

Establishing a  
Community Youth Network  
to Counteract  
Global Radicalization & Violence



SANFORD HINDEN

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Community Youth Networks**

Guidance, Mentorship, and Belonging as Prevention  
Education To Live Well  
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The author encourages broad learning, collaboration, and practical application in support of youth wellbeing and community resilience.

**The author welcomes consultation, collaboration, and advisory roles related to the development, piloting, or adaptation of Community Youth Networks.**

Education To Live Well

<https://educationtolivewell.org>

The guide was written to assist parents, teachers, librarians, community organizations, and community members who help youth. May these ideas be adapted wherever they help young people, families, and communities grow in guidance, belonging, and wellbeing.

These ideas are offered in the spirit of shared learning and community stewardship, with the hope they will support healthier pathways for young people and stronger communities.

Kindly credit the author when sharing or adapting.

# Community Youth Networks

## Monthly Collaboration

### Preventing Global Radicalization & Violence



#### Addressing Youth Needs

- Upstream prevention
- Protective factors before recruitment
- Belonging before grievance identity forms
- Wellbeing and life skills development
- Career development in an AI jobs-shrinking world
- Healthy, loving relationships and healthy communities, or boys & men radicalize



#### Providing Earlier Relational Infrastructure

- Mentorship
- Belonging
- Communication Skills
- Relational Trust
- Prosocial Trait Development
- Community Connections
- Youth and Community Development



**Eventually, on Zoom, with Three Global Time Zone Meetings**

**Register Here To Stay Informed**



# Establishing a Community Youth Network to Counteract Global Radicalization & Violence



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The background of the slide is a soft, monochromatic green landscape. It features rolling hills and mountains in the distance, with several tall, dark evergreen trees scattered across the scene. The overall atmosphere is serene and natural. In the center, there is a dark green rounded rectangle with a thin black border, containing the title text in white.

# INTRODUCTION & INVITATION

## Introduction & Invitation For Youth Programs & Community Youth Networks



Dear Friend of Earth, Humanity & Future Generations,

Communities across North America and internationally are facing growing concerns related to youth isolation, online grievance cultures, addiction pressures, gang recruitment, and declining opportunities for meaningful belonging.

Many existing systems respond only after a crisis emerges. Education To Live Well youth programs focus on strengthening upstream prevention through guidance, mentorship, and community connection.

Developed through decades of facilitation and community dialogue experience, these programs emphasize relational trust, reflective decision-making, communication skills, and constructive pathways toward education, work, and civic participation.

The approach recognizes that young people are less vulnerable to harmful recruitment or destructive coping patterns when they experience consistent mentorship, purpose, and supportive peer networks.

# Introduction & Invitation

## For Youth Programs & Community Youth Networks



**The Community Youth Network model** integrates mentorship, guided learning communities, media awareness, psychosocial bonding, and coordinated service collaboration.

Designed as a complementary framework rather than a replacement for existing services, it supports educators, libraries, youth organizations, recovery programs, and civic leaders in strengthening resilience and belonging across communities.

Implementation guidance, evaluation tools, and adoption pathways are available through this Community Youth Networks guide.

**This guide evolves as we learn from each other worldwide.**

Organizations interested in piloting or adapting the Community Youth Network model are welcome to contact me for collaboration or consultation.

With determination and hope,  
Sanford Hinden

# “With A Little Help From Our Friends” *The Beatles, 1967*

## Gratitude



I want to thank Dr. Kawser Ahmed, of the Conflict and Resilience Research Institute Canada (CRRIC), housed in the Global College, University of Winnipeg, for his timely article [“Nihilistic violent extremist networks recruit vulnerable people — and our youth need support.”](#) It inspired me to revive my *Counseling & Mentoring* proposal, which I created the year before, after another school shooting in the United States. After the [Tumbler Ridge, B.C., shooting](#) and the [political violence in France](#), I have revised and expanded this document.

I want to thank Canadian and global Rotarian David G. Newman, K.C. for his Global Law leadership, for putting us all in touch, and for thinking about how to bring this work for youth to the world.

We do “get by with a little help from our friends.” Youth globally need good friends in this difficult world.

Sandy Hinden

## Nihilistic violent extremist networks recruit vulnerable people — and our youth need support



“Educators play an important role in picking up behavioural indicators, yet they need to be supported by a policy on intervention in conjunction with parents or guardians. But policies must also address youth and young people who have dropped out of education, or who aren’t enrolled.

It might seem to be an impossible task, however, multiple stakeholders such as researchers, policymakers, educators, community leaders, public health and government officials could be participating actively in carefully designed intervention strategies.

Strategies should prioritize a grievance-oriented and trauma-informed methodology to address teen distress, emphasizing exit from the online world while reducing exclusion and stigma.

Ultimately, we must recognize that our youth need assistance. Educators, parents or guardians and our broader communities are pivotal in safeguarding them from nihilistic violent extremist recruiters.”

[Kawser Ahmed](#)

Conflict and Resilience Research Institute Canada (CRRIC),  
Housed in the Global College, University of Winnipeg

## Youth Community Networks Worldwide



From 1998 to 2001, I supervised a group of social workers in a countywide program serving 1.3 million county residents.

We coordinated health and human services between school districts, community organizations, the youth bureau, and government agencies to help at-risk children and families improve their lives.

Today, I work to help establish local **Community Youth Networks** worldwide to counteract **youth nihilism, crime, addictions, and gang radicalization** that can lead to **violence**.

The following material can help you communicate WHY, WHO, WHAT, and HOW to establish your local Youth Community Network.

Let us know of your progress. We are here to support you, youth, families and communities worldwide

Sandy Hinden

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# CYN SUMMARY



## **Community Youth Networks**

integrate  
structural prevention,  
psychosocial bonding,  
cognitive skill development,  
and  
coordinated community services  
into a  
measurable upstream alternative  
to  
recruitment-based radicalization pathways.



# Community Youth Networks

A measurable upstream alternative to recruitment-based radicalization pathways.  
Built on measurable protective factors linked to disengagement and resilience outcomes.

<b>Structural Prevention</b>	<ul style="list-style-type: none"><li>• Early identification of isolation, grievance formation, and disengagement risk through schools, libraries, and community partners.</li><li>• Career exposure, skills development, and future pathway mentoring in an AI-disrupting economy.</li><li>• Public dialogue forums reducing polarization and strengthening civic participation.</li><li>• Youth participatory action research identifying local stressors, violence risk, and unmet needs.</li><li>• Cross-sector collaboration linking families, education, services, and community organizations.</li></ul>
<b>Psychosocial Bonding</b>	<ul style="list-style-type: none"><li>• Weekly peer learning cohorts creating stable belonging and accountability.</li><li>• Trusted adult mentorship relationships with regular check-ins.</li><li>• Shared rituals and practices strengthening identity, trust, and responsibility.</li><li>• Communication and relationship skill development.</li><li>• Prosocial identity formation through contribution and recognition.</li><li>• Family engagement pathways strengthening intergenerational stability and support.</li></ul>
<b>Cognitive Skill Development</b>	<ul style="list-style-type: none"><li>• Critical thinking and media literacy addressing misinformation and recruitment tactics.</li><li>• Emotional regulation and conflict resolution skills.</li><li>• Reflective dialogue and perspective-taking across differences.</li><li>• Problem-solving and decision-making supporting future planning.</li><li>• Understanding grievance narratives and developing constructive identity alternatives.</li></ul>
<b>Coordinated Community Services</b>	<ul style="list-style-type: none"><li>• Referral pathways connecting youth to counseling, education, employment, and family supports.</li><li>• Collaboration with schools, youth bureaus, faith groups, and nonprofits.</li><li>• Community mentors supporting navigation of housing, work, and education systems.</li><li>• Integration with public safety and prevention partners when risk indicators emerge.</li><li>• Ongoing program evaluation using belonging, wellbeing, and engagement measures.</li><li>• Warm handoff coordination preventing youth disengagement between service systems.</li><li>• Integrated protective factors reduce isolation, grievance escalation, and recruitment vulnerability.</li></ul>

# THE 7-MODEL PROGRAM

How do vulnerable youth move toward extremism — and how do we interrupt it?

## 1 Structural Root Cause Model

WHY vulnerability exists

- Addictive pressures
- Economic disruption
- Loss of work
- Loneliness
- Algorithmic upbringing

Youth are not “bad.”

They are:

- abandoned
- disconnected
- economically destabilized

Modern research calls this:

 **Structural vulnerability**

Security agencies now recognize:

Extremism grows where  
belonging collapses

## 2 Recruitment Pathway Model

HOW radicalization begins

Map of a Growing Dystopian World

Pathway:

- Unguided Youth →
- Online Nihilistic Networks →
- Indoctrination →
- Violence

Identical to:

- online radicalization funnel research
- gangs
- trafficking
- corruption economies

A full ecosystem model

## 3 Developmental Risk Model

WHO becomes vulnerable

Life Course Model

for Boys & Men shows:

- loneliness
- meaninglessness
- addiction formation
- identity crisis

Researchers call this:

 **Identity vulnerability windows**

Especially ages:

15–30

Exactly where  
extremist recruitment  
spikes globally

# 🌍 THE 7-MODEL PROGRAM

How do vulnerable youth move toward extremism — and how do we interrupt it?

## 4 Belonging Replacement Model

WHY gangs/extremist groups succeed

Benefits:

- identity
- family
- ritual
- protection
- adventure

This is textbook radicalization psychology.

Groups offer:

👉 belonging before ideology

## 5 Protective Bonding Model

WHAT prevents recruitment

Psychosocial bonding

- Attachment
- Belief
- Commitment
- Involvement

This aligns with criminology prevention research.

Mentorship becomes:

👉 the competing attachment.

One trusted adult changes trajectories

## 6 Cognitive Interruption Model

HOW impulsive harm is prevented

The mindfulness pause model

- What am I seeing?
- What am I feeling?
- What am I thinking?

This teaches:

- emotional regulation
- critical reflection

Modern prevention programs call this:

👉 cognitive resilience training

It interrupts:

anger → grievance → violence

The final systems work:

- Learning Communities
- Public Investment pillars
- Action Research cycle

## 7 Community Intervention

### Ecosystem Model

HOW society stabilizes outcomes through whole-community prevention

This is:

- peer mentoring
- community engagement
- rapid learning loops

# Speaking Across Worlds



Researchers tend to see  
**risk variables and outcomes.**



Communities see  
**people and relationships.**

Wisdom sees  
**patterns across generations.**

**Healthy communities do not wait for a crisis.  
They build belonging, opportunity, and shared responsibility long before harm begins.**

**👉 Health is built before danger appears. 🦉**

# Speaking Across Worlds

## *Translating Research, Community Experience, and Wisdom*

Modern prevention research uses technical language designed for measurement and accountability.

Communities describe the same realities in everyday human terms. When these languages do not meet, collaboration weakens.

**Translation restores shared understanding — connecting evidence, experience, and everyday practice.**

Research Language	Community Language	Real Life	Wisdom Insight
Protective Factors	Support that keeps youth grounded	Stable relationships reduce risk	Belonging protects more than control.
Early Intervention	Help early	Someone notices isolation	Prevention is attention given in time.
Psychosocial Bonding	Feeling valued	Mentors and peer groups	Humans heal inside relationships.
Disengagement Risk	Losing connection	Withdrawal before crisis	Isolation is an early warning signal.
Structural Prevention	Fix conditions upstream	Opportunity pathways	Systems shape behavior.
Warm Handoff	Personal introduction	No one falls between services	Care walks beside people.
Media Literacy	Not being manipulated	Recognizing online recruitment	Stories shape identity.
Identity Formation	Finding purpose	Contribution replaces grievance	Meaning stabilizes lives.
Collaboration	Working together	Schools + families + services	Stewardship is shared work.
Measurable Outcomes	Showing change	Less crisis, more belonging	Evidence sustains compassion.

