

**FLORIDA EDUCATION FUND
HISTORY AND CULTURE BRAIN BOWL RULES**
(Revised August 2018)

A. GENERAL

1. The name of the FEF's History and Culture Brain Bowl shall be "Challenge Race to Excellence." The game played shall be "The Black Heritage Trivia Game."
2. There will be three (3) levels of competition during the year. From November 2018 through February 2019, county and regional competitions will occur. In March 2019, the state competition will take place in central Florida.
3. At the county level, the COE Director will determine the number of teams that may enter the Brain Bowl Competition. The winning teams from the county contests will compete at regional level competitions.
4. The first place teams from the respective regional competitions will compete against each other in the state finals in March 2019.
5. Youth in grades six (6) through twelve (12) are encouraged to compete in the Brain Bowl.
6. Teams may consist of seven (7) players. **Exactly** five (5) players **must** compete at a time. Once a team has competed, new members may not be added at any level of competition. At the county and regional competitions, the two (2) remaining team members may serve as alternates to replace team players between rounds or in case of an emergency prior to or during competitions. At the State level, the two (2) remaining team members must compete, and no team member may serve as an alternate for two (2) consecutive games.
7. A school-based team or a team sponsored by a school may consist only of students attending the school.
8. Prior to the competitions, each team will designate a captain and a co-captain. The captain will introduce the members of the teams, the coaches, and the sponsors before the competition begins. Once a game has begun, only the captain may question the moderator regarding scores, sequence of play and general information. No interruptions will be permitted once the moderator has asked a question.
9. There will be a moderator, a chief judge, a timekeeper, a scorekeeper, and a minimum of two (2) ombudsmen utilized at every level of competition. One special assignment for chief judge will be to keep a record of the team to which the questions should be addressed. The ombudsman will be responsible for monitoring team members when the necessity may arise for a team member to leave the area of competition (e.g., bathroom break). The ombudsman will also make sure that there is no in/out audience traffic during the competition and no written, audio or visual recording by the audience during the competition and will notify the chief judge if a coach wants to file a protest.
10. Members of advisory boards of Centers may not serve in any official capacity during the competitions with the exception of serving in the role of orientation leader(s). Staff of

Centers may serve in designated capacities, i.e., timekeeper, scorekeeper, and ombudsman at any time during any of the competitions.

11. Space will be made available for use by teams for conferring during the competition. After the competitions have begun, competing teams conferring with each other with the aid of written materials will forfeit the game. **No books or other written materials will be brought to the rooms where the competitions are being held.** After a game has begun, neither coaches nor sponsors nor Center staff are to confer with members of their teams unless official times are allocated. **During all levels of competition, coaches and assistant coaches will sit in a designated area at the back of the room. Coaches will be provided score sheets to be utilized during competition.**
12. Prior to the competitions, an orientation for team members, judges, scorekeepers, timekeepers, moderators, ombudsmen and coaches will be held. Staff of the Florida Education Fund (FEF) or their designees will conduct this orientation. Advisory board members may serve as orientation leaders for this portion of the competition.
13. Dates and location of competitions must be specified in writing. Any team that fails to appear at the competition site at the agreed-upon time will forfeit the game.
14. State level first-place, second-place and third-place team members who selected college scholarships from prior years **may not compete** in subsequent years.
15. At the county level, questions will be drawn from The Black Heritage Trivia Game as well as from the following historical and cultural books: ***Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race***, by Margot Lee Shetterly, Publisher: William Morrow Paperbacks, Reprint edition (December 6, 2016); and ***The Fisher King***, by Paule Marshall, Publisher: Scribner, 1st Scribner Paperback Fiction edition (October 4, 2001). At the regional level, questions will be drawn from The Black Heritage Trivia Game as well as from the following historical and cultural books: ***Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race***, by Margot Lee Shetterly, Publisher: William Morrow Paperbacks, Reprint edition (December 6, 2016); ***The Fisher King***, by Paule Marshall, Publisher: Scribner; 1st Scribner Paperback Fiction edition (October 4, 2001); and ***From Slavery to Freedom: A History of African Americans***, Chapters 11-20, by John Hope Franklin and Evelyn Higginbotham; Publisher: McGraw-Hill Humanities/Social Sciences/Languages, 9th Edition (January 15, 2010). Questions at the state level will be drawn from ***To Tell the Truth Freely: The Life of Ida B. Wells***, by Mia Bay, Publisher: Hill and Wang, First Edition (February 2, 2010); ***Native Son (The Restored Text Established by the Library of America)***, by Richard Wright, Publisher: Perennial Classics (1989); and from ***Something Must Be Done About Prince Edward County: A Family, a Virginia Town, a Civil Rights Battle***, by Kristen Green, Publisher: Harper Perennial, Reprint Edition (April 26, 2016).
16. An independent consultant hired by the FEF will write all book questions. No COE Directors, students, coaches or sponsors will have access to these questions prior to or after the competition. Judges should receive the questions in a sealed envelope from the FEF. The envelope is to remain sealed until the competition.

