

Minister Destiny Testimony Schools

Law Enforcement: De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect

Law Enforcement — Class Book · Section 3

Minister Destiny Marie Morgan
Minister & Founder

A Prayer Before You Begin

In the name of God, the Most Gracious, the Most Merciful.

Lord, bless this reader on their journey. Guard their health in body, mind, and spirit as they study. Open their heart to knowledge and their mind to understanding, and let what they learn here become light in their hands. Guide them to the places where they are needed — to help others, and to save lives, safely. Bless their steps, their work, and every life their learning will one day protect.

Amen.

— Minister Destiny Marie Morgan

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Minister Destiny Testimony Schools — Law Enforcement: De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect.

Published by Minister Destiny Marie Morgan, Minister & Founder.

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This is community-designed training — Minister Destiny's program, built from lived experience in the neighborhoods being policed. It is not agency policy and does not replace your department's training, general orders, or the law. Where this program proposes new approaches, they are taught and labeled as proposals.

How This Book Works

This book is one class of Minister Destiny Testimony Schools — Law Enforcement: Section 3 — De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect. It is the study book for this class's test. Everything the test asks is taught in this book, in plain language: the full lesson, Words to know, the stories to think through, the Try-this activity, and Resources to keep.

Minister Destiny Testimony Schools is a free school. The classes, the tests, and the certificates are free online at destinymorganbooks.com — nothing about this class costs money. This book is the print edition, for people who want the class in their hands. You never need to buy a book to take a class or a test.

How to use this book: read the lesson, learn the Words to know, think through the stories, and do the activity. Try the word search for fun. Then take the Chapter Test at the back of the lesson — printed without answers marked. Score 80% or higher to complete the class and earn its certificate (the certificate page is in this book; write your name on it after you pass). The Answer Key is at the back of the book, for parents, teachers, and self-checking after you finish. Go at your own pace.

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Before You Start

A note on what this school is: this is community-designed training — Minister Destiny's program, built from lived experience in the neighborhoods being policed. It is not agency policy and does not replace your department's training, general orders, or the law. Where this program proposes new approaches, they are taught and labeled as proposals. Nothing here is legal advice.

Before you start

- This school never collects your name. Progress and quiz answers stay on your device; pass the section quiz (80% or higher, retakes allowed, answers are not shown) and your certificate downloads with a blank name line to fill in after saving.
- Every officer has felt a scene tilt: a voice rises, a crowd leans in, a subject squares up, and suddenly hands feel like the only language left. This section studies the minutes before that tilt. De-escalation here is not softness, surrender, or a script for every emergency. It is a professional skill — using voice, distance, time, and plain respect to lower danger so that force, when it is truly necessary, is rarer, smaller, and easier to explain, and so that most scenes never need it at all.

Section 3 — De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect

Minister Destiny Testimony Schools — Law Enforcement

The lesson

1. What de-escalation is — and what it is not

De-escalation is the deliberate lowering of tension so a person can hear you, think, and choose a safer action. It works on physiology as much as on attitude. A person whose heart is pounding, whose hearing has narrowed, and whose body is braced for attack cannot process a paragraph of orders. Shorter sentences, a slower pace, and fewer voices give a stressed brain something it can actually use.

It is not a guarantee. Some people, because of crisis, intoxication, injury, or intent to harm, cannot or will not settle in the moment, and protective action may still be required under your training and the law. It is not delay for its own sake when someone is being hurt in front of you. It is not letting a person dictate every term, walk into traffic, or hold a scene hostage while risk grows. And it is never a performance for a camera. De-escalation done well is quiet, specific, and practical: it names the problem, protects people, offers a real next step, and keeps a boundary the person can see.

A useful test for any tactic in this section: does it give the person more ability to comply, or less? Shouting three commands at once, crowding a frightened man into a corner, and cursing at a teenager all reduce the ability to comply while raising the need to save face. One voice, one clear request, physical room, and a respectful form of address do the opposite.

