

## Le jeu des chaises (d'après le jeu des chats de Fabien Emprin)

### Intérêt du jeu :

- Amener l'élève à
  - Se repérer dans l'espace
  - Comprendre un codage en tenant compte des indications d'autres élèves
  - Utiliser le vocabulaire de localisation lié à soi pour se faire comprendre des autres élèves

### Dispositif :

- 4 élèves, 6 chaises et une série de 4 cartes d'une même série (15 séries de 4 cartes sont disponibles ci-dessous).
- Disposer les six chaises (ou six cerceaux) en deux rangées de trois.
- Distribuer une carte à chacun des quatre élèves qui doivent à partir des positions codées sur la carte et après échanges avec leurs camarades se positionner sur les chaises.

### Consigne :

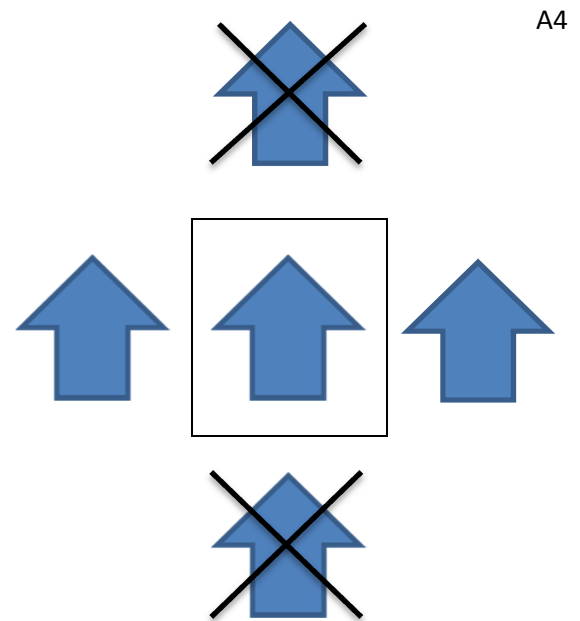
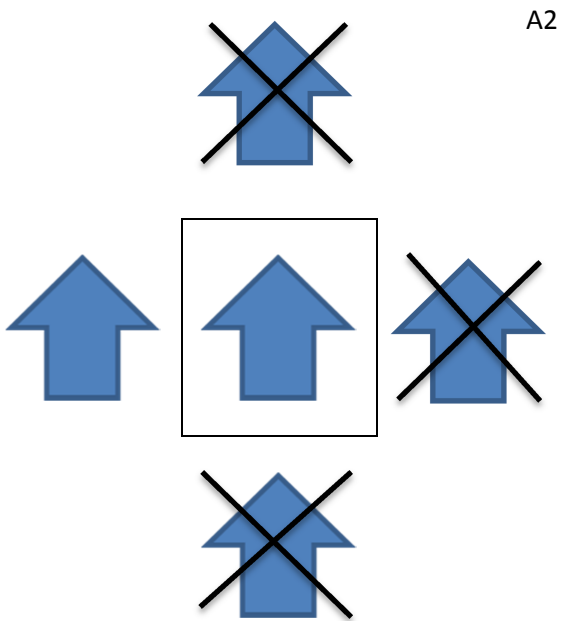
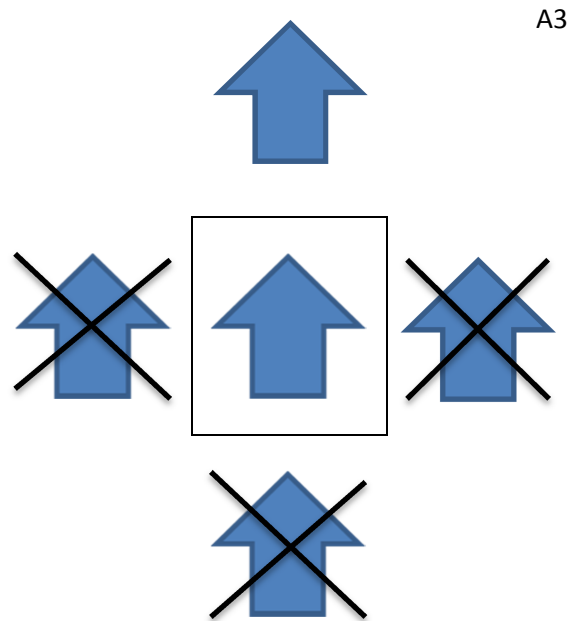
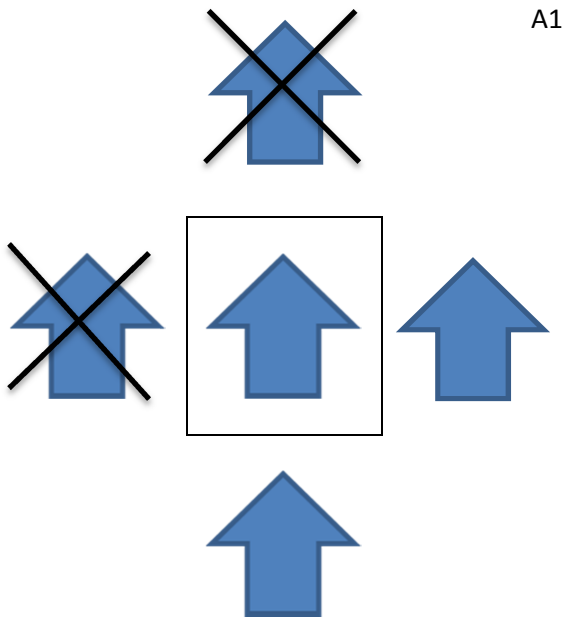
- « Vous avez chacun une carte, vous êtes la flèche du milieu (encadré). Vous devez vous disposer sur les chaises comme les flèches sur le dessin. Attention, quand une flèche est barrée d'une croix cela veut dire que vous n'avez personne à cet endroit. »

### Conseils :

- Le codage peut être travaillé en amont en faisant coder des positions sur des fiches vierges.

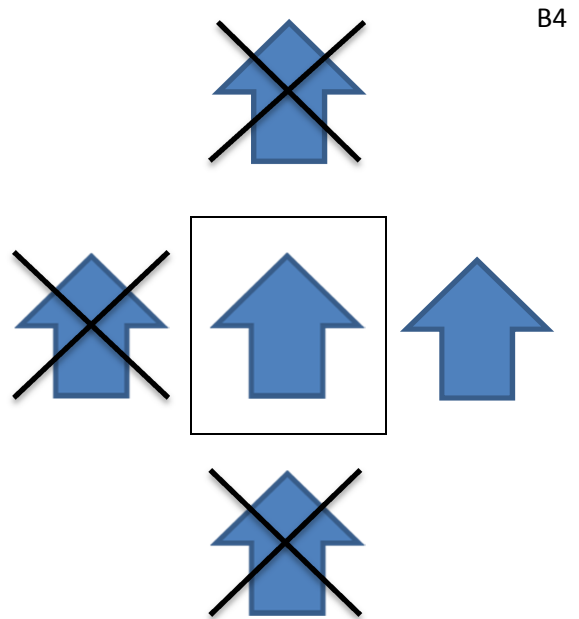
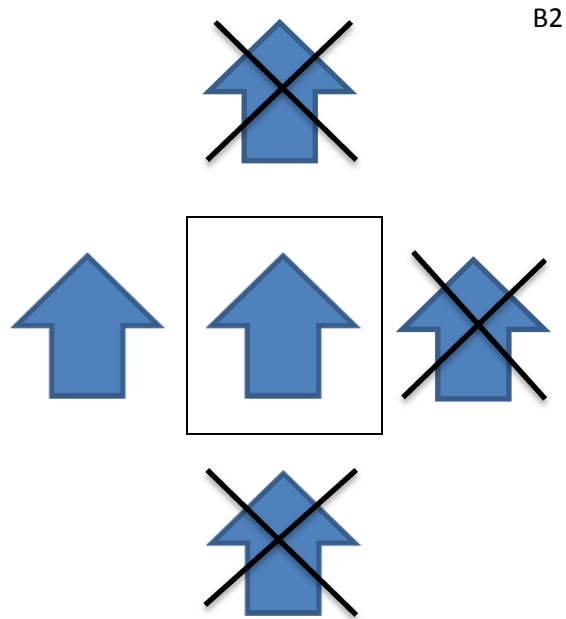
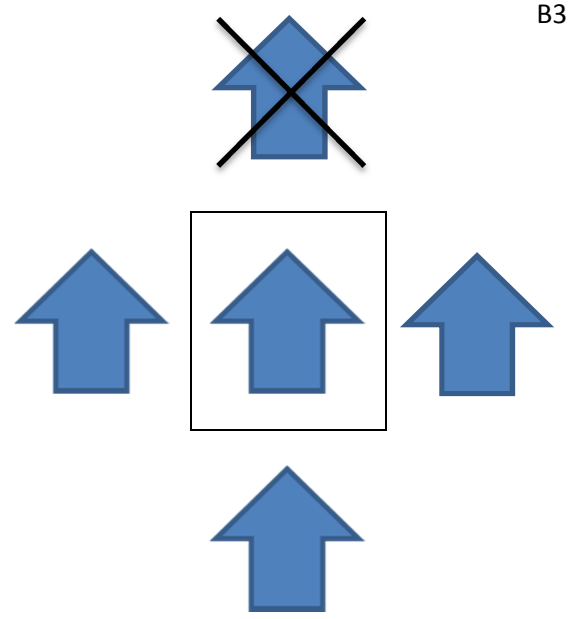
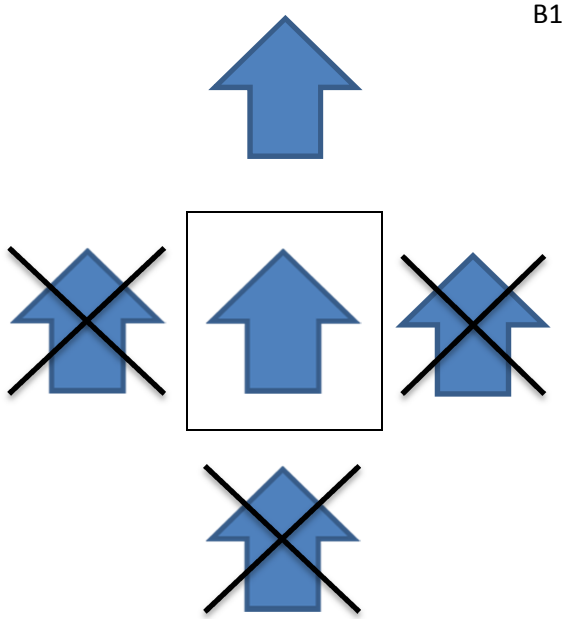
### Variantes :