17. At each level of competition, draw sheets (bracketing) must be done prior to initiating one of the competitions. The draw sheets must be clearly visible to all.
18. **TRUE/FALSE, YES/NO, OR EITHER/OR QUESTIONS WILL NOT BE ASKED IN COMPETITIONS AT THE COUNTY, REGIONAL OR STATE LEVEL. IF THE MODERATOR INADVERTENTLY ASKS ONE OF THE ABOVE MENTIONED QUESTIONS, WHETHER IT IS ANSWERED CORRECTLY OR INCORRECTLY, THE QUESTION WILL BE THROWN OUT AND THE RECEIVING TEAM WILL BE GIVEN A NEW QUESTION WITHOUT PENALTY. FOR MULTIPLE CHOICE QUESTIONS, CHOICES WILL NOT BE GIVEN. STUDENTS ARE RESPONSIBLE FOR THE CORRECT ANSWERS.**
19. Byes may be given in the first round of each level of competition in order to pare down the teams.
20. DURING ALL LEVELS OF COMPETITION, ALL PARTICIPANTS ARE RESPONSIBLE FOR RULES AS WRITTEN. Any participant who violates any Competition rule may be barred from participating in the Competition during the remainder of the current Competition year or in subsequent years, at the discretion of the FEF.

B. QUESTIONS AND COMPETITION

1. At the county and regional levels of competition, certain questions will be derived from The Black Heritage Trivia Game provided by the FEF.
2. Rounds to be played will minimally include quarter-final(s) (if at least five (5) teams are competing), semi-final (if at least three (3) teams are competing, and final (if at least two (2) teams are competing). To determine the order of play, the team coaches will draw numbers.
3. During the quarter-finals, if there are five (5) or fewer teams competing, then the round should be played in a double elimination format. If there are six (6) or more teams, the format should be single elimination format. **(The foregoing refers to the county and regional levels. At the state competition, the double elimination format will be used exclusively.)**
4. The semi-final round is played with the winning teams from the quarter-finals. This round will be played in the double elimination format. During the semi-final round, the following format takes effect:

Each game will be divided into two (2) five (5)-minute halves. The **first half** will use **card questions only** while the **second half** will use **book questions only** (point value to be chosen by the team). Halftime will last for approximately one (1) minute. Substitutions may be made at halftime. If a two (2)-point advantage is not established after the **second** half, questions from the books will be used to determine the winner in a sudden death playoff. The first team to answer a question correctly when the opposing team misses a question is declared the winner. Substitutions may also be made after regulation.

5. The winners of the semi-final round will advance to the finals. The final round also will be a double elimination round and the format for the final round will be book questions only. The final round will determine the champion as well as the second place winning team.
6. Depending upon time available, a consolation round may be played in order to determine the third and fourth place teams.
7. Questions will be read as printed in The Black Heritage Trivia Game.
8. Members of the team to which the question is addressed may confer on the answer. The team captain or designee must give the answer. Only that answer will be considered as the official team response.
9. A team will have a maximum of ten (10) seconds in which to answer questions derived from The Black Heritage Trivia Game and fifteen (15) seconds in which to answer questions from the books. Questions will be read only once unless a team requests clarification; however, the team still remains under the ten (10)-second or fifteen (15)-second rule. The question, if not properly answered by Team A, may be re-read for Team B only if Team B makes that request. The time required to re-read the question will be deducted from the total amount of time allocated to the team for its response. The moderator will announce the book and page number when book questions are drawn.

