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### 54 STRUCTURAL SET OF RELATING INFORMATION AND/OR STIMULII.

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**GB-A- 1 597 706**  
**GB-A- 2 189 159**  
**US-A- 4 213 616**  
**US-A- 4 706 960**

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## Description

The purpose of this report is to describe a structural set that relates information and/or stimuli to each other, and more particularly, to describe a cybernetic or pedagogic model which is presented in the form of a game. This game uses especially designed boards - either fixed or disassemblable -, dice and playing-like cards that are used to enhance the ability of the learner to create and to establish relationships between the different elements that make up one or more subjects or topics.

Differently from all the educational games developed up to this point, the Structural Set being described herein incentivates the learner to think for himself or herself, through a process of relating information or stimuli presented to him or to her by the different objects that make up the set.

From the document GB-A-2 189 159 a game is known which comprises a board having a schematic plan of an geographical area, a die, a plurality of cards and which is suitable for several players. The cards contain anagrams and each player has to solve the anagrams for proceeding the game. This game is based upon recognition of facts of different fields of knowledge. It does not apply to the intelligence of the single player and there is no learning aspect regarding basic education.

The Structural Set in question is suitable to a wide variety of topics and subjects, such as all spoken languages for instance, including the so-called dead languages. It can also be used to help the learner with Grammar, High-School, College and all Technical courses, such as history, geography, science, arts, math and others - in summary, any and all information that can be taught.

As it is well known, the most serious problems that occur during the learning and assimilating process are related to the difficulty that most learners have to build abstract relationships with a high degree of complexity.

Another problem associated with the conventional learning tools is that only parts of the subject matter are usually discussed. Worse than that. Usually, the interdisciplinary relationships escape totally from the grasp of the learner. In order to dominate abstractions, he or she is subject to a long apprenticeship of the relationship models of the subject being studied. The process is long because the variety of the stimuli to which the learner is exposed is limited.

As a general rule, all the conventional teaching tools have the following features in common: 1) Excessively long time required by the learner to understand the relationships present. 2) There is a dependency on teachers and on books by the

learner. 3) low cost/benefit ratio and most importantly 4) Insufficient chances for the learner to practice his or her ability to relate the information and/or stimuli presented.

5 The purposes of the invention being described in this document are multiple: a) To provide a structural set of relating information and/or stimuli that will guarantee efficiency and speed in the multiple stimulation of the learner's memory, forcing him or her to associate the data obtained through visual, audio, tactile and chromatic perception.

10 b) To provide a structural set of relating information and/or stimuli in such a way to allow the learner to become independent of the teacher or his/her equivalents, allowing the learner to think for himself or herself when faced with the variety of elements related by the set.

15 c) By providing a structural set of relating information and/or stimuli, it induces the learner to acquire the habit of consulting; it induces the learner to self-correcting himself or herself, and it helps the learner to increase his or her own capacity to relate data and/or stimuli furnished by the very structural set.

20 d) To provide a structural set for the learner to relate abstract concepts to concrete, visible and manipulatable stimuli, eliminating the numerous possibilities of remanaging the component parts in such a way that it favors one or only a few possible outcomes. This reduces the intellectual effort on the learner's part, diminishing the number of hours required to attain a certain objective, and consequently lowers the financial cost of attaining the said objective.

25 e) To provide a structured way of relating information and/or stimuli in such a manner that the learner is encouraged to present his or her own view of the world; that the learner is encouraged to communicate his or her own data derived from his or her own life experiences, and that the learner is incentivated to use his or her own lexicological universe. The use of this invention not only allows one to see, but it also enhances the regional, socio-economic, socio-cultural, age, and professional differences. This invention can be used by adults and by the children from any part of any country.

30 These objectives and the advantages just described, as well as others, may be attained through the use of this invention, which is made up of a set of fixed boards, of flexible board sets that may be folded; of disassemblable boards; of dice and of special game-like cards that contain a set of data and other elements which stimulate and which allow the learner to relate the data and the other elements, expressing the relationships between them, and creating a series of answers to a given

question or request, which in itself is also contained in the physical components of the game.

The invention is set out in claim 1. Advantageous embodiments of the invention are featured in the dependent claims 2 to 8.

The structural set being described herein allows the learner to work alone or in partnership, soliciting and/or deriving combinations that enhance, if necessary, the relationship between the elements that have been furnished.

