

Fragile Minds

Are Our Children Under Attack?

*Including a Guide to Common Purpose
and Recognising Infiltration*

Are you:

- Experiencing dark emotions, depression or suicidal tendencies in yourself or your children?
- Are you concerned with what your children are being taught in school?
- Are your children or family becoming more distant to you?
- worried something is happening in your community/town/organisation/school but cannot put your finger on what it is?
- Feeling victimised by fellow neighbours, friends or colleagues?
- Do you feel like you may be paranoid or things are conspiring against you?

If you have answered YES to one or more of these questions you will probably find this book very helpful!

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Introduction

Please read this with an open mind. It is a difficult subject to bring awareness of - it can appear quite dark and sinister. But this is real. It is happening to us as a society, but even worse our children are in danger. Our children's minds and their emotions are being tampered with on a daily basis, techniques are being used upon them in schools and youth groups, their spirits are being broken. Whether it is intentional or through the naivety of those involved to the potential of psychological and social damage remains an unanswered question. One only you can decide for yourself once furnished with the information in this booklet, and maybe further information from other sources.

For our children's sake, please take notice, read it in whole and take what you need from it. It is written not to scare, but to empower you and there are many useful tips on how to recognise the techniques and infiltration, and protect yourselves and loved ones.

I began research into the dark and disturbing assignments and topics that were being discussed in schools, brought to my attention as I have children (who are now home schooled). I kept discovering various similarities in circumstances surrounding the schools in question, many of which I have now recognised as infiltration techniques and red flags that I now use to spot potential problems. I also found some links to training that had been provided by a government charity called 'Common Purpose'. Then I discovered the work of Brian Gerrish, who has been exposing Common Purpose for a number of years.

So this booklet includes information on Common Purpose (CP) in order to help you to recognise CP infiltration in your

schools and communities. I have found it is important to know this information as you then get a 'feel' for what to avoid, and this new intuition will extend to those issues that are not CP related, but likewise need avoiding.

The techniques explained have been used in many other forms of behaviour and mind control in history including the infamous MKUltra programmes and more. Previous to the UK's acceptance of CP in 1970, similar techniques were used in 'population management' and 'community organisation' in communist countries.

Other researchers such as Richard D Hall have also been spreading awareness of the subversion of society which reaches outside the CP arena, showing the problem does, in fact, spread beyond the tentacles of CP. This subversion includes the desensitising of society to various issues, the sexualisation of our children, the division of society (divide and conquer) and break-up of the family unit.

Some have their beliefs that this is actually intentional, and it could be possible that there is a much bigger picture to do with globalisation, and ultimate control of the human race. However this is where conspiracy can creep in, disagreements can begin and the important information is then at risk from being dismissed. So I believe the prime focus we need is how to recognise this infiltration, how it is having a negative affect on us and our children from the ground level, and what we can do about it to protect ourselves. I hope this booklet will help you to with this.

Common Purpose, the Basics

Some of this information and wording is used by kind permission from “Holistic Well-being: A Paradigm Shift” by Danielle Bryant, available at Amazon.co.uk.

As mentioned, to really get a feel for infiltration so you can instinctively spot anything you want to avoid, you need to have a basic understanding of what it is and what it is about.

Common Purpose (CP) is a government charity. Its mission states:

“to give people the skills, connections and inspiration they need to become better leaders both at work and in society.”

They do this through training courses and seminars.

These courses, while open to everyone, are mainly aimed at the public services, politicians, education workers and decision-making personnel. We have all seen a change in the way things are run over some time now and it does appear that many services and people (particularly the ‘jobsworth’ types) have replaced their common sense approach with something that is particularly inflexible, generalising (trying to fit everyone into the same box) and not the best for the people. To those of us who retain our common sense, these procedures, actions and motives simply do not make sense at all!

Why?

CP appears to be a form of brainwashing to get everyone who ‘matters’ (i.e. public services, decision makers, business directors, politicians, etc.) singing off the same song sheet, or in other words working towards a ‘Common Purpose’. That phrase has actually been thrown around a lot in politics so you

may recognise it!

Take an example. Say you owned some land and wanted to start a small community of people. You would want those residents to be like-minded like you wouldn't you? So if you liked to have peace and quiet you wouldn't want someone thinking they can play heavy metal all night long. Or you may want an organic garden and so need to forbid the use of pesticides. So rather than tell them "you can't do this and that" laying down the law, an alternative and much easier way would be to get them to think like you. This is what it seems CP is all about at the grass roots level. This may not sound that bad - until we realise that the techniques being used can cause great psychological and social harm to those on the receiving end of them.

Most CP graduates will have common beliefs (unless they were not susceptible to the techniques) such as being pro-EU and working towards an EU superstate, and doing what is best for the government, not necessarily the people. These ideals and beliefs appear in line with Agenda 21 which is a UN Nazi-communist document aimed at complete control of the human race and it is being promoted under the guise of 'sustainable community living'. There is much more information on this on the internet. This is of concern as we have all seen how our government appears to favour what is best for corporations and profit, rather than for our people, so potentially many believe that a world run by corporations is planned.

