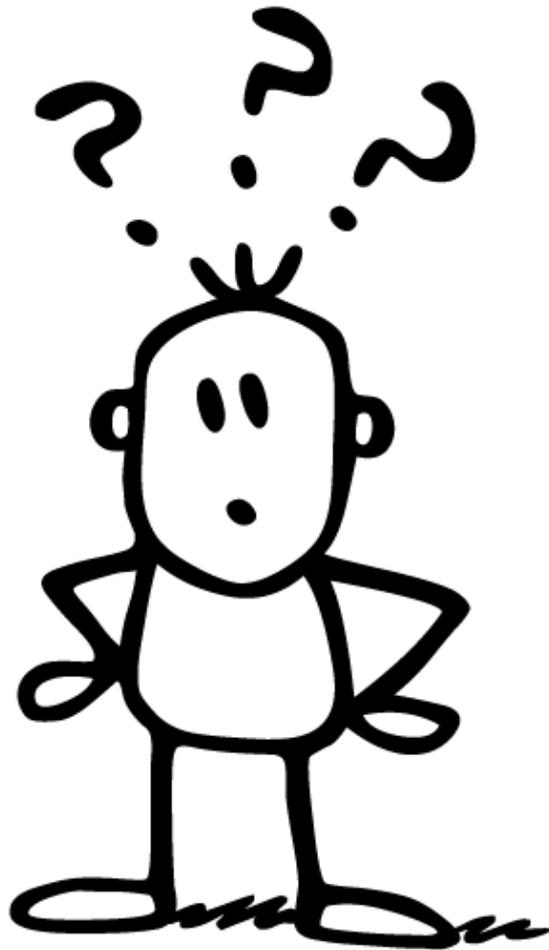


International Puzzle Day, 29 January 2018

# 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](http://cracked-voices.co.uk)



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[www.cracked-voices.co.uk](http://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?

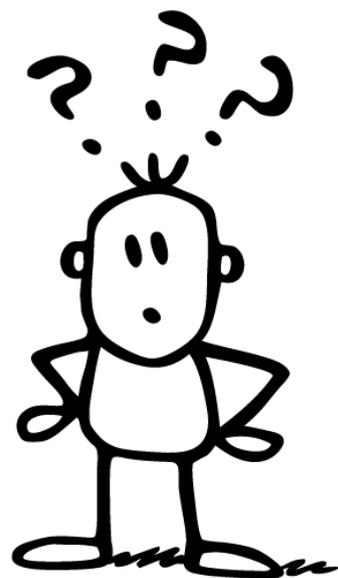
Why not have a go yourself before you get your pupils doing it?

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 !
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# 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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