**Healthy communities do not wait for a crisis.**

**They build belonging, opportunity, and shared responsibility long before harm begins.**

**👉 Health is built before danger appears. 🦉**

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# THE PATTERN & SELF-INVENTORY

# THE PATTERN

## 1. ⚠️ The Escape Pattern

When life feels:

- Sad
- Lonely
- Overwhelming
- Angry
- Empty
- Full of comparison, envy or resentment

👉 The brain looks for relief

## 2. 🔄 The Escape Behaviors

- Drugs / Alcohol
  - Violence
  - Porn
  - Gaming
  - Betting
  - Shopping
  - Car speeding
  - Phone checking
- 👉 Different behaviors
- 👉 Same purpose:  
**Avoid feelings or shut off thinking**

## 🔄 The Loop



## ⚠️ What Happens Over Time

- You need **more intensity** to feel OK
- You **lose track of time**
- Real life feels **harder**
- Escape becomes a **habit... then a trap**

## 💡 The Truth

These are **not different problems.**  
*They are different ways of escaping the same feelings.*

## 🧭 The Turning Question

**“What am I trying not to feel?”**



❤️ Remember

Needing escape is not failure.

*It's a signal that something real needs attention.*





# SELF-INVENTORY

## **Escape Pattern Check**

Be honest. No judgment.

### **Do these feel true?**

- I use something to **avoid how I feel**
- I use something to **shut off my thinking**
- I need **more intensity over time** to feel OK
- I **lose track of time** when I'm doing it
- I feel **worse after**, but still go back

## **My Main Escape**

Check any that apply.




- Drugs / Alcohol
- Violence / Anger
- Porn
- Gaming
- Betting
- Shopping
- Car speeding
- Phone checking

## **What's Underneath?**

Check what fits.

- Sadness
- Loneliness
- Overwhelm
- Comparison / envy
- Anger / resentment
- Negative thinking
- Disconnection
- Unhealthy friends
- Lack of healthy activities
- Lack of mentoring
- Lack of purpose or goals

## **Where Am I?**

-  Mostly okay
-  Slipping
-  Stuck in the pattern

## **One Small Step**

What is one thing I could do instead of escaping?

## **Support**

Who is one person I could talk to?



**Remember**

**You are not the problem.**

***The pattern is the problem. And patterns can change.***





# HEALTHY YOUTH DEVELOPMENT FRAMEWORK

# Healthy Youth Development Framework



Each young person is on a challenging life journey.  
And each caring adult carries some healthy solutions:  
physical, emotional, mental-cognitive, social, financial, and spiritual health.

What comes to my mind is... *the changing world youth will encounter.*  
AI is doing away with many entry-level jobs.  
Some students are disconnecting without educational and career goals.

The school **counselors are understaffed and overloaded**, and may not be reaching  
the **career part of the teen's life**.  
That is at the core of this document.

Without an aim, some boys drift and get lost. Boys can go to drugs, porn, and violence.  
Lost girls are increasingly going into low-cost porn production through online streaming  
to make a living.

That is the secret world youth don't talk about, one that affects each other.

Without a career and apprenticeship track, boys and girls don't learn the skills they need  
for a career, to afford a healthy, loving relationship, and to build a future family.  
So, they stay stuck with porn and online surfing, not connected to community activities  
and healthy relationships.

Let's put our minds together to find solutions, locally and globally.

# Healthy Youth Development Framework

Domain		What Youth Need	Practical Supports (Schools & Community)	Early Warning Signs
<b>1</b>	<b>Physical</b>	Energy, body awareness, regulation	Daily movement, sports, sleep habits, nutrition basics	Fatigue, agitation, neglect of health
<b>2</b>	<b>Emotional</b>	Ability to feel, name, and regulate emotions	Breathwork, grounding, emotional vocabulary, trusted adults	Anger spikes, shutdown, overwhelm
<b>3</b>	<b>Mental–Cognitive</b>	Clear thinking, reasoning, reality testing	Media literacy, critical thinking, bias awareness	Rigid thinking, conspiracy patterns
<b>4</b>	<b>Social</b>	Belonging, connection, relational skills	Peer circles, mentoring, dialogue skills, group activities	Isolation, rejection sensitivity
<b>5</b>	<b>Education, Financial &amp; Career</b>	Direction, purpose, future pathway	Goal setting, career exposure, apprenticeships, life skills, financial literacy	Drift, apathy, lack of goals
<b>6</b>	<b>Spiritual Meaning &amp; Values</b>	Purpose, values, inner compass	Reflection, service, nature connection, values exploration	Nihilism, identity vacuum, extremism pull

# Healthy Youth Development Framework

## Key Insight

When these needs are unmet, youth do not simply “struggle”—they seek **substitutes**:

- **Healthy Belonging**  
→ gangs / online groups
- **Healthy Meaning**  
→ ideology / extremism
- **Healthy Stimulation**  
→ drugs, porn, gaming
- **Healthy Identity**  
→ rigid “us vs. them” thinking

## System Shift

**Current Approach:**  
React to incidents  
(violence, crisis, discipline)

**Needed Approach:**  
Build healthy, connected,  
purposeful youth  
*before crisis emerges*

## Integration with Schools

This framework can be embedded into:

- Health & Physical Education
- Social Studies & Civics
- Advisory / Homeroom
- Extracurricular & Mentoring programs

## Invitation

Let’s align our efforts around a simple question:  
***Are we  
only reacting when they break down, or are we  
developing healthy, connected, purposeful young people?***

The background of the slide is a soft, monochromatic green landscape. It features rolling hills and mountains in the distance, with several tall, dark evergreen trees scattered across the scene. The overall atmosphere is misty and ethereal. In the center, there is a dark green rounded rectangle containing the title text.

# A GROWING DYSTOPIAN WORLD



**Unguided Youth**

**Online Nihilistic,  
Nationalistic and  
Criminal Networks**

**Growth of Gangs and  
Radical Movements  
Worldwide**

## **The Growth of Violence & Victimization**

**Indoctrination  
Radicalization**

**Selling Drugs, Guns,  
Weapons, Sex-trafficking**

**Authoritarian Leaders  
and Their Followers**

**Corruption, Money-Laundering in  
Real Estate and Crypto Currencies,  
Tax-Evasion, Extraction and Trade of Minerals**

**Map of A Growing Dystopian World**

## Work, Healthy Loving Relationship & Community



In 2005, I attended the *UN Conference on Interfaith Cooperation for Peace*. The conference was sponsored by a tripartite group that included 16 governments, three UN agencies, and eight religious and civil society organizations. It was the first time such a group convened a substantive interfaith event at the United Nations — an institution that rarely holds interfaith gatherings of any type.

At that time, people were being recruited from around the world by international Islamic terrorist organizations, which resulted in the World Trade Center attack.

At the conference, I stood up and said **there could never be peace in the world unless men have work** — that we needed a *World Works Program*. At that time, women and girls were making progress worldwide through education and work opportunities. Men were slipping into addictions, gangs, and violent extremism. I then went home and founded the *Long Island Men's Center* and served as president from 2005 to 2010.

Twenty years later, the world is now headed for **further work disruptions due to AI. Work disruption will lead to relationship instability and more addictions.**

The world is now suffering from wars and massive international migrations caused by violence, crime, corruption, and unemployment in violence-ridden countries.

## Work, Healthy Loving Relationship & Community



This led to arrival-country migration hatred and reactionary violence in Europe, the United States, and around the world.

Without peace and work, or another healthy purpose in life, men can't then form **healthy, loving relationships.**

Without healthy, loving families, and stable communities, **men can get into trouble in gangs, organized crime, and militias.**

They can also get into trouble as angry INCELS - Involuntary Celibates, as MGTOWs – Men Going Their Own Way, as PROUD BOYS, and in conspiracy cults.

**Many men are not in healthy, loving relationships with a positive partner, family, and friends. Many men don't know how to communicate well. Many men feel very lonely.**

**To escape their pain,** they may become **involved with addictions** that give them pleasure. They can become **involved with fanatical organizations that give them a sense of identity, belonging, excitement, and adventure.**

The United States has become obsessed with guns.

People are shooting in schools, at parties, and at mass events.

**98% of mass shootings are done by men.**

## Work, Healthy Loving Relationship & Community



Gun manufacturers are making a fortune.

Worldwide, a thousand people a day are killed in **110 conflicts and wars.**

Men and boys are almost twice as likely to abuse illicit drugs and alcohol as women and girls.

**11.5% of boys and men over 12** have a substance use disorder, compared to **6.4% of women and girls.**

Worldwide, **men die of suicide at four times the rate of women.**

In the US, between 2015 and 2020, 122,178 men died of suicide by firearm compared to 19,297 women, 6 men for every 1 woman.

**Boys and girls need guidance and opportunities to lead productive lives, with healthy, loving relationships, in healthy communities.**

Sanford Hinden

[Wisocracy](#)

[Education to Live Well](#)

Global  
Peace  
Keeping

Global  
Climate  
Mitigation

"Crime has  
internationalized faster  
than law enforcement and  
world governance..."

Antonio Maria Costa  
Former Executive Director  
United Nations Office on Drugs and Crime (UNODC)

The Globalization of Crime:  
A Transnational Organized Crime Threat Assessment

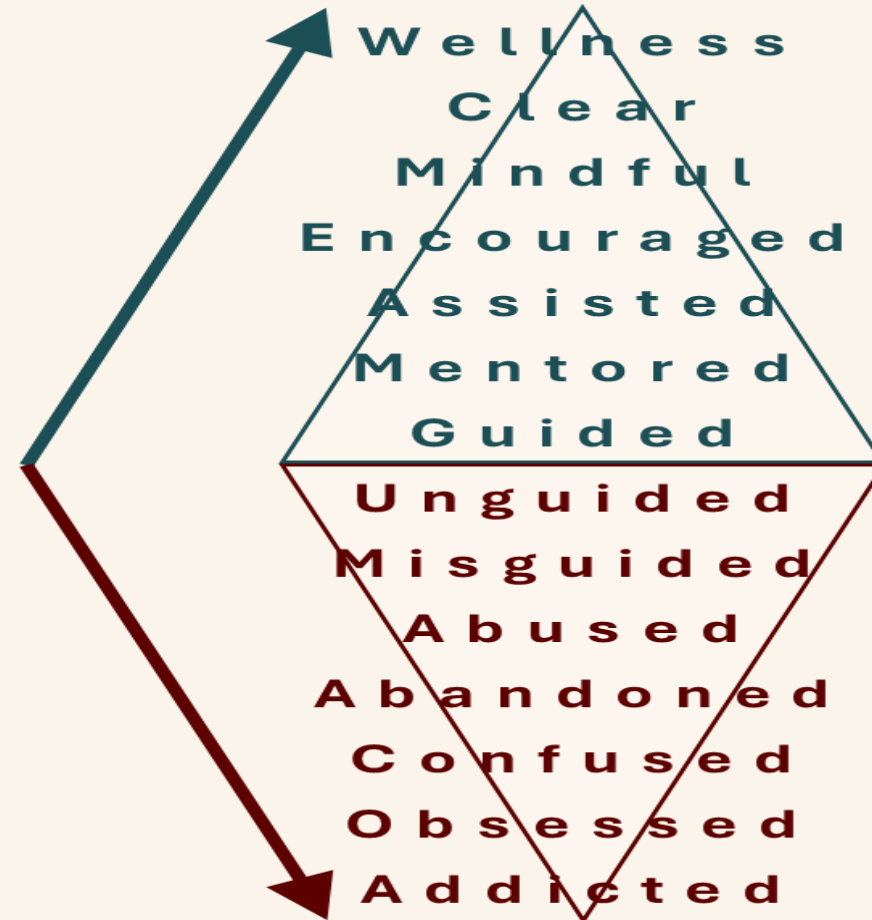
Global  
Sustainable  
Development

Global  
Migration  
Amelioration

The background of the image is a soft, monochromatic landscape in shades of green and teal. It depicts rolling hills and mountains, with several tall, dark evergreen trees scattered across the scene. The overall atmosphere is calm and serene, with a slight mist or haze that softens the details of the terrain.


# COUNSELING & MENTORSHIP

# Guidance & Mentors for Youth: A Civilizational Imperative



**Unguided,  
Misled, Abused,  
Abandoned:  
How We're  
Failing Our Children  
in an  
Addictive Civilization**



A circular illustration with a dark red border. Inside, a young girl with long dark hair and a worried expression stands in a desolate, ruined city. She is holding a rectangular sign above her head with the letters 'SOS' written in large, bold, black capital letters. The background shows the skeletal remains of buildings and a cloudy, overcast sky. The overall color palette is muted, with browns, greys, and a pale yellowish sky.

Missing  
Guidance & Mentors  
in an Addictive Civilization

# Unguided, Misled, Abused, Abandoned: How We're Failing Our Children in an Addictive Civilization



Across the world, children are suffering.