All the elements that compose the set; namely the boards, the dice and the cards have at first moment, the purpose to stimulate; to ask and/or to formulate questions or requests to the learner. In the second moment, to serve as an answer sheet so that the learner's replies may be checked and corrected.

So that the current invention may be better understood, it will be also described associated to the drawings which are enclosed supplied as examples which have no limiting nature.

In these drawings,

Figure 1 represents schematically a view in perspective of the fixed board that is part of the set. Figure 2 represents schematically a view in perspective of the foldable board that is part of the set.

Figure 3 represents schematically an expanded view of the disassemblable board that is part of the set.

Figure 4 represents a view in perspective of one of the possible configurations of the dice that are part of the set. (The illustration shows one of the faces being removed).

Figure 5 represents schematically a view in perspective of the card set.

Figure 6 represents schematically the lay-out of the specific fields for the data on each card.

Figure 7 represents schematically how a transparent mask may be placed over a given card in such a way that the viewer will not be able to see the data, also printed on the card, with the same color of the mask M.

As the illustrations propose to show, the structural set to relate information and/or stimuli which is the object of the present document, is presented in the form of a pedagogic game cybernetic model made up of a base board (TB) manufactured of wood or some other rigid material; a foldable board (TV), manufactured of some resistant material that allows itself to be folded; a board that may be disassembled (TD) which is made up of flat, rectangular pieces which when placed together make up the board itself; a die with multiple faces like for example, six, nine, twelve or more faces (D), and a glossematic set of playing-like cards (B), made up of a minimum of twenty cards (C).

The base board (TB) usually presents three lines - L1, L2 and L3, of different colors, and three or four columns - C1, C2, C3 and C4. The number of columns is determined by the subject being studied.

Each color for the lines L1, L2 and L3 contains one item of a given topic. For instance, for the topic Portuguese language, the item could be a verb form.

Each column - C1, C2, C3 ...Cm - contains information related to that item. The columns C1, C2, C3...Cm are mandatorily named according to the type of information being discussed and according to the relationships that are to be recreated. In the above example, the Portuguese language, the first column C1 may act as a catalyst or stimulus. Column C2 may serve as a help column; column C3 may be a difficulty; column C4 may show situations of actual usage, and so on.

The base board, TB, should be manufactured of rigid material with nothing written on in, but it should be able to accept the assembly of the other boards of variations (TV), that contain a wide variety of subjects.

The base board, TB, should have an all-around frame. The title of each column - C1, C2, C3,...Cn should come above the square subdivisions. The line for the title (LT) should be demarcated by a white line above the said subdivisions.

The board of variations (TV) is normally subdivided into twelve sections, made up of four columns and of three lines, identical to the ones described for the base board TB. The subdivisions of the variations board (TV) will contain the different items of information relating to a given topic. For instance, they may contain a verb form distributed in three lines, L1, L2 and L3, with the present, the past perfect and the future tenses. The four columns, C1, C2, C3 and C4 would contain a stimulus, the facilities, the difficulties and a situation of usage. In the example Portuguese language, verb forms would be the determined topic.

The variations board (TV) may be supplied in kit form, each kit dealing with a specific topic, such as geography: climate and/or fauna; history: the industrial revolution and so on.

The disassemblable board, TD, is made up of square pieces, painted with the same color scheme used on the variations board TV.

Each square piece (1) should have a frontal face containing the same items of information contained on each one of the spaces on the variations board TV. On the back, the items of information would be expanded. In other words, the learner would be presented with new elements or new items of information.

The number of square pieces on the disassemblable board TD varies according with need. It

should, however, be more than twelve. The square pieces, 1, should be in such a number that they would contain enough information about a given topic to really exhaust its range of study. The number of squares (1) is subdivided into nine levels, each level corresponding to an increased degree of difficulty.

As an example, the nine levels of the disassemblable board TD of the kit being discussed, if applied to the Brazilian school system, would correspond to the first eight years of basic schooling, with an additional level for advanced students.

Thus the board kit rounds itself off. The structured kit in question encompasses: a single base board TB. A variable number of foldable boards of variation TV, and a number of disassemblable boards TD. Allowances should also be made for white TV and TD boards that are furnished with the kit, so that the user may fill them with items relating to his or her own needs or interests. With the white TV and TD boards, there may be also included elements establishing relationships that were not part of the original kit, and which were developed later as the need arose.

The die, D, contains multiple faces which are disassemblable, and which may be taken out of its original structural frame. These faces may contain information and/or stimuli either on the front or on the back portion of each face, as illustrated in figures 4 and 4a.