If a question is answered incorrectly, the opposing team has the opportunity to answer the missed question without a penalty for an incorrect answer.

If the opposing team answers the question correctly, then that team will receive the point value of the question and will get the next question.

10. An answer to a question started after the time has elapsed will not be considered valid. If the answer proposed by Team A is incorrect, then Team B will have the opportunity to answer the question. If the answer proposed by Team A is correct, then Team B will be given a new question and no score will be awarded for the correct answer provided by Team A. Team B will also be given a chance to answer a new question for that round.
11. If the moderator is interrupted by a member of the team to which the question is being addressed, the moderator will immediately stop reading the question and allow the interrupting individual five (5) seconds in which to answer the question. If the individual who interrupted the moderator fails to provide the correct answer, the team is penalized one (1) point. The moderator will then repeat the entire question for the opposing team.
12. If either the chief judge or moderator believes that a particular answer to a question may be accurate but is incomplete, he/she may request the responding team to provide additional information. For example, if a question requires identification of an individual and the responding team only gives the last name, the team may be asked to provide the individual's first name. Likewise, a team may be asked to spell an answer if it is unable to pronounce it properly. If the team is unable to supply the answer, then the question will be discarded and a new question will be drawn for the opposing team. **(IMPORTANT—TEAM MEMBERS WILL BE HELD ACCOUNTABLE FOR CORRECT INFORMATION FROM THE BLACK HERITAGE TRIVIA GAME.)**

13. If a team response provides more information than is included in the correct answer, the moderator or chief judge may determine whether the answer is acceptable or not and may ask for clarification from the person answering the question.
14. No communication is permitted by Team B when a question has been addressed to Team A and vice versa. A two (2)-point penalty may be assessed by the chief judge against a team for conferring out of order.
15. When Team A incorrectly answers a question and the moderator inadvertently provides the answer prior to allowing Team B to answer, a new question will be drawn for Team B's response.
16. **No team member other than the captain may challenge or question the moderator or any other official at any time during a game.** Participants are only to answer questions during the official game. The chief judge will issue a warning on the first interruption and will assess a two (2)-point penalty with each additional interruption.
17. Each game at the regional and state competition will be audio taped. No recording, written, audio or visual, will be permitted by the audience or participants at the competition site. The score for each game will be recorded in order to provide an official record.
18. "Challenge Race to Excellence" is won on the county and regional level when a team has or achieves a two (2)-point advantage after ten (10) minutes of play. If neither team has a two (2)-point advantage at the end of the game, there will be a sudden death playoff. Questions from the books will be used to determine the winner. In sudden death, the first team to answer a question correctly when the opposing team misses a question is declared the winner. **All sudden death questions are valued at one (1) point.**

For example: **Each sudden death round consists of two (2) different questions. If Team A answers the first question in the sudden death playoff correctly, then Team B is afforded an opportunity to answer the second question. If Team B answers incorrectly, Team A wins. If Team A answers the first question incorrectly, and Team B answers the second question correctly, then Team B wins. If both teams answer correctly or incorrectly, then play continues with another two (2)-question round.**

STATE LEVEL COMPETITION DESCRIPTION

1. The Competition will take place in March 2019. Questions at the state level will be drawn exclusively from the historical and cultural books.
2. **During all rounds**, a game is won when a team has or achieves a one (1)-point advantage after fifteen (15) minutes of play.

The time limit for each game will be fifteen (15) minutes with no halftime, and each game will use book questions only (point value to be chosen by the team). If neither team has a one (1)-point advantage after fifteen (15) minutes of play, questions from the books will be used to determine the winner in a sudden death playoff.

Each sudden death round consists of two (2) different questions. If Team A answers the first question in the sudden death playoff correctly, then Team B is afforded an opportunity to answer the second question. If Team B answers incorrectly, Team A wins. If Team A answers the first question incorrectly, and Team B answers the second question correctly, then Team B wins. If both teams answer correctly or incorrectly, then play continues with another two (2)-question round. Substitutions may also be made after regulation.

