

Minister Destiny Testimony Schools

Youth: 12-Month Course Workbook

Youth — 12-Month Course Workbook

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 — Youth: 12-Month Course Workbook.

Published by Minister Destiny Marie Morgan, Minister & Founder.

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The lessons in this workbook are educational information, written in plain language. If you or someone you know is in danger, call 911. Help lines: 988 (call or text) · Crisis Text Line (text HOME to 741741) · Childhelp National Child Abuse Hotline 1-800-422-4453.

How This Book Works

This workbook is the full 12-month Youth course of Minister Destiny Testimony Schools — one month for each of the most important safety and life topics, in Destiny's order: safety at home, online safety, bullying, dating and consent, peer pressure and substances, mental health, trouble at school, your body and health, the juvenile court process, charges and consequences, facilities and your rights, and your fresh start.

Each unit follows the same rhythm: a full lesson in plain language, Words to know, myths and facts, two real-life stories to think through, a Try-this activity, Resources to keep, a word search, the chapter test as a worksheet, and a certificate page. The tests are printed without answers marked — the Answer Key is at the back of the book, for parents, teachers, and self-checking after you finish. Score 80% or higher to complete a unit. Go in order, and go at your own pace — a new class every day, or one unit a month. The agenda, course tracker, and monthly progress reports at the back help you keep track of your work.

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Before You Start

Before you start

- **This space is private.** Nobody sees what you read or how you answer. Your progress stays on your own device.
- **We never ask your name.** Not here, not on the test, not on the certificate. If you earn a certificate, you download it first and write your own name on it after.
- **Pass the month test at 80% or higher to earn this month's certificate.** You can retake the test as many times as you need. Answers are not shown — the point is to go back, find what you missed in the lesson, and learn it for real.
- **If you are in danger right now:** call **911**. If you cannot talk out loud, text **HOME** to **741741** (Crisis Text Line) or call or text **988** any time, day or night.

Month 1 — Safety at Home and Knowing a Trusted Adult

Minister Destiny Testimony Schools — Youth

The lesson

1. What safe at home really means

Home is supposed to be the safe place. For a lot of young people, it mostly is. For some, home is where the hard stuff happens — yelling that never stops, adults who drink or use drugs and change into different people, being hit or grabbed, being left alone too much, or a feeling in your stomach that something is just not right. If any of that sounds familiar: it is not your fault, and it is not your job to fix the adults. Your job is to be as safe as you can and to know exactly who you can go to.

Safe does not mean perfect. Every family argues sometimes. Safe means you are not being hit, hurt, or touched in ways that are wrong. It means you have food, a place to sleep, and someone who knows where you are. It means you are not scared all the time in your own home. And it means when something goes wrong, there is an adult you can tell who will believe you. If one of those is missing, that is a real problem — and it is an adult problem, not a kid problem. Telling someone about it is not snitching. It is how the problem gets to the people whose actual job is fixing it.

2. Red flags at home — signs something is wrong

Learn to name what you are seeing. A red flag is a warning sign, and naming it helps you decide what to do next. Red flags at home include an adult who hurts you, hurts someone else in the home, or threatens to. They include an adult who touches you in a way that feels wrong, or who asks you to keep secrets about touching. You never have to keep that kind of secret. Ever. They also include adults who are often drunk or high so that nobody steady is in charge, being locked out or left alone overnight when you are too young, often having no food in the house, and feeling afraid to go home.

Any one of these is enough reason to talk to a trusted adult. You do not have to wait until it gets worse, and you do not have to prove it is "bad enough." If your body feels tense when you walk through the door, if you hide in your room to stay out of the way every night, or if you watch the adults' moods the way you would watch the weather before a storm, pay attention to that feeling. Your feelings are information.

3. Your trusted-adult map — build it before you need it

A trusted adult is a grown-up who listens to you, believes you, does not hurt you, and will actually do something to help. It can be a parent or grandparent, an aunt or uncle, a teacher, a school counselor or nurse, a coach, a faith leader, a friend's parent, or a police officer or firefighter. The key is not the title. The key is how the person acts: they take you

seriously and they follow through.