The die has the purpose of incentivating the learner to relate the elements and/or informations on the die with other items on the same die. Or to relate the elements and/or informations on the die with other components of the set. Or even to sometimes identify theoretical denominations.

The glossematic deck of playing-like cards, B, is made up of at least twenty cards relating to the same topic. Each card contains items of information that were selected according to their degree of utility to their target public. They are, therefore, selected according to their frequency of usage.

As shown by figure 6, the cards C of the deck of play-like cards B, contain the spaces determining the specific fields that will contain the different items of information.

The type of information that will be found on each card C is determined according to: its positioning relative to the physical space of the card C; the shading of the color in which the information was printed; and by symbols printed on the front face of the card C.

Thus, there is a symbol defined for each card C and this symbol is printed on the front face of the card. This symbol is used to define the classification type for a given expression, title or topic. The front face of the card C also contains at least one expression-title containing relatable information

. On the back of the card C, there are pairs or couplets of information that are related and which are relatable to the expression 'title' which was defined on the front face of the card C.

5 The items of information on the back portion of the card C are related in some form to the items of information contained on the corresponding variations board TV. The items of information contained on the cube or die D refer to technical terms that allow one to establish - or not as the case may be - adequate relationships with the remaining component pieces of the structural set; including relationships with one or more additional cubes or dice that make up the kit.

15 A lay-out, G, is also an integral part of the kit. The lay-out is made of a convenient transparent material, that allows easy viewing of the items of information contained on each card. A mask, M, made of a convenient translucent material, and in different colors is also part of the kit. The mask M, when placed over the card C, hides selected items of data and/or stimuli, that have been printed on the card using the same color as that of the mask M.

25 Because of this structured disposition given to the set, one achieves a wide range of options to use the system. The latter may be used by a single person or by a group of people.

30 The system may additionally be manipulated in parts. Meaning individually each one of its component elements TD, TV, D, B or any combination among them; two by two, three by three, or all of them simultaneously.

### 35 Claims

1. Structural Set of Relating Information and/or Stimuli game in the form of a pedagogic model comprising a base board (TB), a set of foldable boards (TV) which are identical to a set of disassemblable boards (TD), each disassemblable board (TD) containing a plurality of lines (L) and columns (C1...Cm), the disassemblable boards (TD) having the same number of lines and columns as each other, each disassemblable board (TD) further containing at least three lines (L1, L2, L3) of different colors and at least four columns (C1, C2, C3, C4, Cm-1, Cm) defining squares in which a specific color and topic is assigned to each line (L1, L2, L3) and in which an aspect is assigned to each column (C1, C2, C3, C4, Cm-1, Cm) which determines specific data related to the topic presented in the line (L1, L2, L3), the structural set further comprising several dice (D) and a multiplicity of playing-like cards (B, C), the said base board (TB) being manufactured of a rigid material and being bare of

- data, each one of the said foldable boards (TV) being manufactured of a resistant material having thereon selected data, the said disassemblable board (TD) defining a rigid base made up of at least twelve square units (1) having the same colors and data of the corresponding foldable boards (TV), each one of the said dice (D) being disassemblable and manufactured of rigid material, the said deck of playing-like cards made up of at least twenty cards (B), each of them containing specific fields printed on both sides whereat indicia are printed in selected colors, and further comprising a layout (G), made of a convenient translucent material of different colors and a mask (M) also made of a convenient translucent material of different colors hiding selected items of data and/or stimuli, that have been printed on the card (B) using the same color as that of the mask (M).
2. Structural Set of Relating Information and/or Stimulii game as claimed in claim 1, characterized by the fact that the number of square units (1) of the said disassemblable boards (TD) is significantly larger than the number of spaces provided on the foldable boards (TV).
3. Structural Set of Relating Information and/or Stimulii game as claimed in claim 1, characterized by the fact that some of the sides of said disassemblable dice (D) present data on both, the front face and the back face, whereat said sides are different coloured and compatible with said coloured spaces provided on said foldable boards (TV).
4. Structural Set of Relating Information and/or Stimulii game as claimed in claim 3, characterized by the fact that the die (D) has a plurality of faces with a minimum of six faces.
5. Structural Set of Relating Information and/or Stimulii game as claimed in claim 1, characterized by the fact that each of said card (C) contains on its front face a criteria for the classification for each title expression or topic, contains also at least one title expression with relatable data, and further the back face of the card (C) contains specific pairs of information about relatable data which are relatable to the expression which is defined on the front face of the card (C).
6. Structural Set of Relating Information and/or Stimulii game as claimed in any preceding claim, characterized by the fact that the data contained on each of said cards (C) are relatable to the information and/or stimuli which are contained on the other pieces (TV, TD, D).
7. Structural Set of Relating Information and/or Stimulii game as claimed in claim 6, characterized by the fact that the data which are contained on the back face of each said card (C) are relatable to the data which are contained on the corresponding foldable board (TV).
8. Structural Set of Relating Information and/or Stimulii game as claimed in claim 1, characterized in that the layout (G) defines the orientation regarding to the information positioned on the front face of said card (C).

