third section of the book of Genesis?

Answer: "Lech Lecha," which is an emphatic "Go!" or "you shall go."

102. Recite the promise of God found in Genesis 12:2-3.

Answer: "I will make of you a great nation,
And I will bless you;
I will make your name great,
And you shall be a blessing.
I will bless those who bless you
And curse the one who curses you;
And all the families of the earth
Shall bless themselves by you."

103. How old was Abram when he left Haran?

Answer: seventy-five (12:4)

104. Who went with Abram when he departed Haran?

Answer: His wife, Sarai, and Haran's son, Lot (12:5)

105. What is the meaning of the name Abram?

Answer: "exalted father"

106. What is the meaning of the name Sarai?

Answer: "princess" with a possessive conjugation

107. What is the meaning of the name Lot?

Answer: "covering or envelope"

108. Where is Abram described as passing in Genesis 12:6?

Answer: "as far as the site of Shechem, at the terebinth of Moreh"

109. Recite the promise of God that was spoken to Abram at the terebinth of Moreh in Genesis 12:6.

Answer: "I will assign this land to your offspring."

110. What did Abram do at both the terebinth of Moreh and Bethel?

Answer: He built an altar to YHWH (12:7-8)

111. Where did Abram go when there was a famine in the land of Canaan?

Answer: "down to Egypt" (12:10)

112. What is the theological significance of Abram going down to Egypt during the famine?

Answer: It illustrates that despite God's promises to Abram, Abram himself still lacked faith in God's capacity to be all-sufficient for him.

113. What did Abram instruct Sarai to do upon their entrance to Egypt?

Answer: Abram instructed Sarai to lie and say that she was his sister because he feared that men would kill him because of her beauty if they knew him to be her husband. (12:12)

114. Where was Sarai taken in Egypt?

Answer: Into Pharaoh's palace (12:15)

115. What happened as a result of Sarai being taken into the palace of Pharaoh?

Answer: "YHWH afflicted Pharaoh and his household with mighty plagues" (12:17)





116. What did Abram acquire from Pharaoh while Sarai was in Pharaoh's palace?

Answer: Sheep, oxen, camels male and female donkeys and male and female slaves (12:16)

117. What is the theological significance of Abram lying to Pharaoh about the nature of his relationship with Sarai?

Answer: It illustrates that despite God's promises to Abram, Abram still does not fully trust the protection and provision of God.

118. What did Pharaoh do when he realized that Sarai was Abram's wife?

Answer: He castigated Abram for his lie, put agents in charge of him and sent Abram off with his wife and all of his possessions. (12:20)

119. Where did Abram invoke God by name according to Genesis 13:4?

Answer: Between Bethel and Ai

120. What are the meanings of Bethel and Ai respectively?

Answer: Bethel means "house of God" and Ai means "heap of ruins"

121. Where did Abram and Lot each camp according to Genesis 13:12?

Answer: "Abram remained in the land of Canaan, while Lot settled in the cities of the Plain, pitching his tents near Sodom."

122. Recite the promise of God found in Genesis 13:16-17.

Answer: I will make your offspring as the dust of the earth, so that if one can count the dust of the earth, then your offspring too can be counted. Up, walk about the land, through its length and its breadth, for I give it to you."

123. Where did God first make the promise to Abram to make his descendants as numerous as the dust of the earth?

Answer: Near the terebinths of Mamre, which are in Hebron (13:18)

124. What did Abram do at the terebinths of Mamre, which are in Hebron?

Answer: He built an altar to YHWH (13:18)

125. With how many men did Abram defeat the massive coalition of Chedorlaomer and the other kings with him?

Answer: 318 (14:14)

126. Where did the king of Sodom meet Abram on his return from defeating the coalition of kings?

Answer: The Valley of Shaveh, which is the Valley of the King (14:17)

127. Who was Melchizedek?

Answer: The king of Salem and a "priest of God Most High" (14:18)

128. What did Melchizedek bring with him to meet a victorious Abram?

Answer: Bread and wine (14:18)

129. Recite the blessing of Melchizedek found in Genesis 14:19-20.

Answer: "Blessed be Abram of God Most High, Creator of heaven and earth. And blessed be God Most High, Who has delivered your foes into your hand."

130. List the parties that went with Abram to battle the coalition of kings in Genesis 14.

Answer: Aner, Eshkol, and Mamre (14:24)

131. Recite the promise of God found in Genesis 15:1.

Answer: "Fear not, Abram, I am a shield to you; Your reward shall be very great."

132. What was Abram's lament to God in Genesis 15:2?

Answer: He feared that he would die childless and Demmesek Eliezer would be his heir.

133. Who was eventually sent to secure a wife for Isaac?

Answer: Demmesek Eliezer

134. What is the theological significance of Demmesek Eliezer being sent to retrieve a wife for Isaac?

Answer: Abram's great fear was that his servant, Demmesek Eliezer, would be his heir. By sending this very servant to retrieve a wife for Isaac and thus secure the continuation of Abram's progeny, God allows Abram's biggest fear to be used to bring to fruition Abram's greatest dream/desire.

135. Recite Genesis 15:6.

Answer: "And he put his trust in YHWH, who reckoned it to his merit."

136. What is the significance of what God says in Genesis 15:7.

Answer: He for the first time refers to Himself as YHWH

137. What is the significance of the name YHWH?

Answer: YHWH is the name God gives to Himself. It is the pronunciation of the acronym for "Ehyeh Asher Ehyeh," which is the full name of God provided in Exodus. The name encompasses all tenses and literally means "I Was That I Was, I Am That I Am, I Will Be That I Will Be."

138. What is the significance of the distinction between YHWH and Elohim?

Answer: Elohim is plural and typically is used to describe the totality of the trinity, while YHWH is the preferred singular name of God the Father.

139. What sacrifices were offered as part of the official striking of the covenant of Abram in Genesis 15:9?

Answer: "a three-year-old heifer, a three-year-old she-goat, a three-year-old ram, a turtledove, and a young bird."

140. Recite Genesis 15:10, which describes the sacrifices offered in the sealing of the covenant of Abram.

Answer: "He brought all these and cut them in two, placing each half opposite the other; but he did not cut up the bird."

141. What is the theological significance of Abram not cutting up the bird?

Answer: A bird was the sacrifice that would later be offered by individuals who could not afford the full sacrifice needed to atone for their sins. In this way, the bird is a type of Christ, who provided the full pardon for our sins that we could never afford.

142. What happened after Abram prepared the sacrifices in Genesis 15:11?

Answer: "Birds of prey came down upon the carcasses, and Abram drove them away."

