



Coexistence Through Disagreement

Presented By

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Initial situation

In modern society, people often **fail to discuss** complex topics without conflict. Opinions **begin to clash** instead of engaging in normal dialogue. Typically, one of two things happens: either the imposition of one's views or a complete disregard for the other's position.

The project's main problem is the lack of a culture of respectful disagreement and equal dialogue between people with different views.

Project Goals

01

- Teach the coexistence of opinions rather than their suppression.
- Develop the ability to listen to opposing opinions.

02

- To convey the idea that it's not necessary to agree, but it's important to respect and understand each other.
- To demonstrate the importance of inclusion for all groups in society.

Target group

The project is open to participants aged 7 and above, with a particular emphasis on school students and young people, who will be the main participants in trainings and workshops.



Activities

1) Introductory Training

The first meeting is aimed at creating a safe atmosphere and introducing participants to the main concepts.

Training topics:

- how to express disagreement without aggression
- how to argue without humiliating another person
- how to recognize discriminatory statements
- why different opinions are normal
- how to avoid imposing your own position

1) Introductory Training

Main Activity: Conflict to Construction

We use real controversial topics, and participants write down three steps:

1. Conflict statement (how people often speak in real life / "I am against...")
2. Neutral statement (a factual and non-emotional formulation)
3. Constructive statement (answering the question: how can we coexist?)

1) Introductory Training

Topics for discussion connected to discrimination:

Age: Why are young people's opinions often not taken seriously?

Health: Why are people with health conditions or disabilities often pitied instead of respected?

Financial Situation: Why are people sometimes judged by their clothes or money?

Identity: Should society learn to calmly accept people with different lifestyles?

Religion: Should a person hide their religion to avoid judgment?

2) Role-switch Debate + Exclusion Experience

6 participants:

2 younger school students
2 teenagers (middle / high school)
2 adults

Goal:

- *to show the feelings of people with different views*
- *to teach participants to listen and understand*
- *to understand the importance of inclusion and equal participation in society*

2) Role-switch Debate + Exclusion Experience

Part 1. Role Switch

First, participants share their real opinions, and then they are given a role with the completely opposite position, which they must defend.

Topics:

- *Should religion influence public decisions?*
- *Should opinions that may offend someone be banned?*
- *Can a minority be more important than the majority in some issues?*

2) Role-switch Debate + Exclusion Experience

Part 2. Exclusion

During the discussion, one or several participants are temporarily excluded from the conversation without explanation. *After that, they return.*

Afterwards, a reflection session is held.

- How do you feel when you are excluded?
- Can society be fair if some people are ignored?
- Does one single “right solution” really exist?

**Dark Circle + invited
journalist who observes and
describes the process from
an outside perspective**

8 participants

Before the activity begins, participants do not know who is taking part. Before entering the assembly hall, they are blindfolded, guided inside, and seated in a circle.

They cannot see each other.

This removes judgment based on appearance, age, clothing style, and social status.

Goal:

- **to reduce prejudice**
- **to see the person behind the opinion**
- **to develop understanding and cohesion**

Rules:

- speak one at a time
- you may skip a question
- everything remains anonymous
- honesty is encouraged

We ask questions one by one, give participants 30–60 seconds to think, and touch the shoulder of the person we would like to hear an answer from.

More than one person may answer the same question.

Questions:

- Can you respect a person you disagree with? Why?
- What do people never notice about you?
- By what criteria are people most often judged unfairly?
- What do you hide in order to be accepted?
- What is more important: being right or being heard?
- When do people stay silent even if they disagree?
- Why are people afraid of being different from the majority?

Conclusion:

Participants are led out one by one, and only after that are the blindfolds removed.

This helps maintain anonymity and a sense of trust.



**Relevance/
timeline/
budget/etc**

Relevance for democracy

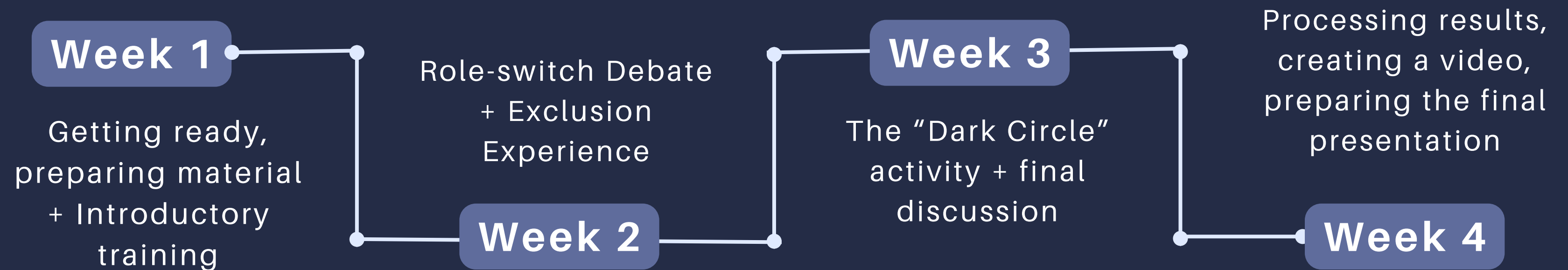
01

- freedom of expression
- understanding of differences
- the right to participate in discussions