Brian Gerrish has been uncovering something a bit more sinister relating to CP. He discovered all sorts of links to young/teenage suicides, paedophile rings, global agendas, and uncovered some psychologically damaging techniques being used upon us and our children. Other experts such as psychologists and psychiatrists confirmed to him that CP

training used many techniques without the course attendants' knowledge. He also discovered that people 'changed' not only their character but also their morals and beliefs after attending CP courses.

If there is a bigger picture, by resisting and avoiding these techniques we can resist this potential control. So we can protect ourselves and our children from becoming victims in more ways than one.

Questionable Techniques

In my research I have found that there are numerous techniques being used upon on us and on our children in their schools. They are all related to Neuro-Linguistic Programming (or NLP).

NLP is used extensively in everyday life, but certain techniques when applied can be psychologically damaging. This is especially true when it is used by untrained people. The techniques are used in state schools, mainly in secondary school, but also sometimes in primary schools. They are also used in youth groups, communities, the 'authorities' and organisations, and often just by manipulative people.

NLP Re-framing

This is a technique whereby the person puts themselves in another's shoes. Not just in a compassionate way, but in a simple thought process that allows them to see the world from a different point of view. This is widely used in the military and police forces and other 'authorities' who need to be emotionally detached from what they are doing and remain uncompassionate as this would otherwise interfere with their duties.

In schools, our children can become unwitting subjects of this technique in a number of scenarios. More information on this in the next section.

Word Manipulation

I am sure this has an official name, but it is when the English language has been manipulated so that either through prolonged misuse, or repetition by celebrities and in the media, the meaning of words can sometimes be completely

reversed. (e.g. “bad” meaning “good,” or people saying “I’m good” when they mean “I am well” or “I am fine”.) Here are some others I can think of:

<i>Word</i>	<i>Original Meaning</i>	<i>Actual new Meaning</i>
Intelligent	Clever, sharp, thinking, intuitive, insightful	Able to repeat what is told without thinking
Educate	give intellectual, moral, and social instruction	Indoctrinate to society's way of thinking
Teach	impart knowledge, cause someone to learn, guide	teach to accept a set of beliefs uncritically
Sustainable	The ability to be maintained	The control of something at a given level
Diversity	A variety	different types of things or people being included in something
Academic	not of practical relevance; of only theoretical interest	Study, education related
Society	A club formed for a purpose or activity	An ordered community

A great example of this is how the environmental 'green' movement has been hijacked. Once upon a time, caring for the environment meant literally that - caring about the destruction of the planet; caring about the waste that was produced and avoiding landfill by re-using items; having respect for the environment by not wasting energy; and basically trying our best to put back what we take, thereby maintaining a balance. Now it has become reducing a 'carbon footprint' with huge amounts of money going into 'green' projects to reduce emissions and 'green' fuel which in practice are proving to not be what they appear (but are making corporations billions).

Many environmentalists, biologists and scientists have spoken out about the corruption, fallacies (explained later) and lies we are told about carbon emissions and the fallacy of 'global warming' - now conveniently referred to as 'climate change' due to the temperatures not actually showing any warming at all.

It may appear that I have gone off on a tangent there, but this is a main component of Agenda 21 and so could be very relevant to a potential bigger picture.

Vague / Misused Language

A technique that is similar to this is using vague language which doesn't really make much sense or say anything to you of substance. Very commonly used by CP organisations, politicians, justice departments, etc. Have you ever listened to a politician being interviewed and then realised that nothing really was said and you are none the wiser (at best) or completely confused (at worst)? When you looked at a government department's or a charity's website or leaflet and read through the pages, have you been left thinking 'Just tell

me simply what it is you do???' - This is a confirmed technique that experts confirm will leave the recipient in a receptive trance.

It is also commonly used in advertising - one in particular that comes to mind is the adverts for so-called 'probiotic yoghurts' which baffle you with 'science' (which is incorrect and based on half truths) and because it doesn't really make much sense you are tranced into being receptive to the following imagery that makes you want to buy the product!

De-stablising, Demoralising and 'Breaking the Spirit'

The techniques used are much more effective if people are made more vulnerable to them. Challenging a person's beliefs and values in a negative way can bring dark and depressing imagery and thoughts to them. Additionally, much dark imagery comes out of the media, celebrity world.

Demoralisation can be the result of having unrealistic role models in the celebrity world coupled with the forced ideals of materialism brought to us through mass marketing.

This renders many people and especially children, confused, vulnerable and in extremely low spirits. They will lack the motivation and the energy to take control of their life and become more susceptible to NLP techniques.

It doesn't help that many also regularly consume substances which have negative psychological and health effects such as aspartame and other artificial sweeteners, monosodium glutamate (MSG), processed nutrition-lacking foods, fluoride in dental care products and water (in some areas), anti-depressants and medications, alcohol, mercury in vaccines, to name a few. In addition the technological era and abundant use of phones and social networking is actually detaching them from connecting to reality - to nature, and with each other as human beings, not just names in text and still photos.

Similar subversion has been used in the past to make the control of society easier. Society is being divided by the demonisation of certain groups such as benefit claimants (e.g. 'On Benefits and Proud'), ethnic minorities (e.g. Muslims), and others. We are then fed the Common Purpose created 'political correctness' so we become afraid to speak up for something for fear of being 'non-pc' or unintentionally upsetting someone.

Some believe this is leading to a "Divide and Conquer' agenda to further make us easier to control and be dictated to, as this has happened in some communist countries in the former Soviet Union and elsewhere.