- On peut jouer sur la complexité des cartes données.  
Il existe en effet des codages permettant à un élève de se placer de façon certaine : exemple sur la fiche B3, l'élève a un camarade à droite, un autre à gauche, un troisième derrière, il est forcément **sur la première ligne au milieu**.  
Il y a également des codages permettant plusieurs positionnements possibles **(fiche K)**
- On peut jouer sur le nombre de chaises mais cela influe peu sur la difficulté finale.
- On peut d'emblée placer un élève (toi, tu es ici...)
- On peut mettre un adulte dans le jeu qui donnera des informations plus ou moins précises aux élèves.



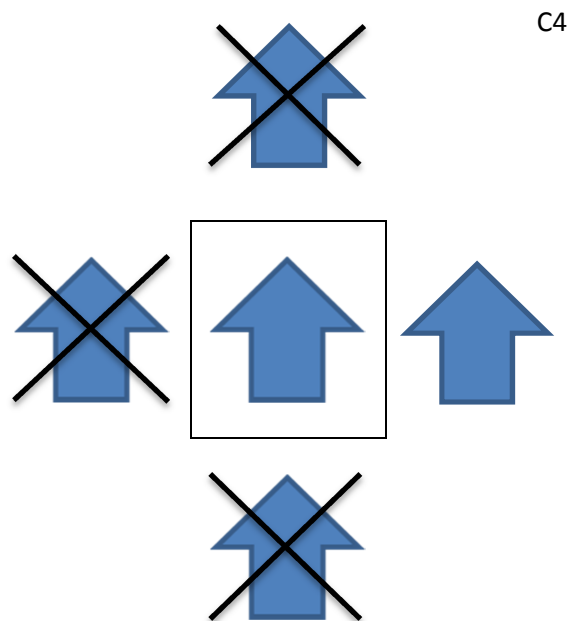
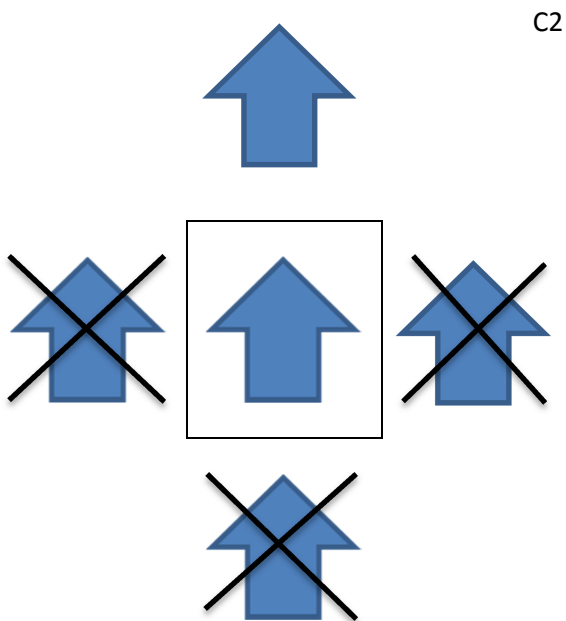
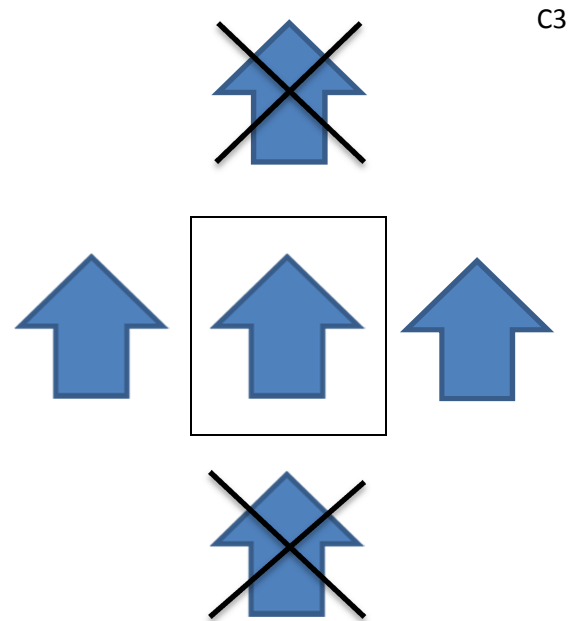
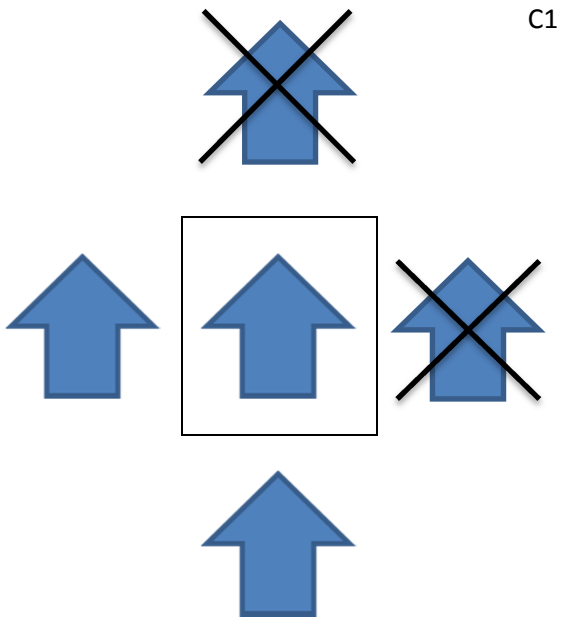
Solution A

<b>A1</b>	<b>A4</b>	<b>A2</b>
<b>A3</b>		



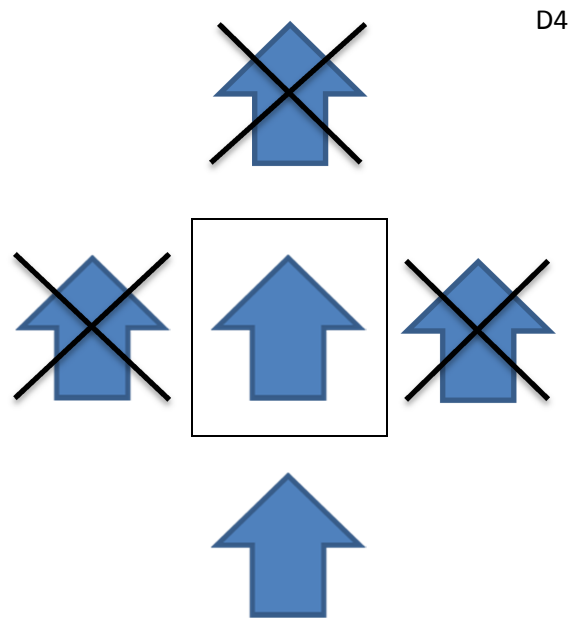
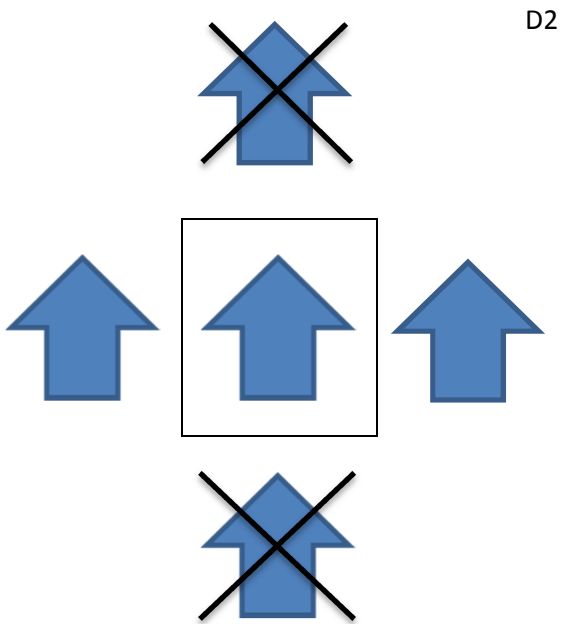
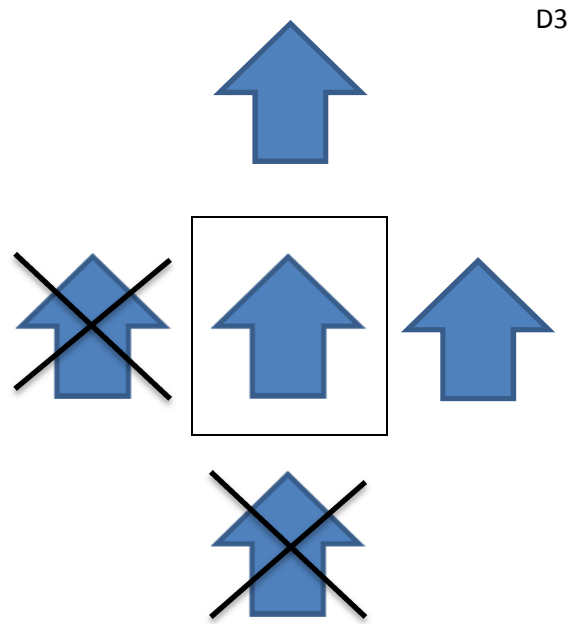
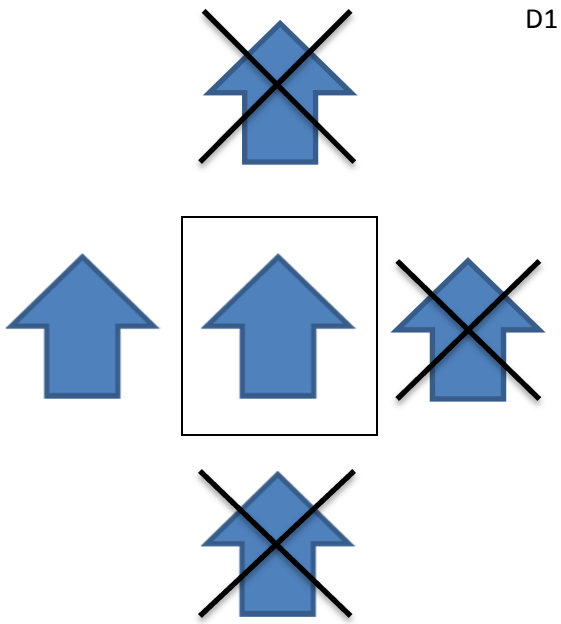
Solution B