3. **ALL QUESTIONS WILL COME FROM THE HISTORICAL AND CULTURAL BOOKS DURING THE STATE COMPETITION.** The team that wins the state semi-final and final rounds will be declared the champion.
4. Regardless of placement in the State Competition, each team must attend the entire State Competition and the entire NAS Pre-College Summit and Brain Bowl Awards ceremony in March 2019. If a team fails to attend, the team will be assessed a \$50 per student and \$100 per coach fine, unless the team's absence has been pre-approved in the event of an emergency. To obtain such approval prior to the end of the Competition, the coach must submit an Early Release Request Form to the Chief Judge, whose decision regarding the Request will be final. To obtain approval once the Competition has concluded, the coach must submit an Early Release Request Form to an FEF officer, whose decision regarding the Request will be final.

C. RULES FOR FINAL ROUND OF COMPETITION

If Team A answers only part of a question with multiple parts, that question will be thrown out and Team B will receive a new question with the same point value. During the final round of the county and regional levels of competition and during the entire state level of competition, historical and cultural books will be used exclusively. Because the books will be used exclusively, each question will be given a specific numerical value. At the county and regional levels of competition, each team will have an option of choosing questions from each of the three (3) levels defined below. At the state competition, each team will have an option of choosing Level 2 or Level 3 questions as defined below.

LEVEL 1

*May include questions stating quotations, but is not limited to this type of question. Level one (1) questions are worth one (1) point and are the lowest level of difficulty.

LEVEL 2

*May include multiple short answer questions with fill-in-the-blanks, but not limited to this type of question. Level two (2) questions are worth two (2) points and are the next highest level of difficulty.

LEVEL 3

*May include questions requiring critical thinking, but not limited to this type of question. Level three (3) questions are worth three (3) points and are the highest level of difficulty.

The important numerical distinction is that a choice of questions with greater or lesser degrees of difficulty may be made by each team BUT not necessarily that they will be reflective of quotations, fill-in-the-blanks, or critical thinking.

D. GRIEVANCE PROCEDURES

A protest may be initiated by the team's captain orally during the game or in writing by the team's coach who will utilize the protest form. Any protest must be submitted to the game's chief judge immediately. The protest may be one of three types: (1) a challenge as to the accuracy of an answer provided during the game; (2) a claim that a rule violation occurred during the game; or (3) a claim that a judge misinterpreted a rule that would change the outcome of a game. The protest must be submitted by the team captain or coach and must specify which question or rule is being violated. If the team does not protest, the team forfeits the right to protest and the game outcome will remain unchanged.

A coach initiates a protest by holding up the protest form or folder. Once the ombudsman sees the raised protest form or folder, s/he informs the chief judge of a protest, and the clock will stop immediately.

The chief judge will review the protest and, if necessary, the audiotapes. If the judge rules that the protest is valid, and this changes the outcome of the game, then the revised outcome will be considered the official outcome. The chief judge will be allocated five (5) minutes to make a decision regarding written protests, and oral protest decisions will be made immediately.

Should the judge determine that the official outcome is revised by the protest, then the team not submitting the original protest will have (2) minutes from the time of the judge's decision to file a counter-protest. The chief judge will review the counter-protest and make a final ruling, which cannot be protested.

All protests filed must be adjudicated before the competition can proceed. If the chief judge fails to adjudicate a protest, the FEF President or Vice President will make a decision regarding the protest, which decision will be final and cannot be protested.

A team filing a protest or counter-protest not considered valid may be assessed a one (1)-point penalty at the discretion of the chief judge. For a second or third invalid protest or counter-protest by the same team, the sponsoring Center of Excellence will be assessed a \$100.00 fine by the FEF. At county and regional competitions, the chief judge will report any infractions that led to a penalty to the Florida Education Fund.