### Patentansprüche

1. Strukturierter Satz von miteinander im Zusammenhang stehenden Informationen und/oder Stimulus-Spiel in Form eines pädagogischen Modells mit einem Basisbrett (TB), einem Satz Faltbretter (TV), die identisch sind mit einem Satz zerlegbarer Bretter (TD) mit jeweils einer Vielzahl von Zeilen (L) und Spalten (C1 ... Cm), wobei die zerlegbaren Bretter (TD) jeweils die gleiche Anzahl von Zeilen und Spalten aufweisen und die zerlegbaren Bretter (TD) jeweils mindestens drei Zeilen (L1, L2, L3) unterschiedlicher Farbe und mindestens vier Spalten (C1, C2, C3, C4, Cm-1, Cm) aufweisen, die Quadrate bilden, in denen jeder Zeile (L1, L2, L3) eine bestimmte Farbe und ein bestimmtes Thema zugeordnet sind und in denen jeder Spalte (C1, C2, C3, C4, Cm-1, Cm) ein Aussehen zugeordnet ist, das mit dem in der Zeile (L1, L2, L3) dargestellten Thema in Beziehung stehende Daten bestimmt, wobei der strukturierte Satz weiterhin mehrere Würfel (D) und eine Vielzahl spielkartenähnlicher Karten (B, C) aufweist, das Basisbrett (TB) aus einem steifen Werkstoff gefertigt und von Daten frei ist, die Faltbretter (TV) jeweils aus einem widerstandsfähigen Werkstoff gefertigt sind und gewählte Daten tragen, das zerlegbare Brett (TD) eine steife Unterlage aus mindestens zwölf quadratischen Einheiten (1) der gleichen Farben und Daten wie die der entsprechenden faltbaren Bretter (TV) bildet, die Würfel (D) jeweils zerlegbar und aus einem steifen Werkstoff gefertigt sind, der Satz spielkartenähnlicher Karten aus mindestens 20 Karten (B) besteht, die beidseitig mit bestimmten Feldern bedruckt sind, die Zeichen in gewählten Farben enthalten, und mit einer Auflage (G) aus einem zweckmäßigen durchscheinenden Werkstoff unterschiedlicher Farbe sowie mit einer Maske (M) ebenfalls aus einem zweckmäßigen

- Bigen durchscheinenden Werkstoff in unterschiedlichen Farben, die gewählte Daten und/oder Reize (Stimuli) abdeckt, die auf die Karte (B) in der Farbe der Maske (M) aufgedruckt worden sind.
2. Strukturierter Satz miteinander in Zusammenhang stehender Informationen und/oder Stimulus-Spiel nach Anspruch 1, dadurch gekennzeichnet, daß die Anzahl der quadratischen Einheiten (1) der zerlegbaren Bretter (TD) erheblich größer ist als die Anzahl der Räume auf den Falzbrettern (TV).
  3. Strukturierter Satz miteinander in Zusammenhang stehender Informationen und/oder Stimulus-Spiel nach Anspruch 1, dadurch gekennzeichnet, daß einige der Flächen der zerlegbaren Würfel (D) beidseitig Daten darstellen, wobei die Flächen unterschiedlich farbig und mit den farbigen Räumen auf den Falzbrettern (TV) kompatibel sind.
  4. Strukturierter Satz miteinander in Zusammenhang stehender Informationen und/oder Stimulus-Spiel nach Anspruch 3, dadurch gekennzeichnet, daß der Würfel (D) eine Vielzahl von Flächen bei einem Minimum von sechs Flächen aufweist.
  5. Strukturierter Satz miteinander in Zusammenhang stehender Informationen und/oder Stimulus-Spiel nach Anspruch 1, dadurch gekennzeichnet, daß die Karten (C) jeweils auf der Vorderseite ein Kriterium für die Klassifizierung für jeden Titelausdruck oder Gegenstand und mindestens einen Titelausdruck mit verknüpfbaren Daten und auf der Rückseite bestimmte Informationspaare über verknüpfbare Daten enthalten, die mit dem auf der Vorderseite der jeweiligen Karte (C) befindlichen Ausdruck in Beziehung setzbar sind.
  6. Strukturierter Satz miteinander in Zusammenhang stehender Informationen und/oder Stimulus-Spiel nach einem der vorgehenden Ansprüche, dadurch gekennzeichnet, daß die auf den Karten (C) jeweils enthaltenen Daten mit den auf den anderen Stücken (TV, TD, D) enthaltenen Informationen und/oder Reizen (Stimuli) in Beziehung setzbar sind.
  7. Strukturierter Satz miteinander in Zusammenhang stehender Informationen und/oder Stimulus-Spiel nach Anspruch 6, dadurch gekennzeichnet, daß die auf der Rückseite der Karten (C) jeweils enthaltenen Daten mit den Daten auf dem entsprechenden Falzbrett (TV) in Be-