<b>B4</b>	<b>B3</b>	<b>B2</b>
	<b>B1</b>	



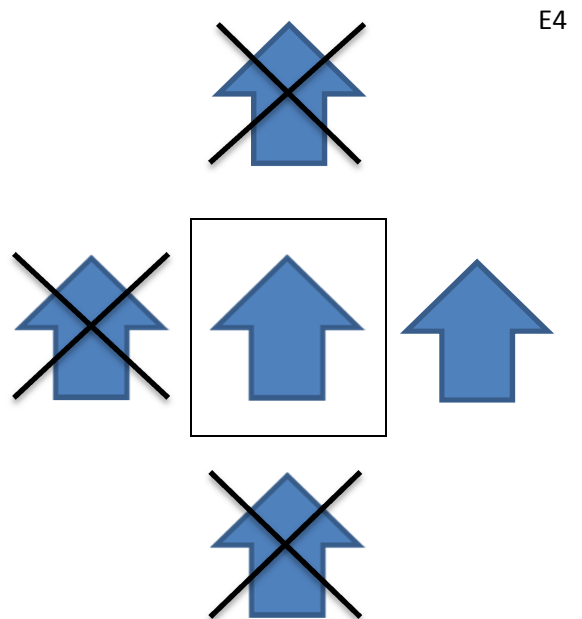
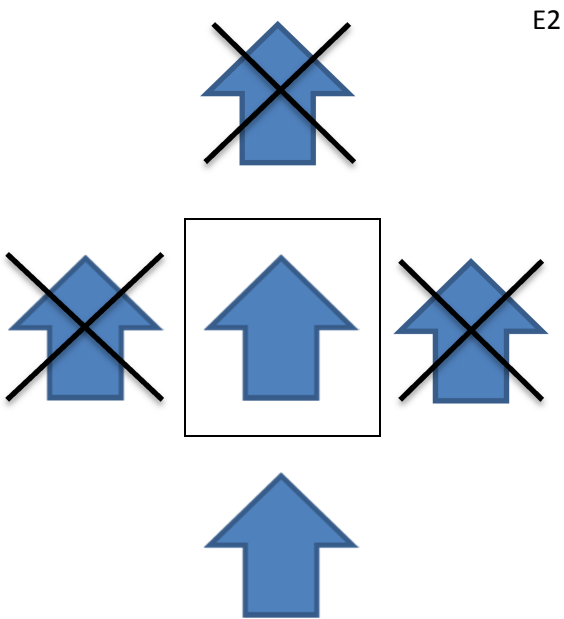
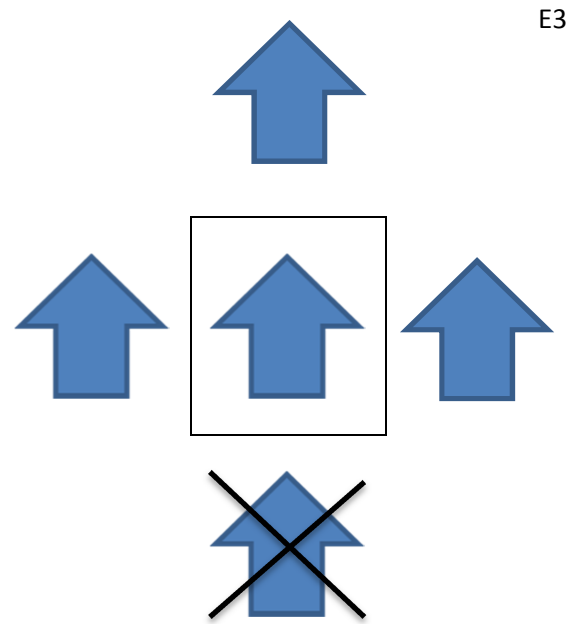
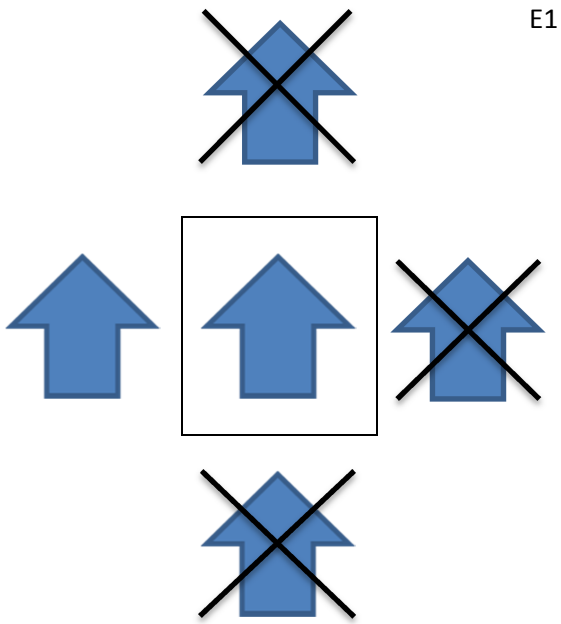
Solution C