Logical Fallacies

Many CP techniques are all based upon logical fallacies. These are tricks to alter our natural logical way of thinking, and sway our beliefs.

Some common fallacies used are:

Red Herring - when you have an important point to make but somewhere along the line you find yourself steered from that point and you never get the opportunity to finalise it.

Ad Hominem attack - when a person is attacked, accused or their name blackened so you will not listen to them, or it is done simply to discredit what that person has to say.

Half Truth - a scientific, or other fact is stated but the whole story is not given, so what you are told leaves you with a different meaning or assumption.

Appeal to Flattery / Ridicule / Popularity / Novelty, etc - basically peer pressure

Appeal to fear / pity / emotion, etc - using manipulative

ways to alter a person's beliefs, a prime example - “you will go to Hell if you do not believe in God!” (appeal to fear), or charities showing photos that invoke emotional response such as crying babies, injured children, cruelty to animals, etc (appeal to emotion)

Jumping on the Bandwagon - getting in with the crowd to be accepted, like peer pressure.

Relativist - the belief that this information applies to others, not to themselves.

Two wrongs make a right - taught how to fight fire with fire. Seeking revenge.

Poisoning the well - Presenting a biased pre-conceived opinion of a person or subject in order to change opinion. So often our initial thought about a subject or person proves to be the correct one, so this one can be quite powerful as it can block our natural intuition. For example, if you are told person A is a liar, you are much less likely to listen to what person A has to say, even if there is no proof of this claim. It is similar to ad hominem attack, but is always done beforehand.

To learn more about logical fallacies, do an internet search or go to <http://www.nizkor.org/features/fallacies/>

NLP in Schools

The following observations have been brought to my attention by children I know. I am sure it is not an exhaustive list and I would almost be certain that it is just the tip of the iceberg. You will obviously recognise these techniques as used in the media, authorities and many other walks of life, but I have included here as they would be found in schools.

NLP Re-framing

This is practised in schools when secondary school pupils are given a side to argue, regardless of their beliefs, in a debating scenario. This is often done in extra-curriculum activities, Welsh/English Baccalaureate, English and Performing Arts/Drama. It is also used in Religious Education and PSE/PHSE.

Pupils are encouraged to 'step into' characters in Drama and English Literature, often encouraged to actually feel emotions they may be going through in order to write about them. This is on a deeper level to 'old school' when we just merely pretended.

A former pupil told me:

“We had regular debates in English, on uncomfortable subjects like 'Should someone who has abused a child be allowed to adopt' and other things like racial issues and abortion. We were told to take the other side of the argument to what we believed in as it would 'give us a better picture of the debate, and allow us to see the other side of it'. It resulted in me being stuck for years only seeing the world in other's shoes, only worrying about what other's thought, and completely devaluing, and disregarding my own feelings and

needs. Believe it or not, this went on into my 40s and the de-programming only came about by stumbling upon an explanation of this technique.”

This is a prime example of an NLP technique used and abused, by being passed on by an untrained teacher who does not understand the implications (and probably doesn't even understand it is an NLP technique at all).

Anchoring / Trigger

This technique is used in creative studies like drama, art, music, English language etc. whereby the pupil is encouraged to think of a trauma or experience from their past in order to 'feel' a desired emotion to enhance their creative abilities.

Most often used in Performing Arts & drama, children have been taught to associate something that has happened to them to something that is happening in the play. This is done to encourage crying, anger, despair, etc. as their emotions will be triggered to give a better performance. But they are not told how to release themselves from this or how to cope if this technique triggers a true emotional release.

A young lady who has suffered school-related depression told me of a play her class had to act out in Performing Arts where one of the characters was raped. They were told to imagine they had been raped when they were younger and bring those emotions to the surface.

“My friend and I were really uncomfortable with this, and we said to each other 'what if someone had actually been raped in the class?' - we thought it was sick. I asked the teacher how we stopped feeling these emotions and she didn't answer, she just told us about another pupil who could be crying his heart out one minute and checking texts on his phone the next, like

he was really clever”

Submodalities

These techniques are used to 'turn up or down' the impact of memories or teachings using any of the senses.

TVs showing propaganda documentaries are played at a higher volume to have a greater impact (it's why the adverts appear louder than programmes on TV - because they *are* louder!). Illustrations and drawings are shown larger if they want them to have more impact, and smaller if the desire is for them to seem not as important.

School counselling encourages the pupil to relive emotions by relaying how they feel and releasing the emotions, but this can be harmful if it is not done correctly and that is at first using a technique to lessen the negative association to minimise the impact of negative emotions such as anger and fear, while allowing the emotions to be released in a controlled way.

Planting the Seed

This may not be the correct name for an NLP technique, but it is the act of saying something as an aside, or in a quieter voice, that may be contradictory to a person's beliefs or it could be of a sensitive nature, then swiftly moving onto the next topic or sentence, thus lodging it into the listener's subconscious and 'planting a seed' that the subconscious can play on.

There are many more cues including hand gestures, eye movements and other body language which devalues the listener, steers the thinking, disrupts concentration,

encourages the listener to develop a false sense of trust, for example. These have been known to be used by authorities to gain control with no backlash from the person they are trying to control. But in schools this technique can be used to devalue a pupil's opinion when it is not 'the norm', or ridicule when they have opinions that are against the mainstream view.