2. Why profanity fails — professionally, not just politely

This program teaches a clean-language standard on calls for reasons that go beyond courtesy. Profanity from an officer does four kinds of damage in a live scene. First, it is heard as contempt. Residents distinguish, instantly, between an officer who is firm and an officer who is enjoying dominance, and cursing is the most common signal they name for the second. Second, it licenses the crowd. Once the officer swears, bystanders feel the rules have changed; insults multiply, phones come closer, and every later instruction competes with the noise you helped create. Third, it narrows the subject's options. A person cursed at in front of neighbors, children, or a partner must now choose between complying and being humiliated, or resisting and keeping status. Many people pick status, especially young people, even when they wanted to comply a minute earlier. Fourth, it follows you. Profanity is the line from a body-camera recording that gets quoted in a complaint, a hearing, and a headline, long after the context is forgotten.

Firm language carries none of that cost: "Stop. Put the bottle down. Step back to the curb." Short, audible, specific, clean. If you would not want the sentence read aloud to the person's grandmother, a supervisor, and a jury in the same tone, choose a better sentence in the field.

There is one more reason, internal to the officer. Swearing is often the first sign that your own arousal has taken the lead. Treat your urge to curse as a dashboard light: your voice is about to stop being a tool. Slow your breathing, drop your volume half a step, shorten your sentences, and hand speaking to a partner if the scene allows. Managing yourself is not separate from managing the scene; it is the first part of it.

3. The four tools — voice, distance, time, and choices

Voice. One officer speaks; others support silently unless roles change by agreement. Introduce yourself by name and role, state why you are there in one plain sentence, and keep requests to one action at a time. Acknowledge the emotion without conceding facts you do not know: "I can hear you're angry. I want to understand what happened, and I need the shouting to pause so I can." Repeat a calm request rather than escalating its volume; repetition feels weak and works anyway, because a stressed person often hears the third delivery, not the first.

Distance. Space is information and safety at the same time. Distance lowers a person's sense of being trapped, gives you reaction room, and lets bystanders see that nobody is being cornered. Watch hands, feet, exits, and objects within reach while you adjust position, and avoid backing a person against a wall, a car, or a crowd unless safety leaves no alternative. When you must move closer, say so first: "I'm going to step to your left so I can hear you away from the traffic." Announced movement startles less than sudden movement.

Time. Most scenes are not as urgent as they feel. Ask which clock is real: is someone bleeding, being attacked, destroying evidence of a serious crime, or fleeing into danger — or is the pressure coming from a queue of pending calls, an audience, or your own wish to finish? Where the real clock is slow, use it. A two-minute pause for a family member to arrive, for a person to finish crying, for a supervisor or your department's crisis-intervention team to reach you, or for a crowd to drift home can accomplish what pressure cannot.

Choices. People comply more with a step they selected. Offer two acceptable options, both of which you can honor: "We can talk here on the sidewalk where it's quieter, or by my cruiser out of the street — your pick." "You can hand me the knife by placing it on the ground and stepping back, or set it on the table and sit down." Choices are not negotiations over whether the law applies. They are control over how a necessary thing happens, and that small control is often the difference between dignity and defiance.

4. A step-by-step field sequence

When a scene is heated but no one is in immediate peril, work this sequence in order, returning to an earlier step whenever the temperature rises again:

1. **Settle yourself first.** One slow breath, shoulders down, hands visible and relaxed at rest. Decide, in one sentence, what outcome you actually need: a weapon secured, a street cleared, a person medically evaluated, a party ended.
2. **Read before you speak.** Run Section 1's five questions and Section 2's differential read quickly: who is here, what else could explain this, where is the real risk, who knows this person?
3. **Open with identity and purpose.** Name, department, and reason, in plain words, without profanity and without sarcasm. Sarcasm is profanity's quieter cousin and lands the same way.
4. **Give the person a turn.** Ask one open question — "Tell me what happened from your side" — and let the answer run longer than feels efficient. Interrupt only for safety. People who have been heard once can often hear you next.
5. **Reflect and name the workable problem.** "So the music isn't the issue; you're saying your brother was disrespected at the door." Naming the real grievance shrinks it to something solvable.
6. **Make one clear request, with the reason.** "I need everyone off the roadway so nobody gets hit. Sidewalk or the porch — either works."
7. **Allow processing time, then confirm.** Count silently. Ask, "Does that work?" and treat a nod, a move, or a partial step as progress worth naming: "Good — thank you, that helps."
8. **Close with the next step and a door left open.** Say exactly what happens now, what you will do, and how the person can reach help or you again — a card, a call number already in the resources list below, or a follow-up through your department. A clean ending is part of de-escalation; scenes that end in confusion restart later.
9. **Debrief yourself honestly.** Note what raised the temperature, what lowered it, and which sentence you would replace. Write the report in observations, as Section 2 taught, while the details are fresh.