<b>C4</b>	<b>C3</b>	<b>C1</b>
		<b>C2</b>



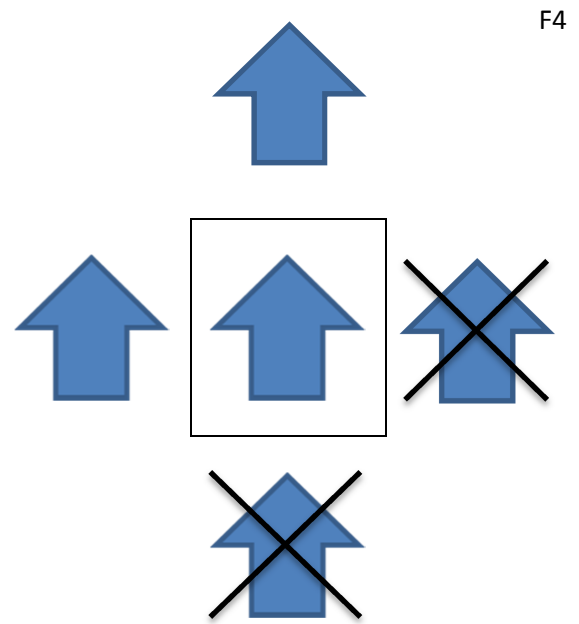
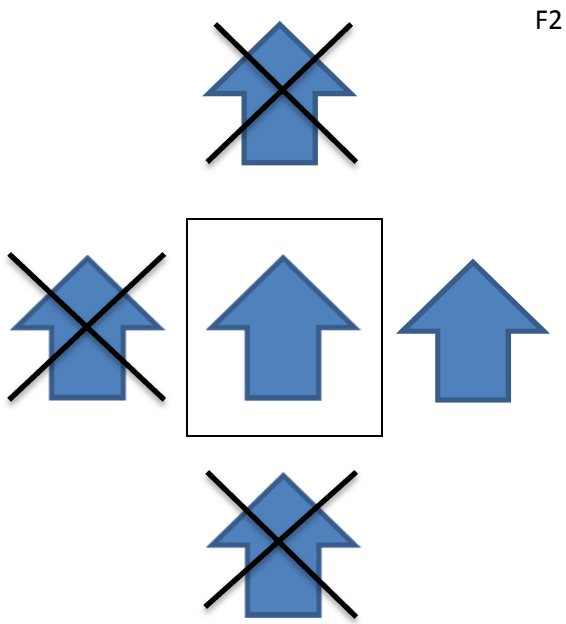
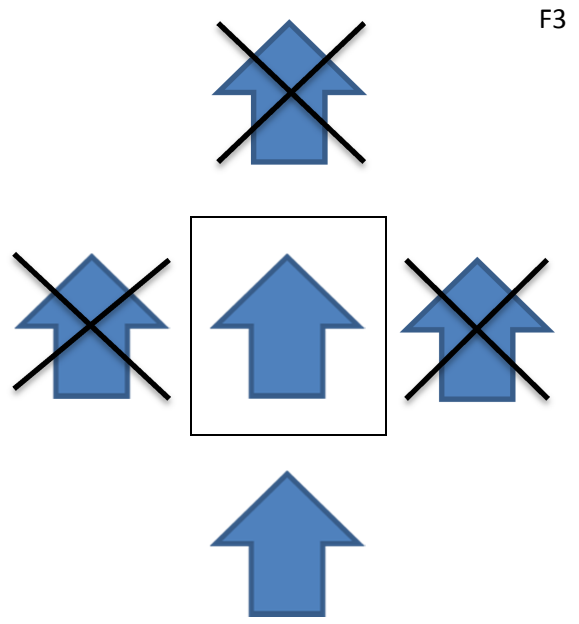
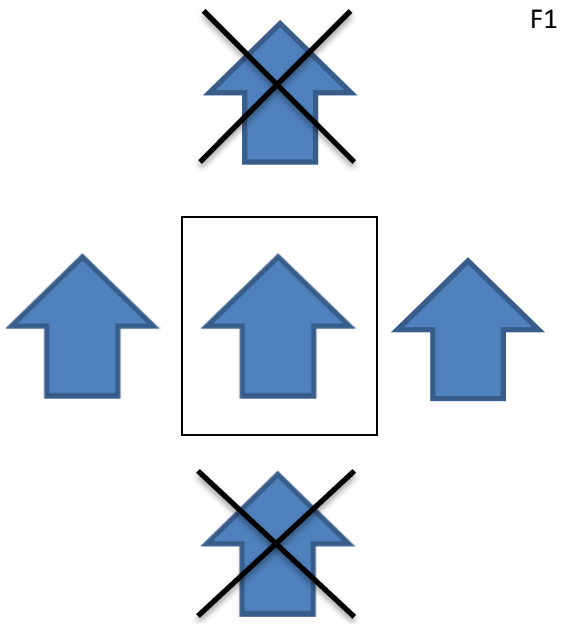
Solution D

<b>D4</b>		
<b>D3</b>	<b>D2</b>	<b>D1</b>



Solution E

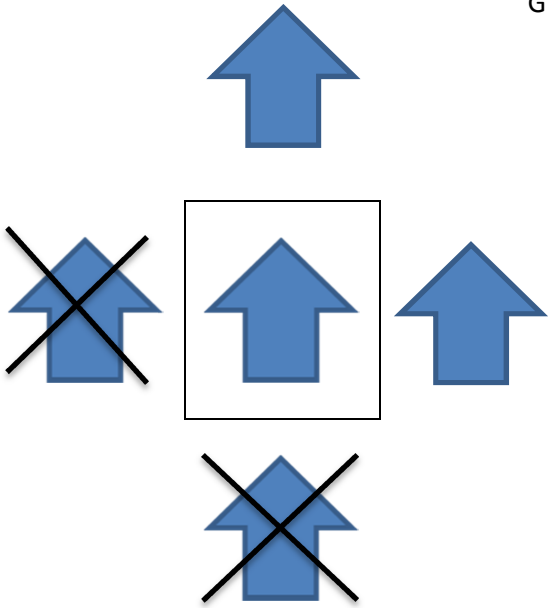
	<b>E2</b>	
<b>E4</b>	<b>E3</b>	<b>E1</b>



