

1. **"If You Know"** is a classroom game.  
The object of this game is, objectively, to detect the presence of actual knowledge as well as create new actual knowledge.
2. Each of you has a blank form.  
On this form, you shall write your answers to questions.  
Each of you already has objective knowledge of the answers.
3. This game is played in three discrete time intervals:  
answer, signal, discuss.  
The answer and the signal intervals are played in silence (except for inventorying names, see 9).
4. In the first interval, the answer interval,  
an academically reasonable amount of time  
(e.g., between 60 seconds and 120 seconds) will be announced  
during which you shall make a good faith attempt to write your answer on the form.  
The approach of the end and the end of the answer interval will be announced.  
As soon as you write the correct answer, you shall signal with  
[4a] a ***raised closed fist***.  
After that end announcement, if you have not written the correct answer, then you shall  
[4b] *leave your seat to read the answers of students who have raised fists*.
5. If you leave your seat,  
then you may read the answers of no more than three students  
who have a raised fist.  
**Read** answers while viewing **from behind** a student.
6. If, after you read the answer of one student,  
and you are convinced that student's answer is wrong,  
but that you now know the correct answer, then you shall:  
[6a] take a nearby seat (ideally, immediately adjacent and in the same row),  
[6b] write the correct answer on your form,  
[6c] ***raise an open fist***, **AND**  
[6d] point at the erroneous student,  
[6di] if you are the first student to so point,  
then use a ***one-finger point***,  
[6dii] if you are the second or subsequent student to so point,  
then use a ***five-finger point***.
7. If you need to read more than one student's correct answer,  
then you shall read the answers of three and only three students.
8. After you have read those three answers,  
then you shall **stand in front** of the student  
whose answer you believe to be correct, or if erroneous, then the most correct answer.  
You shall stand and you shall signal with you hand in one of four ways.  
[8a] If you believe the seated student has the completely correct answer,  
then you shall stand and raise you hand over your head.  
[8ai] if you are the first student to so stand in front of that seated student,  
then use a ***raised closed fist***,  
[8aii] if you are the second or subsequent student to so stand,  
then use a ***raised open fist***.  
[8b] If you believe the seated student has an erroneous answer,  
but the more correct answer of the three you read,  
then you shall stand and point at the seated student.  
[8bi] if you are the first student to so point,  
then use a ***one-finger point***,

- [8bii] if you are the second or subsequent student to so point, then use a *five-finger point*.
9. Once a standing student signals on a seated student, then that seated student shall cease any raised signal, but shall continue any pointing signal (unless step [12a]). Each seated student shall maintain a written inventory of the student names and signals of those signaling on him/her (e.g., Alice, seated, one-finger point; Brad, standing, closed fist; Charlie, standing, one-finger point; Delta, seated, five-finger point; Eileen, standing open fist, Fran, standing, open fist). All standing students shall signal continuously until the end of the discussion interval.
  10. As soon as two students are standing in front of a seated student, then no more students may read that seated student's answer (e.g., turn over your form). Seated students shall enforce this step as well as enforce steps [12bii] and [12biii].
  11. A seated student who is the target of one or more pointers (seated or standing) may abandon that answer at any time prior to the end of the signaling interval. Upon abandoning an answer, a formally seated student starts at step [4][B].
  12. If a seated student abandons an answer, then the formerly pointing students may react in one of four ways.
    - [12a] If seated, then cease pointing.
    - [12b] If standing, then either
      - [12bi] take a seat, write the correct answer, and signal with a **raised fist** with **two fingers** extended; OR
      - [12bii] go stand in front of one of the other two students that had been read, and signal; [12biii] however, if both of those two students have or do abandon their answers, then any such abandoned standing student shall exit the classroom at step 14.
  13. The approach of the end of the signaling interval as well as the end of the signaling interval will be announced. The signaling interval will end at the earlier of an allocated time (e.g., 300 seconds) or when all students are signaling.
  14. **If** at the end of the signaling interval a student is **not signaling**, **then** that student will **exit** the **classroom** along with all [12biii] students until recalled at the end of the discussion interval.
  15. During the discussion interval all signaling students shall continue to signal.
  16. The duration of the discussion interval will continue until two called upon students provide the class with the correct answer.
  17. During the discussion interval, cadres of students shall be called upon to provide the correct answer. The cadres are as follows and will be called upon in this sequence.
    - [17a] seated pointer(s) and seated pointee;
    - [17b] standing closed fist, by number of standing pointers;
    - [17c] standing open fist, by number of fists, with zero standing pointers;
    - [17d] standing one-finger pointer, by number of pointers, with zero fists;
    - [17e] seated open fist with zero standers;
    - [17f] seated closed fist with zero standers; and
    - [17g] seated closed fist with two fingers extended, regardless of number of standers.
  18. For quality control, if two correct answers are obtained using step 17, but without reaching [17e], [17f], or [17g], then a sampling from those three cadres will read their answers to the class.