If at any point a weapon is produced, a person is attacked, or a medical emergency declares itself, abandon the sequence and act under your training. De-escalation is a tool inside good tactics, never a substitute for them.

5. Crowds, cameras, and families — the second audience

Many scenes turn on people who are not the subject. A crowd raises stakes in both directions: it can pressure a subject to perform, and it can restrain someone who respects the neighbors watching. Work the audience deliberately. Greet the crowd once, plainly — "Evening, folks, give us some room to work, please" — identify the one or two people the subject actually listens to, and recruit them specifically: "Ma, he hears you better than me. Will you tell him to sit on the steps with you while we sort this out?" Family members are

not shields or leverage; never threaten a person's children, benefits, or home to gain compliance. That trades a minute of control for a neighborhood's lasting conclusion that police pressure families — a conclusion repeated at kitchen tables for years.

Cameras deserve the same calm. Assume you are recorded, because you usually are. Do not order people to stop recording where they are entitled to record, do not reach for a phone, and do not perform for the lens. A steady voice and clean language are your whole camera strategy. Later, the same recording that a bystander made to catch you out becomes the clearest evidence of your professionalism — officers who work this section consistently say that is the moment the skill pays for itself.

Children at a scene need a specific plan: lower your height when speaking to them, keep your questions to immediate safety, avoid asking a child to carry messages or choose sides between adults, and get a trusted adult or appropriate professional involved under your department's procedures. A child who watched police curse at and grab a parent remembers the method longer than the reason.

6. When words are not working — force, honesty, and the aftermath

Force becomes necessary in some encounters despite good work, and this school will not pretend otherwise. The teaching here concerns how a professional handles that reality. Force should answer a specific, present need — stopping harm, effecting a lawful arrest against active resistance, protecting a person who cannot protect themselves — in the amount your training, policy, and the law allow, and it should stop when the need stops. Force used to punish disrespect, to win an argument, to speed up a slow scene, or to answer an insult is unnecessary force, whatever words the report later uses. "Contempt of cop" is a description of wounded pride, not a justification, and every officer knows the difference in the moment even when it is hard to admit afterward.

After any force, the de-escalation mindset returns immediately: medical attention for anyone injured or complaining of injury, a calm explanation to family and bystanders of what happens next, protection of the person's dignity during transport — no mockery, no commentary for an audience — and a report that describes observations, commands given, the person's actions, and the force used with uncomfortable precision. Then tell the truth in the debrief, including the sentence you wish you had not said. Departments and communities forgive honest accounts far more readily than polished ones, and the officer who can examine a hard scene without flinching is the officer partners trust on the next one.

Words to know — Section 3

- **De-escalation** — deliberate use of voice, distance, time, and choices to lower tension so a person can hear, think, and choose a safer action.
- **Arousal** — the body's stress activation — raised heart rate, narrowed attention, braced muscles — which reduces a person's ability to process complex instructions.

- **Active listening** — listening to understand rather than to reply: letting a person finish, reflecting what you heard, and naming the workable problem inside it.
- **Procedural respect** — treating a person with courtesy, voice, and neutrality in the process, regardless of the outcome the law requires.
- **Face-saving exit** — a way for a person to comply without public humiliation, preserving dignity in front of family, peers, or a crowd.
- **Unnecessary force** — physical force that exceeds what a specific, present need justifies, or force used to punish, hurry, or answer disrespect.
- **Command presence** — the authority communicated by posture, calm, clarity, and competence rather than by volume, threats, or profanity.
- **Tactical patience** — using available time deliberately — waiting, pausing, or bringing help — when no immediate peril requires instant action.
- **Second audience** — the bystanders, family, and people recording whose reactions can raise or lower the stakes of an encounter.