143. What is the theological significance of birds of prey descending on the sacrifices Abram had prepared?

Answer: This occurred immediately before the sealing of the covenant of Abram. This illustrates that attacks will often come against faithful adherents to the call of God just as they reach the full potential of their calling.

144. What happened to Abram as the sun was setting in Genesis 15:12?

Answer: "a deep sleep fell upon Abram, and a great dark dread descended upon him."

145. What did God forewarn Abram about in Genesis 15:13-14?

Answer: The Egyptian bondage of the Israelites and their eventual exodus

146. Recite the promise of God found in Genesis 15:15.

Answer: "As for you, You shall go to your ancestors in peace; You shall be buried at a ripe old age."

147. What moved in the midst of Abram's sacrifices according to Genesis 15:17?

Answer: "a smoking oven and a flaming torch"

148. What is the theological significance of the smoking oven and the flaming torch?

Answer: The smoking oven is primarily characterized by smoke, which is a symbol closely related to the Holy Spirit. The flaming torch is primarily characterized by light, which is a symbol closely related to Christ.

149. Why is it significant that Abram was asleep and it was the smoking oven and flaming torch that moved in the midst of his sacrifice?

Answer: Because this covenant does not follow the ancient rituals of a covenant struck between a subordinate and a higher power, the symbols of the Holy Spirit and Christ moving in the midst of Abram's sacrifice signify that despite being known as the covenant of Abram, God was essentially establishing a covenant with Himself. His promise to Abram did not hinge on Abram's ability to uphold the covenant, but strictly on God's own goodness and willingness to uphold His own promises. This is a covenant between equals, sealed by all three members of the Trinity. Abram's preparation of the sacrifice and subsequent nap symbolize how as humans we can and must make preparations to receive God's promises, but ultimately it is God who brings all goodness to fruition.





150. Recite the lands God assigned to the offspring of Abram.

Answer: From the river of Egypt to the river Euphrates—the Kenites, the Kenizzites, the Kadmonites, the Hittites, the Perizzites, the Rephaim, the Amorites, the Canaanites, the Girgashites, and the Jebusites. (15:18-21)

151. What was the name of the maidservant of Sarai?

Answer: Hagar (16:1)

152. What nationality was Hagar?

Answer: Egyptian (16:1)

153. What is the meaning of the name Hagar?

Answer: “stranger; foreigner; flight; forsaken”

154. Who had the idea for Abram to have a child with Hagar?

Answer: Sarai (16:2)

155. Who was dismayed when Hagar became pregnant with Abram’s child?

Answer: Sarai (16:5)

156. How did Sarai treat Hagar when she was pregnant with Abram’s offspring?

Answer: “harshly” (16:6)

157. Who did Sarai blame for “the wrong done her” by Hagar’s pregnancy?

Answer: Abram (16:5)

158. Where did the messenger of YHWH find Hagar after she ran away?

Answer: “by a spring of water in the wilderness, the spring on the road to Shur” (16:7)

159. What is the meaning of the word Shur?

Answer: “to see, behold, observe, regard”

160. What question does the messenger of YHWH pose to Hagar?

Answer: “Hagar, slave of Sarai, where have you come from, and where are you going?” (16:8)

161. What is the theological significance of the question posed by the messenger of YHWH to Hagar?

Answer: Despite clearly already knowing her history and story, God gives Hagar the opportunity to tell Him her story herself.

162. What did God tell Hagar to name her son?

Answer: Ishmael (16:11)

163. What is the meaning of the name Ishmael?

Answer: “God will hear”

164. What did Hagar call God after her encounter in the wilderness?

Answer: El-roi, which means God who sees (16:13)

165. What is the significance of Hagar pronouncing God the God who sees?

Answer: The one whose name means forsaken is pronouncing that God has seen her in the midst of her suffering

166. What was the well where Hagar encountered God named?

Answer: Beer-lahai-roi, which means the well of the Living One who sees me (16:14)

167. Where is Beer-lahai-roi?

Answer: Between Kadesh and Bered (16:14)

168. What are the meanings of Kadesh and Bered respectively?

Answer: “Holy” and “Hailed or called by name”

169. Who named Ishmael?

Answer: Abram (16:15)

170. What was the name of the firstborn son of Abram?

Answer: Ishmael (16:5)

171. What does it reveal to the reader that Abram named Ishmael?

Answer: That Hagar must have testified about her encounter with God at the well

172. What is the theological significance and New Testament comparison to be drawn from Hagar’s encounter at the well?

Answer: Hagar’s encounter parallels the Samaritan woman’s in that they were both foreign women who were rejected because of their relations with men, making them both among the lowest members of society by worldly standards. Despite this, both had direct encounters with God at a well, and both were fully seen and acknowledged by God Himself. Both women were the first to have the full identity of God revealed to them in both the Old and New Testaments, and both testified of their encounters with other people in their lives.

173. What did God call Himself to Abram in Genesis 17:1?

Answer: El Shaddai

174. What is the meaning of the name El Shaddai?

Answer: All Sufficient One or God Almighty

175. What did God rename Abram in Genesis 17:5?

Answer: Abraham

176. What is the meaning of the name Abraham?

Answer: "Father of a multitude of nations"

177. Recite the promise of God found in Genesis 17:7.

Answer: "I will maintain My covenant between Me and you, and your offspring to come, as an everlasting covenant throughout the ages, to be God to you and to your offspring to come."

178. What did God pronounce would be the sign of His covenant with Abraham?

Answer: Circumcision (17:10)

179. At what age were all male descendants of Abraham to be circumcised?

Answer: Eight days (17:12)

180. What did God rename Sarai in Genesis 17:15?

Answer: Sarah

181. Recite the promise of God found in Genesis 17:16 pertaining to Sarah?

Answer: "I will bless her; indeed, I will give you a son by her. I will bless her so that she shall give rise to nations; rulers of peoples shall issue from her."

182. Recite the plea made by Abraham in Genesis 17:18.

Answer: "O that Ishmael might live by Your favor!"

183. What was God's response to Abraham's plea about Ishmael?

Answer: "As for Ishmael, I have heeded you. I hereby bless him. I will make him fertile and exceedingly numerous. He shall be the father of twelve chieftains, and I will make of him a great nation. But My covenant I will maintain with Isaac, whom Sarah shall bear to you at this season next year."