Not because they lack potential,  
but because the adults who should be guiding them are  
**distracted, self-absorbed, and obsessed with  
*more, bigger, better.***

**We have created an Addictive Civilizational**  
that has left our children unguided, misled, abused, and abandoned.  
This Addictive Civilization has failed to raise the next generation  
to be wiser than we are, as we rapidly destroy our environment.

# A Culture of Addiction or a Culture of Wellness

Children's lives tend to follow one of two paths:

## The Upward Path → Culture of Wellness

*Guided → Mentored → Assisted → Encouraged → Mindful → Clear → Wellness*



Here, children develop skills, resilience, and belonging because someone was present to guide them.

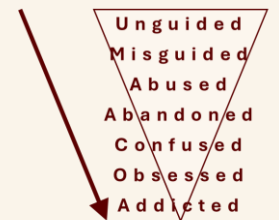
## Downward Path → Culture of Addiction

*Unguided → Misguided → Abused → Abandoned → Confused → Obsessed → Addicted*

Here, each missing step pulls them deeper into harm — whether it's drugs, violence, exploitation, or despair.

Without guidance, children don't learn social skills.

They can become bullies, victims, or both.



They drift toward whatever community will take them in, no matter how destructive.

# A Culture of Addiction or A Culture of Wellness

- All children need to be guided well.
- Without good guidance, they miss academic, relational, social, and civic skills, and healthy opportunities.



**Lack of good guidance results in:**

**Bullying  
Alcohol  
Drugs  
Violence  
Gangs  
Crime  
Sex work  
Tax evasion  
Hacking**

## The Global Guidance Gap

Nearly half of all youth worldwide grow up without a single mentor.

In conflict zones, refugee camps, and poverty-stricken communities, children are not just unguided — they are actively exploited.

In wealthy countries, millions are left to be raised by screens and algorithms.



This isn't just a tragedy for individual children — it's a structural failure of our civilization.



A society that abandons its children is already in decay.

## Mentorship: The Lifeline We Ignore

**Research is crystal clear:**

- **One steady, trusted adult can redirect the entire course of a young person's life.**
- **Mentored youth avoid risky behaviors, do better in school, earn more, and contribute more.**
- **The longer the relationship lasts, the deeper the impact.**



**And yet, we leave millions without one.**

<b>Insight About Mentoring</b>	<b>Takeaway</b>
<b>Access to a Mentor</b>	<b>Nearly half of youth lack a mentor — highlighting a huge opportunity to fill.</b>
<b>Immediate Benefits</b>	<b>Lower risky behaviors and higher school engagement are direct outcomes of mentorship.</b>
<b>Long-Term Gains</b>	<b>Career earnings, education, and socioeconomic mobility are greatly boosted.</b>
<b>Depth &amp; Duration</b>	<b>Longer, trust-based mentorships yield improved aspirations and civic engagement.</b>
<b>Psychosocial Impact</b>	<b>Guidance strengthens belonging, critical reflection, and resilience.</b>

## **The Vanishing Lifeline in Schools**

**Guidance counselors  
should be the front-line mentors for millions of children.  
When they are available and engaged, students describe them as  
approachable, helpful, and life-changing.**

**But the reality is brutal:**

**Overloaded caseloads destroy trust.**

**Millions of students have no counselor at all.**

**One-size-fits-all advice (college or nothing) fails many.**

**And funders? They don't care.**

**Money flows to tech gadgets, sports facilities, and marketing campaigns,  
while the quiet, essential work of guidance is treated as expendable.**

**This isn't a budget oversight — it's a values failure.**

# School Guidance Counselors

## What Students Feel & Need

<b>Feeling or Perception</b>	<b>What It Signals</b>
<b>Appreciation</b> when approached	<b>Counselors are valued</b> when truly accessible and engaged
<b>Frustration</b> with low availability	<b>Large caseloads erode trust</b> and meaningful interaction
<b>Desire</b> for emotional support	<b>Students need counselors</b> to be guides, not just administrators
<b>Need</b> for diverse guidance	<b>One-size-fits-all</b> (college-focused) thinking fails many

## Why So Many Counselor Organizations... Yet Kids Still Don't Get Help

**Despite numerous professional associations for school counselors,  
students still go without the guidance they need.**

<p style="text-align: center;"><b>1. Advocacy–Action Gap</b></p> <ul style="list-style-type: none"> <li>• Orgs focus on serving the profession internally (conferences, certifications).</li> <li>• Policy advocacy for actual funding is weaker than for testing, ed-tech, and security.</li> </ul>	<p style="text-align: center;"><b>2. Political Budget Priorities</b></p> <ul style="list-style-type: none"> <li>• Budgets prioritize security/testing over counseling.</li> <li>• Counseling is seen as “optional” because benefits aren’t in test scores.</li> </ul>
<p style="text-align: center;"><b>3. Fragmented Voice</b></p> <ul style="list-style-type: none"> <li>• Multiple bodies (ASCA, ACA, NBCC, state orgs) dilute advocacy energy.</li> <li>• No unified public campaign for adequate ratios and funding.</li> </ul>	<p style="text-align: center;"><b>4. Cultural Devaluation of Guidance</b></p> <ul style="list-style-type: none"> <li>• Test performance culture undervalues emotional support.</li> <li>• Counselors are seen as schedule managers, not essential educators.</li> </ul>
<p style="text-align: center;"><b>5. No Public Pressure:</b></p> <ul style="list-style-type: none"> <li>• Parents rarely know the 1:250 ratio goal. (Many districts have 1:400 – 1:1,000).</li> <li>• Without public outrage, politicians don’t act.</li> </ul>	<p style="text-align: center;"><b>Net Effect:</b></p> <p style="text-align: center;">Well-credentialed, well-meaning orgs without unified lobbying, public awareness, and political will mean school counseling remains underfunded while children pay the price.</p>

# Who Has the Position and Power to Change This

## **Parents & Guardians**

The first and most enduring mentors

## **Community & Youth Organizations**

Be intentional about building relationships

## **Faith Leaders & Cultural Elders**

Can create safe intergenerational spaces

## **Media Creators & Influencers**

Can model wisdom and respect

## **Educators & School Leaders**

Can embed mentorship in school culture

## **Local & National Policymakers**

Can fund mentorship programs

## **Employers & Business Leaders**

Can sponsor youth mentorship initiatives

## **Peers & Older Youth**

Can mentor those a few years younger

## **Family, Children & Youth Funders**

Can fund school guidance and community mentoring programs



## The Choice Before Us



### **The Addictive Civilization**

has led to collapse — not just environmental or political — it has hollowed out human guidance, the loss of wisdom transfer between generations.

If we keep abandoning our children to be raised by profit-driven algorithms and overstretched institutions, we are not just failing them — we are dismantling the future.

**The solution is not complicated, but it is costly in time, presence, and care:**

- **Make mentorship a societal expectation, not an optional extra.**
- **Fund guidance roles before marketing budgets.**
- **Teach mindfulness and critical thinking as core life skills.**
- **Hold every influencer — from parents to presidents — accountable for the next generation's wellbeing.**

The measure of any civilization is how it raises its children. This civilization has failed.

**Can we now create a Civilization of Wisdom & Wellbeing?**

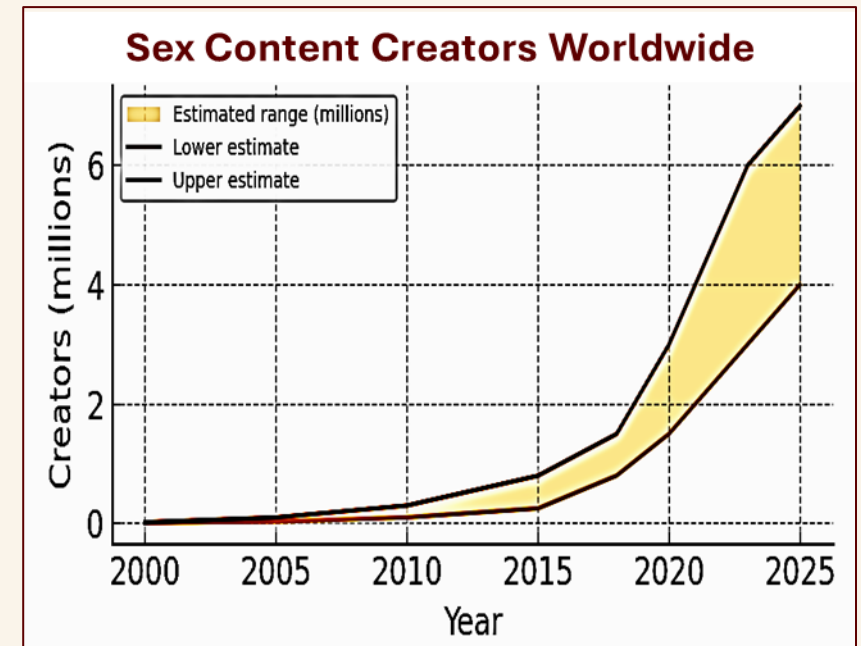
# Economic Pressures Driving Youth into Adult Content

**Over the past 25 years, the number of online adult content creators has exploded — from tens of thousands in the early 2000s to millions today.**

## Key Drivers:

- Low entry barriers — easy to sign up and start earning
- Rising living costs and student debt
- Gig economy instability and lack of traditional job security
- Pandemic-era job losses are accelerating the shift
- Lack of guidance and mentorship on career alternatives

**Many new creators are in their late teens or early twenties — often before they've had access to stable mentorship, career guidance, or financial literacy.**



**Without robust guidance systems, young people are more likely to view adult content creation as their best or only viable option.**

The background of the image is a soft, monochromatic landscape in shades of green and grey. It features rolling hills, several tall evergreen trees, and a body of water in the distance, all shrouded in a light mist or fog. The overall mood is serene and atmospheric.

# GANGS WORLDWIDE

## Why It Is So Difficult to Improve the World - Money Can Be Made From Crime & Corruption

	<b>C a u s e s</b>	<b>E f f e c t s</b>
<b>Poor</b>	<p><b>Poverty</b></p> <p><b>Lack of high-quality education</b></p> <p><b>Lack of values and mentoring</b></p> <p><b>Lack of opportunity</b></p> <p><b>Crimes of desperation</b></p>	<ul style="list-style-type: none"> <li>● <b>Robbery, violence</b></li> <li>● <b>Selling illegal drugs and guns</b></li> <li>● <b>Families and gangs teach children to become criminals.</b></li> <li>● <b>Sex trafficking, exploitation, prostitution</b></li> <li>● <b>Communities are terrorized by gangs, driving emigration.</b></li> </ul>
<b>Middle</b>	<p><b>Lack of high-quality education</b></p> <p><b>Lack of values and mentoring</b></p> <p><b>Crimes of corruption</b></p>	<ul style="list-style-type: none"> <li>● <b>Gangs seek access to wealthier schools to sell drugs. Addicts commit burglaries.</b></li> <li>● <b>Nepotism, corruption, bribery, grease palms to get ahead, embezzlement, learn to scam the system, hacking</b></li> <li>● <b>Fear and desire for money and power drive corruption</b></li> <li>● <b>Slippery slope, may use prostitutes and lose idealism</b></li> <li>● <b>Push out idealists who won't play by the unspoken, corrupt rules</b></li> <li>● <b>Fear of others who are not like them, creates racial-ethnic hatred, buying guns</b></li> </ul>
<b>Wealthy</b>	<p><b>May not appreciate education</b></p> <p><b>Lack of values and mentoring</b></p> <p><b>White collar crime</b></p> <p><b>Disconnection from the whole</b></p>	<ul style="list-style-type: none"> <li>● <b>Gangs seek access to wealthier schools to sell drugs. Addicts may commit burglaries.</b></li> <li>● <b>Constant flow of expensive drugs.</b></li> <li>● <b>Lobby legislators for unfair tax laws and the reduction of regulations to protect their wealth, businesses, and investment advantages</b></li> <li>● <b>Rigging corporations for executive benefits, tax evasion, and embezzlement</b></li> <li>● <b>Power can corrupt; they think they are invincible, hold themselves to a different standard, and may use high-priced sex workers</b></li> <li>● <b>Lose touch with and can't relate to the less fortunate, <i>"I did it. I've got mine, screw you, nobody gave us a handout."</i></b></li> <li>● <b>Politicians may get richer and richer, but don't improve anything; there is a dereliction of duties and corruption of the whole system. Term-limits are an option.</b></li> </ul>