Myths vs facts — Section 3

- **Myth:** A loud, commanding voice with strong language establishes control fastest. **Fact:** Volume and profanity raise arousal and the need to save face on all sides; short, clean, specific requests from one speaker produce compliance that lasts past the moment.
- **Myth:** De-escalation means avoiding enforcement or letting the subject decide everything. **Fact:** De-escalation keeps boundaries firm while offering control over how a necessary step happens; it changes the method, not the officer's responsibilities.
- **Myth:** If a scene ends in force, de-escalation failed and was pointless. **Fact:** Attempted de-escalation still gathers information, protects bystanders, clarifies the need, and documents professionalism; some crises and attacks require protective action regardless.
- **Myth:** Backing up or waiting means losing. **Fact:** Distance and time are tactical resources; repositioning to talk safely, or waiting for a crisis team or family member, often resolves scenes that pressure would have forced into hands.

Think it through — Section 3

The situation: A Friday-night call brings you to a young man, about nineteen, shouting outside a corner store after the owner put him out for arguing over a refund. A small crowd of his friends is laughing and filming. He is not armed and has touched no one, but he is pacing into the street, cursing at the owner through the glass, and ignoring your first two requests to come onto the sidewalk. Your partner mutters, "Just grab him before this gets bigger."

Walk it through:

1. The real risks are traffic and escalation, not the insults. He is in the street, aroused, performing for friends, and being laughed at — every grab attempt in front of that audience risks a wrestling match over a refund dispute, with injuries and complaints priced far above the original call.
2. Settle the geometry first. One request, tied to safety, with a choice: "I need you out of the street so nobody gets hit. Sidewalk here, or the wall by the door — pick one." The choice respects his status problem: moving at his own selection is not the same as obeying under laughter.
3. Lower the audience. A quiet word to the friend holding the phone — "Help me keep him out of trouble tonight" — often ends the filming and the laughter together, because the friend has been given a role with more standing than spectator.
4. Give him his turn, briefly and genuinely: name, reason you are there, one open question. Reflect the grievance ("You feel he kept your money and embarrassed you") without ruling on the refund, which is a civil matter you can explain calmly once he is on the sidewalk.
5. Keep language clean and face-saving throughout. No profanity, no sarcasm about the amount of money, no threat tied to his pride. The close is concrete: the owner will be spoken to separately, here is how the complaint process works, and tonight ends with everyone walking away.
6. If he then swings at the owner or you, the facts have changed and protective action follows your training — but on the facts as given, patience, geometry, and one recruited friend resolve the call that force would have enlarged.

One more real-life story — Section 3

An officer with a reputation for quiet calls was sent, with a trainee, to a loud apartment where a father and an adult son were shouting over money while a toddler cried in a doorway. The trainee later said he had expected arrests within a minute. Instead his training officer asked permission to step inside, greeted the grandmother by the stove as the head of the house she plainly was, and asked each man the same question in turn: "What do you need to happen tonight so everybody can sleep here?" The father needed an apology for being called lazy in front of the child. The son needed his father to stop taking his delivery earnings for household bills without asking. Neither need required handcuffs, and both men were surprised to hear the other state it plainly. The officer set one boundary — voices down with a baby in the room, and this conversation moves to the table — then let the grandmother referee the rest while he stood down by the door. They left in twenty minutes with a follow-up note and no report of violence. In the cruiser the trainee asked why she hadn't "taken control." She answered: "I did. Control is the room getting quieter because I was in it." That sentence is worth carrying: the goal is a quieter room at the end of your visit than the one you entered, whenever the facts allow it.