Build your map now, before you need it. Pick three trusted adults — not one, three — because one person might not be reachable. For each one, know their name and how to reach them, with a phone number memorized or written somewhere safe. Know where to find them if you cannot call, such as their classroom, workplace, or house. And know what you would say. You can practice the sentence: "I need to tell you something serious. I am not safe at home, something happened, and I need help." Practicing the words when you are calm makes them much easier to say when you are scared.

If the first adult does not believe you or does nothing, tell the next one. Keep telling until someone acts. That is not being dramatic. That is how help works, and adults who work with kids are trained and required to act. Teachers, counselors, nurses, and coaches are mandated reporters — by law they must report it when a child may be abused or neglected. That means your words carry real weight when you tell them.

4. How to ask for help when you cannot talk out loud

Sometimes it is not safe to make a phone call. You still have options, and knowing them ahead of time matters. You can text a trusted adult or text a help line, such as texting HOME to 741741. You can show someone a note you wrote, either on paper or on your phone screen. You can tell a teacher or counselor at school in person, in a place where it is safe to talk. If there is an emergency and you call 911 but cannot speak, stay on the line — dispatchers are trained to respond — and in many places you can text 911 instead.

Think through which of these would work best in your home. Do you have a bedroom door you can close? A bathroom where a short text is normal? A walk to school where you can stop and talk? Choosing your safest way to reach out, before a hard night happens, is part of your plan, not an afterthought.

5. Your quick safety plan — make it today

A safety plan is a plan you make ahead of time so you are not trying to invent one while you are scared. Your quick plan has four parts. First, a safe place: one place you can go fast, like a neighbor's porch, a store, a library, or a friend's house. Second, a safe person: your number one trusted adult, with their phone number memorized. Third, safe words: if you have a friend or relative you talk to often, agree on a code word that means "I need help, send an adult." Fourth, essentials: if you ever have to leave fast, keep shoes by the door and your phone charged when you can.

Write your plan somewhere you can find it but where it will not cause trouble at home — a notes app, a school notebook, or a card in your backpack. Review it once in a while. People move, phone numbers change, and a plan only helps if it is current.

6. What NOT to do

Do not try to step between adults who are fighting or to protect someone by putting your own body in the way — get to your safe place and get an adult or call 911. Do not keep

secrets about touching, threats, or being hurt, even if an adult told you that you would be in trouble for telling. That threat is part of the problem, not a rule you have to follow. Do not blame yourself for an adult's drinking, anger, or choices. And do not wait for a perfect moment to tell someone. A short, plain message sent today helps more than a perfect speech you never give.

Words to know — Month 1

- **Trusted adult** — a grown-up who believes you, does not hurt you, and will act to help.
- **Red flag** — a warning sign that something is wrong or unsafe.
- **Safety plan** — a plan you make ahead of time: where to go, who to call, and what to say.
- **Mandated reporter** — a professional, like a teacher, counselor, nurse, or coach, who is required by law to report when a child may be abused or neglected.
- **Neglect** — when a child's basic needs for food, shelter, supervision, or medical care are not being met.
- **Code word** — a word or phrase you agree on ahead of time that quietly means "I need help now."
- **Confidential** — kept private, shared only with people who need to know in order to help or keep you safe.

Myths vs facts — Month 1

- **Myth:** Telling an adult about trouble at home is snitching and will only make things worse. **Fact:** Telling is how help reaches you. Adults whose job is safety cannot help with a problem they do not know about, and reporting is the step that connects your family to support and protection.
- **Myth:** If home is not perfect, it means your family does not love you. **Fact:** Safe does not mean perfect. Many loving families argue and struggle. The line is about being hurt, being touched in wrong ways, being left without care, or being afraid all the time — those need outside help, no matter how much love is also there.
- **Myth:** You need proof, like photos or recordings, before anyone will believe you. **Fact:** You do not need proof to tell. Start with your words, said plainly. Mandated reporters are trained to listen first and let the right people look into it.
- **Myth:** A good kid handles family problems alone and never bothers adults. **Fact:** Handling it alone is not the job of a child or teen. Asking for help is the strong, correct move, and it is what trusted adults are there for.