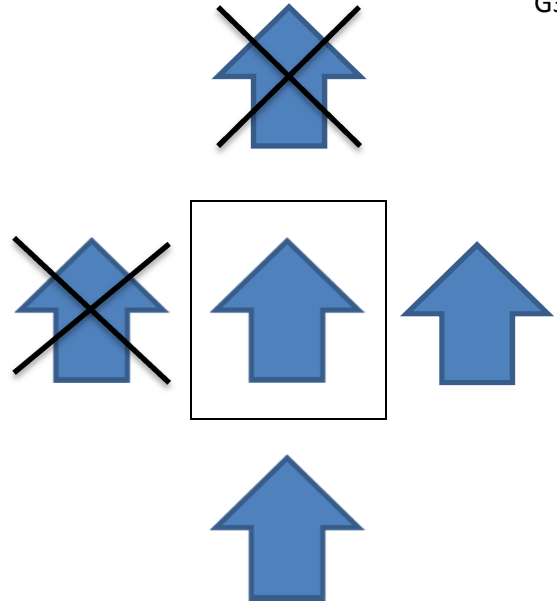
Solution F

		<b>F3</b>
<b>F2</b>	<b>F1</b>	<b>F4</b>

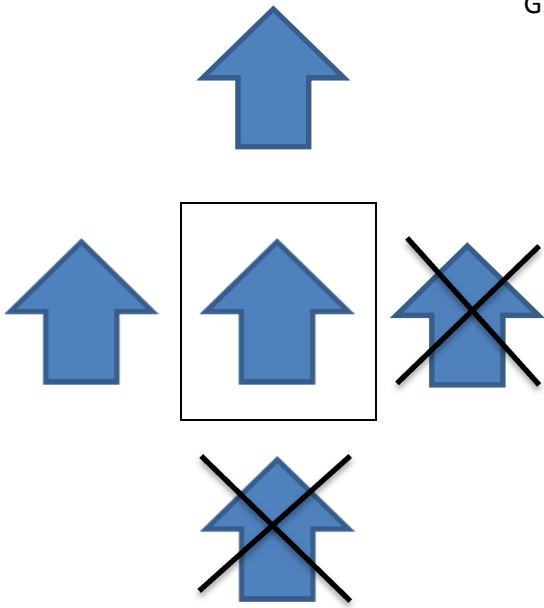
G1



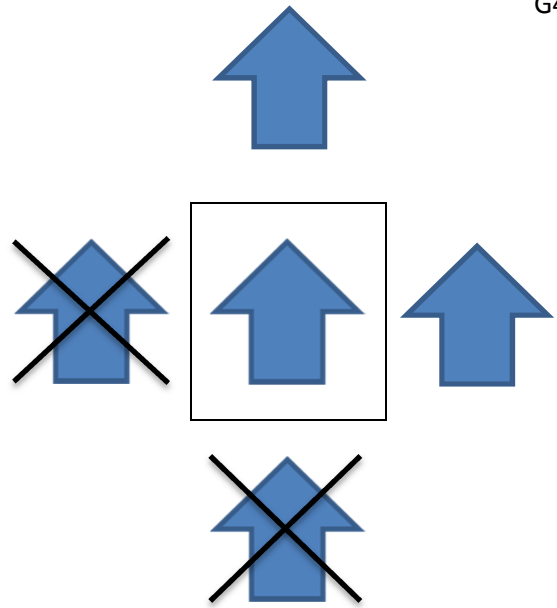
G3



G2



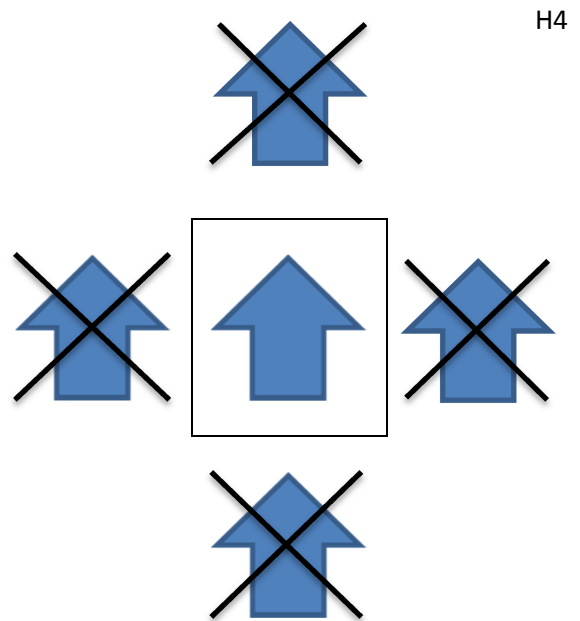
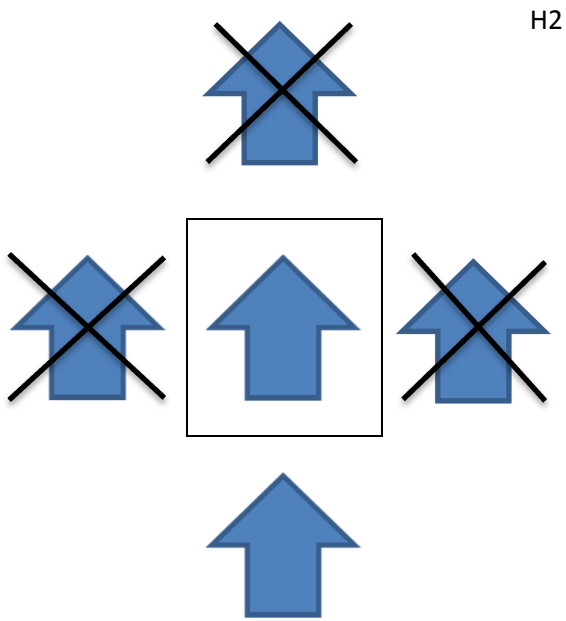
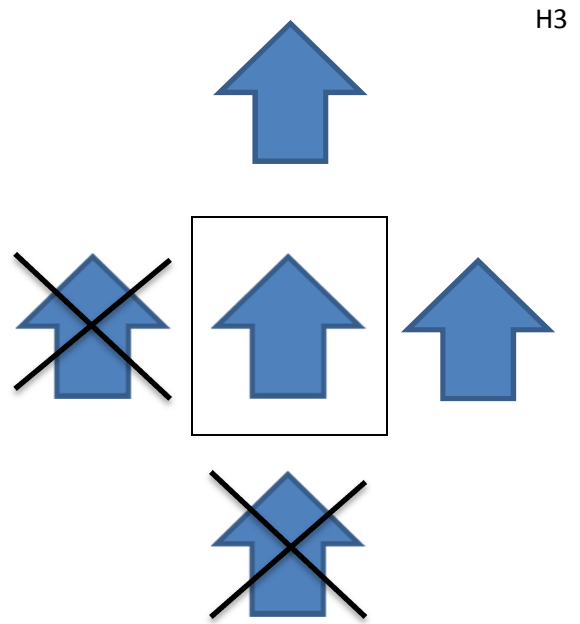
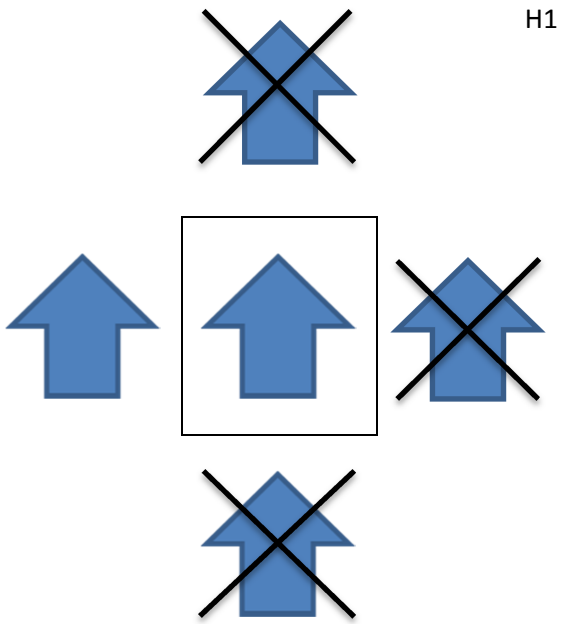
G4



Solution G

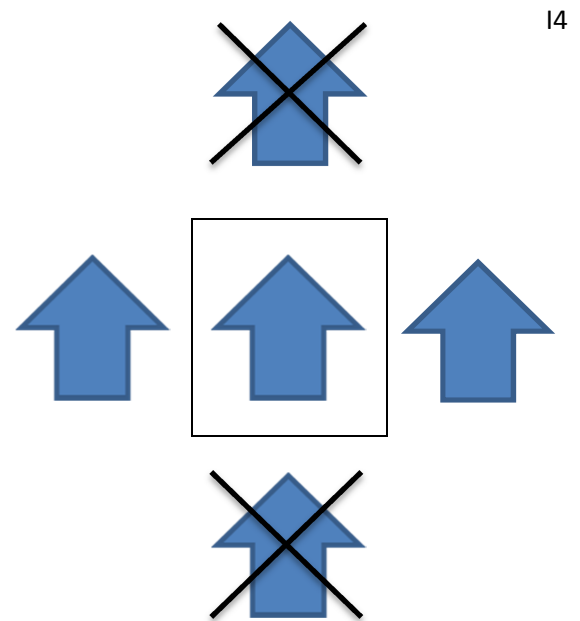
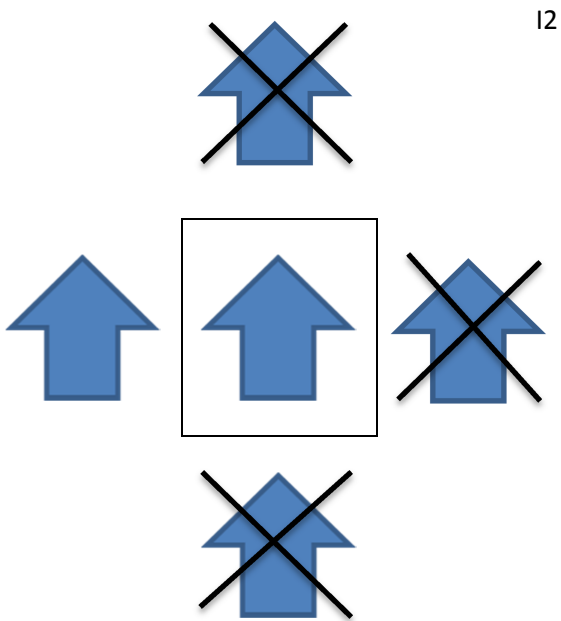
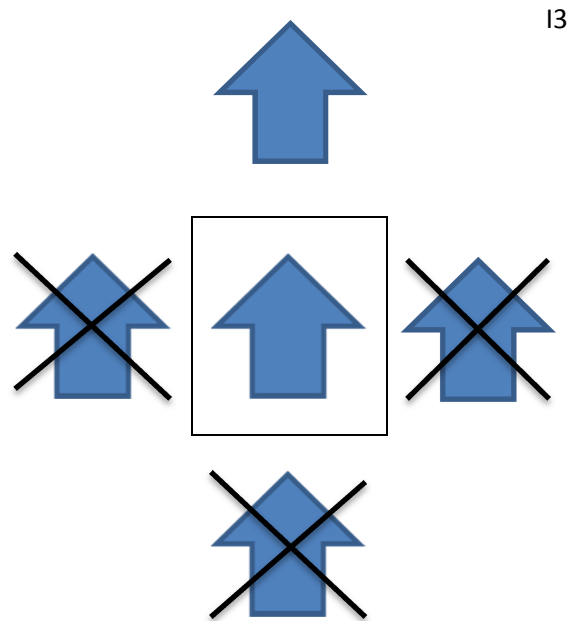
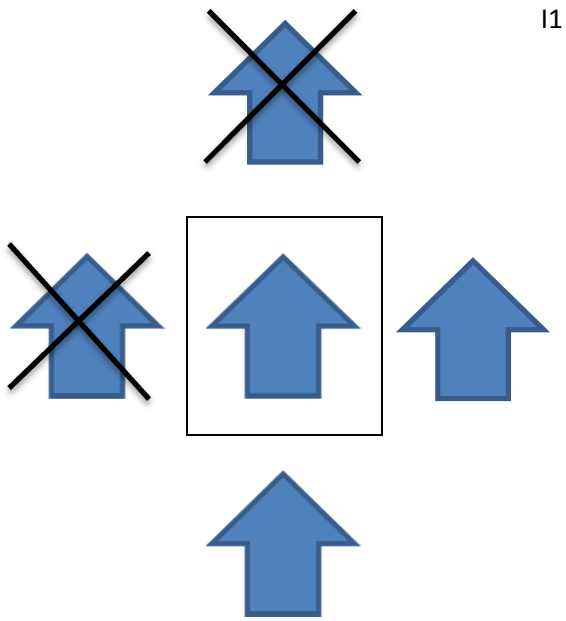
<b>G3</b>	<b>G4</b>	
<b>G1</b>	<b>G2</b>	