Please note that NLP and other psychotherapy-type techniques can be extremely powerful and effective therapies when used positively, and by a fully trained professional who completely respects and understands the techniques. But if you do a search on the internet for NLP techniques, you will even see some NLP practitioners using them for negative gains, such as 'picking up' women or making a sale.

More techniques in Schools & Youth Groups

The following techniques are not exclusively used in school, also look out for these in youth groups.

* **assignments** that encourage dark and negative thinking such as writing about things you hate, writing plays or stories with dramatic endings, moral dilemmas, etc. These assignments are not always given by regular teachers, but often supply or specialist teachers.

* **debating societies/groups**, especially using topics relating to mortality like capital punishment or abortion (in particular the child is told to debate AGAINST their beliefs)

* **acting, performing, creating** with dark undertones (such as crying over a gravestone in a drama class)

* **early sex education** - it has been proved that the earlier a child is subject to sex education, the more psychological damage there is. There have been proposals to give sex education to children as young as 4 years old! Pupils not 'up to their standards' are ridiculed and this can lead to bullying.

A former pupil told me of an experience in the first year of comprehensive school at a sex education class.

“One of my friends was asking a lot of questions, and it was clear that she didn't know much about sex. Some of the other pupils were laughing at her and calling her names, and instead of stopping it, the teacher said 'Don't you even know that, you are 11 you should know this by now!', I felt so sorry for her.”

* **drug awareness campaigns** - basically these introduce the children to drugs as the courses are more biased upon information rather than warnings. They know where and how to get hold of them, their effects and this naturally can

encourage their teenage curiosity.

* **anti-bullying campaigns** - there is evidence of bullying becoming a lot more prevalent AFTER anti-bullying campaigns are introduced, again introducing. It can be argued that the curious child is introduced to new ideas of bullying like cyber bullying. Very often these methods were not even thought about until introduced at 'awareness' lessons.

* **Show and tell** - assignments encouraging the pupil to give private information - to desensitise them to giving up their privacy and destabilising the family unit.

* **Moral Dilemmas** - Religious Education is probably the favourite subject for this, but it is also taught by 'specialist' teachers. For example, a local year 9 class were presented with a moral dilemma by a policeman who visited the school. Children are given the extremely difficult decision to sacrifice the life of someone they love, or themselves, to save the lives of certain 'figures of society' such as doctors, lawyers, prime minister, etc. Perhaps the reason teachers are happy to present these moral dilemmas is that they believe it will improve respect to authority, but the undesired effects could be devastating.

An actual question given: 'A train carrying 20 commuters including a bank manager, politician, doctor, lawyer and research scientist is travelling along a railway line. Your baby is on the railway line in a pram. You have to decide whether to derail the train, killing the 20 commuters and the driver, or sacrifice your baby'

In the lesson, they had to discuss whether the life of their own baby was worth that of the commuters, steered by the teacher:

"bearing in mind that the doctor could go on to save hundreds of lives, and the politician could go on to

bring the world into peace, the lawyer may put a serial killer in jail and the research scientist could find a cure for cancer”

Another: 'You are in a hot air balloon with a politician, doctor, a pregnant woman with AIDS, etc. The basket is too heavy for the balloon to carry so one person must sacrifice themselves to save the others. Who do you sacrifice?'

Again, the points are raised above.

Making these decisions, and dealing with these complex controversial issues, may seem sinister and unnecessary. But when we consider the development of the young mind at this stage, they become even more sinister. A psychologist told Brian Gerrish that during this stage in development, the brain processes information randomly in different parts of the brain until it settles down in adulthood. This could partly be the cause of teenage angst. But the problem lies in that some parts of the brain do not have the ability to separate fact from fiction, so if these decisions and debates are made when the process is in one of those parts of the brain, the subconscious mind may believe this decision was actually made in real life and behaviour, depression, etc. can be triggered accordingly.

To have an idea of the huge negative impact these and other techniques can have on our children and their relationships with their families and life itself, have a look at the links to the charts at the end of this booklet.

Subjects to look out for:

Baccalaureate (Welsh Bac, English Bac)

Now compulsory in many establishments, the Baccalaureate schemes are complete subversion and indoctrination into 'society'. Despite being compulsory, I have known parents succeed in removing their children from the baccalaureate curriculum on the threat of leaving the educational establishment.

A pupil told me that some of her friends do a lot of research into politics and some have very interesting views. But on making these views known in the Welsh Bac class:

“Most of us felt like the teacher was trying to make us think in a particular way, and almost trying to dismiss these different ideas, like we cannot think for ourselves.”

Other subjects containing the above techniques are Drama/Performing Arts, Art & Design, Religious Studies, English, Social Studies/PSE, anything covered by outside supply/specialist teachers.

