

Workshops

« Dialogues on Humanity »

Red Cross Museum, Geneva



Impartiality
Independence
Humanity
Neutrality

Conception of the document

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Introduction

The « Dialogues on Humanity » photographic exhibition currently on show at the Red Cross and Red Crescent Museum is an evolution of the first part presented in 2020. It deals with subjects such as « Life and Nature », « Hope and Dignity » and « The Digital and its link between the Real and the Fictitious ». The four humanitarian principles of *Humanity, Neutrality, Independence* and *Impartiality* are the common link.

These different concepts can be connected to current global issues and conflicts, but also in a more subjective way in the life of each and every one of us, because they are profoundly human and universal concepts. Students will be asked to reflect on these themes and what they evoke in them, and then to translate their ideas into their own artistic and creative expression.

Note : Whenever possible , a visit of the exhibition before the workshop is recommended, but not mandatory (especially for Geneva-based schools if they've already seen the permanent exhibition). In this way, the students could immerse themselves in the themes and works and that could be a great inspiration for the artworks they will made .

Process

1. Participants are welcomed with an introductory greeting **(2min)**. They are then invited to view the "Dialogues on Humanity" exhibition for **10-15min**.
2. After visiting the exhibition and when the students arrive in the creative space, a few minutes are used to discuss their initial opinions and feelings. Students are encouraged, for example, to say whether they particularly liked a piece of artwork, and to briefly explain why if possible. **(2min)**
3. The four humanitarian principles and their definitions are then presented to them using a powerpoint presentation. **(1min)**
4. The three themes « Nature & Life », « Hope & Dignity » and « Digital / Real & Fiction » are presented to the students, with giving indications about which type of creation is used (painting, photography, writing, etc.). A vote is taken by a show of hands, so the workshop is chosen by the majority. **(2min)**
5. The students take their places and the material is given to them. **(2min)**
6. The students create their artwork during 35-40 minutes, being guided through the process and certain manipulations if necessary.
7. At the end of the workshop, few minutes are given to the students for presenting their piece of artwork to their classmates (only if they wish). **(3min)**. Then the artworks are collected by Audrey.



Workshops descriptions

Living & Nature

To work on these two themes, students are asked to create a work dedicated to Nature. They should try to perceive it as an entity in its own, and think about what message they would like to send it. Students can be inspired by a memory or a hope for the future, for example. They could choose a flower, tree or animal they particularly like. Next, participants are invited to draw the chosen subject (with paint and/or pen and pencil). To this creation they then add a word or short phrase that complete their idea, as well as their first name if desired. The aim of the exercise here is to get them to perceive the World, and Nature in particular, as a whole with which they can identify and address themselves directly.

Hope & Dignity

Students are invited to reflect for a few moments on their hopes for the future, and on the notion of dignity and respect in relationships with others. Using a Polaroid camera, they take a self-portrait or a photo of an object or accessory they are wearing and particularly appreciate. The result is then pasted onto a lightly cardboarded sheet on which they add their first name. Next, students are encouraged to write a short poem describing their hopes for the future and the world. They can also add one or more of the humanitarian principles using colored markers. The aim here is for them to express their feelings by getting involved in a testimonial made up of unique, personal elements.

Real & Fiction / Digital

Students are asked to reflect on the notions of the real and the fictitious in their daily lives (social networks in particular can be evoked) and whether they can easily identify the boundary. Participants are then encouraged to imagine a scene and describe it as precisely as possible, specifying not only the various elements involved, but also the visual and aesthetic rendering (realistic, photographic, pictorial, etc.). This text is then sent to an Artificial Intelligence and the result can be briefly reworked with the student if necessary, adding a few words. Next, the visual is printed and students add key words by hand on the sheet of what they think is realistic and what the machine has misinterpreted. The color green is used for what worked well, and red for what was not realistic. The aim is to work on their eyes and their ability to analyze an image.

Links

[Humanitarian principles - Redcross Museum](#)

[Dialogues on Humanity - Hazu](#)

