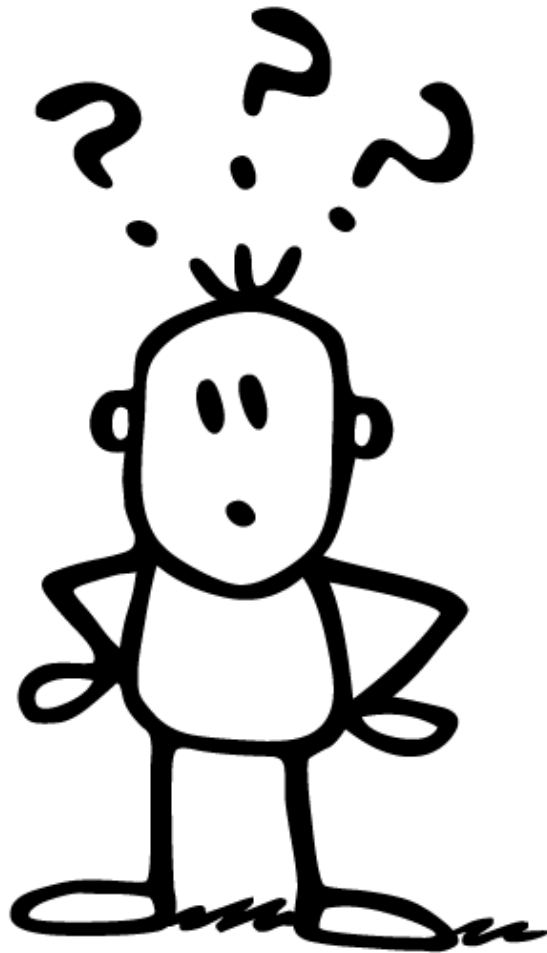


International Puzzle Day, 29 January 2018

Riddle-Writing Resource Pack



Cracked Voices

This 'incredible project' (Cambridge105) gives voice to forgotten characters from the borderlands of Hertfordshire and Cambridgeshire. Concerts and pop-up talks in Cambridge and Royston, spring 2018.

ordinary | people
extraordinary | lives

Tickets and information: cracked-voices.co.uk



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www.cracked-voices.co.uk

Why riddles?

People have always loved a puzzle and the riddle is one of the oldest forms of poetry. They give inanimate objects a voice and ask 'What am I?'

In the past, they were learned by heart and performed as party pieces...they are fun!

Pupils will probably know of them from Christmas crackers and Gollum's riddling competition in *The Hobbit* film.

The Anglo-Saxons loved them and we use them in *Cracked Voices* to explain the Anglo-Saxon origins of Therfield Heath.

We hope these few bits and pieces will help you build your own riddling lessons.

Why not have a go yourself?

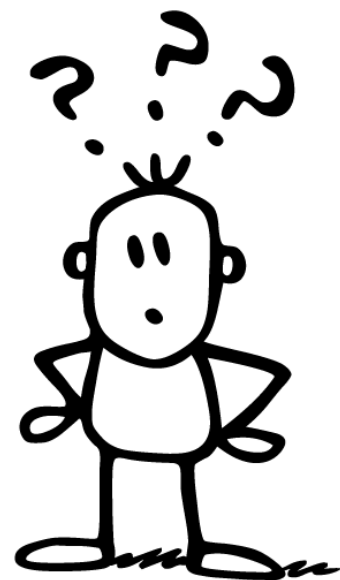
Why not have a go yourself before you get your pupils doing it?

Try this: <https://www.wikihow.com/Make-up-a-Riddle>

Or, we have our own adult riddle writing tips for adults:
<http://cracked-voices.co.uk/riddle-writing>

Further suggestions:

<https://ypn.poetrysociety.org.uk/workshop/riddle-me-this-poetry-challenge/>



Teachers notes

What am I?

These picture cues are just that. Use with caution as they anticipate some of the activities you may want to do later!