ziehung setzbar sind.

8. Strukturierter Satz miteinander in Zusammenhang stehender Informationen und/oder Stimulus-Spiel nach Anspruch 1, dadurch gekennzeichnet, daß die Auflage (G) die Anordnung der Informationen auf der Vorderseite der Karte (C) bestimmt.

#### Revendications

1. "ENSEMBLE STRUCTUREL POUR ÉTABLIR DES RELATIONS ENTRE DES INFORMATIONS ET/OU DES STIMULI" jeu présenté dans la forme d'un modèle pédagogique, comprenant un tablier fixe (TB), un ensemble de tabliers pliables (TV), lesquels sont identiques à un ensemble de tabliers démontables (TD), chaque tablier démontable (TD) comprenant une pluralité de lignes (L) et colonnes (C1....Cm), les tabliers démontables (TD) ayant le même nombre de lignes et colonnes que chacun des autres, chaque tablier démontable (TD) contenant encore au moins trois lignes (L1, L2, L3) de différentes couleurs et au moins quatre colonnes (C1, C2, C3, C4, Cm-1, Cm) définissant des carrés dans lesquels il est assigné une couleur spécifique et topique pour chaque ligne (L1, L2, L3) et dis lesquels il est assigné un aspect pour chaque colonne (C1, C2, C3, C4, Cm-1, Cm ) lequel détermine des données spécifiques se rapportant au topique présenté dans la ligne (L1, L2, L3), l'ensemble structurel comprenant encore plusieurs dés (D) et une multiplicité de jeux de carte (B, C), ledit tablier de base (TB) étant manufacturé d'un matériel rigide et étant dépourvu de données, chacun desdits tabliers pliables (TV) étant manufacturé d'un matériel résistant ayant sur soi des données sélectionnées, ledit tablier démontable (TD) définissant une base rigide réalisée avec au moins douze unités carrées (1) ayant les mêmes couleurs et données des tabliers pliables correspondants (TV), chacun desdits dés (D) étant démontable et manufacturé de matériel rigide, ledit jeu de cartes constitué d'au moins vingt cartes (B), chacune d'elles contenant des champs spécifiques imprimés sur leurs deux côtés, où des indices sont imprimés avec des couleurs sélectionnées, et comprenant encore un gabarit (G), réalisé dans un matériel translucide convenable de différentes couleurs et une masque (M), faite également d'un matériel translucide convenable de différentes couleurs cachant des items sélectionnés de données et/ou stimuli, lesquels ont été imprimés sur la carte (B) utilisant la même couleur de la masque