# GANGS WORLDWIDE





# The Growth of Gangs

Lack of  
Guidance, Mentors, Values, Education, Employment, Healthy Families, Healthy Communities



## GANGS WORLDWIDE



### Benefits

- Sense of identity
- Sense of belonging, family, community
- Protection against other gangs
- Adventure, intensity
- Sense of spirituality, group ritual
- Money

### Consequences

- Dropping out of school
- Teen parenthood
- Unemployment
- Victimization
- Drug, alcohol, sexual abuse
- Petty and violent crimes
- Juvenile conviction and incarceration
- Being harmed or killed



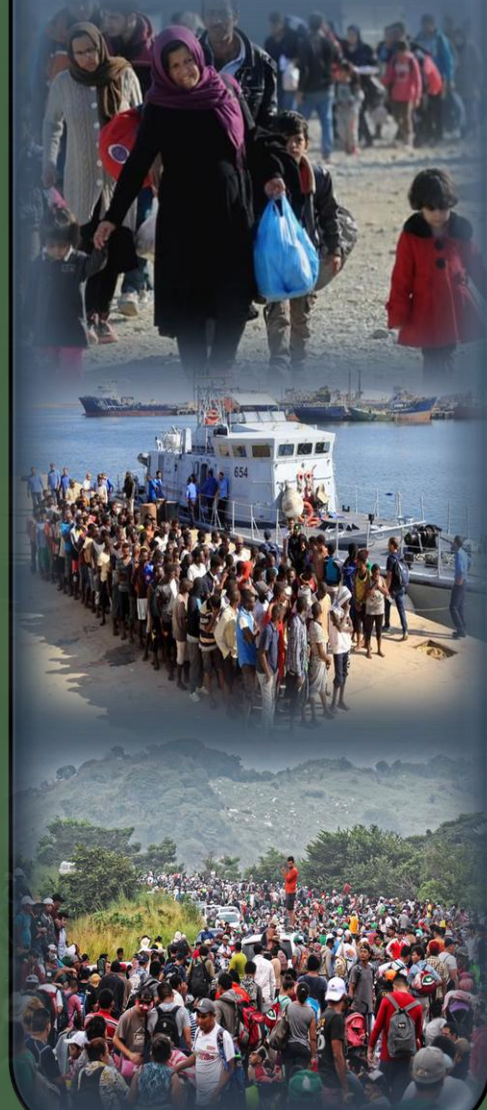
A Positive Men's Group  
in New Zealand



# Global Corruption & Violence



# Global Migration



# European Reactionary Movements



# United States Reactionary Movements

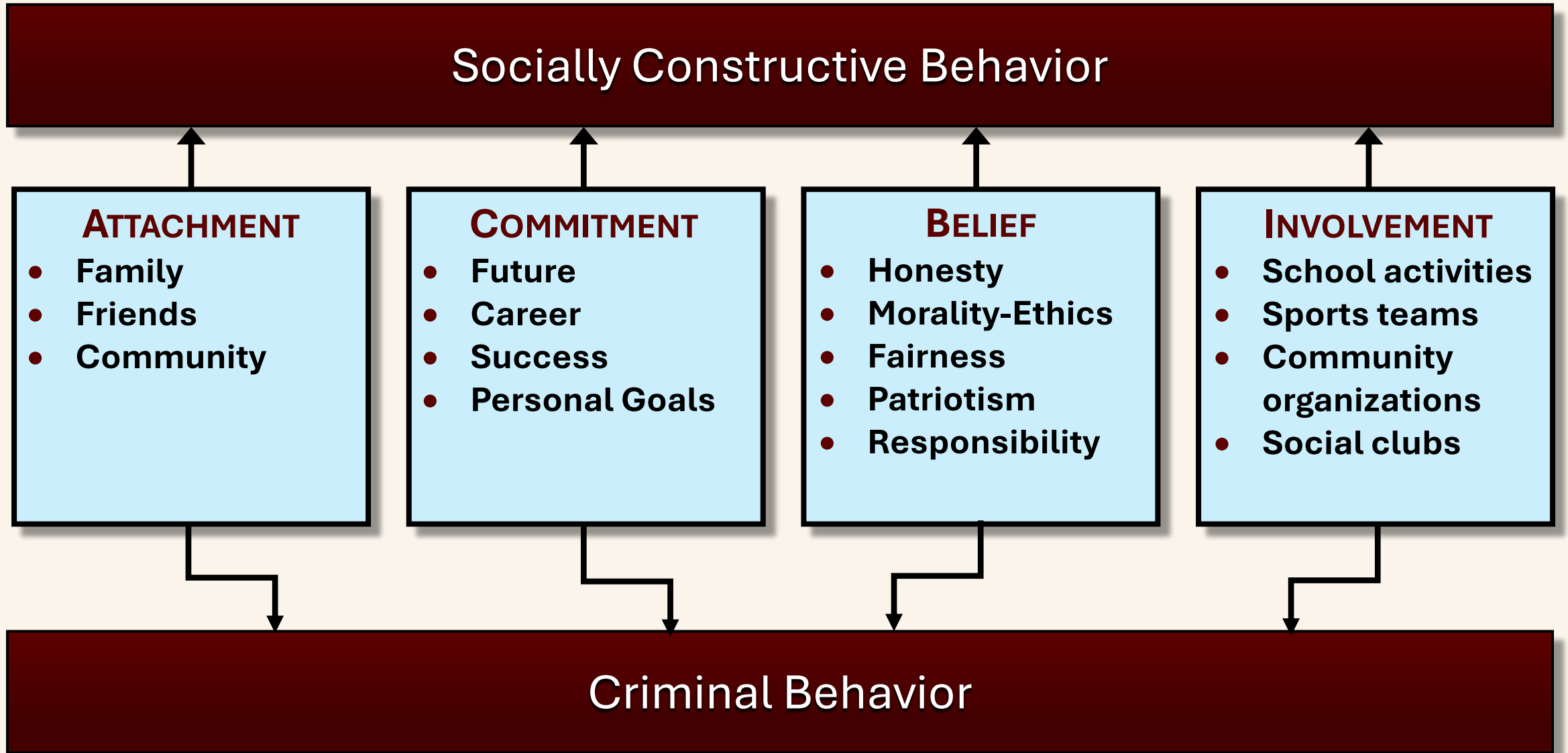


# What Happens to Boys & Men

Ages	Issues	Needs
0-5	Culture of Violence in media and games	Culture of Curiosity, Creativity, Peace & Wisdom
5-10	Lack of empathy and compassion Mistrust School difficulties, lowering of self-esteem	Being treated with kindness Nurturing relationships; trust in positive people Tutoring in needed subjects
10-15	Lack of interpersonal communication skills Being bullied or bullying	Opportunities to learn communications skills; build resilience and work skills; develop positive living principles
15-20	Meaninglessness, confusion; drug sales in the community; addictions start to form to alleviate emotional pain	Life-enhancing opportunities to learn about wisdom, wellbeing, and how to help the community and the world
20-30	Men become isolated and involved with unhealthy people, activities, and addictions	Career counseling; involvement in community; recovery from addictions
30-40	Some men are unable to have stable career, relationships, housing, family; Brutalist, merciless worldview	Counseling; community involvement; career development
40-50	Alienation, drawn into angry causes, rage	Midlife clarification of meaning and purpose
50-60+	Cynical, sarcastic, negative, numbness	Meaningful living, wisdom, wellbeing, mentoring

<b>Hurt &amp; Unhealthy Men</b>	<b>Healed &amp; Healthy Men</b>
<b>Lost, meaningless, disillusioned, ruthless worldview</b>	<b>Understanding, explanations, meaning, purpose, principles</b>
<b>Mistrusting, lonely, alienated, numb</b>	<b>Nurturing relationships belonging, healthy friends</b>
<b>Shameful, self-hating, helplessness</b>	<b>Self-empathy, self-appreciation, resilience, agency</b>
<b>Addictive behavior</b>	<b>Inspired, motivated</b>
<b>Cynical, angry, resentful, rageful</b>	<b>Constructive expression, community participation</b>
<b>Involved in hate groups, gangs, aggressive, violent, crime, corruption</b>	<b>Growing wisdom &amp; wellbeing</b>

# Psychosocial Bonding



# Anti-Social & Social Behavior

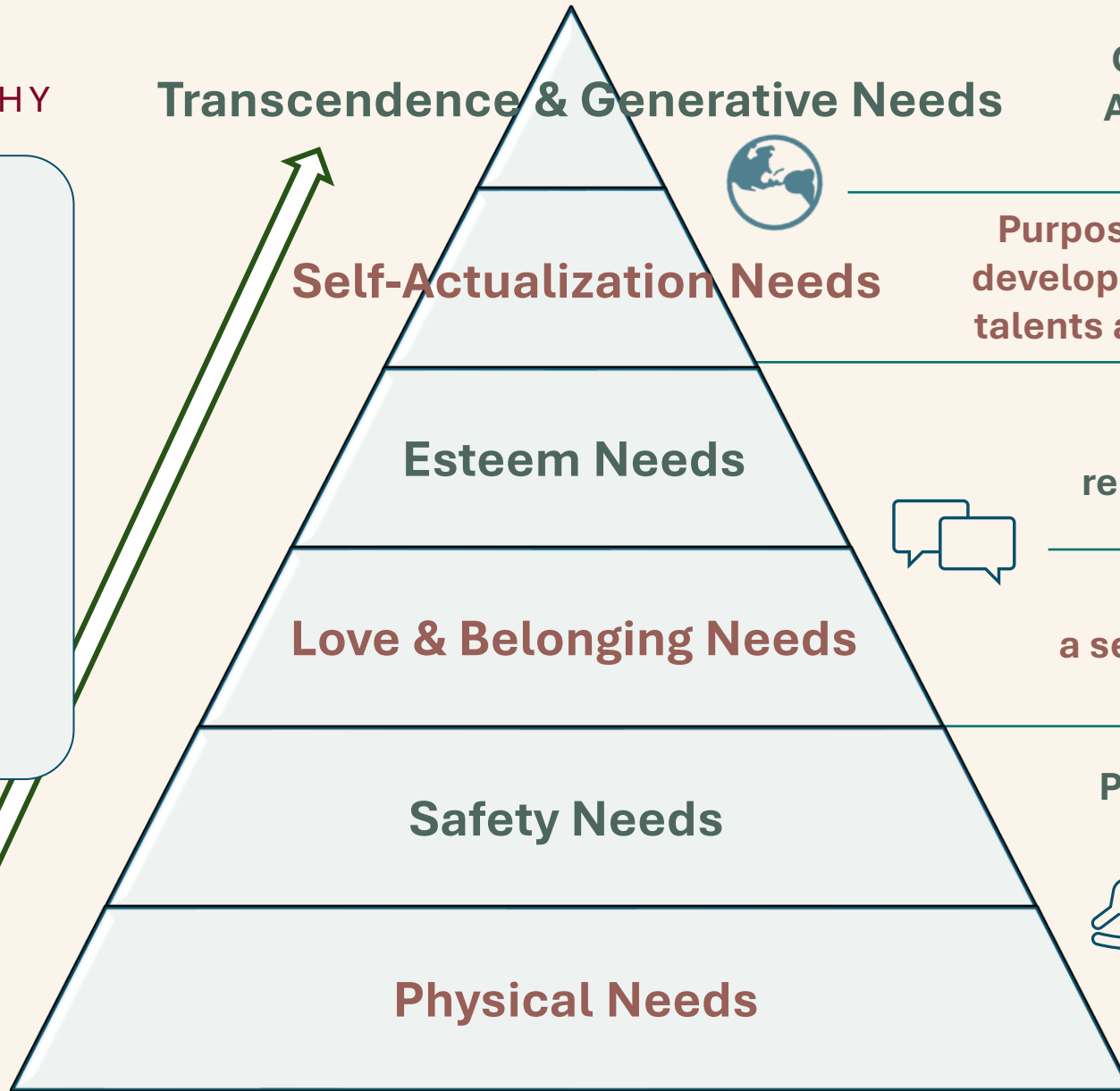
ANTI-SOCIAL TRAITS	1	2	3	4	5	6	7	8	9	10	SOCIAL TRAITS
Disregard for the rights of others											Regard for the rights of others
Lack of empathy											Having empathy
Impulsivity, risky behaviors, engaging in illegal activities											Considering the potential consequences of one's actions
Repeated lying, manipulation, or deceitful behavior for gain											Honesty
Little or no remorse for harmful actions and may rationalize or justify behavior											Shows remorse for harmful action
Consistent irresponsibility											Fulfills work or financial obligations, responsibilities, and commitments

The background of the slide is a soft, monochromatic green landscape. It features rolling hills and mountains in the distance, with several tall, dark evergreen trees scattered across the scene. The overall atmosphere is serene and natural. In the center, a dark green rounded rectangle contains the title text in white, all-caps, sans-serif font.

