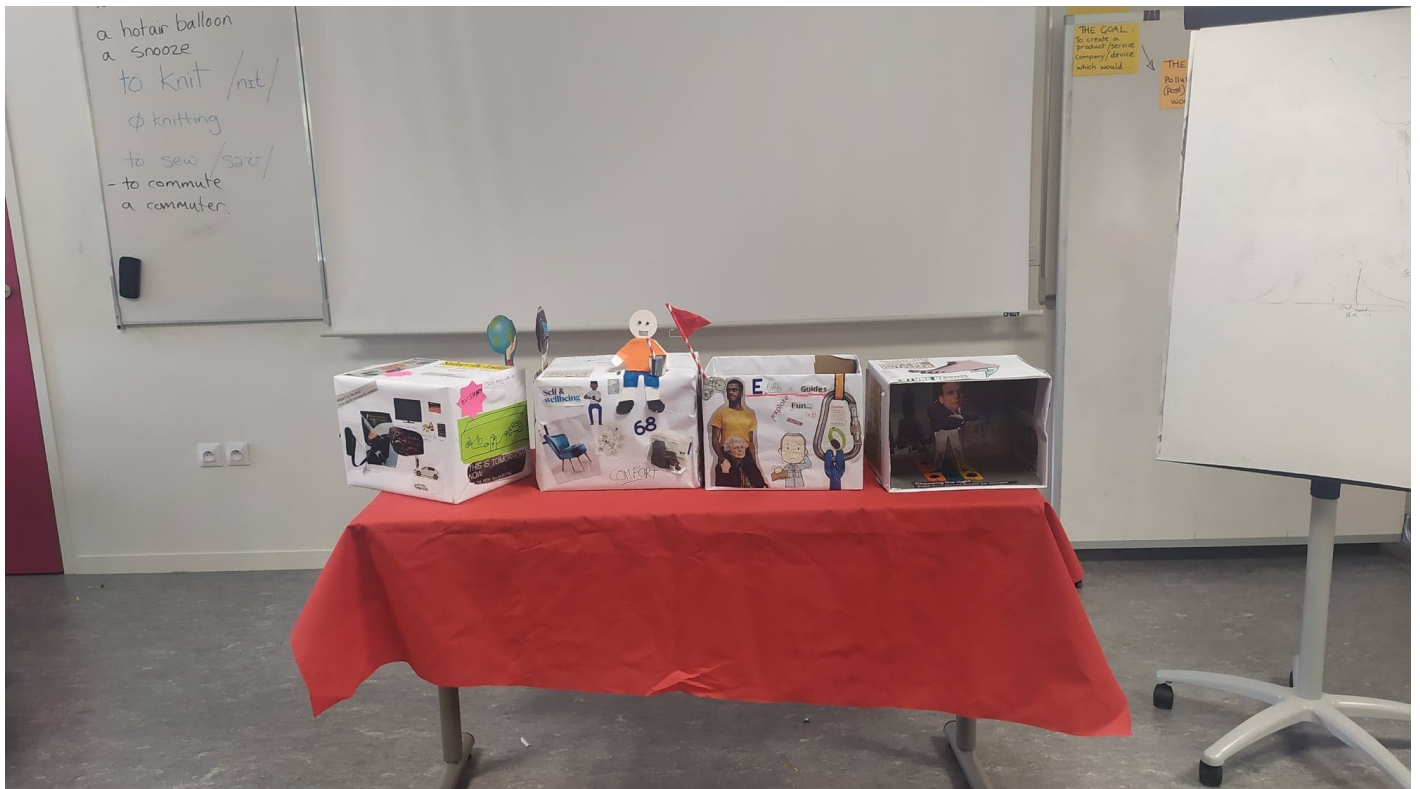


ENGLISH REPORT – Guillaume Larose



During the second week of September we took part in a week of Intensive English which brought together the dciss and wic master's students. The aim was not only to practise our English but also to improve our creativity. To do this we followed a 6-step process

The first thing we did was a small conversation activity that consisted of talking about what we wanted with people we didn't know well. We then did a second iteration of the activity but this time one person had to speak for a while while the other listened without interrupting.

the aim of this activity was to enable us to work on our ability to listen and to restate information

after that we talked all together about our experiences with containment and covid19 in general.

we also learned some new words such as backlash and fallout.