Disastrous Consequences

It is clear that our children's health, happiness and well-being are being compromised, not only through their schooling, but also through extra-curricular activities and youth groups, inappropriate community plays (look up "The Village Social" performed at Rudry Village Hall, South Wales). Undoubtedly this has created enormous pressure on our youth, and it appears to be focussed around a time in their lives where they are naturally full of confusion, troubles and emotions caused by their maturing, changing hormones. Mental health hospitals and associations in a number of areas have commented on the huge increase in cases of depression in young adults, along with an increase in attempted suicides and suicides. **This is what compelled me to put together this booklet.**

Young suicide clusters are happening all over the UK, and they are happening now. The most famous of which is the 'Bridgend suicides', which the media stopped reporting after 17 cases. These are still happening today and the figure is now over a hundred, and it has spread across more of South Wales into Cardiff, Caerphilly and other counties. It is a subject that seems too painful for the families involved to think about anything sinister happening, and too sensitive for others to think about because of the fear of it happening to their loved ones. The only way we will find true protection is to become aware of the signs, techniques and infiltration so we can protect ourselves and our loved ones.

One surviving victim told me:

"I was very depressed and was having visions of dark shadows and I thought they were coming to get me. The only way I knew to stop them was to kill myself, but my parents came home just in time."

She made a decision with her parents to leave school.

“Once I finished school my depression slowly lifted and I never had any of those visions again.”

Looking at some of her assignments you can see how the seed is planted, the seed of suicidal thoughts.

“One time we had an anti-bullying exercise when we had to write and act out a play about bullying. We finished but the teacher told us to make it more dramatic, to make the victim commit suicide, and we would get a higher grade.”

Another example is a book studied in the curriculum called *Noughts & Crosses* by Malorie Blackman. It is about the slave trade, but the roles are reversed, i.e. the whites are the slaves. A black and white couple fall in love and as they cannot be together, in the end one of them commits suicide.

I cannot begin to analyse the many inappropriate messages this gives our children at an impressionable time in their lives. The scenarios they are presented with force them to deal with extremely upsetting and controversial subjects at a very young age. I am sure this is obvious.

In 2008, a Comprehensive School in Cardiff was under fire as pupils were instructed by a teacher to write suicide notes for an assignment related to the literature they were studying in an English lesson (I believe this literature may have been the Malorie Blackman book). The school backed the teacher's choice in assignments despite national press coverage, outrage by parents and obvious potential psychological issues.

Another inappropriate and disturbing film shown to pupils is 'The Boy in Striped Pyjamas' which was shown to year 8 (approximately age 12) pupils in a South Wales school. It is a film about the Holocaust, something I would not like to watch myself!

Education becomes Indoctrination

Narrowing Research

When completing research projects in education, it appears pupils are told only to gather information from 'official' sources, and down graded when their conclusion did not fit mainstream. One pupil for A level Welsh Bac did a research project on fluoride, setting up an interview with the president of an international health federation. Her plan was received with excitement by her teacher who gave her a projected grade of an A. After coming to the conclusion that fluoride is bad for the teeth and especially mental health and there are natural alternatives, the project, although very well written, was given a C due to 'non-official' sources used for research.

Curriculum Change

It is not just the techniques that are used in education that concerns me. I also became suspicious of the questionable type and quality of education received, in particular the narrow views of subjects covered.

It was on discovering the Logical Fallacies that I stumbled upon Classical Education, as this is where the fallacies are taught. This is basically the 7 Liberal Arts and is split into the arts of Grammar, Logic and Rhetoric which combine to form the Trivium, the art of communication; and the arts of Arithmetic or Number, Geometry, Music and Cosmology which form the Quadrivium, the art of understanding quantity and matter. Since the 6th Century, these classical arts were our education and allowed the student to fully understand the fundamentals of everything. Great thinkers and masters of our time studied the classical arts and it's basis is used in alternative teaching methods such as those taught in Steiner Waldorf schools.

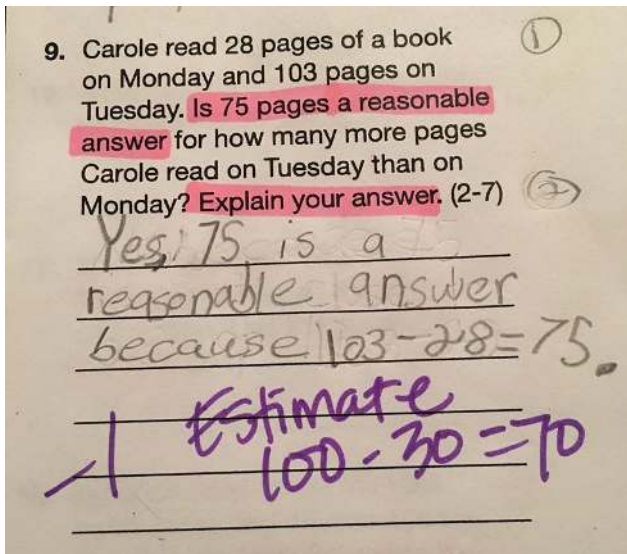
In the US (and as usual, the UK followed), it was removed from education in 1892 and substituted with a system that basically prepares a pupil for society. Much of this deep understanding of the 'How? When? and Why?' that the Classical arts teach us was lost due to this subversion of our educational establishments, except for a small handful of elite schools who still teach it.

I now use this Classical Education in my home-schooling, and am finding it is greatly enriching my own understanding and wisdom as well as my children's.

Common Core

Further subversion of our education system continues. The US education system is entrenched in Common Core which can do nothing but 'dumb down' our children.

