

This notice is part of an educational activity of the Office of Education and Community Relations. It was made with the creative purpose of narrating what was discussed during the first youth dialogue. This does not have the real purpose of being submitted to the press.

Press Release: First Community Dialogue at Boys and Girls Club

Instructions: before starting the audio

The group is instructed to imagine that after the first dialogue a report and radio bulletin are made where what happened is summarized. The idea is for them to be able to listen to the news story or imaginary radio bulletin to remember what happened at the first meeting. This may also help those that did not participate in the first activity to know what happened during it. It is explained that the audio will be paused in two places to ask them comprehension questions. They are therefore invited to pay close attention to what they hear to be able to answer the questions.

The audio begins. A box is covered and painted as if it were a radio and behind it are placed a speaker and computer to play the audio.

“On May 1, 2019, a meeting was held with 14 youth leaders from the Boys and Girls Club of Carolina. They were able to converse among themselves there and with representatives of the Judicial Center of Carolina and the Office of Education and Community Relations about the subject of peer conflict. The conversation was livened up with music, flowers on the tables, and snacks which were shared by the attendees. Those present got to know each other through a cruise through the islands of the Caribbean and the creation of various lifeboats which they had to board after encountering a storm along the way. While they were boarding the boats, they had the opportunity to get to know each other better on interacting with each crewmember. All of those present were able to arrive safely to shore.

During the activity, the youth leaders spoke excitedly about how to define the concept of peer conflict and mentioned some examples. Later they spoke about strategies to use to manage said conflicts and possible external resources that could help them to confront peer conflicts. Through this project the Judicial Branch is interested in making the youths more aware of the courts and judicial processes while at the same time making the courts aware of the realities of the youths of the Boys and Girls Club of Carolina, including the conflicts they encounter. It also has the goal of exploring alternatives to create a collaborative project which works with the subject of peer conflict.

The audio is paused the following three comprehension questions are posted one by one.

1. What happened on May 1, 2019 and who participated?
2. What was the exercise used for the participants to get to know each other?
3. What was the purpose of the meeting?

The audio begins again.

“The discussion was carried out at three tables through which the participants navigated. Every 15 minutes the groups would rotate with the rhythm of the music towards a close table where a host from the Judicial Branch was waiting. In the discussions, the following ideas were generated. They defined conflict as fights, communication problems, bad decisions, and disagreeing over ideas or ways of life. Some of the examples of conflicts which they mentioned included family problems, pestering, bullying, and fights between boys in school. Some mentioned that there used to be more fights in their schools, but they have now lessened. They were in agreement that in their club they do not experience fights.

Some of the practices suggested to be used to resolve peer conflicts included: effective communication where the parties sit down and talk, to mutually listen to each other with respect and leave things clearly in a peaceful manner. If necessary, they suggest seeking an intermediary who may be a peer or somebody older. Some participants indicated that they have served as intermediaries for other people. On trying to manage conflict, they mentioned that it is important to think of the other person and different versions there could be of the same situation. They emphasized that there has to be an interest in resolving the problem and that the parties should be mature.

On the third question about support resources they might receive, they suggested they had doubts about how to distinguish this from the question in the last round. This question referred to the external supports that they might receive to help them and other youths to resolve peer conflicts. Some mentioned that education was not missing to resolve to resolve conflicts. However, they mentioned that it was necessary for people who were to resolve conflict peacefully not to judge others, and that they should be mature, sincere, respectful, with an open mind, and that they should have skills like empathy and knowing how to listen to others. As observers we asked ourselves, "What happens if somebody does not have those skills and qualities? Can they develop? And can the Boys and Girls Club help other youths to develop those skills and qualities?" Other youths in the activity mentioned that they had to learn how to peacefully discuss things and how to resolve conflicts, and that this can be learned through chats and workshop exercises that include situations where youths identify conflicts and how to resolve them.

After two hours of participating in these activities, the group agreed to meet on a second occasion to keep working on the subject and to see how they could contribute to other youths. And that is why we are meeting here today."

The audio is paused again and the following three other questions are asked:

4. What were the examples of some of the conflicts which the group indicated they experience in their community or Club?
5. How did the group mention that it works with conflicts that they experience in their Club?
6. What issues or subjects did they mention could be learned to be able to better deal with peer conflict?