184. What is the name of the fourth section of the book of Genesis?

Answer: Vayera which means to see

185. Where did YHWH appear to Abraham in Genesis 18:1?

Answer: by the terebinths of Mamre

186. What was Sarah's reaction when she heard she was to have a son within the next year?

Answer: She laughed (18:12)

187. What was the ultimate sin of Sodom according to Jewish scholarship?

Answer: Inhospitality

188. What destroyed Sodom and Gomorrah?

Answer: Sulfurous fire from out of heaven (19:24)

189. What was the fate of Lot's wife for looking back at Sodom?

Answer: She was turned into a pillar of salt (19:26)

190. List the two kingdoms that were created from the iniquity of Lot's daughters.

Answer: Moab and Ammon

191. What is the role of a prophet according to Genesis 20:7?

Answer: To make an intercession

192. What did Abraham tell Abimelech regarding Sarah?

Answer: That she was his sister, the same lie he told Pharaoh for self-preservation (20:2)

193. What is the meaning of the name Abimelech?

Answer: "My father is king" therefore it is probable that Abimelech is a title meaning "prince" rather than a proper name

194. What did Abraham acquire from Abimelech when Sarah was restored to him?

Answer: sheep and oxen, and male and female slaves (20:14)

195. What was interesting about Abimelech's return to Sarah?

Answer: He paid Abraham a thousand pieces of silver as vindication, or a covering, for Sarah (20:16)

196. What happened when Abraham interceded for the household of Abimelech?

Answer: The women of his household bore children; they had previously been barren because of Sarah (20:18)





197. What is the theological significance of the intercession Abraham made for the household of Abimelech?

Answer: God used Abraham to bring about an end of barrenness for others before the barrenness of Abraham and Sarah ended.

198. What was the name of the firstborn son of Sarah?

Answer: Isaac (21:3)

199. What is the meaning of the name Isaac?

Answer: laughter

200. Who named Isaac?

Answer: Abraham (21:3)

201. What did Sarah ask Abraham to do on the day that Isaac was weaned?

Answer: "Cast out that slave-woman and her son, for the son of that slave shall not share in the inheritance with my son Isaac." (21:10)

202. How did Abraham respond to Sarah's request?

Answer: "The matter distressed Abraham greatly, for it concerned a son of his." (21:11)

203. Where did Hagar and Ishmael wander after being expelled?

Answer: The wilderness of Beersheba* (21:14) (*can be rendered/pronounced Beersheva as well)

204. What did Hagar do once the water she had was gone?

Answer: She placed Ishmael under a bush so as not to see him die, walked a distance of a bowshot away, and burst into tears (21:15-16)

205. Why did God intervene for Hagar and Ishmael in Genesis 21:18?

Answer: God heard the cry of Ishmael, as the boy's name prophesied that He would

206. What is the significance of the first thing the messenger of YHWH said to Hagar in Genesis 21:17?

Answer: He asks "What troubles you, Hagar?" Again giving Hagar the opportunity to present her story to God herself despite God clearly already knowing everything.

207. Recite the promise of God found in Genesis 21:18 pertaining to Ishmael.

Answer: "Come, lift up the boy and hold him by the hand, for I will make a great nation of him."

208. What happened after God spoke to Hagar in Beersheva?

Answer: God opened her eyes and she saw a well of water (21:19)

209. What is the meaning of the word Beersheva?

Answer: "Well of seventh oaths"

210. Why was Beersheva known as the well of seven oaths?

Answer: It was there that Abraham set apart seven ewes as proof to Abimelech and his household that Abraham dug the well (21:30)

211. What was Abraham's response when God called to him in Genesis 22:1?

Answer: "Here I am"

212. What is the significance of the phrase "and the two of them walked on together" in Genesis 22:8?

Answer: Because of the sentence structure in the original Hebrew, Abraham's response had insinuated to Isaac that he himself would be the sacrifice offered on the mountaintop. Abraham and Isaac walking on together demonstrate their unity and Isaac's deference and obedience to both his father and God.

213. Where was Abraham to offer Isaac as a sacrifice?

Answer: Mount Moriah (22:2)

214. What is the meaning of the word Moriah?

Answer: "the hill country" also has a connotation of "myrrh" because it was there that sacrifices were offered with the incense

215. What was Abraham's response when the messenger of God called out to him as he was preparing to sacrifice Isaac?

Answer: "Here I am" (22:11)

216. What is significant about Abraham's response to the messenger of God calling out to him on Mount Moriah?

Answer: Abraham's response as he is about to sacrifice his son is the same as it was prior to God commanding him to offer Isaac as a sacrifice, showing that the posture of his heart is still one of total obedience and reverence towards God even when faced with the unimaginable

217. What did Abraham name the site where he offered a ram in the sacrificial place of Isaac?

Answer: Adonai-yireh (22:14)

218. What is the meaning of the name Adonai-yireh?

Answer: "On the mount of YHWH there is a vision" (22:14)

219. Recite the promise of God found in Genesis 22:17-18.

Answer: "I will bestow My blessing upon you and make your descendants as numerous as the stars of heaven and the sands on the seashore; and your descendants shall seize the gates of their foes. All the nations of the earth shall bless themselves by your descendants, because you have obeyed My command."

220. List the sons of Nahor and Milcah.

Answer: Uz, Buz, Kemuel, Chesed, Hazo, Pildash, Jidlaph, and Bethuel (22:21-22)

221. What was the name of the daughter of Nahor and his concubine Reumah?

Answer: Maacah (22:24)

222. What is the name of the fifth section of the book of Genesis?

Answer: Chayei Sara, which means "the life of Sarah"

223. How many years did Sarah live?

Answer: 127 (23:1)

224. What is significant about Abraham's purchase of the burial plot from Ephron?

Answer: It is the first financial transaction described in scripture

225. What was the name of the burial plot Abraham purchased for Sarah's burial?

Answer: Machpelah (23:17)

226. Where is Machpelah?

Answer: Near Mamre in Hebron (23:17)

227. By what name is Machpelah more commonly known?

Answer: The Tomb of the Matriarchs and Patriarchs

228. Who is buried in Machpelah?

Answer: Abraham and Sarah, Isaac and Rebekah and Jacob and Leah

229. Who is the only one of the matriarchs and patriarchs who is not buried in Machpelah?

Answer: Rachel

230. Where was Rachel buried?

Answer: on the roadside near Ephrath, which is Bethlehem (35:19)

231. How did Abraham have Demmesek Eliezer swear to him that he would find Isaac a wife from Abraham's kin?

Answer: He had the servant place his hand under Abraham's thigh and swear to him, which is the mark of a covenant between unequals (24:2)

232. Recite the prayer of Demmesek Eliezer found in Genesis 24:12-14.

Answer: "O YHWH, God of my master Abraham's [house], grant me good fortune this day, and deal graciously with my master Abraham: Here I stand by the spring as the daughters of the townspeople come out to draw water; let the maiden to whom I say, 'Please, lower your jar that I may drink,' and who replies, 'Drink, and I will also water your camels'—let her be the one whom You have decreed for Your servant Isaac. Thereby shall I know that You have dealt graciously with my master."