Try this — Section 3

Build the clean-language habit before you need it, with this two-week drill:

- **Replace five sentences.** Write down the five heated phrases you actually say on calls. Rewrite each one firm, short, and clean — then practice them out loud once, in the cruiser, so your mouth knows them under stress.
- **Run the sequence on low-stakes calls.** Noise complaints, parking disputes, and store arguments are training grounds: identity and purpose, one open question, reflect, one request with a choice, clean close.
- **Score yourself after each call** on four lines only: Did one person speak? Did I stay clean? Did I offer a face-saving exit? Did the room end quieter? Review the pattern weekly — not single calls, the pattern.
- **Ask a partner** to flag your dashboard-light moment — raised volume, faster speech, first curse — with an agreed word, and return the favor for them.

Resources to keep — Section 3

- **911** — for immediate danger, a person being attacked, or a medical emergency.
- **988** — call or text 988 for the Suicide and Crisis Lifeline when a scene involves a person in emotional distress, or for guidance on helping them.
- **Crisis Text Line** — text HOME to 741741 for a live, trained crisis counselor by text, useful when speaking aloud is unsafe or impractical.
- **National Domestic Violence Hotline** — **1-800-799-7233** — or text START to 88788, when a heated scene involves a partner or family member controlling or harming another.
- **RAINN** — **1-800-656-4673** — the National Sexual Assault Hotline, for connecting a victim with confidential support.
- **Your department's crisis-intervention team** — request it early when crisis, rather than crime, is driving a scene.
- **The local hospital** — for evaluation whenever a person is injured, complains of injury after force, or shows symptoms that may be medical.

What you earned / what's next — Section 3

Section 3 complete (quiz score 80% or higher): You can run a calm field sequence under pressure, keep your language clean without losing firmness, use crowds and family as resources rather than fuel, and explain honestly what makes force necessary or unnecessary.

Word Search — Section 3

Find the words from this class's Words to know. Words run across, down, or diagonally.

D N X S X V N H Z V S Y T
H E C L G S G W T Q P I W
J G E Y Q Z O Q G W Q A J
B P E S E N Q I D P L R D
V W C J C P V D S Y Y O D
W M J A R A P T T M M U X
O I X C F O L Y B K U S J
A R H S H T H A H M E A S
C U V M A P O K T C R L E
V B K I V U H R D I O J M
F F I L Q T B W T U O V V
V P L E K U U X C A T N M
U X F N N J Y Z J T X X R

Words to find: Deescalation · Arousal

Words to Remember — Say It in Your Own Words

Cover the Words to know page. For each word from this class, write what it means in your own words, the way you would explain it to a friend. Then check yourself against the lesson.

De-escalation

Arousal

Active listening

Procedural respect

Face-saving exit

Unnecessary force

Command presence

Tactical patience

Second audience

Check Yourself — Practice Questions

These are practice questions, not the test. Write your answers in your own words. Everything you need is in this book's lesson.

1. Explain in your own words what “De-escalation” means, and give one example from real life.

2. Explain in your own words what “Arousal” means, and give one example from real life.

3. Explain in your own words what “Active listening” means, and give one example from real life.

4. Explain in your own words what “Procedural respect” means, and give one example from real life.

5. The lesson has a part called “The lesson.” Write the most important thing it teaches, in your own words.

6. The lesson has a part called “Myths vs facts — Section 3.” Write the most important thing it teaches, in your own words.

7. The lesson has a part called “Think it through — Section 3.” Write the most important thing it teaches, in your own words.

8. Think about the stories in this class. Pick one, and write what you would do — and why.

Chapter Test — Section 3

Answer every question. Score 80% or higher to complete this class and earn its certificate. The answers are in the Answer Key at the back of this book — for parents, teachers, and self-checking after you finish.

1. In the lesson's corner-store scenario, a young man is shouting and pacing into the street over a refund, while friends laugh and film. No one has been touched. What does the school teach?

