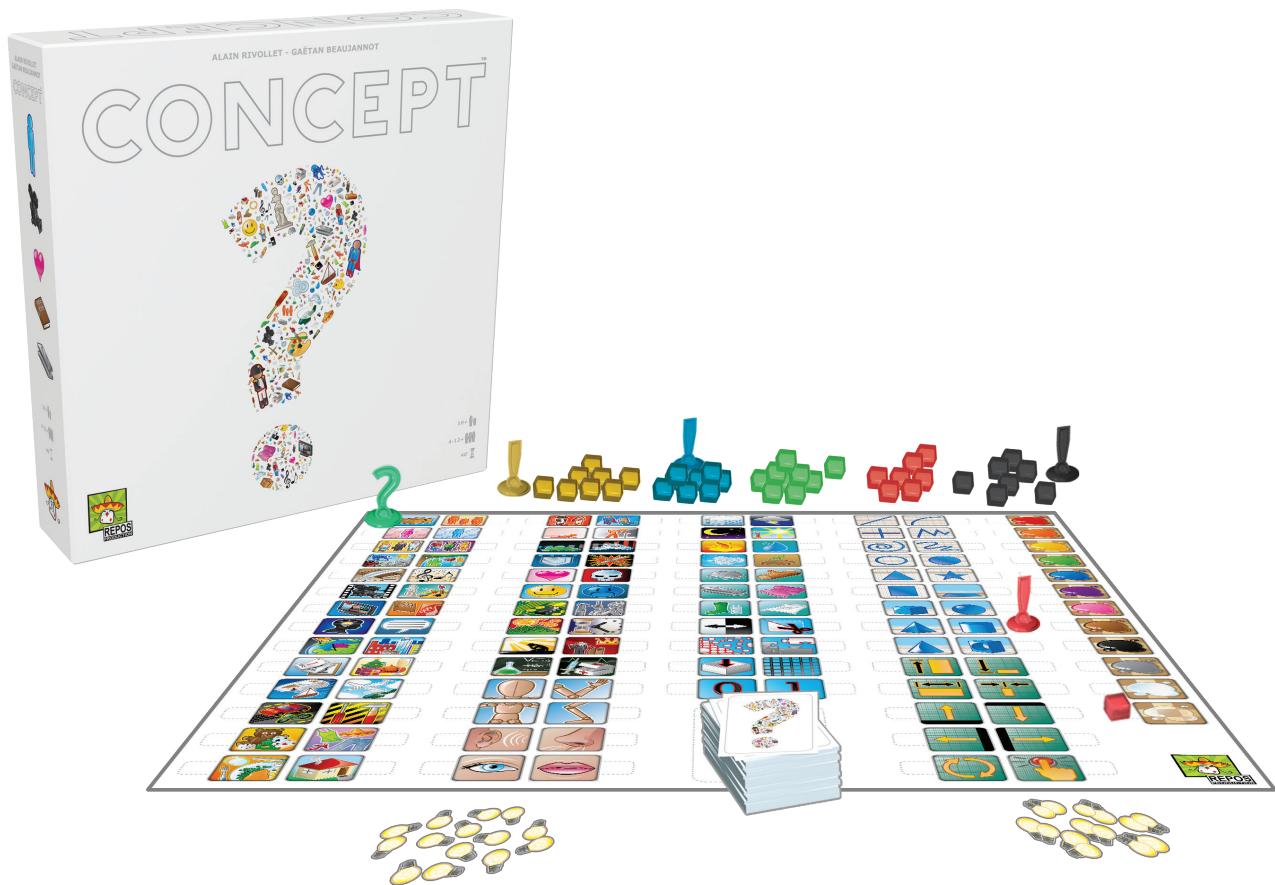


- Educational file -

# CONCEPT<sup>TM</sup>



**LEARNING WHILE PLAYING CONCEPT  
WITH MY CLASS/MY GROUP**



Are you a teacher, college professor, or activity director who is looking for a tool which will allow your students to communicate and broach certain subjects in class?

The boardgame **CONCEPT** is made for you!

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# Foreword



The game **CONCEPT** was created in 2013. This family game was immediately very successful among players and professionals, earning along the way eight awards around the world!

Beyond the gaming aspect, we're convinced that the game **CONCEPT** (as with games as a whole) is an indispensable tool for any teacher.

We'll demonstrate to you its educational interest as well as the skills it promotes.