A self-explanatory example is shown below but there are dozens to be easily found on the internet



Infiltration

Organisations can be infiltrated in 2 ways:

by new subgroups (such as after -school clubs) being purposefully engineered, or

by infiltration directly into organisations, establishments, community groups, etc.

‘Alinsky’ techniques

The ‘Alinsky’ techniques allow infiltration from within (so-called as they were detailed in a book called ‘Rules for Radicals’ by a ‘community organizer’ called Saul Alinsky - a complete list of the rules is at the end of this book).

These include:

1. Becoming part of a school, organisation or community project bringing about positive changes and new ideas to gain respect.
2. Blackening the name of anyone who suspects them, turning the other community members against anyone who hinders their plight, stirring up problems, setting them up, even accusing others of bullying or victimisation towards them, etc. to further strengthen their position and promote sympathy for them.
3. Once trust is gained, begin to infiltrate their agenda.

Infiltrators are also known as ‘agitators’ and operate on various levels, sometimes with no seeming link to the community, or the school or organisation being infiltrated. They will use at least some of the Alinsky techniques detailed later.

These techniques are also widely used by saboteurs, competitors in business and even just cunning individuals! So

this information may be useful to you in all aspects of life!

Political References to Alinsky

Saul Alinsky is often referred to by both Labour and Conservative parties. Rather than take particulars out of context, if you want to look at some examples, here are the links you will find the full speeches or articles:

Ed Miliband quotes Saul Alinsky directly in a speech:-

<http://press.labour.org.uk/post/76238073973/ed-milibands-hugo-young-lecture>

David Camerons 'Building a Big Society' document admires Saul Alinsky for his method of community organising and credits him as a mentor of President Obama:-

<http://www.conservatives.com/-/media/Files/Downloadable%20Files/Building-a-Big-Society.ashx>

There is also a good telegraph article about the Big Society Document:-

<http://blogs.telegraph.co.uk/news/geraldwarner/100032381/david-camerons-big-society-is-a-grotesque-fantasy-inspired-by-leftist-subversive-saul-alinsky/>

Recognising CP Infiltration

CP is found in all public services, that is the police, NHS, politics, civil service, councils, community groups (especially those that are EU funded, or otherwise heavily funded), and education.

CP often uses many keywords in the mission statements and approaches and I have listed the ones I am familiar with. Note that these are most telling of CP infiltration when they are used out of context and in particular when a statement is given and it is still not clear what it actually means! In fact anything that is not clear probably has some sort of NLP/CP infiltration going on as explained in the NLP section under

vague language. The following keywords are also red flags of Agenda 21 promotion.

Don't take offence if you use these words innocently yourself, that's the whole point! They are innocuous enough in isolation but you will quickly learn how they are wielded to deceive.

Keywords:

Common Purpose (used in a sentence, e.g. a sense of common purpose, working towards a common purpose, etc.);

Sustainable/sustainability

Diversity/ biodiversity

Innovation

Strategic

Outreach

Outlook

Community living

Change (especially when it is not stated what the change is or will be)

Well-being (when not related to health)

It's not just CP!

There are other organisations and fraternities to look out for, but the best way is your own gut feelings. If something doesn't feel right then it probably isn't.

Have a look at the links to the infiltration charts at the end of this booklet as these show the many warning signs of CP infiltration in schools, but could also be applied to other groups and organisations.

Community Infiltration

As well as our children's schools and youth clubs being under

attack, our communities are being infiltrated too. This is done by people who are known as one of many titles, which often may not be made public:

Change Agents

Community Organisers* (*See political references below*)

Social Organisers

Civic Organisers

Community Development

...and other similar titles.

These agents will generally use the Saul Alinsky techniques to infiltrate the community, but in any case they will quickly become key players in the community, bringing about many positive changes (even EU funding) in the first instance to build respect and confidence in the community members.

Some organisations they may be involved with of members of, which may or may not include CP are:

Community Development Foundation

Locality, Communities Ambitious for Change

The Young Foundation

UnLtd

New Economics Foundation

Nesta

Participle

How to Confirm Infiltration or Obtain Evidence

The best approach to take is to obtain an up-to-date list of CP graduates in your area, or make a specific person or organisation enquiry through the Freedom of Information Act. There is more instruction and information about making a FOI request here:

<https://www.gov.uk/make-a-freedom-of-information-request/the-freedom-of-information-act>

Some CP-related results of previous requests (which will help you with wording) are at this link:

<https://www.whatdotheyknow.com/search/common%20purpose>

www.cpexposed.com has a search facility on their website where they have obtained a list of CP graduates under the Freedom of Information Act and categorised them into the various sectors. However this is not completely up-to-date and is certainly not exhaustive. I have acquired on the internet a spreadsheet of almost 17,000 graduates dated 2011 and many of the graduates on this list are not on cpexposed's.

Another great website is LinkedIn. View the profile of anyone you are researching, although you have to register on there to view the full profile, and they will have information on who has viewed their profile. These profiles are like C.V.s and generally list all their education and work experience, organisations they are involved in, personal statements, etc. You can get a real feel of their intentions and whether they may have a hidden agenda with these profiles, and even if there are no CP or other related organisations listed, just looking at their line of business and the companies they have been involved with can be enough to ring alarm bells!