# HUMAN NEEDS & NEEDS SATISFIERS

# NEEDS HIERARCHY

What we value and seek may come from our needs



Oneness with Creation-Universe, Sun, Earth, Ancestors, Future Generations, Care for Earth & the Whole



Purposeful effort to develop and use one's talents and potentials

Freedom, Meaning, Purpose, Direction, Creativity, Aesthetics

Esteem Needs

Self-respect, self-esteem, respect from others, appreciation



Love & Belonging Needs

Friendship, intimacy, family, a sense of connection, compassion, and community

Safety Needs

Personal security, employment, resources, health, peace



Physical Needs

Air, water, food, shelter, sleep, clothing, pleasure, reproduction

## Need Satisfiers – Ways of Meeting Needs

<b>Violators</b>	<ul style="list-style-type: none"><li>● Claim to be satisfying needs, yet in fact make it more difficult to satisfy a need.</li></ul>
<b>Pseudo Satisfiers</b>	<ul style="list-style-type: none"><li>● Claim to be satisfying a need, yet in fact have little to no effect on really meeting such a need.</li></ul>
<b>Inhibiting Satisfiers</b>	<ul style="list-style-type: none"><li>● Over-satisfy a given need, while seriously inhibiting the possibility of satisfaction of other needs.</li></ul>
<b>Singular Satisfiers</b>	<ul style="list-style-type: none"><li>● Satisfy one need only.</li><li>● Neutral to the satisfaction of other needs.</li></ul>
<b>Synergistic Satisfiers</b>	<ul style="list-style-type: none"><li>● Satisfy a given need, while simultaneously contributing to the satisfaction of other needs.</li></ul>

# Need Satisfiers – Ways of Meeting Needs

<p><b>Violators</b></p>	<ul style="list-style-type: none"> <li>• Claim to be satisfying needs, yet in fact make it more difficult to satisfy a need.</li> </ul>	<ul style="list-style-type: none"> <li>• Extremist or gang recruitment networks offering belonging through exclusion or violence.</li> <li>• Online outrage ecosystems amplifying grievance, fear, and isolation.</li> <li>• Criminal protection structures that increase dependency and instability.</li> <li>• Algorithm-driven attention economies rewarding outrage and grievance amplification.</li> </ul>
<p><b>Pseudo Satisfiers</b></p>	<ul style="list-style-type: none"> <li>• Claim to be satisfying a need, yet in fact have little to no effect on really meeting such a need.</li> </ul>	<ul style="list-style-type: none"> <li>• Online communities simulating belonging without real relational support.</li> <li>• Ideological or motivational messaging without pathways forward.</li> <li>• Consumer identity and status signaling substituting appearance for wellbeing.</li> <li>• Comparison-driven social media cultures promoting identity performance over belonging.</li> </ul>
<p><b>Inhibiting Satisfiers</b></p>	<ul style="list-style-type: none"> <li>• Over-satisfy a given need, while seriously inhibiting the possibility of satisfaction of other needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive online immersion or gaming replacing real-world connection and purpose.</li> <li>• Productivity or achievement systems undermining health and relationships.</li> <li>• Polarized identity groups meeting dignity needs while increasing division.</li> <li>• Hyper-competitive educational or credential systems eroding wellbeing and trust.</li> </ul>
<p><b>Singular Satisfiers</b></p>	<ul style="list-style-type: none"> <li>• Satisfy one need only.</li> <li>• Neutral to the satisfaction of other needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Job placement programs without relational or wellbeing support.</li> <li>• Individual counseling without community integration.</li> <li>• Financial assistance addressing material needs only.</li> <li>• Enforcement-only or surveillance responses addressing risk but not social drivers.</li> </ul>
<p><b>Synergistic Satisfiers</b></p>	<ul style="list-style-type: none"> <li>• Satisfy a given need, while simultaneously contributing to the satisfaction of other needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentorship networks combining belonging, dignity, skill development, and future pathways.</li> <li>• Dialogue spaces building trust and communication across differences.</li> <li>• Youth leadership and service programs linking purpose, contribution, and identity development.</li> <li>• Cross-sector collaboration connecting families, schools, services, and communities.</li> <li>• <b>Community Youth Networks address unmet psychosocial needs through synergistic community interventions.</b></li> </ul>

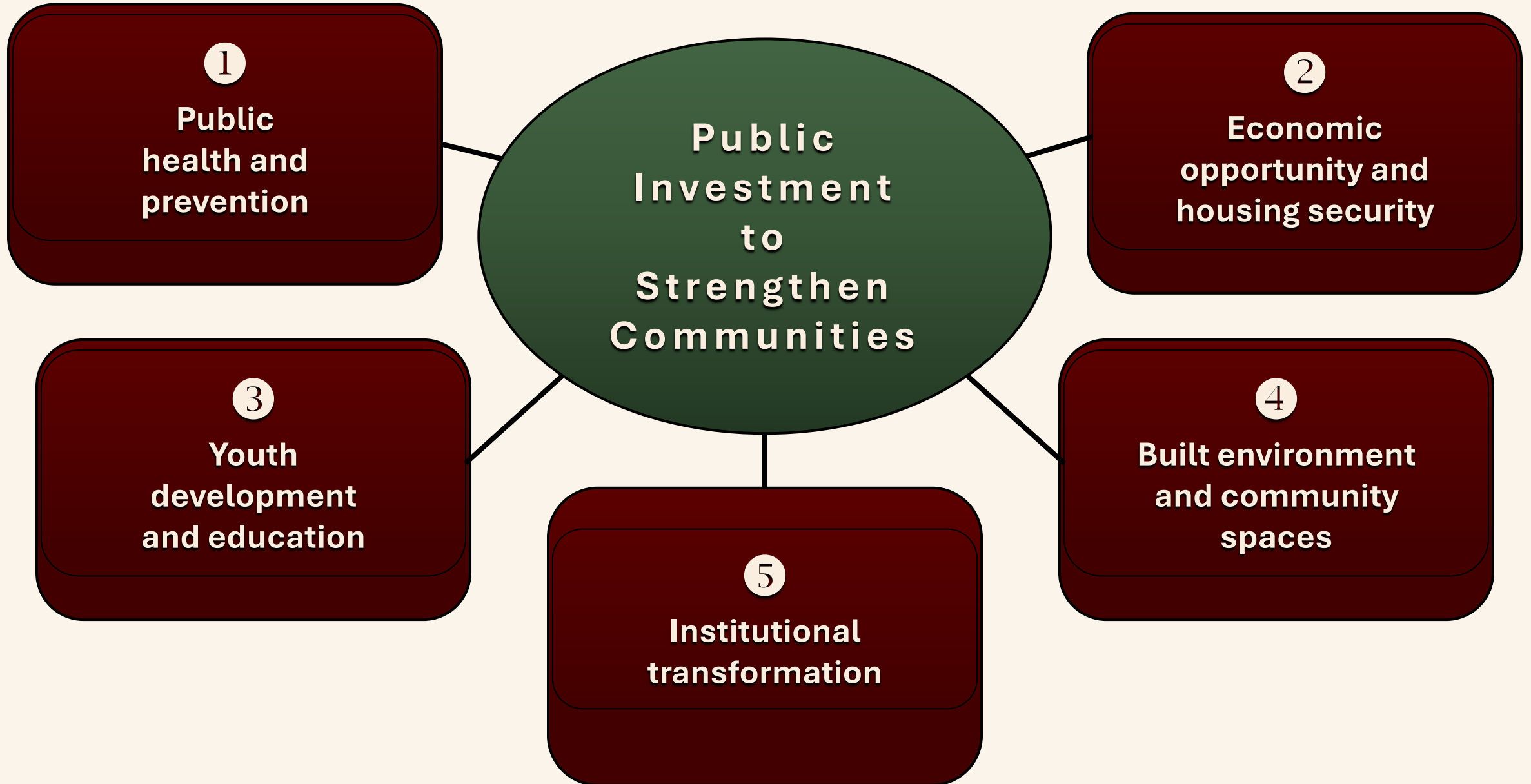
The background is a soft-focus, monochromatic landscape in shades of green and grey. It features rolling hills, several tall evergreen trees, and a misty atmosphere that obscures the details of the mountains in the distance. The overall mood is serene and natural.

WHAT MORE  
WE CAN DO

# Public Investment to Strengthen Communities

Public Health & Prevention	Economic Opportunity & Housing Security	Youth Development & Education	Built Environment & Community Spaces	Institutional Transformation
<ul style="list-style-type: none"><li>• Create sustainable funding streams for community violence intervention programs.</li><li>• Scale civilian crisis-response models.</li><li>• Increase funding for community health clinics, trauma recovery centers, and community health workers.</li></ul>	<ul style="list-style-type: none"><li>• Expand access to workforce development and employment programs.</li><li>• Fund summer jobs for youth.</li><li>• Fund targeted cash assistance programs for harm survivors.</li><li>• Expand economic opportunity for formerly incarcerated individuals.</li><li>• Expand access to housing through eviction defense, vouchers, and alternative real estate models.</li></ul>	<ul style="list-style-type: none"><li>• Create a grant program to fund local youth violence prevention plans.</li><li>• Increasing resources for low-income schools.</li><li>• Fund youth centers, sports, enrichment activities, and neighborhood-based wraparound support programs.</li></ul>	<ul style="list-style-type: none"><li>• Built environment and community spaces to lower stress can reduce crime.</li><li>• Increase grants for neighborhood improvement projects.</li><li>• Transform abandoned homes and buildings, clean vacant lots.</li><li>• Create green neighborhood-led projects for parks, cafes, community centers to lower stress and increase connections.</li></ul>	<ul style="list-style-type: none"><li>• Provide sustainable and accessible funding for grassroots organizations.</li><li>• Enhance the capacity of community-based organizations.</li><li>• Create a community safety division at the Department of Health and Human Services for civilian agencies dedicated to community safety.</li><li>• Fund additional research on the social determinants of safety.</li></ul>

# Community Investment



# Learning Communities

- 1. A Learning Community is a small group that shares common goals and works collaboratively in the community, possibly with one or more mentors.**
- 2. By meeting together and engaging in peer-to-peer learning and action research, they get to know each other better, learn from each other, and support each other.**
- 3. Effective communities are both aspirational and practical. They enable participants to share results, and learn from each other, thereby improving their ability to achieve rapid and significant progress.**
- 4. Failure-inspired learning is necessary for learning and innovating. Avoiding failure leads to missed opportunities to learn from mistakes and explore new ways of working. Capturing lessons learned and sharing what did not work is valuable.**

When  
people align  
their agendas, networks  
and resources in  
support of a shared goal,  
they have the power to  
make lasting, significant  
improvements.