02

- combating discrimination
- critical thinking
- the ability to live in a society with diverse perspectives

Project Timeline



Budget plan for the €400

- Materials (flip charts, markers, stickers): **€60**
- Printing materials and cards: **€50**
- Online tools: **€40**
- Space arrangement: **€80**
- Moderator / invited expert: **€120**
- Reserve expenses: **€50**

Total: €400

Expected impact

01

reduced level of
conflict in discussions

02

development of
respectful disagreement

03

improved
understanding between
generations

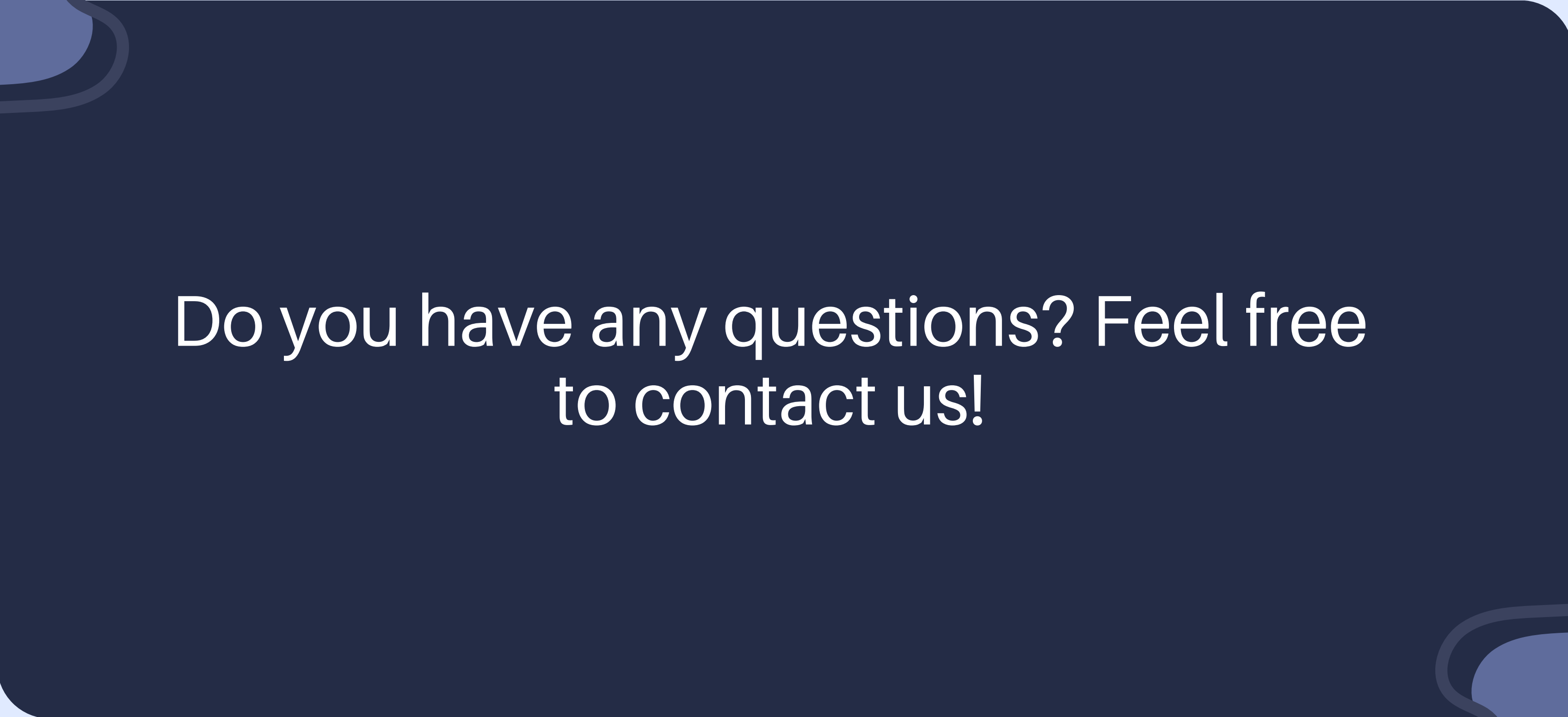
04

awareness that society
can function without
uniform opinions

Documentation plan



- photos and videos from each activity
- final main video
- participants' feedback
- final report with results



Do you have any questions? Feel free
to contact us!

The background is a dark navy blue. In the center, there is a horizontal, textured brush stroke in a slightly lighter shade of blue. The words "Thank You" are written in a bold, white, rounded sans-serif font across the middle of this brush stroke. To the left of the text, there are two overlapping circles: a larger one in the back and a smaller one in the front, both with a light blue outline and a slight drop shadow. To the right of the text, there are also two overlapping circles, similar in style to the ones on the left. In the top-left corner, there is a white, stylized, wavy line that looks like a corner bracket or a decorative flourish. In the bottom-right corner, there is a similar white, stylized, wavy line, also acting as a decorative corner element.

Thank You