In this file, which is meant to be practical, we'll examine several ways this game can be used in classrooms and in large numbers.

Then, we'll offer a series of transposable activities in order to exploit **CONCEPT** in all of its dimensions. These are sorted into three themes, according to specific objectives:

- THEME 1: TO GET TO KNOW EACH OTHER (BETTER)
- THEME 2: TO HELP CREATIVITY
- THEME 3: TO ENHANCE KNOWLEDGE

All of these activities can be used independently of one another...

They can also be adjusted depending on your objectives, your needs, or those of your group.

Feel free to think up more possible uses, as this list is, of course, not exhaustive.

Gamefully yours,

*Repos Production*



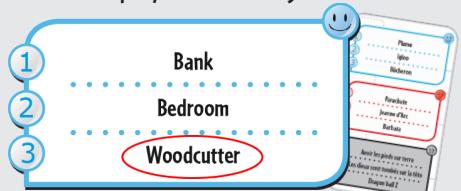
# A quick pick up of the game



Thanks to the boardgame **CONCEPT**, there is no need to talk anymore to **communicate!** Represent and make other players guess hundreds of items, characters, expressions, and titles by combining universal icons!

1

One team draws a card and chooses a word  
the other players have to guess



2

The team uses the CONCEPT pawn  and places it on an icon on the board



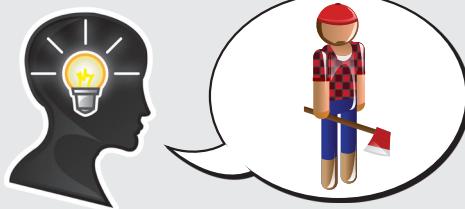
3

The team uses the cubes of the same color  
to give clues



4

It's up to the other players to guess!



Authors

Alain Rivollet and Gaëtan Beaujannot



Number of players

For 4 to 40 players and more!



Length

30 minutes and more



**Concept** has received a large number of awards, including the **As d'or** in 2014, which rewards the best game of the year in France

# Concrete examples with Concept

You can use Concept to make sure that your students have assimilated concepts such as:  
a lung, Hannibal, or even Gutenberg.

It's easy to check if a student manages to convey an idea as a concept to be guessed.  
In fact, players need to break the concept down to its most distinctive traits.



Answer: Gutenberg

# Educational interests of the game



Boardgames, through the respect of the rules they impose and with the relations between players they induce, favor the progressive acquisition of domains constituting the common core of knowledge, skills, and culture.

In a school framework, games, when used as a learning tool, are an efficient educational method to contribute to the formation of the person and of the citizen all while favoring learning language to both think and communicate more effectively.

In a class, it might sometimes be the trigger which allows the students: to reinforce their attention, to be more motivated, and to maintain that motivation throughout the activity.

It could also be a reminder of previously acquired knowledge or a learning aid for knowledge currently being acquired.

## I. A game to develop your intelligences<sup>1</sup>

According to Howard GARDNER and his theory on multiple intelligences, each of us, throughout our lives, will develop [8 different intelligences](#):

- 1. Logical-mathematical intelligence:**  
those who like to solve enigmas, logic games, maths, etc.
- 2. Linguistic intelligence:**  
those who like to speak, read, write stories, argue, etc.
- 3. Visual-spatial intelligence:**  
those who like to paint, draw, make diagrams, position themselves in a space, etc.
- 4. Kinesthetic intelligence:**  
those who like to dance, play sports, manipulate objects as they work, fix things, tinker, etc.
- 5. Musical intelligence:**  
those who like music, singing, playing a music instrument, recognize beats, etc.
- 6. Naturalistic intelligence:**  
those who are interested in nature (fauna and flora), who like to garden, enjoy ecology, etc.
- 7. Intrapersonal intelligence:**  
those who know themselves well (strengths and weaknesses).
- 8. Interpersonal intelligence:**  
those who like to complete team tasks, who show empathy for others, etc.

<sup>1</sup>. Thanks to Renaud KEYMEULEN for his theory of markers on multiple intelligences

---

The first two intelligences (logical-mathematical and linguistic) are called school intelligences.

These are the two intelligences mainly used in school.

Playing allows teachers to develop or target other intelligences in their students.