Once the final round has concluded and the moderator or chief judge announces the official outcome of the Competition, that official outcome is final and cannot be protested. After that point, any participant who would like to express a concern about the Competition must send that concern to the Director of his/her local Center of Excellence who will forward the information to the FEF's Vice President. The FEF's Vice President will ensure that all such concerns are reviewed and considered by the official History and Culture Competition Committee.

E. SYNOPSES OF HISTORICAL AND CULTURAL BOOKS

The following books were selected by the FEF because they provide a historical frame of reference for the experiences of African Americans and other minorities and speak to the obstacles and challenges they have had to overcome. The books also highlight and target the phenomenal achievements of African Americans and other minorities, past and present. We believe these books harbor much of the historic knowledge our children and youth need

to know in order to take their proper place in the continuing development of our community. For it is truism "...that a people who do not know from where they come cannot know where they are going."

Note: The descriptions of the books below derive from various synopses and reviews.

1. *The Fisher King*, by Paule Marshall

Forty years after *Brown Girls, Brownstones*, Marshall's triumphant newer novel, *The Fisher King*, reminds us why she is one of our premier African American voices. Readers slowly decipher a two-family drama through the eyes of an engaging eight-year-old boy. In 1940's Brooklyn, well-to-do Florence McCullum takes fierce pride in her elegant home and daughter Cherisse, who has a promising future as a singer and performer. Her best friend and neighbor, Ulene Payne, a widowed West Indian domestic, is as proud of her two sons, Edgar and Sonny-Rett. She makes great sacrifices to provide Sonny-Rett with piano lessons, but he eventually rejects classical music in favor of jazz. As Sonny-Rett's fame and reputation grow, Cherisse loses focus on her budding career, and, with her friend Hattie Carmichael, follows Sonny-Rett to his gigs. Soon Hattie handles his business matters and Cherisse becomes his wife. Unwilling to endure their parents' disappointment and American racism, the trio moves to Europe, cutting almost all ties; each family blames the other, and a bitter feud is born. Four decades later, when the novel begins, Edgar, a successful developer, decides to inaugurate the new neighborhood music hall with a memorial concert in his dead brother's honor. He locates Sonny-Rett's grandson and namesake, now living with Hattie in Paris, and flies the two to the U.S. for the occasion. Ulene and Florence quickly become enamored of the bilingual youngster. His innocent presence, coupled with memories stirred by preparations for the concert, lead the surviving family members to reevaluate their relationships, resolve old arguments and keep the feud from poisoning another generation. Marshall writes with verve, clarity and humor, capturing the cadences of black speech while deftly portraying the complexity of family relationships and the social issues that beset black Americans. A surprise twist at the end brings Marshall's finely tuned drama to a satisfying, redemptive close.

2. *From Slavery to Freedom: A History of African Americans*, by John Hope Franklin and Evelyn Higginbotham

From Slavery to Freedom remains the most revered, respected, honored and preeminent history of African Americans. The best-selling text charts the journey of African Americans from their origins in Africa, through slavery in the Western Hemisphere, struggles for freedom in the West Indies, Latin America, and the United States, various migrations, and the continuing quest for racial equality. Building on John Hope Franklin's classic work, the ninth edition has been thoroughly rewritten by the award-winning scholar Evelyn Brooks Higginbotham. It includes new chapters and updated information based on the most current scholarship. With a new narrative that brings intellectual depth and fresh insight to a rich array of topics, the text features greater coverage of ancestral Africa, African American women, differing expressions of protest, local community activism, black internationalism, civil rights and black power, as well as the election of our first African American president in 2008.

3. *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*, by Margot Lee Shetterly

Before John Glenn orbited the Earth or Neil Armstrong walked on the moon, a group of dedicated female mathematicians known as "human computers" used pencils, slide rules, and adding machines to calculate the numbers that would launch rockets and astronauts into space. Among these problem solvers were a group of exceptionally talented African American women, some of the brightest minds of their generation. Originally relegated to teaching math in the South's segregated public schools, they were called into service during the labor shortages of World War II, when America's aeronautics industry was in dire need of anyone who had the right stuff. Suddenly these overlooked math whizzes had shots at jobs worthy of their skills, and they answered Uncle Sam's call, moving to Hampton, Virginia, and the fascinating, high-energy world of the Langley Memorial Aeronautical Laboratory. Even as Virginia's Jim Crow laws required them to be segregated from their white counterparts, the women of Langley's all-black West Computing group helped America achieve one of the things it desired most: a decisive victory over the Soviet Union in the Cold War and complete domination of the heavens. Starting in World War II and moving through to the Cold War, the Civil Rights Movement, and the space race, *Hidden Figures* follows the interwoven accounts of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden, four African American women who participated in some of NASA's greatest successes. It chronicles their careers over nearly three decades as they faced challenges, forged alliances, and used their intellects to change their own lives—and their country's future.