At the end of the session, we were given a logbook that we had to fill in after each stage with information such as the difficulties we were encountering and the progress of our English level. (i forgot the logbook in Grenoble so it won't be more present in the report)

Session 1 : analyse

The objectives of this session was learning to work together, becoming aware of the creative process . This step of analysis consists of : understanding the approach, identifying the axes of research, exploring new fields of knowledge.

We started the session with a little game of musical chairs which consisted of trying to occupy the free chairs to prevent the teacher from sitting down. It was not easy because we were disorganised. The aim of the game was to work on our team spirit.

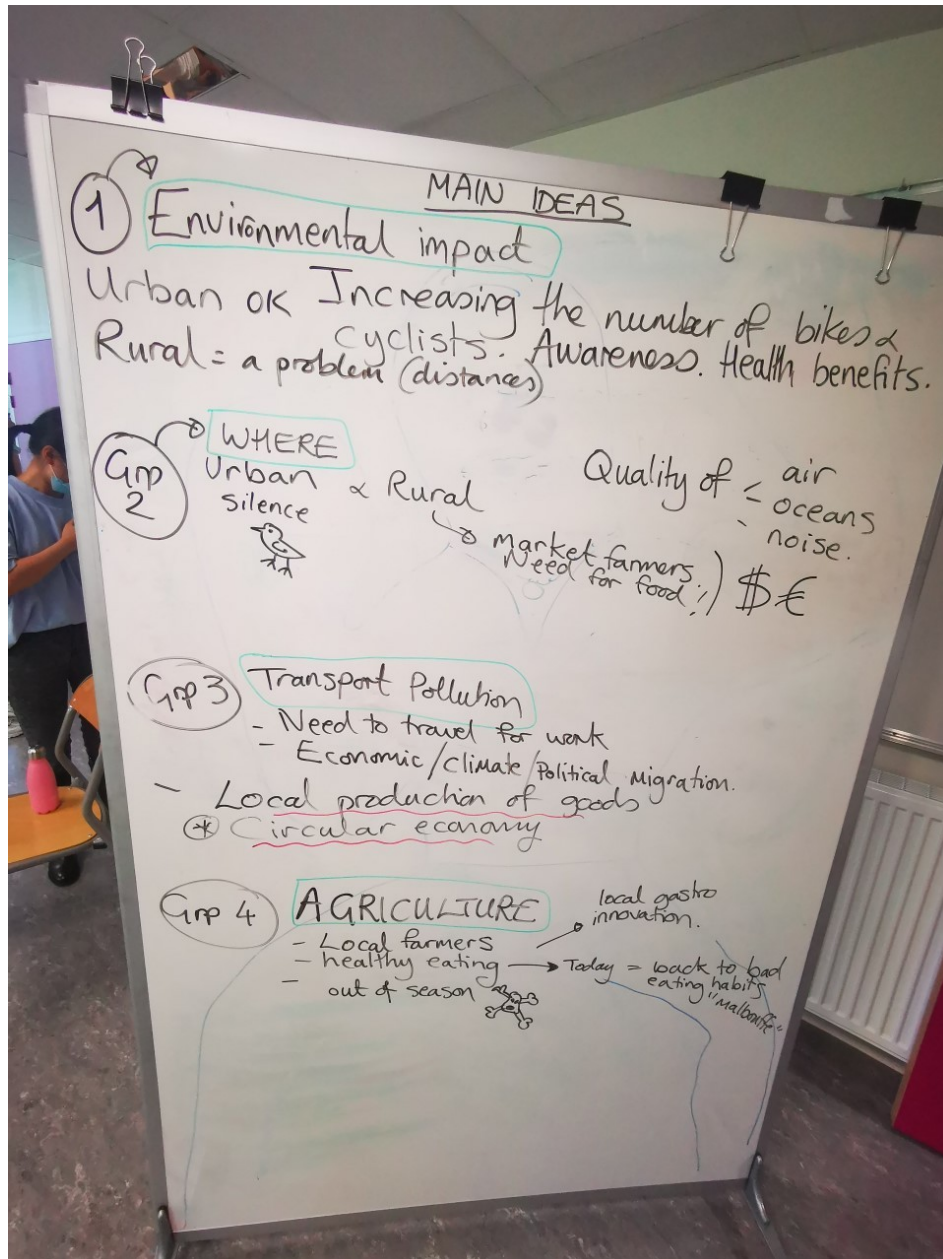
We were then introduced to the objective of the session, which was to teach us how to identify issues and the different fields related to these issues.