---

**In the present case, the game *CONCEPT* is interesting because it is suitable for many intelligences:**

- Students more sensitive to **Logical-mathematical** or **linguistic** intelligences will feel more at ease, as these intelligences are part of the very core of the game.
- Those who have developed their **interpersonal** intelligence more will really appreciate playing in a group, with others, and will mobilize around a common objective.
- People who have developed their **naturalistic** intelligence will have an easier time discovering (imagining) concepts linked to nature.
- Those who are more at ease with **intrapersonal** intelligence will glean information thanks to their mental representations.
- For those of a **visual-spatial** bent, the game board, the pawns, and the icons are attractive supports which will favor their motivation.

The only intelligence which isn't directly developed while playing *CONCEPT* is musical intelligence.

## II. A game to develop cross skills

- Reinforce oral vocabulary
- Ease oral expression
- Facilitate communication among a group
- Encourage students who are having a harder time (in connection with multiple intelligences)
- Summarize an idea succinctly
- Reason logically
- Put forward hypothesis
- Practice deductive reasoning
- Exercise short-term memory
- Help defeat shyness
- Take your place in a group
- Develop the imagination and creativity of students
- Increase the speed of reflection and the mind
- Awaken cultural curiosity

### Playing in need groups<sup>2</sup> allows teachers to:

- Differentiate lessons learned
- Develop self-confidence by teaching it
- Target specific lessons
- Create bonds between students

### Playing in groups will also allow students to:

- Help each other to succeed together, earning the respect of all
- Improve positive communication with others
- Encourage a group dynamic
- Better understand and better agree to the rules by winning or losing all together
- Consider the other players as allies and not as opponents
- Accept the development of each individual
- Enrich relationships between players

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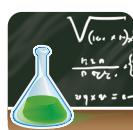
2. A need group allows a teacher to group students according to their specific educational needs and not according to their level.

### III. A game to develop specific skills



#### In the English language:

- Adjust your reading and your listening according to the communication needs in a given situation
- Determine and demonstrate proper use of vocabulary words
- Engage with and demonstrate mastery of the flow of the text
- Process lexical units
- Recognize the interactions between verbal and non-verbal elements of communication
- Use and identify non-verbal communication methods



#### In mathematics:

- Recognize and characterize certain geometric shapes
- Use the vocabulary specific to mathematics



#### In scientific awakening:

- Find the name of an animal, a concept, or a phenomenon based on clues



#### In foreign languages:

- Enrich/exercise your vocabulary of foreign languages



#### In artistic awakening:

- Use a vocabulary specific to the artistic language
- Describe the production of artists



#### In geographical and historical awakening:

- Identify and characterize a concept at a determined time (in travel, telecommunication, social organization, etc.).
- Identify people who have lived in a specific era

# CONCEPT

TO GET TO KNOW EACH OTHER (BETTER)

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To start off the year on the right foot, or to simply get to know each other better in a group, there's nothing like a gaming activity.

---

"You can discover more about a person in an hour of play than in a year of conversation"

Plato, Greek philosopher, 5<sup>th</sup> century BC.

# SELF-PORTRAIT

An activity to perform at the beginning of the year

This activity is ideal to start a year or when members of a group don't know each other.

**Material:** the **Concept** game board

**Goal:** to introduce yourself using the game's icons.

**Overview:**

1. Each student attempts to define themselves solely using the icons and pawns left at their disposal.
2. Each student will have to "introduce" themselves to the others via the game.  
They will control the information they give the group and this will allow them to truly get to know one another or discover hidden facets of the other students (talents, hobbies, etc.).

**Variantes:**

- This activity can be adapted for any age and any subject.
- It will be interesting to observe which characteristic the student will begin with.

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



Accessible to



Not suggested for

# CLASS PORTRAITS

**Material:** the *Concept* game board, the pawns.

**Goal:** to make the portrait of another student using the game's icons.

**Overview:**

1. The teacher writes the names of students on small paper slips.
2. Each student randomly draws a slip of paper.
3. Each student thinks of how they could describe this person.
4. The first student begins to place the pawns.
5. The other students attempt to guess who is hiding behind these icons.
6. Whoever finds the right answer can in turn make others guess a name.

**Variants:**

- This activity can be adapted for any age and any subject.
- Care will have to be taken to clearly spell out in the rules that the students have to remain nice to one another, to avoid any form of mockery.

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



Accessible to



Not suggested for

# CONCEPT

TO HELP BOOST CREATIVITY

---

Sometimes, calling on an exterior and unexpected help such as the game can greatly ease creativity.