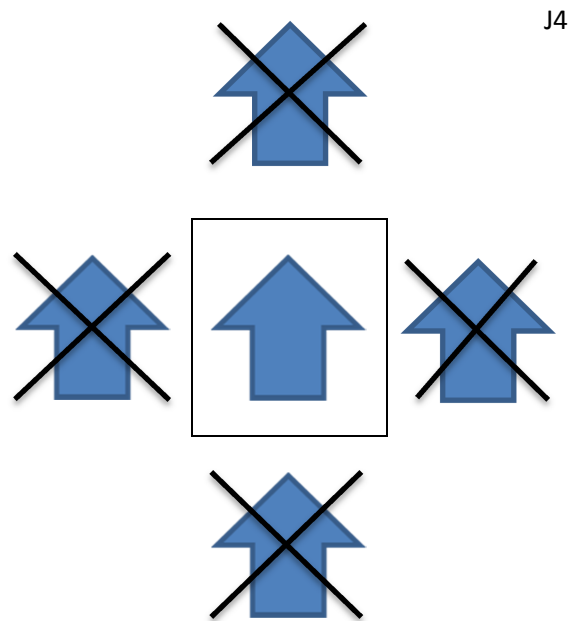
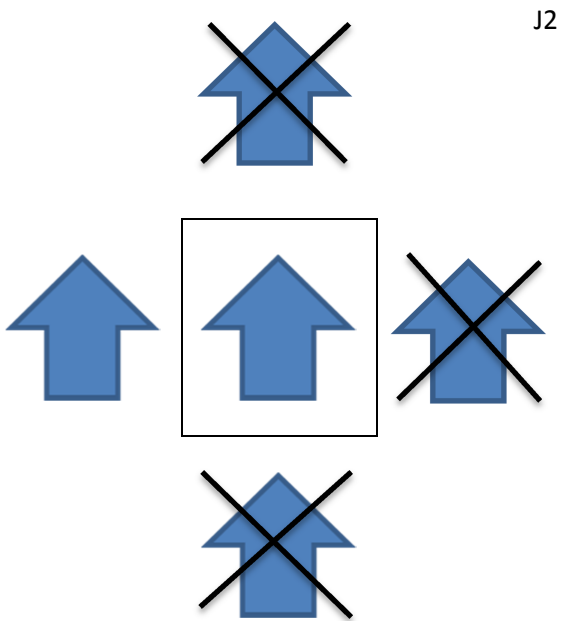
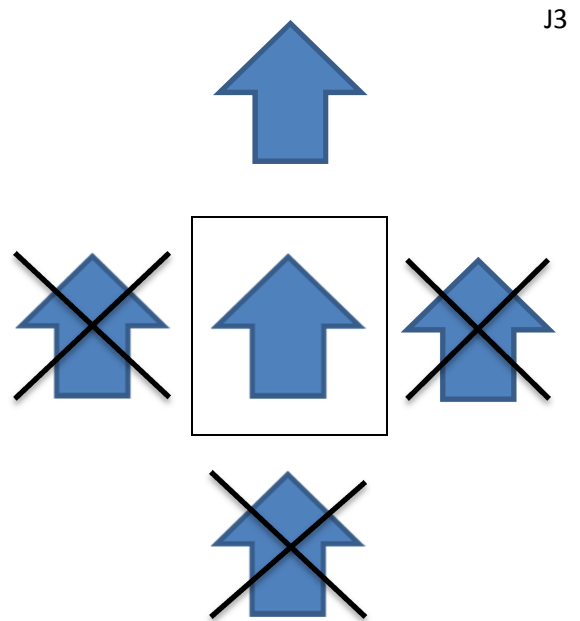
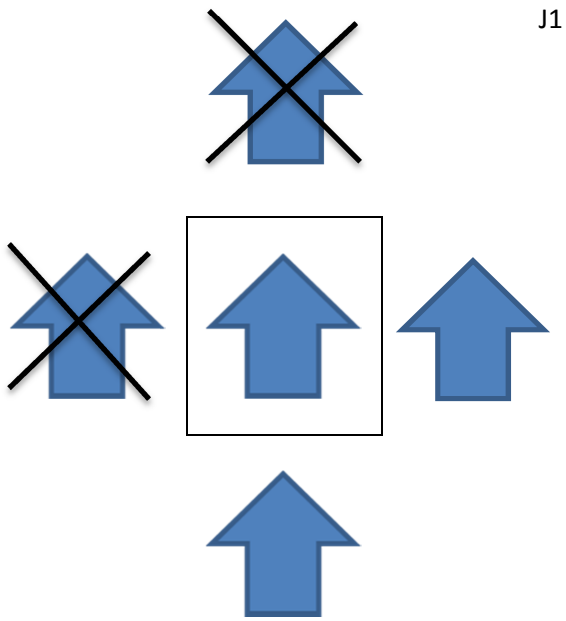
Solution H

<b>H2</b>		<b>H4</b>
<b>H3</b>	<b>H1</b>	



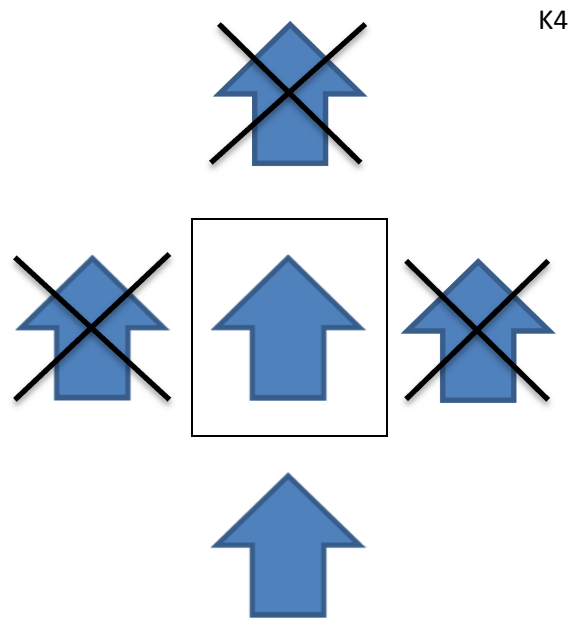
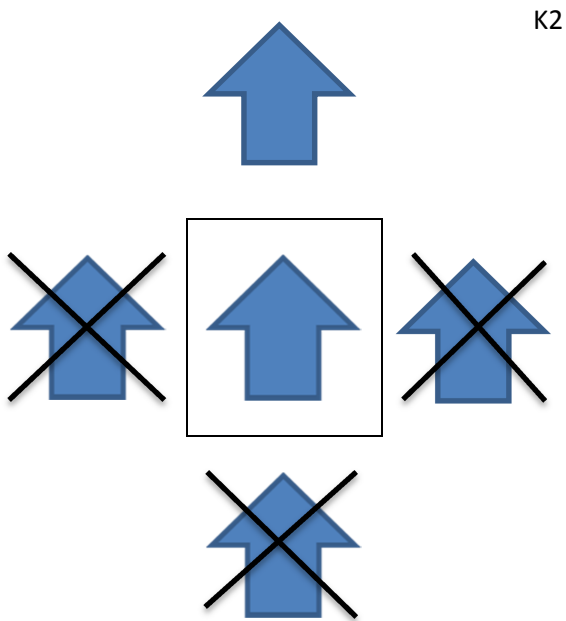
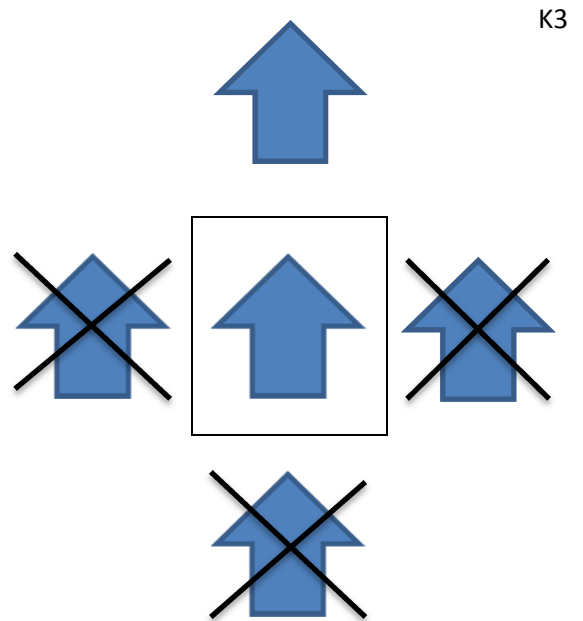
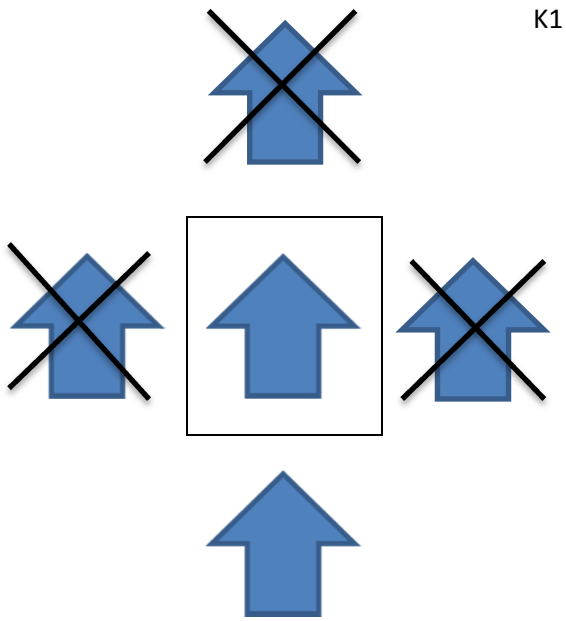
Solution I