233. When did Rebekah appear before Demmesek Eliezer?

Answer: When he had scarcely finished speaking asking God to reveal the right potential bride to him (24:15)

234. List the gifts given to Rebekah in Genesis 24:22.

Answer: A gold nose-ring weighing a half-shekel and two gold bands for her arms, ten shekels in weight.

235. What is the meaning of the name Rebekah?

Answer: "ensnarer"

236. What was the name of Rebekah's brother?

Answer: Laban (24:29)

237. What is the meaning of the name Laban?

Answer: "White"





238. Why did Laban change his mind and try to prolong Rebekah's staying in their father's house?

Answer: He wanted to see how much he could exploit the servant of Abraham for more gifts and money

239. How was the dispute between Laban and Demmesek Eliezer settled?

Answer: Rebekah settled the dispute by agreeing to depart with the servant of Abraham (24:58)

240. Who accompanied Rebekah from her father's house to Abraham's household and remained in her employ there?

Answer: Her nurse, Deborah (24:59)

241. What was the name of the maidservant of Rebekah?

Answer: Deborah (35:8)

242. Recite the blessing found in Genesis 24:60 which was spoken over Rebekah before she departed her father's house.

Answer: "O sister!

May you grow

Into thousands of myriads;

May your descendants seize

The gates of their foes."

243. What is significant about the blessing spoken over Rebekah before she departed her father's house?

Answer: It uses the exact same language—descendants seizing the gates of their foes—as the blessing spoken over Isaac by God on Mount Moriah. This confirms that it was the plan of God for Isaac and Rebekah to be joined together and continue the covenant.

244. Where was Isaac returning from when Rebekah first saw him?

Answer: Beer-lahai-roi in the region of the Negev (24:62)

245. Why was Isaac returning from Beer-lahai-roi?

Answer: Isaac was still grieving for his mother and likely was seeking out the manifest presence of God where he knew it had been encountered previously

246. What did Rebekah do when she and Isaac saw one another?

Answer: She rose from her camel and used a veil to cover herself (24:64-65)

247. Where did Isaac take Rebekah after being introduced to her?

Answer: His mother Sarah's tent (24:67)

248. What is significant about the way Isaac and Rebekah's relationship is described in Genesis 24:67?

Answer: They are the first couple whose relationship is explicitly characterized by love in the scriptures

249. How did Isaac find comfort after his mother's death?

Answer: Rebekah was his comfort (24:67)

250. What was the name of Abraham's second wife?

Answer: Keturah (25:1)

251. List the sons of Abraham and Keturah.

Answer: Zimran, Jokshan, Medan, Midian, Ishbak, and Shuah. (25:2)

252. What is the meaning of the name Keturah?

Answer: "incense"

253. How many years did Abraham live?

Answer: 175 (25:7)

254. Who buried Abraham?

Answer: Isaac and Ishmael (25:9)

255. Where was Abraham buried?

Answer: "in the cave of Machpelah, in the field of Ephron son of Zohar the Hittite, facing Mamre" (25:9)

256. What is the significance of Abraham being buried facing Mamre?

Answer: Because it was at Mamre that God first promised to make Abraham's descendants as numerous as the dust of the earth

257. How many years did Ishmael live?

Answer: 137 (25:17)

258. What is the name of the sixth section of the book of Genesis?

Answer: Toldot, which means descendants, generations, or genealogies

259. How old was Isaac when he married Rebekah?

Answer: forty (25:20)



260. How old was Abraham when Isaac was born?

Answer: 100 (21:5)

261. For how many years was Abraham alive along with his grandsons?

Answer: fifteen

262. Who pleaded on behalf of Rebekah for her barrenness to be healed?

Answer: Isaac (25:21)

263. What was Rebekah's response to the children struggling in her womb after her struggle to conceive?

Answer: "If so, why do I exist?" (25:22)

264. Recite the promise of God found in Genesis 25:23.

Answer: "Two nations are in your womb, Two separate peoples shall issue from your body; One people shall be mightier than the other, And the older shall serve the younger."

265. What was the name of the firstborn son of Isaac and Rebekah?

Answer: Esau (25:25)

266. What is the meaning of the name Esau?

Answer: "hairy"

267. What was the name of the second-born son of Isaac and Rebekah?

Answer: Jacob

268. What is the meaning of the name Jacob?

Answer: "heel-holder; supplanter; trickster"

269. Why did Isaac favor Esau?

Answer: "because he had a taste for game" (25:28)

270. Why did Rebekah favor Jacob?

Answer: Scripture does not state a specific or explicit reason, but Rebekah did know the promise God had spoken over Jacob

271. What did Esau trade to Jacob for red stew?

Answer: His birthright, that is his two-thirds inheritance, his double portion of all that is Isaac's

272. What is the significance of Esau trading away his birthright?

Answer: It is an example of a human trading eventual security for immediate/instant gratification

273. For what did Esau trade his birthright?

Answer: bread and red lentil stew (25:34)

274. Recite the promise of God found in Genesis 26:2-5.

Answer: "Do not go down to Egypt; stay in the land which I point out to you. Reside in this land, and I will be with you and bless you; I will assign all these lands to you and to your heirs, fulfilling the oath that I swore to your father Abraham. I will make your heirs as numerous as the stars of heaven, and assign to your heirs all these lands so that all the nations of the earth shall bless themselves by your heirs—inasmuch as Abraham obeyed Me and kept My charge: My commandments, My laws, and My teachings."

275. What did Isaac tell Abimelech and his local leaders regarding Rebekah?

Answer: That she was his sister, the same self-preserving lie told by his father about his mother on multiple occasions. (26:7)

276. What is the significance of Isaac's lie to Abimelech and the local leaders?

Answer: He shows the same fear as his father. Despite God's promises to him, Isaac still fails to trust God's sufficiency and protection.

277. What is the meaning of the word esek?

Answer: "contention"

278. What is the meaning of the word sitnah?

Answer: "harassment"

279. What is the meaning of the word rehoboth?

Answer: "wide spaces or streets"

280. Recite the promise of God found in Genesis 26:24.

Answer: "I am the God of your father Abraham's [house]. Fear not, for I am with you, and I will bless you and increase your offspring for the sake of My servant Abraham."