---

"Imagination is more important than knowledge, as knowledge is limited,  
while imagination encompasses the whole universe."

Albert Einstein, physicist, 20<sup>th</sup> century

# A TOUCH OF POETRY

**Material:** the *Concept* game board

**Goal:** write a poem/story while integrating some icons into it.

**Overview:**

1. The teacher chooses 5 icons.
2. The students will have to write a story/poem integrating these elements.
3. The length of the text will vary depending on the requirements of the teacher as well as the skills of the students.

**Variants:**

- This activity can be adapted for any age and any subject.
- The teacher limits the number of icons to use.
- The student chooses his icons.

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



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Not suggested for

# SPIN A TALE!

**Material:** the *Concept* game board, the pawns and the cubes of color.

**Goal:** write a tale while integrating icons in it.

## Overview:

1. The teacher asks one student to come place 3 pawns of the same color on the board.
2. Four more students do the same.

 The green pawns represent the starting situation of your tale

 The blue pawns represent the problem

 The red pawns represent the action

 The yellow pawns represent the problem's resolution

 The black pawns represent the final situation

3. The students will have to write a tale while integrating these various elements, in the order of their choice, so long as they take into account the color code.
4. The length of the text will vary depending on the teacher's requirements as well as the skills of the students.

## Variants:

- The teacher can limit to 2 the number of icons to use, or even impose their own icons.
- The tale could be collaborative.
- The tale could be told instead of written.
- For high school students, you could modify the type of tale (noir, fantasy, science-fiction, historical, etc.).

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



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Not suggested for

# THE SHORTEST ARE THE BEST

**Material:** the Concept game board, the pawns and cubes of different colors, the game aids (1 per team).

**Goal:** to be the team that will score the least points.

**Overview:**

1. Divide your class into groups of 3 or 4 (ideal number).
2. Choose a concept to be discovered by drawing a "?" card.
3. Ask the groups to create an understandable definition of that word using the fewest icons possible.
4. To do so, each team will have 2 minutes to talk amongst themselves and choose their icons (with a goal of using the fewest icons).
5. Each team offers up their definition of the concept. If you feel that it's understandable, the team wins as many points as the number of icons used.
6. To determine the final winner, you'll simply have to add all the points obtained (the activity should be played over multiple rounds).

**Variants:**

- This activity can be adapted for any age and any subject.
- Perfect for lessons such as minimalistic definitions of geometric shapes for example.
- You could determine the length of your activity yourself.

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



Accessible to



Not suggested for

# TELL ME A PAINTING!

**Material:** the game **Concept**, paintings or illustrations brought by the teacher, a chronometer or a timer.

**Goal:** to be the first one to identify a painting using clues provided.

## Overview:

1. Show the artwork in advance in the classroom.
2. One student will secretly choose one of these.
3. They will attempt, using the icons and pawns at their disposal, to get the others to guess the artwork in under 3 minutes.
4. As soon as a student guesses the correct artwork, they take the place of the student who made the others guess and will in turn try to make the others guess another work of art

## Variants:

- This can also be done using portraits of people (see activity p.20 "VIP EXHIBIT").

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



Accessible to



Not suggested for

# CONCEPT

TO ENHANCE KNOWLEDGE

“One must play to become serious”

Aristotle, Greek philosopher, 4<sup>th</sup> century BC.

# VIP EXHIBIT

**Material:** the **Concept** game board, images or pictures of famous people or characters brought by the teacher, a chronometer or a timer.

**Goal:** to be the first to find the celebrity in under than 3 minutes.

**Overview:**

1. Show the famous characters in the classroom ahead of time.
2. A student discreetly chooses one of them, They will, using the icons and pawns at their disposal, try to make the others guess the character in under 3 minutes.
3. As soon as a student correctly guesses the character, they take the place of the one making them guess and will attempt to in turn make the others guess a celebrity.
4. If no player has found the answer within 3 minutes, you have two options:
  - continue the game without taking time into account;
  - the round ends and you change the person who makes the others guess.

**Variants:**

- This can also be portraits of people.
- The students can (or a group of students can) make their teacher guess the character.
- The students have a list of 100 characters at their disposal to help them.
- It's up to you to adjust the time allowed to guess a character.

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



Accessible to



Not suggested for

# WAZZAT?

This activity can be performed when the group doesn't know the game, or when the group is having issues with vocabulary.