	<b>I2</b>	<b>I3</b>
<b>I4</b>	<b>I1</b>	



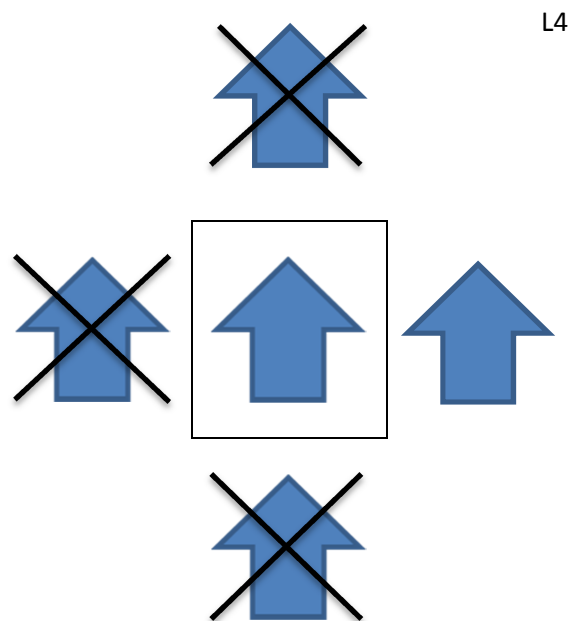
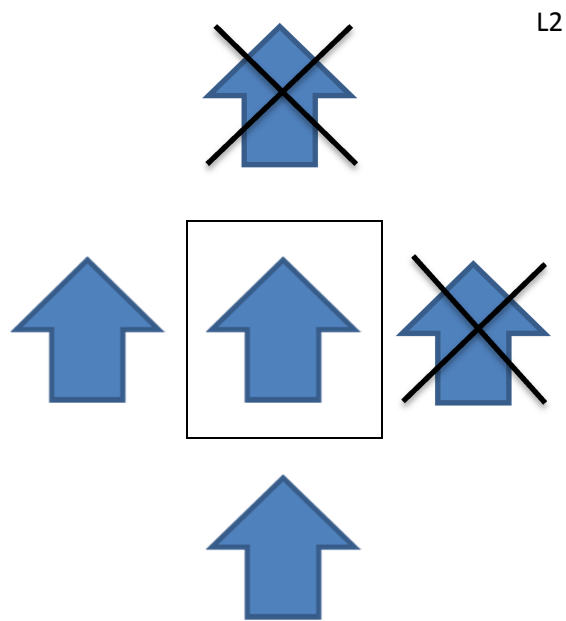
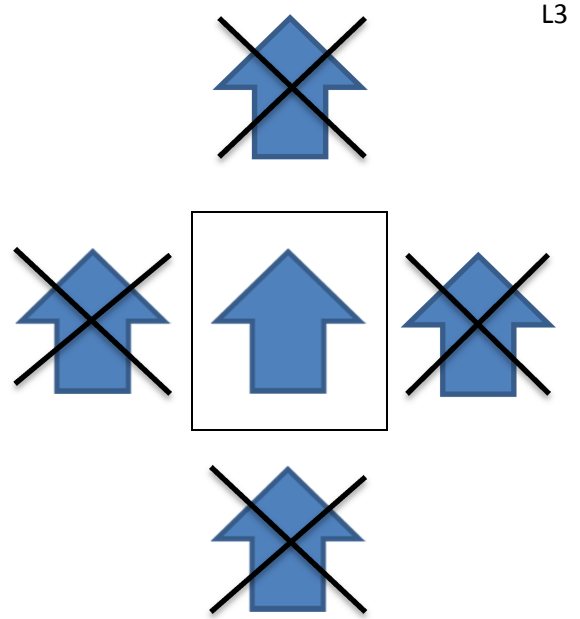
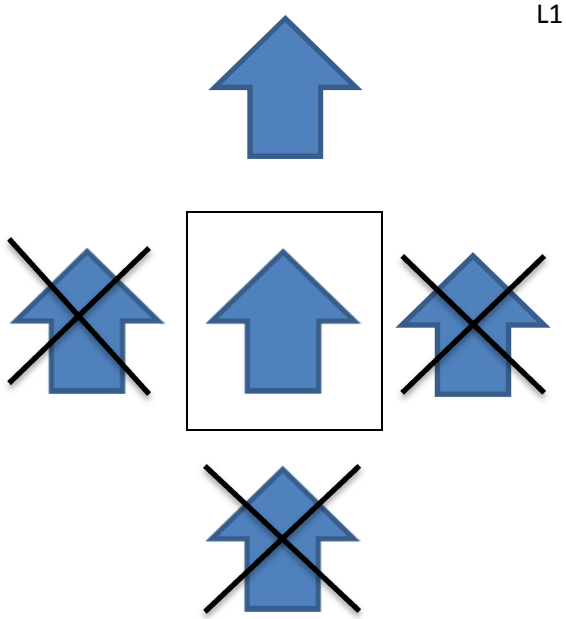
Solution J

<b>J1</b>	<b>J2</b>	
<b>J3</b>		<b>J4</b>



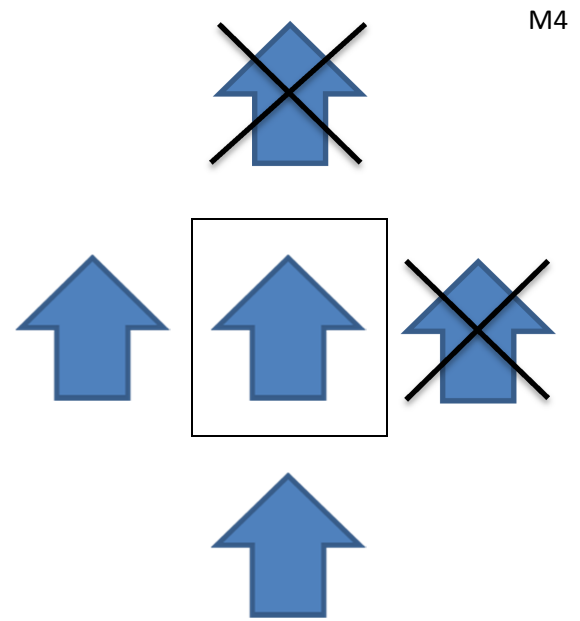
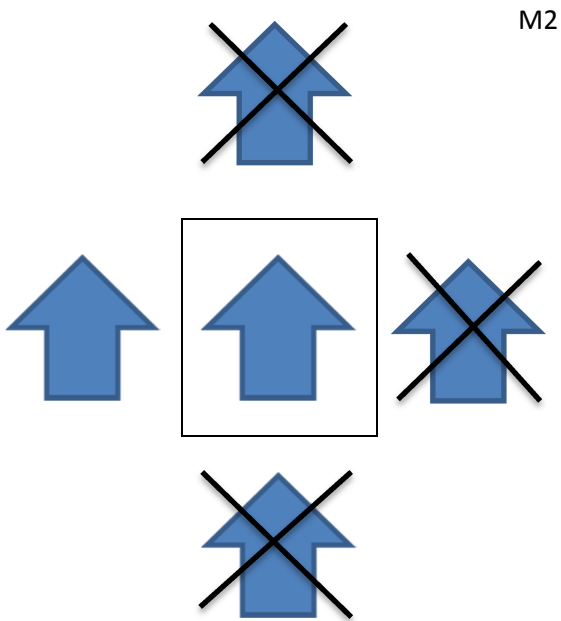
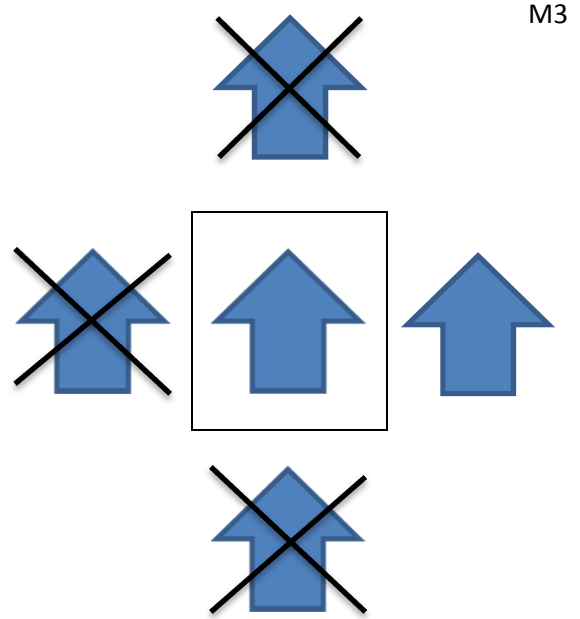
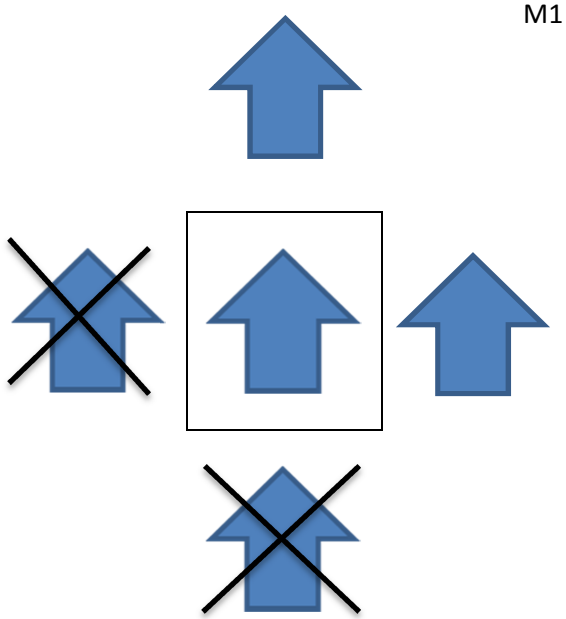
Solution K