281. What did Isaac do in Beersheva after hearing God's promise?

Answer: He built an altar and invoked YHWH by name (26:25)

282. What was interesting about the pact made between Isaac and Abimelech?

Answer: Despite the Philistines being the ones who were antagonizing Isaac by stopping up his wells, it is up to Isaac to make peace (26:29)

283. What happened when Isaac bade Abimelech and his men farewell after agreeing to peace?

Answer: That very day Isaac was told by his servants that they discovered water in the well they had dug (26:32)

284. What is the meaning of the word shibah?

Answer: "oath"

285. What was Esau's response when Isaac called out to him?

Answer: "Here I am" (27:2)

286. Who overheard Isaac's instructions to Esau and set the trickery in motion for Jacob to steal his brother's blessing?

Answer: Rebekah (27:5)

287. What is the significance of Isaac favoring Esau because of his taste for game?

Answer: Because Isaac loved Esau for what he could do instead of simply who he was, it made it possible for Jacob to trick his father by providing him with game. What you do can be replicated, but who you are can never be truly replaced.

288. Recite the blessing Isaac gave to Jacob under trickery in Genesis 27:28-29.

Answer: "May God give you
Of the dew of heaven and the fat of the earth,
Abundance of new grain and wine. Let peoples serve you,
And nations bow to you;
Be master over your brothers,
And let your mother's sons bow to you.
Cursed be they who curse you,
Blessed they who bless you."

289. When did Esau return from his hunt?

Answer: No sooner than Jacob had departed the presence of Isaac (27:30)

290. What was Isaac's reaction to the realization that he had been tricked into blessing the wrong son?

Answer: Isaac was seized with very violent trembling. In Hebrew it literally says he "trembled tremblings" emphasizing his reaction with repetition (27:33)

291. What was Esau's response when Isaac told him that he had already given his blessing to someone else?

Answer: Esau burst into wild and bitter sobbing and begged Isaac to bless him too (27:34)

292. Recite the blessing Isaac gave to Esau in Genesis 27:39.

Answer: "See, your abode shall enjoy the fat of the earth
And the dew of heaven above. Yet by your sword, you shall live,
And you shall serve your brother;
But when you grow restive,
You shall break his yoke from your neck."

293. Who overheard Esau's plan to kill his brother Jacob?

Answer: Rebekah (27:42)

294. Recite the blessing Isaac gave to Jacob as he departed for Paddan-aram.

Answer: May El Shaddai bless you, make you fertile and numerous, so that you become an assembly of people. May you and your offspring be granted the blessing of Abraham, that you may possess the land where you are sojourning, which God assigned to Abraham."

295. What is the name of the seventh section of the book of Genesis?

Answer: Vayetzei, which means "and go forth" or "exit"

296. What did Jacob use as a pillow on his journey to Haran?

Answer: A stone (28:11)

297. What did Jacob see in his dream while sleeping on a rock on his journey to Haran?

Answer: a stairway or ladder with messengers from God ascending and descending (28:12)

298. Where was YHWH during Jacob's dream?

Answer: Standing beside Jacob (28:13)



299. Recite the promise of God found in Genesis 28:13-15.

Answer: "I am YHWH, the God of your father Abraham's [house] and the God of Isaac's [house]: the ground on which you are lying I will assign to you and to your offspring. Your descendants shall be as the dust of the earth; you shall spread out to the west and to the east, to the north and to the south. All the families of the earth shall bless themselves by you and your descendants. Remember, I am with you: I will protect you wherever you go and will bring you back to this land. I will not leave you until I have done what I have promised you."

300. What was Jacob's response when he woke from his dream?

Answer: "Surely YHWH is present in this place, and I did not know it!" (28:16)

301. Recite Genesis 28:17.

Answer: "Shaken, he said, 'How awesome is this place! This is none other than the abode of God, and that is the gateway to heaven.'"

302. What did Jacob use as a pillar to memorialize the site of his dream?

Answer: The stone he had slept on (28:18)

303. What did Jacob rename the place where he had his dream?

Answer: He named it Bethel; it had previously been called Luz (28:19)

304. What is the meaning of the word luz?

Answer: "crooked" or "devious"

305. What is the meaning of the word bethel?

Answer: "House of God"

306. Recite the vow Jacob made in Genesis 28:20-22.

Answer: "If God remains with me, protecting me on this journey that I am making, and giving me bread to eat and clothing to wear, and I return safe to my father's house—YHWH shall be my God. And this stone, which I have set up as a pillar, shall be God's abode; and of all that You give me, I will set aside a tithe for You."

307. How many flocks of sheep were lying beside the well when Jacob arrived in the land of the Easterners?

Answer: Three (29:2)

308. Who was the shepherd of Laban's flock?

Answer: Rachel (29:9)

309. What did Jacob do after rolling the stone off the mouth of the well?

Answer: Jacob kissed Rachel, and broke into tears. (29:11)

310. What is significant about Jacob kissing Rachel?

Answer: It is the first romantic kiss mentioned in scripture

311. What was the name of the firstborn daughter of Laban?

Answer: Leah (29:16)

312. What was the name of the second-born daughter of Laban?

Answer: Rachel (29:16)

313. Recite how Leah and Rachel are described in Genesis 29:11.

Answer: "Leah had weak eyes; Rachel was shapely and beautiful."

314. What is the meaning of the name Leah?

Answer: "weary"

315. What is the meaning of the name Rachel?

Answer: "ewe" or "lamb"

316. What is significant about Laban giving Leah to Jacob instead of Rachel?

Answer: The one whose name means pure or white managed to trick the one whose name means trickster

317. What was the name of the maidservant of Leah?

Answer: Zilpah (29:24)

318. What is the meaning of the name Zilpah?

Answer: "a trickling"

319. What was the name of the maidservant of Rachel?

Answer: Bilhah (29:29)

320. What is the meaning of the name Bilhah?

Answer: "troubled"





321. Who was Jacob's favored wife?

Answer: Jacob loved Rachel more than Leah (29:30)

322. Who opened Leah's womb?

Answer: YHWH (29:31)

323. What was the name of the firstborn son of Jacob?

Answer: Reuben (29:32)

324. What is the meaning of the name Reuben?

Answer: "behold a son"

325. What was the name of the second-born son of Jacob?

Answer: Simeon (29:33)

326. What is the meaning of the name Simeon?

Answer: "heard"

327. What was the name of the third son born to Jacob?

Answer: Levi (29:34)

328. What is the meaning of the name Levi?

Answer: "joined to"

329. What was the name of the fourth son born to Jacob?

Answer: Judah (29:35)

330. What is the meaning of the name Judah?

Answer: "praised"

331. What was the name of the firstborn son of Bilhah?

Answer: Dan (30:6)

332. What is the meaning of the name Dan?

Answer: "a judge"

333. What was the name of the second-born son of Bilhah?

Answer: Naphtali (30:8)

334. What is the meaning of the name Naphtali?

Answer: "wrestling"

335. What was the name of the firstborn son of Zilpah?

Answer: Gad (30:11)