For your local schools, you can look at their latest inspection report. These are accessed publicly on the internet or on your school website or by requesting from the school. You can search for the report or any hint of CP infiltration by using the search term: *school name* "Common Purpose". I have seen in many Estyn (Wales) and Ofsted (England) school reports phrases such as "there is a strong sense of common purpose in the school", or similar. I would suggest that at least one member of the inspection team will be a CP graduate and that using this phrase is acknowledging that there is already a Common Purpose presence in the school.

It would be easy to dismiss this that this is a popular phrase and therefore one could mistakenly think there is CP involvement in that particular school or organisation. But this is the very reason why these phrases are used, so as to stand out in plain sight to someone who knows, but remain hidden (in plain sight) to those who are unaware. Those in the position of writing these reports are trained how to word these things, even if only under the impression that it is occupational jargon.

What to Do About It

If you recognise any of these traits in anyone, or any organisation you or your family may be involved with, you have 2 options depending on your circumstances:

stay well away, or

try to expose the people concerned, ask questions, but be polite. If there is nothing to hide then they shouldn't be defensive or offended.

Also you may wish to warn others of your suspicions and concerns, but try not to make it sound like gossip especially if you are directing your concerns towards a particular person or people. This can be risky business if you are identifying perpetrators, as some who try to expose people have then become targets for the victimisation technique.

When informing others it is always best to stick with the facts, information you can back up, and your own concerns over what is actually happening. This booklet is free and copyright free to enable awareness of these issues to grow, so maybe it would be an idea to give them a copy of it.

In my experience, I have found avoidance to be the best way. If more people become aware of these issues and also avoid the places and people involved, maybe this will prevent these activities from continuing. Clubs cannot run without members!

You can also write to your MP, MEP, Police Commissioner, etc. and ask them their views and possible involvement.

Education

Do not be afraid to ask questions of your teachers, point out what you are unhappy with, tell them the effects your child is suffering and why you think it may be, inform them of the potential effects and dangers of these exercises and that you are not willing for your child to be exposed to these risks. Look and become involved with their work and homework, look for the red flags and warning signs detailed in this book. If something doesn't feel right - question it!

Avoid the 'subjects to look out for' listed on page 17 and any other questionable extra-curriculum activities. In the case of subjects that are considered compulsory, we know of several parents who have had their children excluded from these subjects through their strong resistance, for example threatening to pull their child out of school.

Alternatives to mainstream education

Many people are not aware that there are alternatives to mainstream education such as your right to home educate. As scary and hard work as it may sound, it is not! It is extremely rewarding, fun and an amazing opportunity to really get to know and bond with your children. I was horrified at the thought of home educating my children to begin with and was sure someone was going to knock on my door (which never happened!). A quick internet search should reveal a whole host of websites offering support materials as well legal advice and also home school networks in your area.

Or you could try a non-state funded school such as the Steiner Waldorf School, or other private school. Many offer a bursary scheme if you are unable to afford the fees, but make sure you do your research on these establishments too!

Victim of Attack

If you suspect that you may be a victim of infiltration or attack, it is extremely important not to give any ammunition which can be turned around and used against you. Record everything that is or has happened, with dates, times, etc. and if possible record with a video, still camera or sound recording any communication or incidents. As difficult as it may be, do not respond with negativity, threaten, get angry, etc. - this is the type of reaction they want. It is easy to think you are being paranoid (as some will make you feel), and even going a bit mad, but just read the Saul Alinsky's rules for radicals that follow and you will be reassured and understand more of what is happening to you.

You also need to protect yourself energetically as this type of attack can cause a huge negative impact on you spiritually. Even if you don't consider yourself to be a 'spiritual person', this is extremely important. I have felt tremendous benefit and protection from orgone energy devices - you can make or buy pendants for personal protection and make larger generators or use protective crystals around your property. Information about this can be found on the internet, including instructions of how to make orgone energy generators.

Saul Alinsky's Rules for Radicals

So as you can understand the kind of techniques the infiltrators/agitators are taught, I have listed below the basic list of rules from Alinsky.

* **RULE 1:** “Power is not only what you have, but what the enemy thinks you have.” Power is derived from 2 main sources - money and people. Lacking money, “Have-Nots” must build power from flesh and blood. (These are two things of which there is a plentiful supply. Government and corporations always have a difficult time appealing to people, and usually do so almost exclusively with economic arguments.)

* **RULE 2:** “Never go outside the expertise of your people.” It results in confusion, fear and retreat. Feeling secure adds to the backbone of anyone. (Organizations under attack wonder why radicals don't address the “real” issues. This is why. They avoid things with which they have no knowledge.)

* **RULE 3:** “Whenever possible, go outside the expertise of the enemy.” Look for ways to increase insecurity, anxiety and uncertainty. (This happens all the time. Watch how many organizations under attack are blind-sided by seemingly irrelevant arguments that they are then forced to address.

* **RULE 4:** “Make the enemy live up to its own book of rules.” If the rule is that every letter gets a reply, send 30,000 letters. You can kill them with this because no one can possibly obey all of their own rules. (This is a serious rule. The besieged entity's very credibility and reputation is at stake, because if activists catch it lying or not living up to its commitments, they can continue to chip away at the damage.)