What would you do? — Month 1

The situation: Your friend Kayla has been quiet all week. At lunch she finally tells you her mom's boyfriend yells every night, and last night he threw a plate at the wall near her. She makes you promise not to tell anyone. She says, "It's fine, he didn't hit me."

Walk it through:

1. Believe her, and say so. "I believe you. That is not fine, and it is not your fault."
2. Understand the promise. A promise to keep a dangerous secret is not a promise you have to keep. Secrets about someone getting hurt or scared at home are never secrets to keep. Telling is not betraying her — it is protecting her. A thrown plate today can be worse tomorrow.
3. Tell a trusted adult the same day. Choose a teacher, counselor, or your own parent. Say exactly what she told you, in her words as much as you can.
4. If she is in danger tonight, that is a 911 call — or tell an adult who will make it right away.
5. Stay her friend afterward. She might be upset that you told. Most kids, later, are glad someone did. Keep showing up, sitting with her, and checking in.

The same steps work if the person in the situation is you.

One more real-life story — Month 1

Jordan, 13, lived with his dad and his dad's partner. Most nights were fine, but when his dad worked late, the partner drank and started slamming doors and shouting at Jordan for small things, like leaving a cup on the counter. Jordan started staying in his room with the door locked and skipping dinner to avoid her. He told himself it was not serious because she had never hit him.

One afternoon his school counselor noticed he was falling asleep in class and asked if everything was okay at home. Jordan almost said "I'm fine," the way he always did. Instead, because he had practiced the sentence in his head — "I need to tell you something serious" — he said it out loud. The counselor listened, did not rush him, and explained what would happen next and who would be told. She made the report she is required to make, and a school social worker helped Jordan and his dad talk about a safer plan for late-work nights, including Jordan staying with his aunt on those nights.

The lesson is not that telling fixes everything in one day. It did not. The lesson is that Jordan did not have to carry the fear alone anymore, his dad learned what was happening when he was not home, and there was now a plan made by adults. Being scared at home, even without being hit, was enough reason to speak — and speaking early gave the adults more good options to help.

Try this — Month 1

Build your trusted-adult map today. On paper or in a private notes app, write down three trusted adults. For each person, write their name, how to reach them, and where you could find them in person. Then write one practice sentence you could say or text to start the conversation, such as "I need to tell you something serious and I need help." Next, finish your quick safety plan: one safe place you can reach quickly, one safe person whose number you will memorize, one code word if you want one, and where you will keep your shoes and phone charger. Check it once: could you use this plan tonight if you had to? If not, fix the missing piece now, while things are calm.

Resources to keep — Month 1

- **911** — call if you or someone else is in danger right now.
- **988 (call/text)** — call or text 988 any time for emotional distress or a crisis.
- **Crisis Text Line** — text **HOME to 741741** to connect with a live counselor by text.
- **Childhelp National Child Abuse Hotline** — **1-800-422-4453** — call if home is the problem or you are worried about abuse or neglect.
- **National Domestic Violence Hotline** — **1-800-799-7233 / text START to 88788** — if there is violence or fear between adults at home, this line helps with safety planning.
- A trusted adult, your school counselor, or your school nurse — people in your daily life who can listen and act.

What you earned / what's next — Month 1

Month 1 complete (test score 80% or higher): You can spot red flags at home, you have a trusted-adult map with three names on it, you know how to ask for help out loud, by text, or with a note, and you have a quick safety plan you built yourself.

What's next: Month 2 — Online Safety — Strangers, Grooming, Sexting, and Sextortion. The internet has trusted-adult problems of its own, and next month you learn to spot them before they get close.

Word Search — Month 1

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

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

Words to find: Trustedadult · Redflag · Safetyplan · Neglect · Codeword · Confidential

Chapter Test — Month 1

Answer every question. Score 80% or higher to complete this month 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. What makes an adult a "trusted adult"?