336. What is the meaning of the name Gad?

Answer: "good fortune"

337. What was the name of the second-born son of Zilpah?

Answer: Asher (30:13)

338. What is the meaning of the name Asher?

Answer: "happy"

339. What was the name of the fifth son born to Leah?

Answer: Issachar (30:18)

340. What is the meaning of the name Issachar?

Answer: "There is recompense"

341. What was the name of the sixth son born to Leah?

Answer: Zebulun (30:20)

342. What is the meaning of the name Zebulun?

Answer: "exalted"

343. What was the name of the daughter of Jacob and Leah?

Answer: Dinah (30:21)

344. What is the meaning of the name Dinah?

Answer: "judgment"

345. What was the name of the firstborn son of Rachel?

Answer: Joseph (30:24)

346. What is the meaning of the name Joseph?

Answer: YHWH has added

347. Who hid the idols of Laban and took them during the flight of Jacob's household?

Answer: Rachel (31:19)

348. What was Jacob's response when he heard about Laban's stolen idols?

Answer: "anyone with whom you find your gods shall not remain alive!" (31:32)

349. What is the name of the eighth section of the book of Genesis?

Answer: Vayishlach, which means to "send away" or "stretch out"



350. What time of day did Jacob's wrestling with the divine being end?

Answer: break of dawn (32:25)

351. Where did Jacob wrestle the divine being?

Answer: At the ford of the Jabbok (32:23)

352. What is the meaning of the word Jabbok?

Answer: "emptying"

353. When did Jacob wrestle the divine being?

Answer: After he had sent away all of his possessions and his household (32:24)

354. How did the divine being end the wrestling match with Jacob?

Answer: He wrenched Jacob's hip out of the socket (32:26)

355. Why would Jacob not let the divine being go?

Answer: He would not let go until he received a blessing (32:27)

356. What did God rename Jacob because of his wrestling?

Answer: Israel (32:29)

357. What is the meaning of the name Israel?

Answer: "I have striven with God and with man and have prevailed"

358. What is the meaning of the word Peniel?

Answer: "face of God"

359. What was Esau's reaction to seeing Jacob again in Genesis 33:4?

Answer: "Esau ran to greet him. He embraced him and, falling on his neck, he kissed him; and they wept."

360. How did Esau propose to walk with Jacob in Genesis 33:12?

Answer: "Let us start on our journey, and I will proceed at your pace."

361. What was the name of the altar Jacob set up at Shechem?

Answer: El-elohe-yisrael (33:20)

362. What is the meaning of the name El-elohe-yisrael?

Answer: "El, God of Israel"

363. Who defiled Dinah?

Answer: Shechem, son of Hamor (34:4-5)

364. Which of Jacob's sons slew all of the males of Shechem?

Answer: Simeon and Levi (34:25)

365. Where was Deborah, the nurse of Rebekah, buried?

Answer: under the oak below Bethel (35:8)

366. What was the meaning of the name Jacob gave to the tree where Deborah was buried?

Answer: "the oak of the weeping"

367. Recite the promise of God found in Genesis 35:11-12.

Answer: "I am El Shaddai.

Be fertile and increase;

A nation, yea an assembly of nations,

Shall descend from you.

Kings shall issue from your loins.

The land that I assigned to Abraham and Isaac

I assign to you;

And to your offspring to come

Will I assign the land."

368. What did Rachel name her second son with her dying breath?

Answer: Ben-oni (35:18)

369. What did Jacob rename Rachel's second-born son?

Answer: Benjamin (35:18)

370. What is the meaning of the name Ben-oni?

Answer: "son of my sorrow"

371. What is the meaning of the name Benjamin?

Answer: "son of the right hand" or "son of the south"

372. Which of Jacob's sons lay with his father's concubine?

Answer: Reuben

373. List the sons of Jacob.

Answer: Reuben, Simeon, Levi, Judah, Issachar, Zebulun, Dan, Naphtali, Gad, Asher, Joseph, Benjamin.

374. List the sons of Leah.

Answer: Reuben, Simeon, Levi, Judah, Issachar, Zebulun (35:23)





375. List the sons of Rachel.

Answer: Joseph and Benjamin (35:24)

376. List the sons of Bilhah.

Answer: Dan and Naphtali (35:25)

377. List the sons of Zilpah.

Answer: Gad and Asher (35:26)

378. How many years did Isaac live?

Answer: 180 (35:29)

379. What is the name of the ninth section of the book of Genesis?

Answer: Vayeshev, which means "to settle" or to dwell

380. Who was Jacob's favored son?

Answer: Joseph (37:3)

381. Which of Jacob's sons cautioned his brothers not to kill Joseph?

Answer: Reuben (37:22)

382. Which of Jacob's sons had the idea to sell Joseph into slavery?

Answer: Judah (37:26-27)

383. What was the name of the wife of Judah?

Answer: Shua (38:2)

384. List the sons of Judah.

Answer: Er, Onan, Shelah. (38:3-5)

385. What was the name of the wife of Er?

Answer: Tamar (38:6)

386. What is the meaning of the name Tamar?

Answer: "palm tree"

387. What was Judah's response when Tamar's identity was revealed to him?

Answer: "She is more in the right than I" (38:26)

388. What is the significance of Judah's response to learning Tamar's identity?

Answer: Judah acknowledges that he was wrong, states that a foreign woman is more righteous than he himself is, and repents for his wrongdoing.

389. What is the theological significance of the lesson learned by Judah in Genesis 38?

Answer: It represents a true turning point in the character and life of Judah, and he becomes the first Biblical figure that demonstrates true and total repentance

390. List the sons of Tamar.

Answer: Perez and Zerah (38:29-30)

391. What is the meaning of the name Perez?

Answer: "burst forth"

392. What is the meaning of the name Zerah?

Answer: "dawning" "shining" or "rising"

393. What was the name of the Egyptian courtier into whose home Joseph was taken?

Answer: Potiphar (39:1)

394. Which of Pharaoh's employees were imprisoned in the same place as Joseph?

Answer: The cupbearer and the baker (40:1)

395. What was the name of the wife of Joseph?

Answer: Asenath (41:45)

396. List the sons of Joseph.

Answer: Manasseh and Ephraim (41:51-52)

397. What is the meaning of the name Manasseh?

Answer: "causing to forget"

398. What is the meaning of the name Ephraim?

Answer: "I shall be doubly fruitful"

399. What is the name of the tenth section of the book of Genesis?

Answer: Miketz, which means "the end"

400. Which of Jacob's sons did not travel to Egypt during the famine to collect grain rations?

Answer: Benjamin (42:4)