<b>K4 ou K1</b>		<b>K1 ou K4</b>
<b>K2 ou K3</b>		<b>K3 ou K2</b>



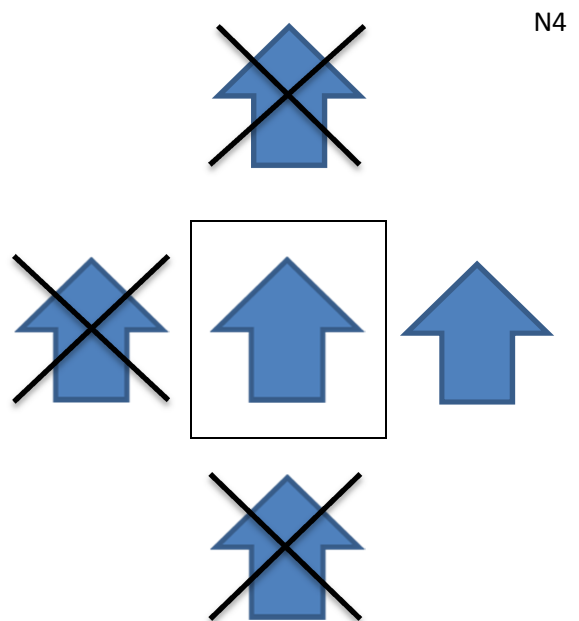
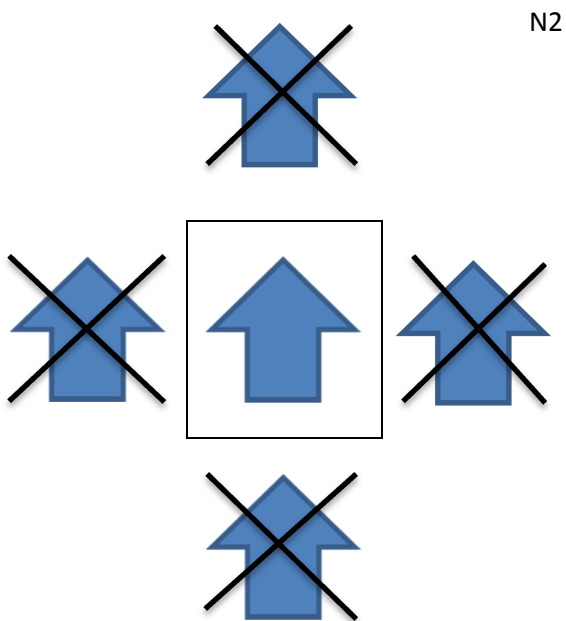
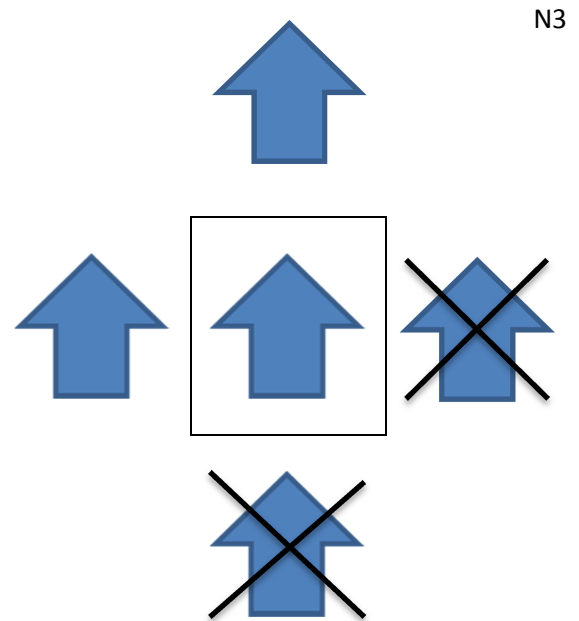
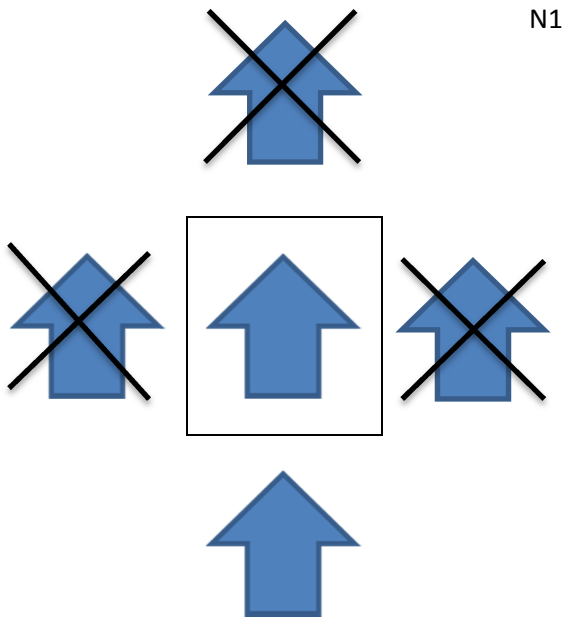
Solution L

	<b>L4</b>	<b>L2</b>
<b>L3</b>		<b>L1</b>



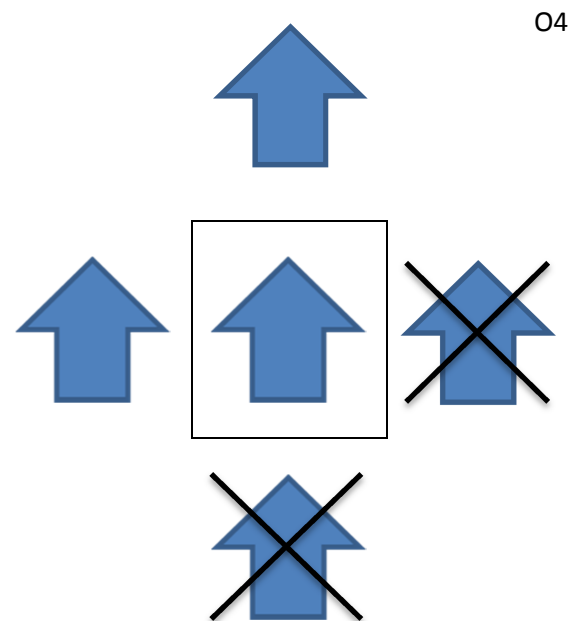
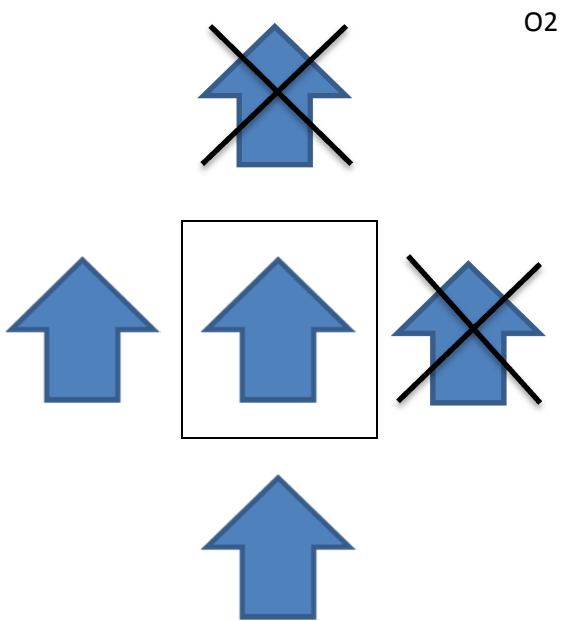
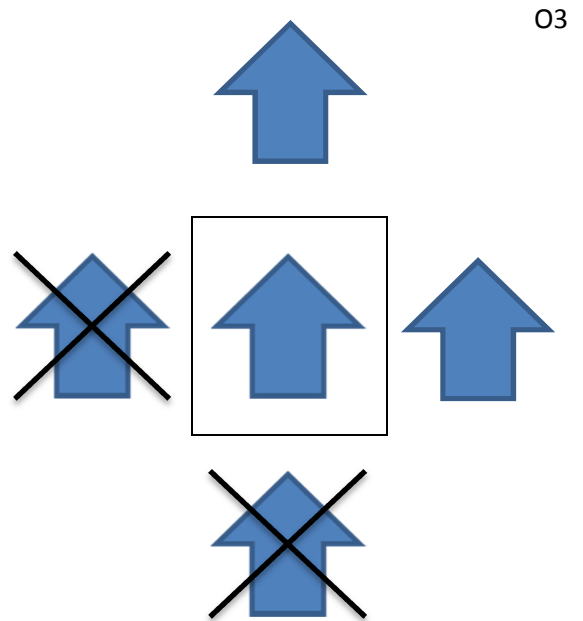
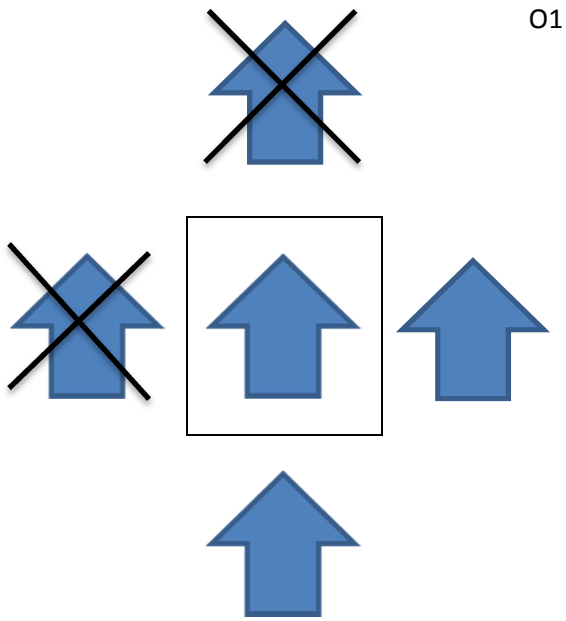
Solution M

<b>M3</b>	<b>M4</b>	
	<b>M1</b>	<b>M2</b>



Solution N

<b>N2</b>		<b>N1</b>
	<b>N4</b>	<b>N3</b>



Solution O

	<b>O1</b>	<b>O2</b>
	<b>O3</b>	<b>O4</b>