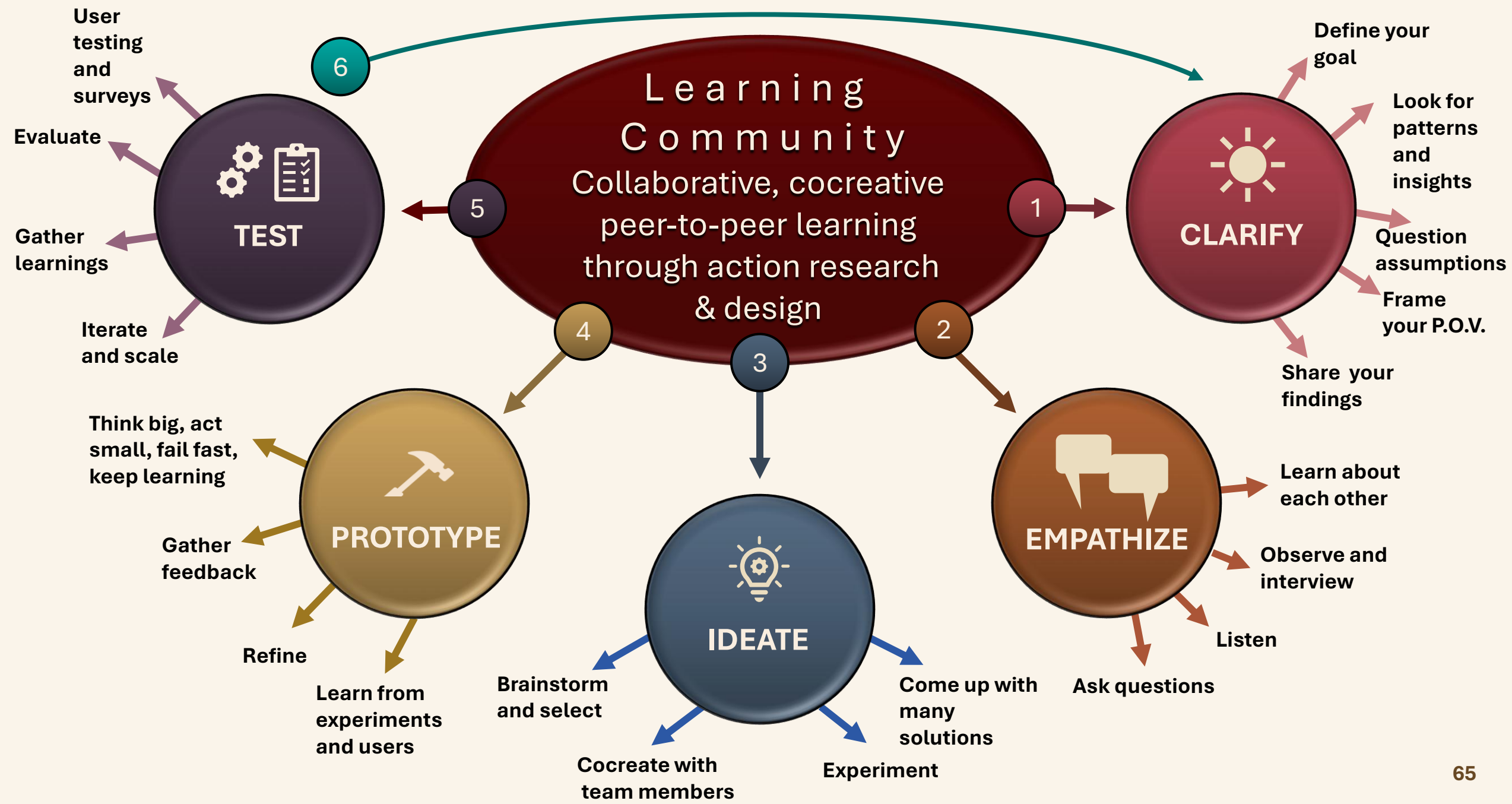
# Learning Communities

## Why are learning communities important?

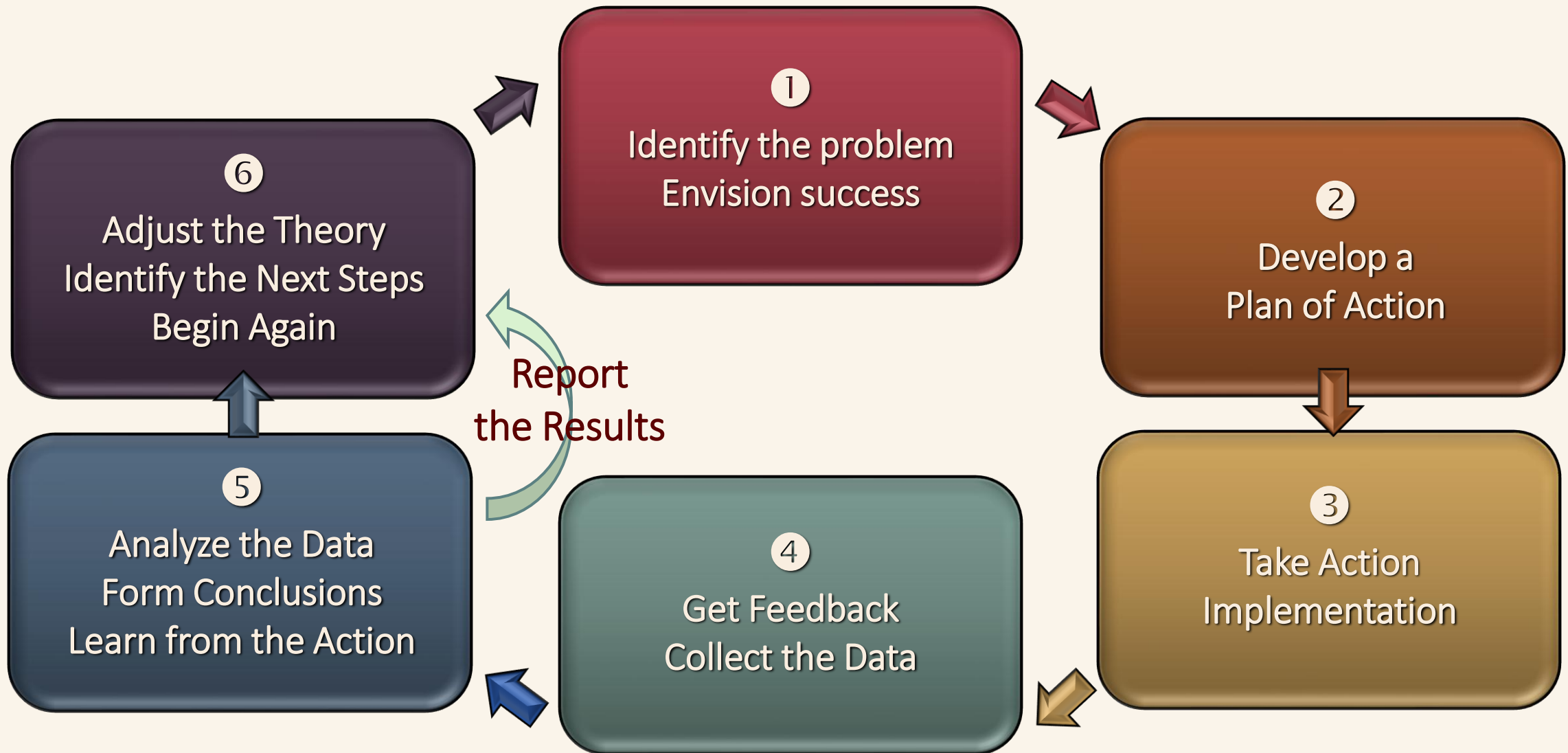
1. They seek to achieve change requiring tackling an interrelated set of complex social problems.
2. To solve these problems, a strong community of learning and practice works to identify multiple intervention strategies.
3. Learning communities share results and metrics to figure out what works best for them and why.

## What does a learning community do?

1. **It connects people.** Learning communities convene change agents across sectors, disciplines, and geographies to connect, share ideas and results, and learn from each other. Communities may work together in-person and virtually.
2. **It sets goals and measures collective progress.** These communities align participants around common goals, metrics (ways of measuring achievement), theories of change, and areas of practice.
3. **It enables shared learning.** Communities share learning from both successful and unsuccessful experiences to deepen collective knowledge.
4. **It supports distributed leadership.** The scope of a learning community allows it to offer a wide range of leadership roles and skill-building opportunities.
5. **It accelerates progress toward impact at scale.** These communities facilitate fast-cycle learning, measure results to understand what works for whom, and bring together the key stakeholders who can achieve systems-level change.



# Action Research & Problem Solving



## Teaching Children to Pause and Think - Practicing Mindfulness

**Good mentorship doesn't just tell children *what* to do.  
It teaches them *how* to think.**

**A Mindfulness practice can show them how to become aware:**

*What am I seeing?*

*What am I hearing?*

*What am I feeling?*

*What am I thinking?*

*What don't I understand?*

*What am I confused about?*

**This practice helps them slow down, reflect, and choose wisely.**

**Without guidance, those pauses don't happen  
— and impulsive, destructive decisions take their place.**

# Teaching Children to Pause and Think - Practicing Mindfulness

*Just gently notice:*

**What am I seeing?**

**What am I hearing?**

**What am I feeling?**

**What am I thinking?**

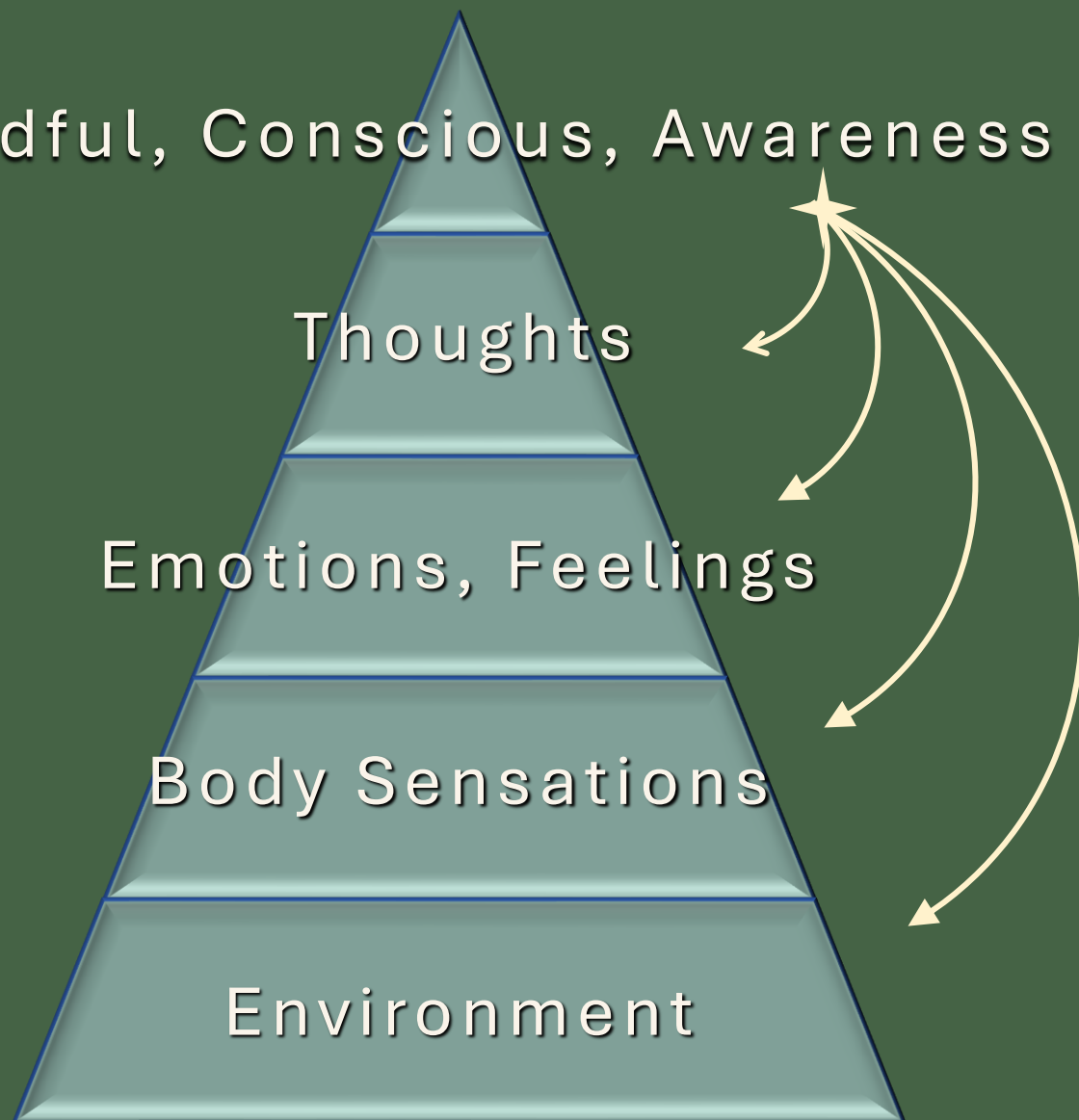
**What don't I understand?**

**What am I confused about?**

# Mindful Awareness

Mindfulness  
is just  
*gently noticing*  
the flow of your  
thoughts, emotions  
and sensations...  
and what is going on  
around you...  
*and not being*  
*attached to them*

Mindful, Conscious, Awareness



The background of the slide is a soft-focus, monochromatic landscape. It features rolling hills and mountains covered in dense evergreen forests. The color palette is a range of muted greens, from light, misty tones to darker, more saturated shades. The overall atmosphere is serene and natural. In the center, a dark green rounded rectangle contains the title text in white, bold, sans-serif capital letters.