The first step was to present the object we had chosen to represent the innovation. This allowed us to find topics for discussion such as data protection and robots.

We then proceeded to vote to choose an issue on which we could work. The result of the vote led us to work on pollution.

The class was divided into several groups, each group had a few minutes to develop ideas based on the theme of pollution on a large sheet of paper. Once the time was up, 4 of the group members left to go to another table while one person stayed to explain to the newcomers what we had found.

This allowed the class to come up with ideas all in common. We then presented the sheets to everyone, keeping one main idea in mind. Ours was the consumption of local food



Session 2 : Interpret

We started this section with a human camera game. The aim was for one of the players to close their eyes while the other guided him. When the guiding player gave the signal, the blind player had to open his eyes and remember what he had seen.

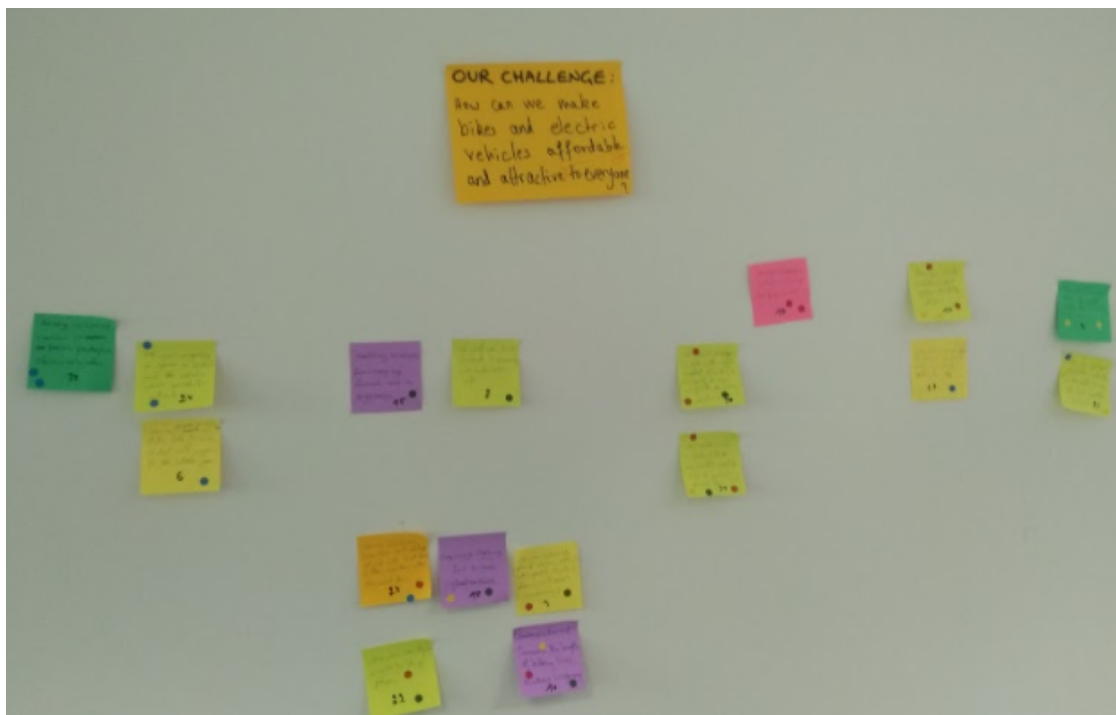
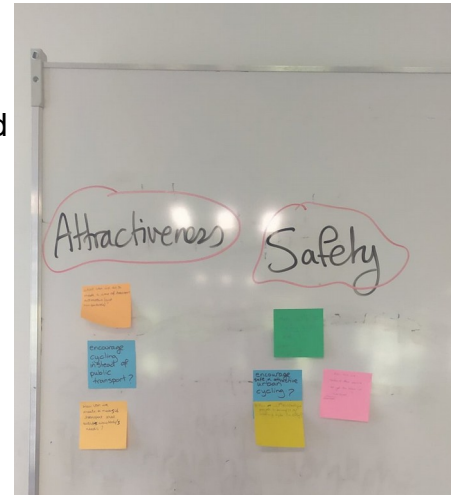
After the game we had to tell the class what we had seen and what it made us think of.

