

# Quizzles



*Quizzles* are puzzles in a quiz format. Whether you just love the challenge of solving puzzles or you wish to seriously stretch your thinking capabilities – *Quizzles* provide a satisfying solution for both.

*Quizzles* are fun to solve and challenging to create. With 200 examples, there is plenty of opportunity to understand how the puzzles are constructed and lots of practice that will help you in creating your own if you wish.

So now...



...It's over to you!

# Introduction

While most of us are well aware of the benefits of regular exercise in maintaining a healthy body, some people are surprised to find out that our brains need a regular workout too!

Unfortunately, for most of us the ability to think flexibly and creatively does not come naturally. All is not lost however, because with practice, it is possible to enhance our thinking abilities. By regularly exercising our grey matter we can improve our ability to remember, to see relationships and to make connections between concepts and ideas.

*Quizzles* are designed to provide the stimulation required by the brain to think better. What's more – the puzzles are both challenging and fun!

Solving *Quizzles* requires that we practise our analytical thinking skills. As we closely examine each puzzle to discover a cleverly disguised everyday saying or commonly heard expression, we become more and more familiar with the puzzle format. Our brain starts to find connections with similar puzzles solved beforehand.

It is as if we have somehow trained our brain to search for particular clues or 'keys' that help us to quickly arrive at solutions. Sounds interesting – doesn't it? Remember, practice makes perfect so why not give your brain a work-out now?

***Happy puzzling!***

# A note to students

How can you have fun and exercise your brain at the same time?  
Solving puzzles – that's how!

*Quizzes* are designed to challenge you and extend the way you think in a way that is both relaxing and enjoyable. While you work through the puzzles, you are really training your brain to work quicker and better.

How clever is that?

There are really two challenges for you to face as you work through this book.

## Challenge Number 1 ...

First of all there are lots of puzzles for you to solve. As you discover solutions for each puzzle, try to take a 'mental note' of how you solved each one.

See if you can work out what it was that helped you discover the solution. Was it something to do with

- how the letters were arranged?
- where words were placed in the box?
- whether some words were hidden in other words?
- some other clever trick?

You will probably see patterns emerging as you do more puzzles. Soon your brain will start to look for these patterns, sometimes without you even knowing it.

Recognising these patterns or 'strategies' will give you the practice and confidence to take on the second challenge.

## **Challenge Number 2 ...**

Once you are a confident puzzle-solver, you can try your hand at becoming a puzzle-maker!

The last few pages of this book contain nothing but blank boxes. They are there for you (or should I say UUUU) to display your creative talents as you draw your own puzzles to enjoy and share with others.

Why not form a *Quizzler's Club* and challenge others to create puzzles that will stump even the best puzzle-solver you know?

You may like to involve your teachers – they may even allow a few minutes each day for sharing the best puzzles.

Whatever happens ...

***Happy puzzling!***

# A note to teachers

*Quizzles* are designed to develop high-order thinking skills. Those teachers familiar with Bloom's Taxonomy of Educational Objectives will be aware of the need to teach the skills of analytical, critical and creative thinking.

Practise in solving puzzles such as the ones presented in this collection will assist in the development of analytical thought processes – the ability to examine discrete parts of something in order to better understand the whole.

Critical thinking is also encouraged as students decide between alternatives and arrive at a defensible solution.

Teachers can assist by drawing attention to the strategies that are the 'keys' to unlocking the puzzles.

Asking students to share how they managed to solve various examples is a great way to start. In this way teachers can make explicit the strategies discovered by students so that everyone may add the newly discovered 'key' to their growing list of problem-solving strategies.

Finally, creative thinking is encouraged as students are challenged to create their own *Quizzles*.

On the next two pages we will look at some examples of strategies used frequently throughout the book.

# Keys to solving *Quizzles*

In Figure 1 and Figure 2, the key to solving both puzzles is in interpreting the dividing line in the centre of each box.

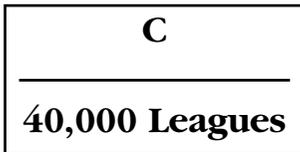


Figure 1

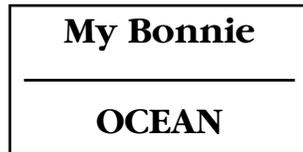


Figure 2

The solution for Figure 1 is that famous Jules Verne classic – ‘*40,000 Leagues Under the Sea*’ and the solution for Figure 2 is that well known Scottish tune – ‘*My Bonnie lies over the ocean*’.

The key to solving such puzzles is to decide whether to read below the line first, then above it or vice-versa. In these examples we read *under* the line first, then above the line in order to arrive at the desired solution.