- A. Any adult you know
- B. An adult who believes you, does not hurt you, and will act to help
- C. The adult who lives closest to you
- D. An adult who never tells anyone anything

2. How many trusted adults should be on your map, and why?

- A. One — more is confusing
- B. Two — one for home, one for school
- C. Three — because one person might not be reachable
- D. It doesn't matter how many

3. An adult at home asks you to keep a secret about touching that feels wrong. What should you do?

- A. Keep the secret — adults are in charge
- B. Only tell if it happens again
- C. Wait until you're older
- D. Never keep that kind of secret — tell a trusted adult

4. You tell a trusted adult about a problem at home and they do nothing. What next?

- A. Tell the next trusted adult on your map — keep telling until someone acts
- B. Give up — you already tried
- C. Handle it yourself from now on
- D. Decide the problem must not be serious

5. What is a mandated reporter?

- A. A news reporter who covers schools
- B. A professional like a teacher or nurse who is required by law to report when a child may be abused or neglected
- C. A student who reports bullying
- D. A parent who calls the school

6. It's not safe to talk out loud at home. Which of these is a safe way to ask for help?

- A. Yelling for help from your room

- B. Waiting until things calm down next week
- C. Texting HOME to 741741 (Crisis Text Line) or texting a trusted adult
- D. Posting a public video about it

7. Which of these is a red flag that something is wrong at home?

- A. Your parents argue once about money
- B. You have chores you don't like
- C. Your family eats dinner late sometimes
- D. An adult often hurts or threatens people in the home and you feel afraid to go home

8. Your friend tells you something dangerous happening at her home and makes you promise not to tell. What's the right move?

- A. Tell a trusted adult the same day — safety secrets are not promises you have to keep
- B. Keep the promise no matter what
- C. Only tell if she gets hurt badly
- D. Tell the whole school so everyone can watch out

9. What are the four parts of a quick personal safety plan?

- A. Money, food, clothes, and a bag
- B. A safe place, a safe person, code words, and essentials ready
- C. A phone, a charger, a map, and a friend
- D. A lock, a key, a note, and a ride

Certificate — Month 1

Minister Destiny Testimony Schools

Certificate of Completion — Month 1: Safety at Home and Knowing a Trusted Adult

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 1: Safety at Home and Knowing a Trusted Adult

Date completed: _____

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

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Month 2 — Online Safety — Strangers, Grooming, Sexting, and Sextortion

Minister Destiny Testimony Schools — Youth

The lesson

1. Why online safety needs its own plan

Online, people are not always who they say they are. An adult who wants to get close to a kid will almost never start with anything that looks dangerous. It starts friendly. This month is about seeing the pattern early — because once you can name it, it loses its power over you. A profile photo, an age in a bio, and a kind voice prove nothing. Anyone can copy a photo, lie about their age, and learn what kids like in order to sound like a friend.

You do not need to be afraid of the internet to be safe on it. You need habits, clear rules for photos and private information, and the same trusted-adult map you built in Month 1, used quickly when something feels off.

2. Grooming — the pattern, step by step

Grooming is when an adult (or sometimes an older teen) slowly builds a kid's trust in order to use them. It usually looks like this. First, the friendly stranger: someone messages you — from a game, a group chat, social media, anywhere — and they seem to like everything you like. Second, the fast friendship: lots of attention, compliments, gifts such as game currency, skins, or money, and lines like "you're not like other kids, you're mature." Third, the secrets: "This is just between us." They ask you to move to a more private app, delete messages, or not tell adults. Fourth, the turn: they ask for photos, or send you photos, or push sexual talk, or ask to meet. If you sent anything, they may use it to threaten you: "Send more or I'll show everyone." That threat is a crime they are committing — it is called sextortion — and the blame is on them, never on you.

Any step of this pattern is a red flag — you do not have to wait for step four. A real friend never needs you to hide them from every adult in your life. If someone gets upset when you want to keep a parent, counselor, or trusted adult in the loop, that reaction tells you what you need to know.

3. The photo rule — this one matters most

Once a photo leaves your phone, you do not control it. It can be saved, copied, and shared in seconds, even from apps that say photos disappear. So never send a photo of your body to anyone. Not to someone you know, not to someone who sent one first, not under pressure, not as a joke. If someone asks, that request itself is the red flag. Stop, block, tell a trusted adult.