Puzzle Cards

Puzzle Card answers: 1c, 2b, 3d, 4a

The Puzzle Cards can be used in all sorts of group mix-n-match activities.

You might want to copy and cut up one set of Puzzle Cards for each group of three/four pupils. You could start by giving the pupils the answer cards (i.e. a glove, a bottle etc) and asking them to write a one line simple definition of each object. You could then give them the questions cards and get them to match the questions to the answers. After you've done that you could elicit the difference between their definitions and those on the question cards (e.g. theirs will probably reveal the object straightforwardly while the Puzzle questions try to reveal the object by describing it in an unusual way).

Or..you could give pairs or individual students one Puzzle Card (not cut up) and get them to decide which answer goes with which question and link them with a line.

Two riddles

Riddles answers: 1. A book, 2. The sun

These models may help pupils. Encourage pupils to write better riddles by using all their senses (see *Why don't you...?* for cues and a checklist.)

My favourite things (not for students!)

Obviously it's best to brainstorm your pupils favourite things. I've put together this extremely long list simply as a prompt (in case your mind goes blank). Please feel free to edit, change or discard it! The important thing is that each pupil has identified at least one important thing (on or off the list!) that inspires them to write about it.

Publish your class's riddles...

Please feel free to get your students to post their riddles at <http://cracked-voices.co.uk/riddles>

Please get them to add 5 line spaces and then the answer [in square brackets] at the end of the riddle. When they have been moderated the riddles will appear online for all to see!

Most importantly...

Enjoy having fun with words!



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What am I?



Puzzle cards

(1) What has a face and two hands but no arms or legs	?	 (a) A glove !
(2) What has a thumb and four fingers but is not alive	?	 (b) A bottle !
(3) What has to be broken before you can use it	?	 (c) A clock !
(4) What has a neck but no head	?	 (d) An egg !

(1) What has a face and two hands but no arms or legs	?	 (a) A glove !
(2) What has a thumb and four fingers but is not alive	?	 (b) A bottle !
(3) What has to be broken before you can use it	?	 (c) A clock !
(4) What has a neck but no head	?	 (d) An egg !

Two riddles

Riddle 1

I have lots to say but never speak.
I open but you cannot walk through me.
I have a spine but no bones.

Riddle 2

I am warm but I'm not alive.
When I get up in the morning
I can be beautiful but please don't stare.
I am shy and disappear at night.



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My favourite things

backpack
balloons
basketballs
beanbag
binoculars
blanket den
bling
bike
board game
book
bubble baths
bubbles
buried treasure
button
car
cartoon
castle
clay
coins
computers
construction toy
crayons
cuddly toy
cymbal
dandelion
dinosaur
dollhouse
drum
feather
fireworks
football
glitter
go-cart
guitar
harmonica
hat
hairband

hobby horse
hot air balloon
hula hoop
icicle
insect
kite
lighthouse
locked box
magic trick
magnet
marbles
medal
megaphone
mirror ball
monster
movie
mud
music
necklace
parachute
pebble
phone
picture book
piggy bank
pinecone
plane
pogo stick
rockpool
pop-up book
prize
puddle
puppet
racing car
rainbow
robot
rocket
roller coaster

roller skates
rubber band
sailing boat
sand castle
seashell
scooter
see-saw
sequins
shoe box
skateboard
skeleton
skipping rope
slide
slime
snow
snowman
sparklers
spider's web
water pistol
stickers
stilts
swing
sword
telescope
television
temporary tattoo
tent
toy
train
trampoline
treehouse
walkie-talkies
water slide
wellies
Whistles
yo-yo
zoo



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Why don't you...?

Choose your favourite thing. Imagine you are that thing.
What can you see? What can you feel? What do you do?
What do you like?

You can use sentences such as:

- I look like...
- I sound like...
- You find me...
- I have...
- I am...
- I feel...

When you write a riddle...

- Don't use the thing's name. That would make it too easy!
- Keep your riddle short, no longer than eight lines.
- Remember: riddles don't have to rhyme.
- Test it on a friend and see how difficult they find it!



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