4. *Native Son*, by Richard Wright

Native Son, originally published in 1940, addresses the issue of white American society's responsibility for the repression of Blacks. Right from the start, Bigger Thomas is headed for jail. The novel tells the story of Bigger, a young black man caught in a downward spiral after he kills a young white woman in a brief moment of panic. In *Bigger*, Wright created a character so damaged by racism and poverty, with dreams so perverted, and with human sensibilities so eroded, that he has no claim on the reader's compassion. Wright, in preventing us from feeling pity for Bigger, forces the reader to confront the hopelessness, misery, and injustice of the society that gave birth to Bigger Thomas. This novel is central to the ongoing conversation among the consciousness of American readers of what it means to live in a multi-racial society where power splits among racial lines.

5. *Something Must Be Done About Prince Edward County: A Family, a Virginia Town, a Civil Rights Battle*, by Kristen Green

Combining hard-hitting investigative journalism and a sweeping family narrative, this provocative true story reveals a little-known chapter of American history: the period after the *Brown v. Board of Education* decision when one Virginia school system refused to integrate. In the wake of the Supreme Court's unanimous *Brown v. Board of Education* decision, Virginia's Prince Edward County refused to obey the law. Rather than desegregate, the County closed its public schools, locking and chaining the doors. The community's white leaders quickly established a private academy, commandeering supplies from the shuttered public schools to use in their all-white classrooms. Meanwhile, Black parents had few options: keep their kids at home, move across county lines, or send children to live with relatives in other states. For five years, the schools remained closed.

Kristen Green, a longtime newspaper reporter, grew up in Farmville and attended Prince Edward Academy, which did not admit Black students until 1986. In her journey to uncover what happened in her hometown before she was born, Green tells the stories of families divided by the school closures and of 1,700 black children denied an education. As she peels back the layers of this haunting period in our nation's past, her own family's role—no less complex and painful—comes to light. At once gripping, enlightening, and deeply moving, *Something Must Be Done About Prince Edward County* is a dramatic chronicle that explores our troubled racial past and its reverberations today, and a timeless story about compassion, forgiveness, and the meaning of home.

6. *To Tell the Truth Freely: The Life of Ida B. Wells*, by Mia Bay

Mia Bay delineates journalist and anti-lynching crusader Ida B. Wells' life and her passionate commitment to a range of causes so extensive that they defy easy summary. When her parents died in 1878, 16-year-old Wells became the head of her family, caring for her five siblings. After a brief stint teaching, she found her two callings—political activism and, more powerfully, journalism, becoming by the late 1880s one of the most prolific and well-known black female journalists of her day. In 1884, she sued the Chesapeake, Ohio and Southwestern Railroad over segregated cars; in 1889, she became part owner and editor of the *Memphis Free Speech* newspaper. In 1892, catalyzed by the lynching of three black businessmen, she devoted herself to an anti-lynching campaign that would cost her the Memphis newspaper, threaten her life, and sever her ties to Memphis forever. Bay relies heavily on Wells' published writing, especially her posthumous autobiography, *Crusade for Justice*, supplemented by secondary sources.

F. THE NAMES OF THE REGIONAL WINNING TEAM MEMBERS MUST BE FORWARDED TO THE FEF OFFICE WITHIN 48 HOURS AFTER THE COMPETITION. CENTERS THAT SUBMIT THEIR TEAM REGISTRATION INFORMATION AFTER FEBRUARY 18, 2019, WILL BE ASSESSED A \$50 LATE FEE.