- (M).
2. "ENSEMBLE STRUCTUREL POUR ÉTABLIR DES RELATIONS ENTRE DES INFORMATIONS ET/OU DES STIMULI", jeu comme revendiqué dans la revendication 1, caractérisé en ce que le nombre d'unités carrées desdits tabliers démontables (TD) est significativement plus grand que le nombre d'espaces prévus sur les tabliers pliables (TV). 5 10
  3. "ENSEMBLE STRUCTUREL POUR ÉTABLIR DES RELATIONS ENTRE DES INFORMATIONS ET/OU DES STIMULI", jeu comme revendiqué dans la revendication 1, caractérisé en ce que quelques uns des côtés desdits dés démontables (D) présentent des données aussi bien sur leur face avant que sur leur face arrière, où lesdites faces sont colorées différemment et compatibles avec lesdites faces colorées prévues sur lesdits tabliers pliables (TV). 15 20
  4. "ENSEMBLE STRUCTUREL POUR ÉTABLIR DES RELATIONS ENTRE DES INFORMATIONS ET/OU DES STIMULI", jeu comme revendiqué dans la revendication 3, caractérisé en ce que le dé (D) a une pluralité de faces avec un minimum de six faces. 25 30
  5. "ENSEMBLE STRUCTUREL POUR ÉTABLIR DES RELATIONS ENTRE DES INFORMATIONS ET/OU DES STIMULI", jeu comme revendiqué dans la revendication 1, caractérisé en ce que chacune desdites cartes (C) contient, dans sa face avant, un critéria pour la classification pour chaque expression titre ou topique, contient encore au moins un expression titre avec des données rapportables, et la face arrière de la carte (C) contient encore des paires spécifiques d'information sur des données rapportables, lesquelles sont rapportables avec l'expression qui est définie dans la face avant de la carte (C). 35 40 45
  6. "ENSEMBLE STRUCTUREL POUR ÉTABLIR DES RELATIONS ENTRE DES INFORMATIONS ET/OU DES STIMULI", jeu comme revendiqué dans l'une quelconque des revendications précédentes, caractérisé en ce que les données contenues dans chacune desdites cartes (C) sont rapportables avec l'information et/ou stimuli qui sont contenus dans les autres pièces (TV, TD, D). 50 55
  7. "ENSEMBLE STRUCTUREL POUR ÉTABLIR DES RELATIONS ENTRE DES INFORMATIONS ET/OU DES STIMULI", jeu comme re- 55
  8. "ENSEMBLE STRUCTUREL POUR ÉTABLIR DES RELATIONS ENTRE DES INFORMATIONS ET/OU DES STIMULI", jeu comme revendiqué dans la revendication 1, caractérisé en ce que le gabarit (G) définit l'orientation relative à l'information positionnée sur la face avant de ladite carte (C). 55
- vendiqué dans la revendication 6, caractérisé en ce que les données qui sont contenues dans la face arrière de chacune desdites cartes (C) sont rapportables avec les données qui sont contenues dans le tablier pliable (TV) correspondant.