* **RULE 5:** “Ridicule is man’s most potent weapon.” There is no defence. It’s irrational. It’s infuriating. It also works as a key pressure point to force the enemy into concessions. (Pretty crude, rude and mean, huh? They want to create anger and fear.)

* **RULE 6:** “A good tactic is one your people enjoy.” They’ll keep doing it without urging and come back to do more. They’re doing their thing, and will even suggest better ones. (Radical activists, in this sense, are no different than any other human being. We all avoid “un-fun” activities, but we revel at and enjoy the ones that work and bring results.)

* **RULE 7:** “A tactic that drags on too long becomes a drag.” Don’t become old news. (Even radical activists get bored). So to keep them excited and involved, organizers are constantly coming up with new tactics.

* **RULE 8:** “Keep the pressure on. Never let up.” Keep trying new things to keep the opposition off balance. As the opposition masters one approach, hit them from the flank with something new. (Attack, attack, attack from all sides, never giving the reeling organization a chance to rest, regroup, recover and re-strategize.)

* **RULE 9:** “The threat is usually more terrifying than the thing itself.” Imagination and ego can dream up many more consequences than any activist. (Perception is reality. Large organizations always prepare a worst-case scenario, something that may be furthest from the activists’ minds. The upshot is that the organization will expend enormous time and energy, creating in its own collective mind the direst of conclusions. The possibilities can easily poison the mind and result in demoralization.)

* **RULE 10:** “The major premise for tactics is the development of operations that will maintain a constant

pressure upon the opposition” Find a self-perpetuating tactic that will wear the opposition down.

* **RULE 11:** “If you push a negative hard enough, it will push through and become a positive.” Violence from the other side can win the public to your side because the public sympathizes with the underdog. (Unions used this tactic. Peaceful [albeit loud] demonstrations during the heyday of unions in the early to mid-20th Century incurred management’s wrath, often in the form of violence that eventually brought public sympathy to their side.)

* **RULE 12:** “The price of a successful attack is a constructive alternative.” Never let the enemy score points because you’re caught without a solution to the problem. (Old saw: If you’re not part of the solution, you’re part of the problem. Activist organizations have an agenda, and their strategy is to hold a place at the table, to be given a forum to wield their power. So, they have to have a compromise solution.)

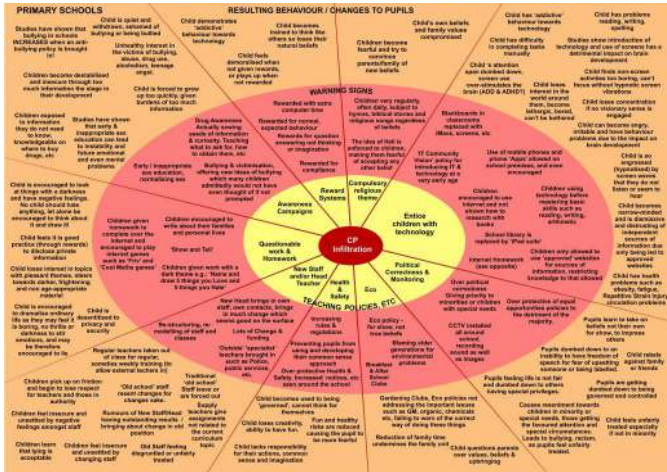
* **RULE 13:** “Pick the target, freeze it, personalize it, and polarize it.” Cut off the support network and isolate the target from sympathy. Go after people and not institutions; people hurt faster than institutions. (This is cruel, but very effective. Direct, personalized criticism and ridicule works.)

source: <http://www.bestofbeck.com/wp/activism/saul-alinskys-12-rules-for-radicals>

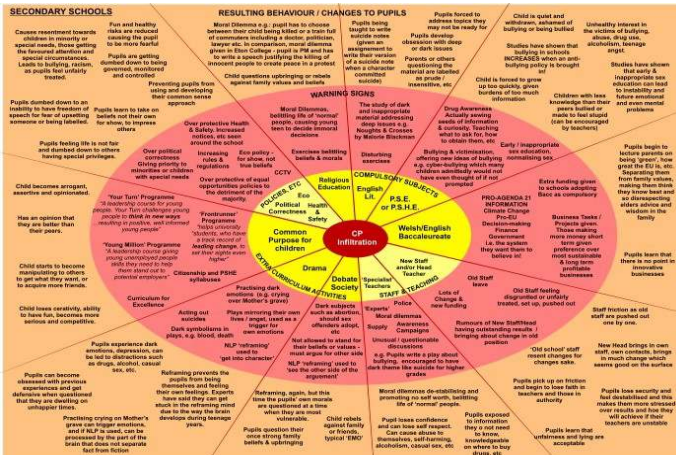
Infiltration Charts

“Control Click” on the small images below to open a larger image of the charts.

Primary Schools



Secondary Schools



Acknowledgements

A huge thank you to all the very brave young people who participated in the research for this booklet, for trusting me with the information of their experiences and for speaking out to help others in similar situations.

Heartfelt appreciation also goes out to researcher and author Andrew Johnson (www.checktheevidence.com), who kindly edited this booklet!

Fragile Minds has been prepared with love and good intention to promote awareness of these sensitive issues. It is not intended to scare, offend or cause any negative feelings. Please use the information wisely and empower yourself for the good of all.

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Olwyn R.

last updated 24th February 2016