401. Which of Jacob's sons did Joseph seize as collateral until the rest returned with Benjamin?

Answer: Simeon (42:24)

402. Which of Jacob's sons first requested that Benjamin be put in his care?

Answer: Reuben (42:37)



403. Which of Jacob's sons did he agree to entrust with the care of Benjamin?

Answer: Judah (43:8-11)

404. What is the significance of Jacob entrusting Benjamin to Judah?

Answer: Jacob knew that Judah was the only son who knew the pain of losing two sons, having endured the deaths of Er and Onan. Because he knew Judah could empathize with his greatest fear, Jacob felt comfortable entrusting Benjamin to Judah

405. What is the name of the eleventh section of the book of Genesis?

Answer: Vayigash, which means "to draw near"

406. Which of Jacob's sons offered himself as a slave in the place of Benjamin?

Answer: Judah (44:33)

407. What is the significance of Judah's offering himself in the place of Benjamin?

Answer: As Judah was the brother who offered the idea of selling Joseph into slavery, his offer to go in place of Benjamin into slavery shows his true repentance for his past misdeeds and his committal to not repeating his past mistakes

408. Recite the promise of God found in Genesis 46:3-4.

Answer: "I am God, the God of your father's [house]. Fear not to go down to Egypt, for I will make you there into a great nation. I Myself will go down with you to Egypt, and I Myself will also bring you back, and Joseph's hand shall close your eyes."

409. Which of Jacob's sons did he send out ahead of the convoy to meet Joseph?

Answer: Judah (46:28)

410. What is the name of the twelfth and final section of the book of Genesis?

Answer: Vayechi, which means "to live"

411. What did Israel do when the time of his death approached?

Answer: He had Joseph place his hand under his thigh and swear not to bury him in Egypt (47:29)

412. What did Israel do on his deathbed regarding Manasseh and Ephraim?

Answer: Adopted them as his own (48:5)

413. Recite the blessing Israel spoke over Judah in Genesis 49:8.

Answer: "You, O Judah, your brothers shall praise; Your hand shall be on the nape of your foes; Your father's sons shall bow low to you."

414. Recite the blessing Israel spoke over Judah in Genesis 49:10.

Answer: "The scepter shall not depart from Judah, Nor the ruler's staff from between his feet; So that tribute shall come to him And the homage of peoples be his."

415. How many years did Jacob (Israel) live?

Answer: 147 (47:28)

416. How many years did Joseph live?

Answer: 110 (50:26)

B. BIBLE FACTS

417. From where did Jonah board a ship to run from his call to Nineveh?

Answer: Joppa (Jonah 1:3)

418. To where was Jonah trying to sail when running from his call to Nineveh?

Answer: Tarshish (Jonah 1:3)

419. Where is Christ today?

Answer: At the right hand of the throne of God (Romans 8:34)

420. Recite John 1:1.

Answer: "In the beginning was the Word, and the Word was with God, and the Word was God."

421. Recite John 1:5.

Answer: "And the Light shines in the darkness, and the darkness did not grasp it."

422. Recite John 1:14.

Answer: "And the Word became flesh, and dwelt among us; and we saw His glory, glory as of the only Son from the Father, full of grace and truth."





423. What does the feast of Passover remember?
Answer: The final plague before the exodus from Egypt
424. What was the name of the wife of Moses?
Answer: Zipporah (Exodus 2:21)
425. Who was the only judge of Israel who rendered legal decisions?
Answer: Deborah (Judges 4:5)
426. What does the name Deborah mean?
Answer: "bee"
427. List the prophetesses of the Old Testament.
Answer: Miriam, Deborah, Noadiah, Huldah, Isaiah's wife (Exodus 15:20; Judges 4:4; 2 Kings 22:14; Nehemiah 6:14; Isaiah 8:3)
428. What is the longest word in the Bible?
Answer: Maher-shalal-hash-baz
429. What is the meaning of the name Maher-shalal-hash-baz?
Answer: "Swift is the spoils, speedy is the plunder"
430. List the sons of Isaiah.
Answer: Maher-shalal-hash-baz and Shear-Jashub
431. What is the meaning of the name Shear-Jashub?
Answer: "The remnant shall return" [to Jerusalem]
432. In what year was Israel taken into captivity by Assyria?
Answer: 722 BCE
433. In what year was Judah taken into captivity by Babylon?
Answer: 586 BCE
434. In what year was the Second Temple established in Jerusalem?
Answer: 516 BCE
435. What is the meaning of the word Jerusalem?
Answer: "City of peace"
436. What was the next-to-last thing Christ said on the cross?
Answer: "I am thirsty" (John 19:28)
437. What is significant about Christ's statement that He was thirsty while on the cross?
Answer: He endured immense thirst so that we never would have to thirst again since He is the Living Water

438. What was the final thing Jesus said while on the cross?
Answer: "It is finished!" (John 19:30)
439. Recite Mary's song of praise from Luke 1.
Answer: "My soul exalts the Lord,
And my spirit has rejoiced in God my Savior.
For He has had regard for the humble state of His bond-servant;
For behold, from now on all generations will call me blessed.
For the Mighty One has done great things for me;
And holy is His name.
And His mercy is to generation after generation
Toward those who fear Him.
He has done mighty deeds with His arm;
He has scattered those who were proud in the thoughts of their hearts.
He has brought down rulers from their thrones,
And has exalted those who were humble.
He has filled the hungry with good things,
And sent the rich away empty-handed.
He has given help to His servant Israel,
In remembrance of His mercy,
Just as He spoke to our fathers,
To Abraham and his descendants forever."
440. Recite 1 Peter 1:6-8a.
Answer: "In this, you greatly rejoice, even though now for a little while, if necessary, you have been distressed by various trials, 7 so that the proof of your faith, being more precious than gold which perishes though tested by fire, may be found to result in praise, glory, and honor at the revelation of Jesus Christ; 8 and though you have not seen Him, you love Him[.]"
441. Recite Hebrews 12:2.
Answer: "looking only at Jesus, the originator, and perfecter of the faith, who for the joy set before Him endured the cross, despising the shame and has sat down at the right hand of the throne of God."
442. How long did the party, described in Esther 1, last?
Answer: 180 days (Esther 1:4)
443. What was the name of the first wife of King Ahasuerus?
Answer: Vashti (Esther 1:9)
444. What was the name of David's daughter, the sister of Absalom?
Answer: Tamar (II Samuel 13:4)
445. Where was David crowned king of Israel?
Answer: Hebron (II Samuel 5:3)





teen talent

BATTLE OF THE STATES



SPONSORED BY THE CHURCH OF GOD
INTERNATIONAL YOUTH AND DISCIPLESHIP DEPARTMENT

Categories

- ◆ 3 on 3 Basketball
- ◆ Dodgeball
- ◆ Eating Contest
- ◆ Obstacle Course
- ◆ Recess Relay
- ◆ Tug of War
- ◆ Volleyball