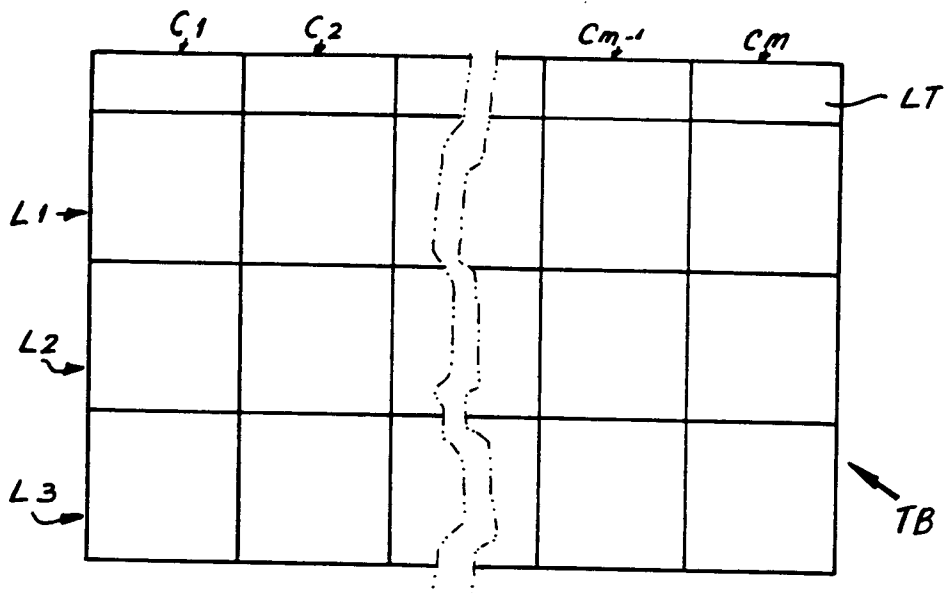


FIG-1

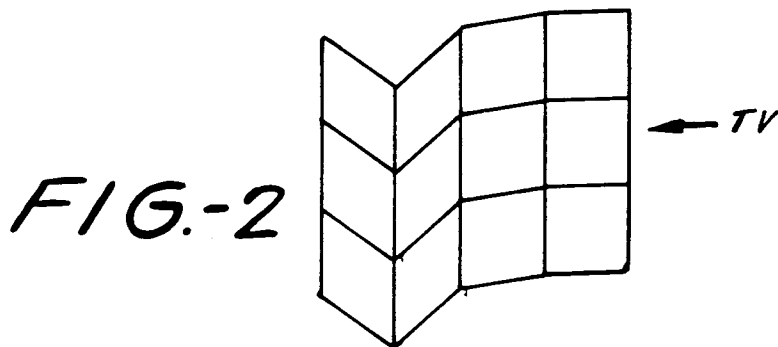


FIG-2

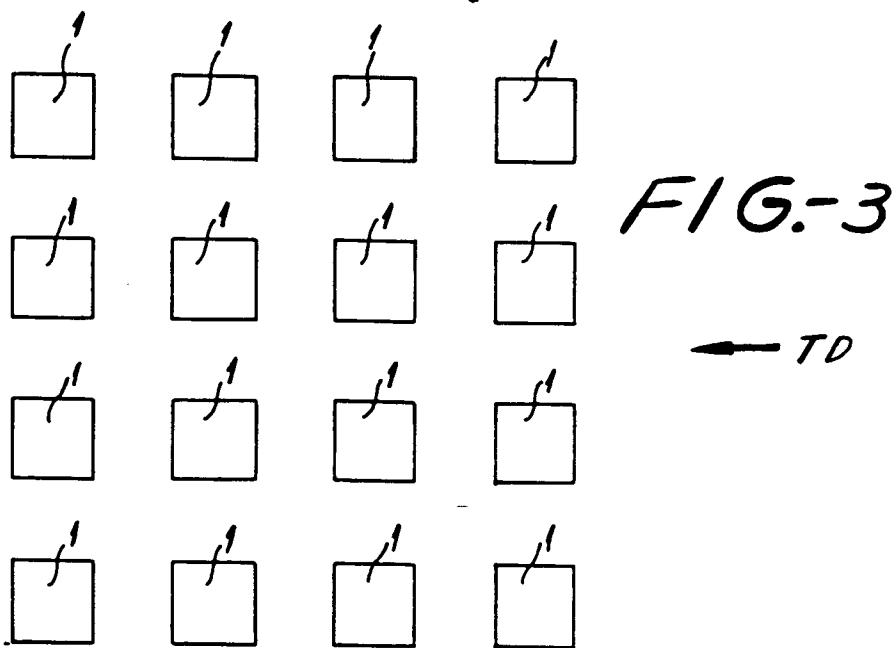


FIG-3

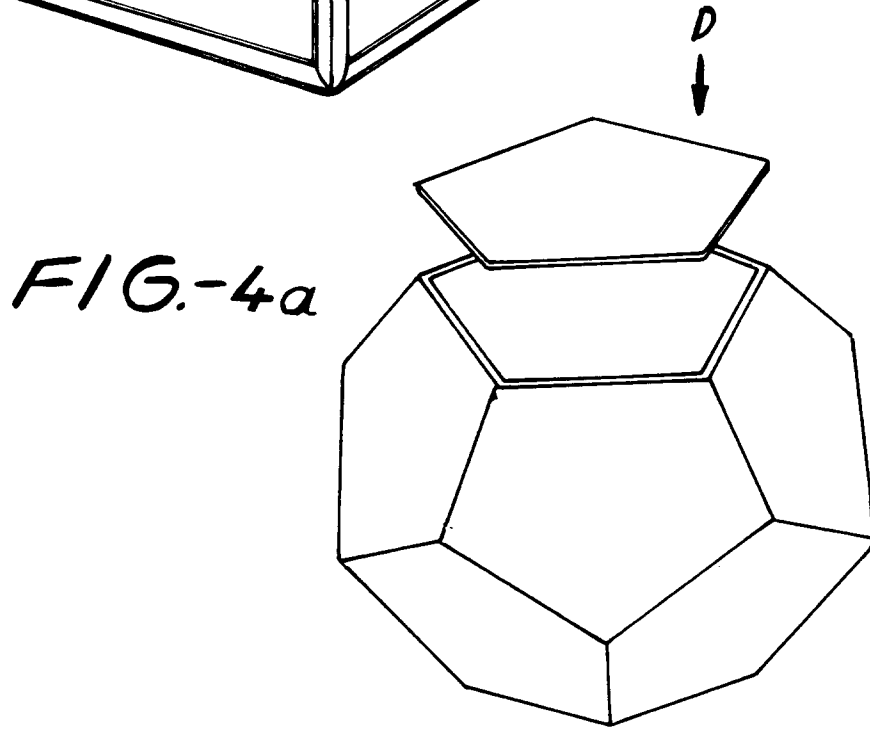