The same care applies to dating partners and friends your age. A photo shared in trust can be forwarded after an argument, saved without you knowing, or used to pressure you

later. The safest rule has no exceptions for "but this person is different." If you already sent something, hear this clearly: you are not ruined and you are not in trouble in this school's eyes. Tell a trusted adult quickly. If the person threatens you, that is sextortion — a crime against you. Adults and police deal with this constantly, and reporting early is how images get taken down and threats get stopped. The shame belongs to the person who asked and threatened — not to you.

4. Everyday online safety habits

Small habits, used every day, block most problems before they start. Keep profiles private and only accept people you actually know in real life. Turn off location sharing in apps and in photos, and do not post where you will be. Treat personal details as private: full name, school, address, and your daily routine are not information strangers need. Use the screenshot rule — if you would not want it on a screen in the school cafeteria, do not send it. Keep your passwords to yourself; nobody legitimate, not a game company and not a friend, will ask for your password. Never meet an online-only person in person. If you ever feel you must, that is exactly the moment to tell a trusted adult first. No exceptions is the safe rule.

Also slow down before you click, download, or scan anything a stranger sends. Links and files can be used to steal accounts or track your device. If a "friend" suddenly asks for money, gift cards, or account codes, stop and check with an adult, even if the account looks familiar — accounts get hacked and copied.

5. If it already happened — the exact steps

If someone is pressuring or threatening you now, follow these steps in order. First, stop replying. Do not negotiate, do not send anything else, and do not pay anything. Second, save the evidence — screenshots of the threats and the account names — then block and report the account in the app. Third, tell a trusted adult today, using your map from Month 1. Fourth, adults can report to the CyberTipline and to police, and there is a free service called Take It Down that helps get images of minors removed from the internet. Fifth, breathe. This happens to a lot of kids. The person counting on you staying silent is the predator. Telling is how you beat them.

What NOT to do matters just as much. Do not delete everything in a panic before you have saved evidence, because the account names and threats are what helpers need. Do not try to handle the threats alone or bargain for more time. Do not blame yourself and go quiet — silence is what the person threatening you is counting on.

6. What to expect after you tell

Many kids worry that telling means losing their phone forever, getting in big trouble, or having everyone find out. Adults handle this in different ways, and some of those worries are understandable. What you can expect from the right helpers is this: a trusted adult listens, helps you block and report, and connects you to the CyberTipline or police if threats or images are involved. Counselors and hotline staff have heard this before and

will not be shocked. The goal of telling is to stop the other person and protect you — not to punish you for being targeted. If the first adult reacts badly, go to the next person on your map, or call or text a help line yourself. Keep going until you reach someone who acts.

Words to know — Month 2

- **Grooming** — when someone slowly builds a child's trust in order to use or harm them.
- **Sextortion** — threatening to share someone's private images unless they send more images or money; a crime committed by the person threatening.
- **Predator** — a person who targets children to harm or use them.
- **Block / report** — app tools that cut off contact and alert the platform about an account.
- **Digital footprint** — everything you post, send, and share online, which can be copied even after you delete it.
- **CyberTipline** — the national reporting system for online exploitation of children, run by the National Center for Missing & Exploited Children.
- **Private account** — an account setting where only people you approve can see your posts and contact you.

Myths vs facts — Month 2

- **Myth:** If an app says photos disappear, sending a photo there is safe. **Fact:** Disappearing photos can be screenshotted, recorded with another phone, or saved in seconds. Once a photo leaves your phone, you do not control it.
- **Myth:** Grooming only happens with strangers who act creepy right away. **Fact:** Grooming usually starts friendly and normal, with compliments, gifts, and fast friendship. The secrecy and the push to move to a private app are the warning signs.
- **Myth:** If you sent a photo, it is your fault and you should hide it. **Fact:** The fault belongs to the person who asked for, pressured for, or threatened over the image. Telling a trusted adult early is how threats are stopped and images are taken down.
- **Myth:** Meeting an online friend in a public place makes it safe. **Fact:** There is no safe version of secretly meeting an online-only person. The safe rule is do not meet, and tell a trusted adult that they asked.