# ADOPTING THE PROGRAM

# THE 7-MODEL PROGRAM

How do vulnerable youth move toward extremism — and how do we interrupt it?

## 1 Structural Root Cause Model

WHY vulnerability exists

- Addictive pressures
- Economic disruption
- Loss of work
- Loneliness
- Algorithmic upbringing

Youth are not “bad.”

They are:

- abandoned
- disconnected
- economically destabilized

Modern research calls this:

 **Structural vulnerability**

Security agencies now recognize:

Extremism grows where  
belonging collapses

## 2 Recruitment Pathway Model

HOW radicalization begins

Map of a Growing Dystopian World

Pathway:

- Unguided Youth →
- Online Nihilistic Networks →
- Indoctrination →
- Violence

Identical to:

- online radicalization funnel research
- gangs
- trafficking
- corruption economies

A full ecosystem model

## 3 Developmental Risk Model

WHO becomes vulnerable

Life Course Model

for Boys & Men shows:

- loneliness
- meaninglessness
- addiction formation
- identity crisis

Researchers call this:

 **Identity vulnerability windows**

Especially ages:

15–30

Exactly where  
extremist recruitment  
spikes globally

# 🌍 THE 7-MODEL PROGRAM

How do vulnerable youth move toward extremism — and how do we interrupt it?

## 4 Belonging Replacement Model

WHY gangs/extremist groups succeed

Benefits:

- identity
- family
- ritual
- protection
- adventure

This is textbook radicalization psychology.

Groups offer:

👉 belonging before ideology

## 5 Protective Bonding Model

WHAT prevents recruitment

Psychosocial bonding

- Attachment
- Belief
- Commitment
- Involvement

This aligns with criminology prevention research.

Mentorship becomes:

👉 the competing attachment.

One trusted adult changes trajectories

## 6 Cognitive Interruption Model

HOW impulsive harm is prevented

The mindfulness pause model

- What am I seeing?
- What am I feeling?
- What am I thinking?

This teaches:

- emotional regulation
- critical reflection

Modern prevention programs call this:

👉 cognitive resilience training

It interrupts:

anger → grievance → violence

The final systems work:

- Learning Communities
- Public Investment pillars
- Action Research cycle

## 7 Community Intervention

### Ecosystem Model

HOW society stabilizes outcomes through whole-community prevention

This is:

- peer mentoring
- community engagement
- rapid learning loops

## **WHO: Community Youth Network**

- 1. School Districts & Counselors**
- 2. Youth Programs & Mentors**
- 3. Gang Prevention Programs**
- 4. Gang Deradicalization Programs**
- 5. Addiction Recovery Programs**
- 6. Career Counseling**
- 7. Apprenticeship Programs**

## **WHAT: Community Youth Network**

- 1. Mentorship Relationship**
- 2. Mindfulness Pause Training**
- 3. Belonging Bonding**
- 4. Anti-social → Social Traits Reflection**
- 5. Learning Community Method**
- 6. Action Research Feedback Cycle**
- 7. Coordinated Community Services & Referrals Network**
- 8. Community Investment**

## WHAT: Community Youth Network

### **The mentorship + learning community intervention seeks to reduce:**

- Vulnerability to online nihilistic/violent extremist recruitment
- Impulsive/angry decision cycles
- Community disconnection
- Gang belonging and participation

### **The mentorship + learning community intervention seeks to increase:**

- Felt guidance and future orientation
- Mindful executive functioning of the brain
- Learning Community group belonging substitution
- Pro-social bonding (attachment, belief, commitment, involvement)

## HOW: Community Youth Network

### Intake + baseline measures (simple tools)

A small set of measures that map to the model:

#### A) Guidance Ladder self-rating

Where am I right now: guided/mentored vs confused/obsessed?

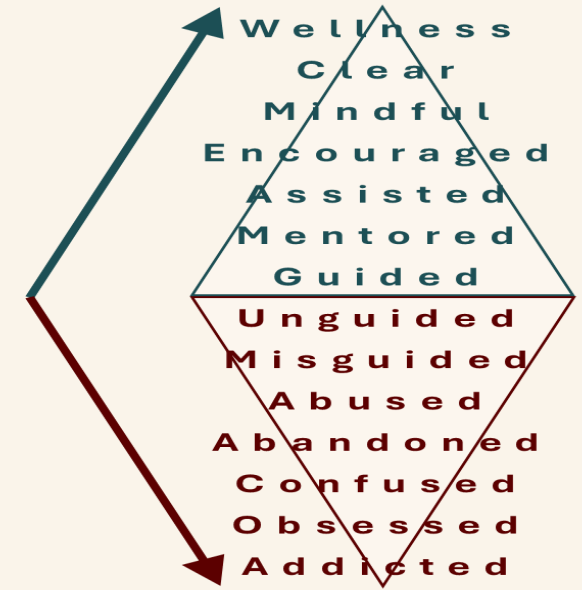
#### B) Psychosocial bonding check (p.32)

- **Attachment:** “Do I have trusted adults?”
- **Commitment:** “Do I have a future?”
- **Belief:** “Do I feel fairness/ethics matter?”
- **Involvement:** “Am I part of constructive activities?”

#### C) Short wellbeing/distress screen

#### D) Belonging and loneliness

#### E) Online exposure patterns (non-invasive, self-report)



# HOW: Community Youth Network

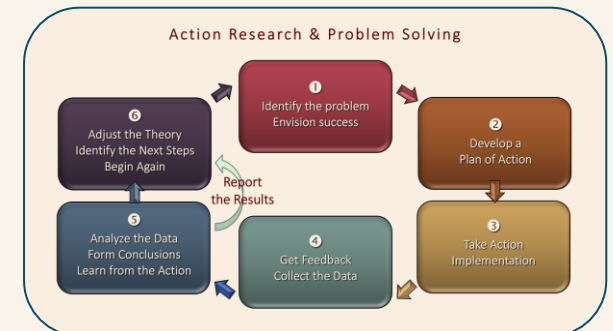
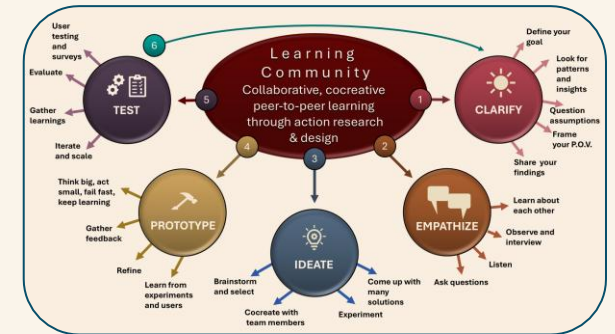
## The Learning Community Container “Belonging without the hook.”

### Format:

- Weekly 90 min group
- Plus a short 1:1 mentor check-in biweekly.

### Core goals:

- Safety, respect, no humiliation
- “We are not here to diagnose you.”
- “We are here to build life capacity.”
- Learning skills



## HOW: Community Youth Network

### Cognitive & Emotional Interruption / Skill Building: Pause, Think, Choose The mindfulness model operationalized

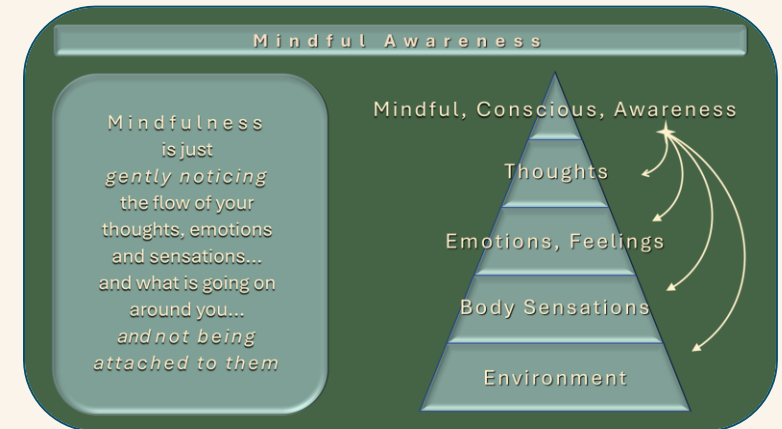
#### They practice:

- What am I seeing/hearing?
  - What am I feeling?
  - What am I thinking?
  - What don't I understand?
  - What am I confused about?
- 
- Anger content
  - Humiliation triggers
  - Grievance narratives
  - “Us vs them” content

#### Applied to:

#### The aim:

Reduce impulsive escalation and increase reflective distance.



## HOW: Community Youth Network

### **Identity & Future: Replace the “gang offer”**

#### **Meaning and role development**

This is where the gang “benefits” model gets countered.

#### **If gangs/extremist networks offer:**

- identity, belonging, ritual, excitement, protection, money

#### **The Community Youth Network offers:**

- identity: “who am I becoming?”
- belonging: cohort + mentor
- ritual: consistent weekly practices
- excitement: projects and challenges
- protection: peer + mentor support
- money: pathways to work supports (referrals)
- short career/skills exposure
- micro-volunteering or community role

# HOW: Community Youth Network

## Social Traits Development (Character Practice)

### Pro-social traits practice

This uses the Anti-Social ↔ Social traits chart reflection tool.

Each week focuses on one axis:

- empathy vs disregard
- honesty vs manipulation
- responsibility vs irresponsibility
- remorse vs rationalization
- impulse control vs risk-taking

Important: it's not preached as morality.

It's framed as: **skills for freedom and future.**

Anti-Social & Social Behavior											
ANTI-SOCIAL TRAITS	1	2	3	4	5	6	7	8	9	10	SOCIAL TRAITS
Disregard for the rights of others											Regard for the rights of others
Lack of empathy											Having empathy
Impulsivity, risky behaviors, engaging in illegal activities											Considering the potential consequences of one's actions
Repeated lying, manipulation, or deceitful behavior for gain											Honesty
Little or no remorse for harmful actions and may rationalize or justify behavior											Shows remorse for harmful action
Consistent irresponsibility											Fulfills work or financial obligations, responsibilities, and commitments

# HOW: Community Youth Network

## Community Project

Using design thinking + learning cycle + action research


### Choose one issue:

- online hate spiral
- loneliness and belonging
- school disengagement
- conflict at home
- social media manipulation

### They run a small project:

- interview peers (safe questions)
- identify patterns
- propose a small solution
- test it (even as a prototype)
- document learning

### This produces:

 a deliverable that funders love:

“Youth-Informed Insights”

## HOW: Community Youth Network

### **Stabilize + plan next steps**

- Reinforce mentor connections
- Connect youth to ongoing supports
- Graduation ritual / “future commitments”
- Participation in the Community Youth Network Alumni Group

### **Post-measures + comparison**

Repeat baseline measures:

- guidance ladder shift
- bonding (ABCI) change
- loneliness/belonging change
- online risk engagement self-report
- school/work engagement indicators  
(as available)

### **Deliverables ends with 3 products:**

#### **1. Pilot evaluation report**

(what changed, what didn't)

#### **2. Practitioner toolkit** (how to run it)

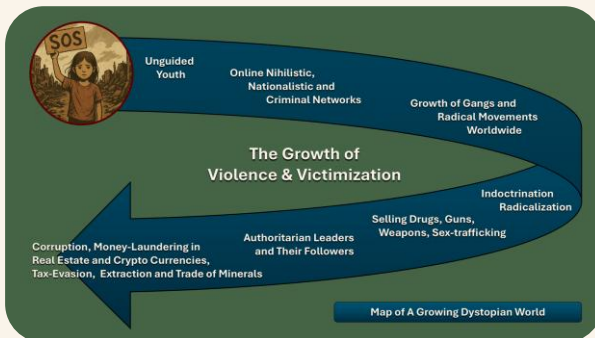
#### **3. Policy brief**

(what municipalities/schools should fund)

# HOW: Community Youth Network



- 1. Contact us to let us know your progress.**
- 2. Share your stories and findings with us.**
- 3. We will send you an update about Zoom meetings for coordinators and organizers.**
- 4. We can explore how to grow this network of support for youth, counselors, and mentors worldwide.**





FURTHER  
DEVELOPMENTS  
WORLDWIDE

## Further Developments Worldwide — Dots That Need Connecting



- **Young people are really struggling. Funders need to better understand the connections and the root causes.**
- In the US, housing costs are extremely high. Many have no health care.
- The average young couple doesn't have a chance to get a starter home, so many are not considering having families.
- The marriage rates are plummeting.
- Many young and older men are struggling to find a job
- Many men are no longer viewed as good prospects by women.
- The political left and right need to have a respectful dialogue to work on solutions to address their basic needs.
- The political violence in Lyon, France, is telling how bad things are. It is not just the standard left-right politicking. They are fighting over the global backlash against migration.
- Global migration is being driven by global conflicts and wars, unemployment, climate change, and AI job displacement, which is leading to mating competition, leading to men's downgrading, leading to radicalization and violence.