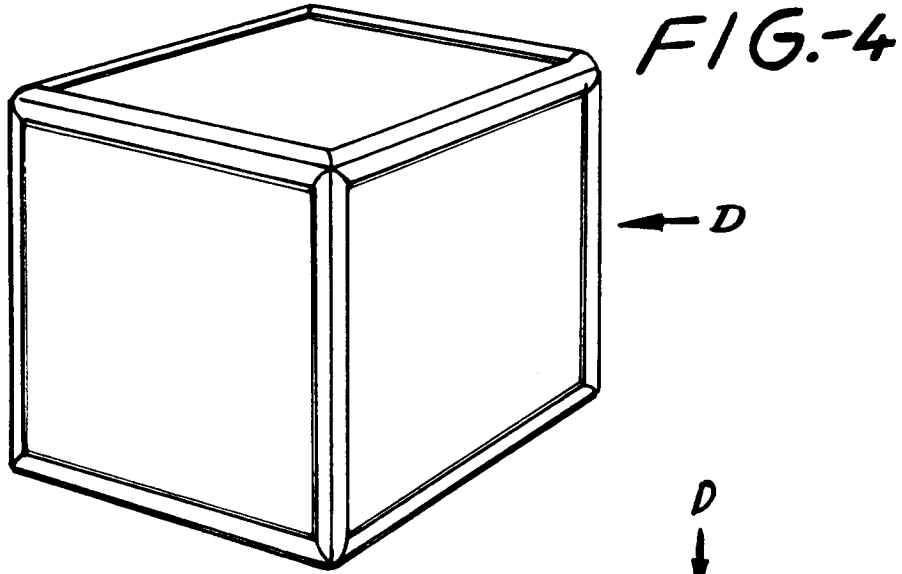
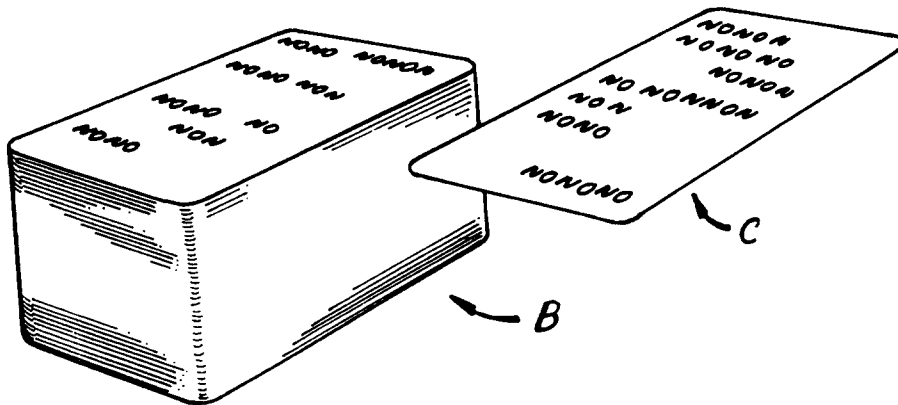


FIG.-5



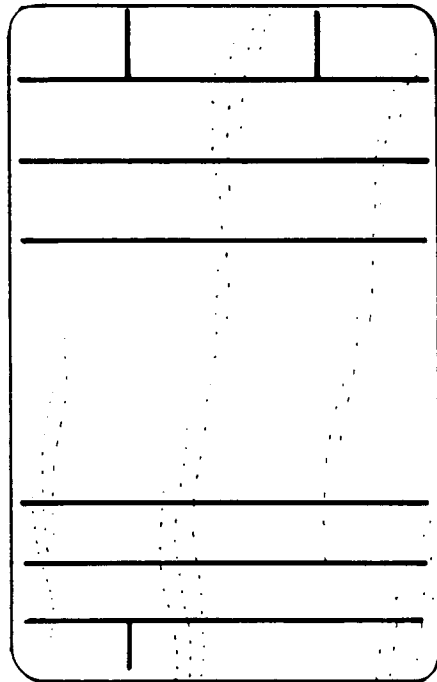


FIG.-6



FIG.-7