G. HIGHLIGHTS OF NEWER RULES

1. First, second and third place team members who select scholarships may NOT compete in subsequent state competitions.
2. Centers that submit their team registration information after February 18, 2019, will be assessed a \$50 late fee.
3. Regardless of placement in the State Competition, each team must attend the entire State Competition and the entire NAS Pre-College Summit and Brain Bowl Awards ceremony in March 2019. If a team fails to attend, the team will be assessed a \$50 per student and \$100 per coach fine, unless the team's absence has been pre-approved in the event of an emergency. To obtain such approval prior to the end of the Competition, the coach must submit an Early Release Request Form to the Chief Judge, whose decision regarding the Request will be final. To obtain approval once the Competition has concluded, the coach must submit an Early Release Request Form to an FEF officer, whose decision regarding the Request will be final.
4. During the final round of the county and regional levels of competition, each team will have an option of choosing Level 1 (1-point), Level 2 (2-point), or Level 3 (3-point) questions from the books. However, throughout the entire state competition, each team will have an option of choosing Level 2 (2-point) or Level 3 (3-point) questions only.

5. Teams may consist of seven (7) players. Exactly five (5) players must compete at a time. At the State level, the two (2) remaining team members must compete in at least one game, and no team member may serve as an alternate for two (2) consecutive games.

H. SUGGESTED PLANNING STRATEGIES

Centers of Excellence

1. Identify a minimum of ten (10) community entities for the competition that may serve as team sponsors, i.e., individuals, schools, churches, businesses, fraternities, sororities, and civic and social organizations.
2. Send them a Brain Bowl Information Packet:
 - Announcement cover letter on your Center's stationery
 - Brain Bowl Rules
 - Newspaper media coverage of previous Brain Bowls
3. In your Brain Bowl announcement cover letter, give the date that you have planned a sponsor orientation (**seek an RSVP**); follow-up with phone calls and personal contact to ensure good attendance. At your sponsor orientation, show appropriate Brain Bowl photos (**create excitement**), discuss the upcoming local competition and the rules, and give general pointers to all sponsors as to how they might prepare their teams for competition. **STRESS THE FACT THAT THERE ARE NO LOSERS IN THE COMPETITION, ONLY WINNERS.** Make clear that, through their support, sponsors may help a team's students win scholarships to college.
4. **SCHEDULE THE SITE OF YOUR LOCAL COMPETITIONS EARLY** and plan a special orientation for officials so they might become a part of the planning and have time to internalize their roles and responsibilities (**highly visible and credible persons from your community serving as officials help to authenticate this activity**).
5. **ORGANIZE PRESS COVERAGE EARLY** so the media can plan your Brain Bowl competition into their publication and airing schedule.
6. **REPLICATE THE ABOVE STRATEGIES IN EACH OF THE COUNTIES THAT ARE LOCATED WITHIN YOUR SERVICE AREAS.**

I. SUGGESTED STRATEGIES FOR BRAIN BOWL TEAM COACHES AND SPONSORS

1. **SELECTING YOUR TEAM** - Participants may be neighborhood children whom you know, children of people whom you know, students who are members of your church and students referred by other teams. Note, however, that a school-based team or a team sponsored by a school may consist only of students attending the school. If you need help, call your local Center of Excellence.

2. YOUR ROLE - WHAT DO I DO?

- Make sure you have read the background material on the Brain Bowl competition and that you understand the significance and procedures of the competition.
- **Contact your Center of Excellence Director to obtain** The Black Heritage Trivia Game.
- Find out from the Center where you might purchase the historical and cultural books.
- Arrange a regular practice schedule with your team members to (a) play The Black Heritage Trivia Game and **study the rules** and (b) study and discuss the historical and cultural books. (In preparing your team for competition with the books, you might want to recruit someone you know, a teacher, graduate student, etc., who can help the team members DEVELOP study skills in reading the books and how to take notes for study purposes.) **A "book report" process will help your team tremendously and will help you as a sponsor/coach know the extent to which your team is internalizing the materials.**
- Provide snacks and refreshments for your team when they practice/rehearse. Encourage them, challenge them and remind them often of what is at stake, i.e., awards **that may include college scholarships**, and a trip to central Florida and accommodation at a central Florida hotel. **In addition to the above-mentioned awards, the benefits of participating will increase students' study skills, sportsmanship, teamwork and knowledge of African American history.**
- GO FOR THE GOLD

3. WHERE TO GET THE BLACK HERITAGE TRIVIA GAME AND BOOKS

Contact your Center of Excellence Director in order to obtain information about The Black Heritage Trivia Game and ordering books.