**Community Youth Networks work to connect the dots for public safety professionals and provide public dialogue, policy development, and coordinated services.**

## Further Development Worldwide — Dots That Need Connecting



<b>Political Left Basic Needs</b>	<b>Political Right Basic Needs</b>
<b>Housing</b>	<b>Work</b>
<b>Health care</b>	<b>Safety</b>
<b>Education</b>	<b>Dignity</b>
<b>Equality</b>	<b>Traditional Roles</b>
<b>Global Environmental Protection</b>	<b>National Borders &amp; Anti-Immigration</b>

**Community Youth Networks work to connect the dots for public safety professionals and provide public dialogue, policy development, and coordinated services.**

## Further Developments Worldwide — Dots That Need Connecting



- Much prevention work focuses on online content moderation, counter-messaging, and deradicalization after recruitment.
- Community Youth Networks sees that radicalization grows from unmet human and social needs and status instability.
- This shifts prevention upstream.
- We think that as belonging, dignity, and future pathways collapse → grievance identities form.
- We focus on trying to fulfill human needs and develop structural support.
- We see youth radicalization is not primarily an ideological problem.
- It is a belonging, dignity, and future-pathway problem, emerging from systemic disruption — **from unaddressed human and social needs — needing structural support.**

**Community Youth Networks work to connect the dots for public safety professionals and provide public dialogue, policy development, and coordinated services.**

# Further Developments Worldwide — Dots That Need Connecting



- Radicalization is not primarily ideological.
- Radicalization risk happens when needs collapse.
- It is a failure of human needs ecosystems.
- But the solution is not one service. Not:
  - therapy alone
  - policing alone
  - employment alone
  - messaging alone
- Instead, Community Youth Networks create environments where multiple needs are met simultaneously. **CYN functions as a synergistic satisfier restoring those ecosystems.**

See the next pages on human needs & need satisfiers



**Need Satisfiers – Ways of Meeting Needs**

<b>Violators</b>	• Claim to be satisfying needs, yet in fact make it more difficult to satisfy a need.
<b>Pseudo Satisfiers</b>	• Claim to be satisfying a need, yet in fact have little to no effect on really meeting such a need.
<b>Inhibiting Satisfiers</b>	• Over-satisfy a given need, while seriously inhibiting the possibility of satisfaction of other needs.
<b>Singular Satisfiers</b>	• Satisfy one need only. • Neutral to the satisfaction of other needs.
<b>Synergistic Satisfiers</b>	• Satisfy a given need, while simultaneously contributing to the satisfaction of other needs.

**Community Youth Networks work to connect the dots for public safety professionals and provide public dialogue, policy development, and coordinated services.**

A misty, green-tinted landscape featuring rolling mountains and numerous evergreen trees. The scene is hazy, with a soft, ethereal atmosphere. The text is centered within a dark green rounded rectangle.

# REFERENCES & RESOURCES

## References and Resources

1. **UNICEF (2021).** *The State of the World's Children 2021: On My Mind – Promoting, protecting and caring for children’s mental health.*
2. **Search Institute (2017).** *The Power of Relationships: A Developmental Assets Framework.*
3. **MENTOR: The National Mentoring Partnership (2020).** *The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring.*
4. **American School Counselor Association (ASCA).** *The Role of the School Counselor.*
5. **Common Sense Media (2022).** *Teens and Online Pornography: Consumption, Risks, and Impact.*
6. **BBC News (2023).** *The rise of subscription-based adult content platforms.*
7. **Statista (2024).** *Number of monthly adult content creators on major platforms worldwide 2010–2024.*
8. **Internet Watch Foundation (2023).** *Annual Report on Online Child Sexual Abuse Content.*
9. **Brookings Institution (2022).** *Economic precarity and the choices young adults make.*
10. **Pew Research Center (2023).** *Teens, Social Media and Technology.*

The background of the slide is a soft, monochromatic green landscape. It features rolling hills and mountains in the distance, with several tall, dark evergreen trees scattered across the scene. The overall atmosphere is serene and natural. In the center, a dark green rounded rectangle contains the text.

ABOUT,  
RESOURCES  
& CONTACT

# ABOUT



Sandy Hinden has developed and facilitated more than 200 interactive sessions locally and online on habit improvement, meditation, meaning and purpose, wellbeing, communication, empathy, leadership, and community improvement.



Sandy's work centers on helping people connect more deeply with themselves, each other, and the larger world through kindness, wisdom, and dialogue. He is the author of *Education To Live Well* (2025) and *7 Keys to Love* (2009), and the founder of *Wisocracy.org* (2022).



His work spans five decades and continents, facilitating transformational programs for UN initiatives, Rotary-related groups, NGOs, educational institutions, and civic organizations.

He has worked as Program Director for Suffolk Community Council, a fundraiser for the Boys & Girls Club and Central Suffolk Hospital, and Executive Director for the Dix Hills Performing Arts Center.



He is the author of multiple works on personal growth, leadership transformation, and systemic reform, and a catalyst for global movements in civic education, peacebuilding, and sustainable governance.

## REFERENCES

Sandy Hinden is a very exceptional human being, entirely devoted to a better, ideal world. I have known him for more than 30 years. He constantly inspired me for my work and efforts at the United Nations. He had ceaseless great ideas. He encouraged me to not give up. I would be so happy to see him in charge of a major newspaper section on good news and happiness for the people. He would be very precious for a major philanthropic organization, especially one dealing internationally. I would support his candidacy with the highest terms.

**Dr. Robert Muller (1923-2010), Former UN Assistant Secretary-General  
Cofounder, UN University for Peace**

Sandy is an inspirational actionist! He is not afraid to ask the tough questions and explore heartfelt responses to them. The ones that have to do with how we got into this mess as humanity, and what it's going to take for us to get out of it. His wealth of experience and human kindness, combined with his political savvy and collaborative working style, make learning with and from him an enriching experience and always a joy.

**Alexander Laszlo Global Systems Educator**

Sanford Hinden is one of the most humane, compassionate, loving human beings I have ever met. He speaks and acts from deep wisdom about what people need – and what the world needs now. I trust him and have learned immensely from him.

**Ronald Gross Founder/Director, Conversations New York  
Co-chair, University Seminar on Innovation, Columbia University**



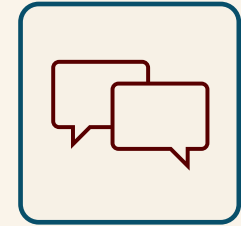
# PERSONAL DEVELOPMENT



- 1. Positive Habit Improvement**  
Practical steps to create positive habits.
- 2. Weight Loss with a Dash of Humor**  
A lighthearted approach to healthier living.
- 3. Self-Compassion & Self-Care**  
Tools for inner kindness & emotional balance.
- 4. Creating or Revising Your Bucket List**  
Living life with purpose and excitement.
- 5. Mindful Meditation for Peace & Well-being**  
Cultivating inner peace through mindfulness.
- 6. Meaningful, Purposeful, Creative Living**  
Designing a fulfilling and inspired life.
- 7. Wisdom & Meeting the Wise One Within**  
Connecting with your inner wisdom.
- 8. Anger Management & Self-Regulation**  
Strategies to control emotions and reactions.
- 9. Executive Functions of the Brain**  
Enhancing focus, memory & decision-making.
- 10. Great Lessons Learned from Life**  
Gaining wisdom from our past experiences.



# RELATIONSHIPS & COMMUNICATION



- 1. Effective & Enjoyable Communication Skills**  
Techniques for meaningful conversations.
- 2. Community Conversation Circle**  
Encouraging open and inclusive discussions.
- 3. How to Negotiate a Collaborative Solution**  
Conflict resolution strategies.
- 4. Develop & Healthy, Loving Relationships**  
Building lasting connections.
- 5. Being Friendly Helps**  
The power of everyday kindness.
- 6. The Power of Compassion & Kindness**  
Using empathy to strengthen relationships.
- 7. The Power of Nurturance**  
Understanding & fostering emotional support.
- 8. Resolving Conflict Peacefully**  
Ways to Reach Win-Win Solutions
- 9. Making Addiction Recovery Really Work**  
Insights into overcoming addiction.
- 10. 21 Tips for Great Customer Service**  
Elevating service skills in any field.

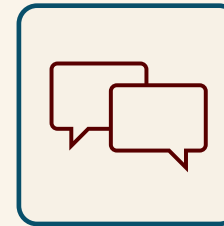


# SOCIAL & GLOBAL DEVELOPMENT



- 1. Sustainable Peace**  
Strategies for fostering peace in communities.
- 2. Values for A Better Life & World**  
Identifying and applying core values.
- 3. Wisocracy for Wise Democracy**  
Exploring innovative governance solutions.
- 4. World Happiness Report**  
Understanding global well-being trends.
- 5. Wise Leadership Development**  
Emotionally and ethically mature leadership.
- 6. Doughnut Economics & Wellbeing Economy**  
Rethinking economic sustainability.
- 7. Human Transformation for World Wellbeing**  
Enhancing global well-being efforts.
- 8. Mature Power & Leadership**  
To design systems for long-term wellbeing.
- 9. Trauma-Informed Systems Design**  
Ways to create Trauma-Informed Systems
- 10. The Sovereign Earth Fund & Council**  
For Self-Actualization To Save Our Planet

# Sandy Hinden's Resource Guides



## PERSONAL GUIDES

AVAILABLE NOW

Primary Human Developers: *Parents, Teachers & Librarians*

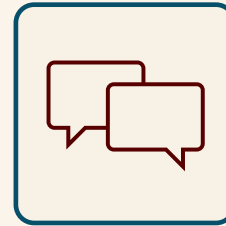
*7 Keys to Love: Opening Love's Door to Joy & Wellbeing*

*Sexual Media Awareness: A Guide to Intimacy in the Digital Age*

**Evolving Wellbeing:**  
*From Stuck Patterns → Healing → Stability → Sacred Life*

From Self-Limitation to Self-Actualization

# Sandy Hinden's Resource Guides



## PERSONAL GUIDES

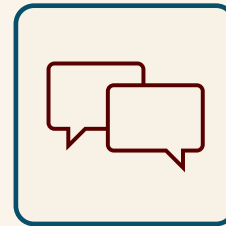
AVAILABLE SOON

Healthy Habit Improvement

Self-Compassion, Self-Kindness & Self-Care

Wisdom & Meeting the Wise One Within

# Sandy Hinden's Resource Guides



## RELATIONSHIP GUIDES

AVAILABLE NOW

*7 Keys to Love: Opening Love's Door to Joy & Wellbeing*

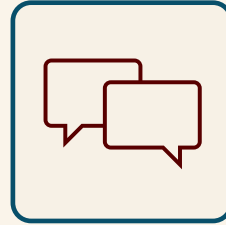
*Sexual Media Awareness: A Guide to Intimacy in the Digital Age*

AVAILABLE SOON

Relationships & Communications Skills

Creative Collaboration: At Home, Work, and In the Community

# Sandy Hinden's Resource Guides



## **SOCIAL & WORLD GUIDES**

**AVAILABLE NOW**

**Earthtopia or Techdopia: *The School for Mature Power***

**The Sovereign Earth Fund & Council - *A Turning Point for Civilization***

**AVAILABLE SOON**

**Creative Collaboration: At Home, Work, and In the Community**



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Establishing a  
Community Youth Network  
to Counteract  
Global Radicalization & Violence



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