- A. Grab him at once, before his friends encourage him further
- B. Fix the geometry first — one safety request with a choice of where to stand — lower the audience, and give him a brief, genuine turn to be heard
- C. Out-shout him so the crowd knows who is in charge
- D. Arrest the friend who is filming

2. Why does this program teach a clean-language standard on calls?

- A. It only matters if a supervisor hears it
- B. It makes commands easier for a stressed person to process
- C. It signals contempt, licenses the crowd to escalate, forces the person to choose between compliance and humiliation, and becomes the quoted line in complaints and hearings
- D. It is a problem only when children are present

3. What is the school's rule for voices during a heated scene?

- A. One officer speaks while others support, unless roles change by agreement
- B. Every officer gives commands at once so one of them gets through
- C. The senior officer speaks only after commands have failed
- D. The subject chooses which officer to listen to

4. In de-escalation, what is the purpose of offering choices?

- A. Letting the person decide whether the law applies
- B. A tactic to delay until the person leaves on their own
- C. A sign the officer has lost control of the scene
- D. Offering two acceptable options, both of which the officer can honor, so the person has control over how a necessary step happens

5. How does high arousal change what a person can do with your instructions?

- A. It makes people more honest
- B. It narrows attention and reduces the ability to process complex instructions — so requests should be short, one at a time

- C. It only affects officers, not subjects
- D. It means a person can no longer hear anything at all

6. Your urge to curse at a scene is best treated as:

- A. A sign the subject is about to comply
- B. Proof the officer needs to raise their volume
- C. A dashboard light that your own arousal is taking the lead — slow down, lower your volume, shorten sentences, or hand speaking to a partner
- D. The correct moment to make an arrest

7. How does this school teach officers to work a crowd at a scene?

- A. Recruit the person the subject actually listens to, greet the crowd plainly once, and ask for room to work
- B. Order everyone to leave or be arrested
- C. Ignore the crowd completely in all circumstances
- D. Ask the crowd to help restrain the subject

8. When is force justified in this school's teaching?

- A. To win an argument a subject started
- B. Force should answer a specific, present need — stopping harm, a lawful arrest against active resistance, protecting someone — and stop when the need stops
- C. To speed up a scene that is taking too long
- D. Whenever a subject's disrespect is public

9. What is a face-saving exit?

- A. A way to let a person escape custody
- B. A longer driveway at a rural home
- C. Permission for bystanders to leave before police
- D. A way for a person to comply without public humiliation in front of family, peers, or a crowd

10. What is the school's strategy for bystander cameras?

- A. Order everyone to stop recording and collect the phones
- B. Perform for the lens so the video looks good
- C. Assume you are recorded, stay calm and clean in language, and do not reach for a phone — professionalism is the whole camera strategy
- D. Refuse to work until the cameras are off

Certificate — Section 3

Minister Destiny Testimony Schools

Certificate of Completion — Section 3: De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Law Enforcement

Section 3: De-escalation Without Profanity or Unnecessary Force: Voice,
Distance, Time, and Respect

Date completed: _____

Presented by **Minister Destiny Marie Morgan**, Minister & Founder

Congratulations. You have strengthened the skill that protects everyone at a scene, including you: a steady voice, clean words, and patience with a spine. Scenes will still get hard — but more of them will end with people walking away whole because of how you spoke. — Minister Destiny Marie Morgan

School completion and rank are school achievements only. It is not a law-enforcement rank, title, or credential, and it does not certify you for any duty.

Educational completion certificate only — not a state license, POST certification, or government credential.

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My Agenda — Class Tracker

Everything in this agenda is yours to write in. It stays in your book — nothing is collected.

Step	Done	Date	Score	Grade
Week 1 — Study the lesson				
Week 2 — Study + Words to know				
Week 3 — Stories + Try-this activity				
Week 4 — Chapter test (pass at 80% or higher)				

Letter grades: A 90–100 · B 80–89 · C 70–79 · D 60–69 · F below 60.

My goals for this class

Write the goals you are working toward in this class — and for yourself.

My Weekly Planner

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Notes

Resources to Keep

This class's resources, in one place. Keep this page.