GLOSSARY

1. Chief Judge – The person who keeps a record of the team to which the questions should be addressed and the official authorized to make the final decision for any protest.
2. Coach/Asst. Coach – The person(s) who prepares the seven (7) students for the Brain Bowl Competition.
3. Counter-protest – Protest filed against the outcome of an already filed protest. A team has two (2) minutes to file a counter protest after the judge's decision.

4. Early Release Request Form – Instrument used by the coach in the event of an emergency to request approved absence from any portion of the State Competition, the NAS Pre-College Summit, or the Brain Bowl Awards ceremony.
5. Immediate – (1) As soon as a violation or infraction of the rules occurs and the clock is stopped. (2) The time allocated to the chief judge to make a decision regarding an oral protest.
6. Interruption – a) an individual interrupts the moderator when a question is being read (failure by the individual to answer the question correctly results in a one (1)-point team penalty); b) a team confers out of order (a two (2)-point penalty may be assessed); c) participants disrupt the competition (after first interruption, a warning is issued, and, after additional interruptions, team(s) are assessed a two (2)-point penalty.)
7. Invalid Protest – a) a team files a protest or counter-protest that is not valid (team may be assessed a one (1)-point penalty); b) when the same team files more than one (1) invalid protest or counter-protest during the competition (sponsoring COE will be assessed a \$100.00 fine).
8. Moderator – The person who reads the questions for the game, directs order of play and verifies the response to the question by awarding or not awarding points.
9. Ombudsman – The person who is responsible for monitoring team members when the necessity may arise for a team member to leave the area of competition (e.g., bathroom break) and monitors the room to insure that there is no in/out audience traffic or written /audio/visual recording during the competition. Ombudsmen also acknowledge the protest form in order to notify the chief judge of a possible protest.
10. Penalty – The loss of point(s) or monetary loss due to infraction of a rule stated in the Brain Bowl Rules document.
11. Protest – (1) a challenge as to the accuracy of an answer provided during the game; (2) a claim that a rule violation occurred during the game; or (3) a claim that a judge misinterpreted a rule that would change the outcome of a game.
12. Protest Form – Instrument used by the coach to notify the ombudsman or judge of a protest.
13. Protest Procedure – A protest may be initiated by the team's captain orally during the game or in writing by the team's coach who will utilize the protest form. A coach initiates a protest by holding up the protest form or folder. Once the ombudsman sees the raised protest form or folder, s/he informs the chief judge of a protest, and the clock will stop immediately.
14. Round – Rounds to be played will minimally include quarter-final(s) (if at least five (5) teams are competing), semi-final (if at least three (3) teams are competing), and final (if at least two (2) teams are competing). Rounds are played in order to pare down the teams.
15. Scorekeeper – The person who records the official scores during the competition.
16. Substitute – Any non-playing team member who is available at a specific time to replace one (1) of the five (5) playing members.

17. Sudden Death – Each sudden death round consists of two (2) different questions. If Team A answers the first question in a sudden death playoff round correctly, then Team B is afforded an opportunity to answer the second question. If Team B answers incorrectly, Team A wins. If Team A answers the first question incorrectly, and Team B answers the second question correctly, then Team B wins. If both teams answer correctly or incorrectly, then play continues with another two (2)-question round. All sudden death questions are valued at one (1) point.
18. Team – A group of five (5) to seven (7) students competing in the competition
19. Time Limit – (1) The time assigned to a game. (2) The time allotted for a response to a question. (3) The time allocated to the chief judge to make a decision regarding a written protest or counter-protest.
20. Timekeeper – The person who keeps the official time for the game and the lapse time for answering questions.