The aim was to work on our creativity and confidence in others.

We also talked about the different steps to arrive at a creative project

we started to look for problems on subjects related to pollution in order to find a challenge.

Then, we brainstormed together to transform our ideas into a challenge for which we should find an innovative solution. The challenge we found was how to invent a mean of transport that solves the problem of pollution.



At the end of the day, we were given a short essay as an exercise. The aim was to project 20 years into the future by imagining that we would have succeeded in solving the challenge.

Session 3 : Diverge

The aim of this session was to turn our challenge into a concrete idea, so we worked in groups of 5.





We started by writing ideas on pieces of paper and then to encourage our creativity the teachers gave us portraits of famous people. The aim was to put ourselves in the place of what these people would think to solve the challenge. For example, the Queen of England will encourage carriage transport.

We also used random lists of words to evoke an idea.

We looked for the strengths and weaknesses of each idea and at the end, we wrote down all our ideas on stickers that we pinned on a board and each of our group wrote down these ideas from "easy to do" to "dream".

Converging : Voting for ideas with sticky dots

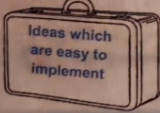
STEP ONE : Individually, in the boxes below, write the numbers of the ideas which seem ...

 easy to implement	<div>17</div> <div>9</div> <div>7</div> <div>15</div>
 to improve something already in use	<div>14</div> <div>16</div> <div>5</div> <div>11</div>
 innovative, potential breakthroughs	<div>13</div> <div>12</div> <div>16</div> <div>8</div>
 visionary ideas, dreams, one day perhaps ...	<div>10</div> <div>18</div> <div>3</div> <div>20</div>

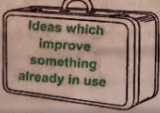
(Be careful: An idea can only belong to one of the four categories.)

STEP TWO: Go and place your 16 sticky dots on the corresponding ideas
(Be careful! Stick only one sticky dot on a given idea)

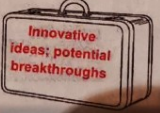
STEP THREE : When everyone in your group has finished, the ideas with 3, 4, or more votes will be placed in the "suitcases" on the wall according to the dominant colour of sticky dots they have won.



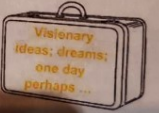
Ideas which are easy to implement



Ideas which improve something already in use



Innovative ideas; potential breakthroughs



Visionary ideas; dreams; one day perhaps ...

Session 4 : Converge

the idea we had chosen is to transform people's footsteps into electricity that would be used to power the city's buses and electric cars.

We had to go deeper into the idea to find out how we could convince people to endorse it. We had to find out who would finance the project and how it would work. We also came up with a slogan "Next Step" and a logo.

At the end, we had to present our project to the rest of the class, who gave us these remarks.

Some of the groups were asked to find exclusively positive points and others exclusively negative points.



Session 5:

The session started with a mime game. Each of us was given a situation to present to the class. For my part, I mimed the husband who learns that his wife has cheated on him.

Then we spent the rest of the time designing a box to represent our project. To do this we cut out slogans and images from newspapers or catalogues. The aim was to have something creative but also coherent with our project.

we had to take into account in this conception the remarks made to us during the previous session

Finally we presented our project in front of the whole class, each of us graded the others' project on different criteria and at the end an average was obtained which allowed us to award prizes to each group. Mine got the best project award.



Conclusion :

At the end of this week, I think I am a little more at ease in oral expression (but not necessarily better) and I learned new vocabulary so it was a pretty positive experience.