- 911 — for immediate danger, a person being attacked, or a medical emergency.
- 988 — call or text 988 for the Suicide and Crisis Lifeline when a scene involves a person in emotional distress, or for guidance on helping them.
- Crisis Text Line — text HOME to 741741 for a live, trained crisis counselor by text, useful when speaking aloud is unsafe or impractical.
- National Domestic Violence Hotline — 1-800-799-7233 — or text START to 88788, when a heated scene involves a partner or family member controlling or harming another.
- RAINN — 1-800-656-4673 — the National Sexual Assault Hotline, for connecting a victim with confidential support.
- Your department's crisis-intervention team — request it early when crisis, rather than crime, is driving a scene.
- The local hospital — for evaluation whenever a person is injured, complains of injury after force, or shows symptoms that may be medical.

Answer Key

For parents, teachers, and self-checking after you finish the chapter test.

Section 3 Test — De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect

1. Fix the geometry first — one safety request with a choice of where to stand — lower the audience, and give him a brief, genuine turn to be heard
2. It signals contempt, licenses the crowd to escalate, forces the person to choose between compliance and humiliation, and becomes the quoted line in complaints and hearings
3. One officer speaks while others support, unless roles change by agreement
4. Offering two acceptable options, both of which the officer can honor, so the person has control over how a necessary step happens
5. It narrows attention and reduces the ability to process complex instructions — so requests should be short, one at a time
6. A dashboard light that your own arousal is taking the lead — slow down, lower your volume, shorten sentences, or hand speaking to a partner
7. Recruit the person the subject actually listens to, greet the crowd plainly once, and ask for room to work
8. Force should answer a specific, present need — stopping harm, a lawful arrest against active resistance, protecting someone — and stop when the need stops
9. A way for a person to comply without public humiliation in front of family, peers, or a crowd
10. Assume you are recorded, stay calm and clean in language, and do not reach for a phone — professionalism is the whole camera strategy

Sources & Credits

The lessons in this book were written for Minister Destiny Testimony Schools from public sources — official websites, public health and safety organizations, help lines, and the law itself. The sources each chapter was built from, and the help resources it points you to, are listed under that chapter's name, with credit, so you can check anything in this book and keep learning. Court opinions and laws are public documents that belong to everyone. Everything here is retold in the school's own plain words — nothing in this book is copied from anyone else's book.

Section 3 — De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect

- 911 — for immediate danger, a person being attacked, or a medical emergency.
- 988 — call or text 988 for the Suicide and Crisis Lifeline when a scene involves a person in emotional distress, or for guidance on helping them.
- Crisis Text Line — text HOME to 741741 for a live, trained crisis counselor by text, useful when speaking aloud is unsafe or impractical.
- National Domestic Violence Hotline — 1-800-799-7233 — or text START to 88788, when a heated scene involves a partner or family member controlling or harming another.
- RAINN — 1-800-656-4673 — the National Sexual Assault Hotline, for connecting a victim with confidential support.
- Your department's crisis-intervention team — request it early when crisis, rather than crime, is driving a scene.
- The local hospital — for evaluation whenever a person is injured, complains of injury after force, or shows symptoms that may be medical.

The school itself is free: every class in this book, with its test and certificate, is free online at destinymorganbooks.com.

About the Author

Minister Destiny Marie Morgan is an ordained Muslim minister. She was ordained on May 15, 2025, through the Universal Life Church, and she is registered clergy in Massachusetts.

Her ministry is advocacy — standing up to injustice and helping people, locally and internationally.

She is the founder of Minister Destiny Testimony Schools, a free school. She built it so people can learn for free what cost her years to learn — people who may not have jobs, good credit, or loans, and who deserve real knowledge anyway. Every class is free online, for every age, with no sign-up and nothing collected.

She is also the author of two testimony series — Chronicles of Destiny Morgan and The Chronicle Trials — her own story, in her own words. Those books are her testimony; these school books are her teaching.

Follow her Amazon Author Page to find every new book as it comes out.

The school is free online at destinymorganbooks.com.

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From Minister Destiny

You finished this book — but the learning does not stop here. Keep your resources close, keep asking questions, and use what you now know to help the people around you. If this book helped you, pass it to someone who needs it. I built this school for you, and I am proud of you for showing up for yourself. — Minister Destiny Marie Morgan

Minister Destiny Testimony Schools — Law Enforcement
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