**Material:** the **Concept** game board.

**Goal:** discover which words are hidden behind each of the icons.

**Overview:**

1. Divide the class into groups of 4 people.
2. Ask the students to examine the icons.
3. Using a document at their disposal (see Appendices 1 to 4), they will together attempt to define, according to them, the word which corresponds to each of the icons (expect roughly 15 minutes).
4. Once that delay is over, the group gathers again and you proceed to a common pooling at the blackboard.
5. This activity will allow them to develop their vocabulary and claim the game as their own.

**Variantes:**

- You divide the icons on 4 different tables (or more depending on the size of your group). The students divide themselves into groups and go from table to table to define one keyword per icon.
- You can also post up the icons (to be reproduced) in the room and the students will go as they please to define a keyword per icon.
- Also ideal for students who are already comfortable with the language.
- Interesting to analyze their answers and attempt to create a common proper lexicon.

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



Accessible to



Not suggested for

# VERBAGE

**Material:** the **Concept** game, the draft/work book (depending on your classroom habits).

**Goal:** discover the most verbs (or actions for younger players) possible behind each of the icons.

## Overview:

1. Divide the class into groups of 4 people.
2. Ask the students to examine each of the icons.
3. Then ask them to find as many verbs as possible based on the icons of the game board.

## Variants:

- You can add speed: be the team which finds the most verbs in less than 5 minutes.
- Sort the verbs by group (verbs of the first group, of the second group, etc.).
- Split the icons over 4 different tables (or more depending on the size of your group).  
The students divide themselves into groups and go from table to table to define one keyword per icon.
- You can also show the icons (to be reproduced) in the room and the students go freely from one to another to define one keyword per icon.
- Also ideal for students who are already comfortable with the language.

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



Accessible to



Not suggested for

# NO MISTAKES!

**Material:** the Concept game, the pawns of various colors, the draft/work book (depending on your classroom habits).

**Goal:** to write a definition while making the fewest mistakes.

## Overview:

1. A student chooses a concept and places the pawns on the icons in order to make the others guess the word.
2. The others attempt to find it.
3. Then, they will have to write the definition in their work book (or draft book).
4. When having students score their own work, you can ask the student who made the others guess the word write it on the blackboard while the others do the same in their book.
5. Play again between 3 and 5 times.

## Variants:

- You can tally the points: you count the number of words correctly written (1 correctly written word = 1 point).
- You can, if you want, leave tools at their disposal (Thesauruses, encyclopedias, dictionaries, etc.).
- You can limit the writing time depending on the level of your students.

Elementary		Secondary		
Cycle 8-10 years old	Cycle 10-12 years old	1st degree	2nd degree	3rd degree
				



Accessible to



Not suggested for

## Webography:

- The game's official website: [www.concept-the-game.com](http://www.concept-the-game.com)
- Exploiting games in higher education educational establishments (reportage RTBF):  
[www.youtube-nocookie.com/embed/uFYmel45UQc](http://www.youtube-nocookie.com/embed/uFYmel45UQc)
- A few leads: [www.jeux-epoustoufle.com/2016/04/24/concept](http://www.jeux-epoustoufle.com/2016/04/24/concept)

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## Note about the author

**Frédéric Cogghe** is a belgian teacher who has taught 15 years in grade school and who today benefits from the status of youth organization trainer at the CFA (Centre de Formation d'Animateurs) non-profit.

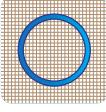
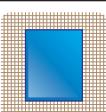
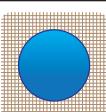
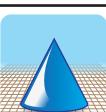
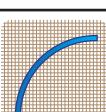
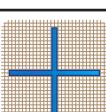
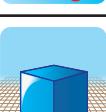
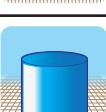
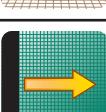
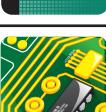
There, he trains teachers, activity directors (ATL, homework assistance, sociological and cultural), educators, speech-language specialists, and psychologists in the domain of play on activity engagement techniques and group management.

His current post has allowed him to meet all of the actors in education in the Walloon-Brussels Federation.

# Exercise p. 21: Wazzat (Appendix 1)

Look at each of these icons. What could they mean?

Find a word that could define them.

# Exercise p. 21: Wazzat (Appendix 2)

Look at each of these icons. What could they mean?

Find a word that could define them.


# Exercise p. 21: Wazzat (Appendix 3)

Look at each of these icons. What could they mean?

Find a word that could define them.