PART ONE

Participation Requirements

- Battle of the States will be held during the week of the Teen Talent Competition.
- Any student from the local state/region can participate.
- Students must be of Teen Talent Age (13-19 in the calendar year).
- Participants from the same state/region may enter in more than one category.
- States/regions are permitted to enter only one team per category in the Teen Talent competition.
- Participants are expected to compete with good sportsmanship and a Christ-like attitude, abiding by Church of God statements of faith and bylaws in behavior and attire. Failure to do so will result in disqualification and removal from the games.
- A participant in the international finals is disqualified if he/she fails to appear at their designated time and place for his/her competition.
- There will be 16 team slots available for states/regions to compete. Availability is on a first-come-first-serve basis.
- States/regions must register prior to the International Competition via the link provided in order to compete.
- Teams will select a Team Captain. Team Captains will be required to attend a mandatory meeting during the Teen Talent Competition week.

PART TWO

Competition Games and Rules

Volleyball

Teams consist of 6-9 players. Players must rotate in a clockwise manner with each “side out.” A match will consist of one game to 15 points. Players may not touch the net at any time. No more than three contacts per side. All other rules will be standard USAV rules. 10-minute time limit. In the event of a tie, the next point wins. Substitutions (if any) can be made on/at any position, but each player must rotate out at that position. **At least 3 players on the court must be female.**

3-on-3 Basketball

Each game consists of a 10-minute running clock. The court official will call fouls and be responsible for any disputes, rough play or unsportsmanlike conduct decisions. All fouls reset at the top of the key. Flagrant fouls will result in an awarded basket and possession of the ball for shooting team. The ball must be taken back to the top of the key after each change of possession, regardless of what causes the change. After a made basket or dead ball, the offense must “check”

the ball and pass it from the point. Substitutions can be made on a dead ball only. Offensive or dead ball delays will not be tolerated. A delay will bring a warning from the official. Subsequent violations will result in a change of possession (if the delay is on the offense) or one point (if the delay is on the defense). A team must consist of 3 players in order to start the game. **At least 1 female must be on the court at all times.**

Tug of War

Each team must have 8 players to start. Players are not allowed to form loops or knots in the rope. Wrapping the rope around the hands or any other body part is considered making a loop and is not permitted. Teams will be disqualified if a player is found looping. The only exception is the anchor who is permitted to pass the rope under an arm and then over the shoulder. The remaining rope must remain free. The rope may not be knotted or locked in any manner. The position will be determined by a coin flip. **4 males and 4 females compete.**

Eating Contest

Each team will be comprised of 5 players who will gather around a table stocked with Krystal hamburgers. When the emcee says “go”, players will begin eating the burgers. Teams will have 45 seconds to consume as many Krystal burgers as possible. Only one burger can be consumed at a time, so in between burgers, players should show officials their empty mouth. When the clock stops, participants must show the official that they have completely swallowed their last bite. Winners will be determined by the number of Krystal hamburgers eaten. **Minimum of 2 females.**

Recess Relay

There will be five rounds with two to three teams competing in each round. The Recess Relay will consist of two sets of leapfrog (4 people), two individual jump rope runs, and two people hula-hooping. Each team lines up behind the baseline to begin. The members of each team will run to and around the cone at the other end of the arena and return to the starting baseline. Once the members of a team are completely passed the baseline, the next phase of the relay race may begin. When the emcee says go, the Recess Relay will unfold in this order: Leap Frog Pair 1 (male), Jump Roper 1, Leap Frog Pair 2 (female), Jump Roper 2. Hula-Hoopers will begin as soon as the emcee says “go” and will continue until the relay is completed. **4 males and 4 females compete. One leapfrog team of each gender.**

Obstacle Course

Two teams of 8 compete per round. Each team will line up behind the baseline to begin. When the emcee says “go”, the first team member begins. Each subsequent team member must wait for the official to say “go” (once the player before them finishes with the pipe slide). The obstacles must be successfully completed by each team member in the order that they are listed. Event guidelines are as follows: Each player must spin around the bat 5 times, keeping the bat in contact with the floor and with their forehead touching the bat. A 5-second penalty will be added to the team’s final score if a player fails to complete 5 full spins. Each player must step in all 8 tires. Each player must crawl or dive through the pipe slide. A 5-second penalty will be added to the team’s final score if a player fails to attempt the pipe slide. Each player must use the balance beam

to avoid stepping on the ground between the specified lines. A 5-second penalty will be added to a team’s final score if a player touches the ground between the specified lines. Each player must run around the orange cone towards the middle of the gymnasium. Each player must climb over the wall. Players skipping the wall will be redirected back to the wall before they are allowed to cross the finish line. Failure to complete the obstacles in the proper order will result in an automatic disqualification. **4 males and 4 females compete.**

Dodgeball

Each team selects 1 male / 1 female participant. An equal number of teams (16 players/8 teams) will be assigned to each side. Each game consists of a 5-minute running clock. Six dodgeballs will be placed at the end lines of each side. On the whistle, dodgeball begins. Players are eliminated if a live ball hits them or an opposing player catches their live ball. Players may hold the ball for a max of 10 seconds. A live ball that strikes a player above the shoulders does not count. A ball is considered dead once it has contacted any object. Players may block a live ball with a held ball, but they must maintain possession. A blocked ball becomes dead on contact.

- The court boundary for the first half will be the tennis court doubles lines.
- When 16 players remain, boundary lines will be reduced to the singles lines and the judges will rebalance the sides. Balls will be reset at the end lines.
- When 4 players remain, boundary lines will be reduced to the serving box and the judges will rebalance sides. If all players on one side are not eliminated, at end of the time clock, the side with the most remaining players wins.

Roster Guidelines

Players may only participate in basketball or volleyball, not both.

Volleyball	6-9 players	3 females on the court
Basketball	3 minimum	1 female on the court

Players may participate in as many as they choose.

Eating Contest	5 players	Minimum of 2 females
Recess Relay	8 players	4 males/4 females
Obstacle Course	8 players	4 males/4 females
Dodgeball	2 players	1 male/female
Tug Of War	8 players	4 males/4 females



Battle of the States

TEEN TALENT

event roster

Captain _____ Phone # _____

State/Region _____ Event Name _____

NOTE: This is to be prepared from the adjudicators' individual sheets by someone assigned the responsibility. Follow the provided instructions.

Males (Print Names)

Females (Print Names)





Our *talent*
for
His *glory*



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