What would you do? — Month 2

The situation: In your favorite game, a player called "Storm" has been on your team for two weeks. Storm says she's 15, sends you game gifts, and tells you you're her best friend. Tonight Storm asks you to switch to a different chat app "so the team can't spy on us," and asks what school you go to.

Walk it through:

1. Name the pattern. Fast friendship, gifts, moving to a private app, asking for personal details like your school, and secrecy from others — that is steps one through three of grooming, in order.
2. Remember you do not have to accuse anyone. You do not owe Storm an explanation or a goodbye speech. Your safety does not need their permission.
3. Stop and block. Do not answer the school question. Block the account on the game and anywhere else you are connected.
4. Tell a trusted adult. Show them the messages. This is exactly what your trusted-adult map is for.
5. Notice the feeling. It can feel sad or embarrassing — Storm felt like a friend. That feeling is what the pattern is designed to create. Losing a "friend" who was never safe is a win, not a loss.

One more real-life story — Month 2

Maya, 14, got a message from someone who said he was 16 and went to a school nearby. He was funny, he remembered details about her day, and after a week he asked her to send a photo "just for him" and promised he would delete it. Maya felt uneasy but also flattered, and she sent a photo she would never have wanted anyone else to see.

The next day his tone changed. He said if she did not send another photo, he would send the first one to people at her school. Maya's stomach dropped. She wanted to delete the whole conversation and pretend it never happened. Instead, she remembered three things from this lesson: do not send anything else, save the evidence, and tell today. With shaking hands she took screenshots of the threats and his username, blocked him, and told her older sister, who sat with her while they told their mom.

Her mom contacted the school counselor and they reported together to the CyberTipline. They also used Take It Down to help stop the image from spreading. The threats stopped after the report. Maya still wishes she had not sent the first photo, but she is clear about the most important part: the crime was his threats, not her mistake, and telling on the very first day of threats is what protected her. Waiting and sending more, which is what he wanted, would only have given him more to threaten her with.

Try this — Month 2

Do a 10-minute privacy check on every app you use. For each app, check four things: Is my account set to private? Is location sharing off? Do I only follow and accept people I know in real life? Would I be okay if anything I posted this week appeared on a screen at school? Fix anything that fails the check. Then save two things in your phone where you can find them fast: the CyberTipline and Take It Down names from the Resources section, and the name of your number one trusted adult. Finally, practice your exit line for

pressure — a short sentence you can copy and send, like "I'm not sending photos. I'm blocking this now and telling an adult." Having the words ready makes a pressured moment much easier.

Resources to keep — Month 2

- **911** — call if you are in danger right now or someone threatens to come to you in person.
- **988 (call/text)** — call or text 988 any time for support during a crisis or frightening situation.
- **Crisis Text Line** — text **HOME to 741741** if you would rather type than talk.
- **CyberTipline** — **report.cybertip.org / 1-800-843-5678** — report online exploitation, grooming, or threats to share images.
- **Take It Down** — **takeitdown.ncmec.org** — free help to remove or stop the spread of images of minors online.
- **Childhelp** — **1-800-422-4453** — help if an adult, online or in person, is hurting or pressuring you.

What you earned / what's next — Month 2

Month 2 complete (test score 80% or higher): You can spot the grooming pattern step by step, you know the photo rule and why it matters, you have strong everyday online habits, and you know the exact steps to take if someone pressures or threatens you online — including that the blame is never yours.

What's next: Month 3 — Bullying and Cyberbullying — What to Do, How to Help a Friend. Next month you learn what to do when cruelty comes from people you actually know, and how to stand up for a friend without making things worse.

Word Search — Month 2

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

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

Words to find: Grooming · Sextortion · Predator · Blockreport · Cybertipline

Chapter Test — Month 2

Answer every question. Score 80% or higher to complete this month 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. What is "grooming"?

- A. Getting ready for school in the morning
- B. When someone slowly builds a child's trust in order to use or harm them
- C. A stranger sending one rude message
- D. Making friends in an online game

2. Which of these is an early red flag of grooming?

- A. Someone your age from school adds you
- B. A teammate says "good game"
- C. Someone gives you lots of gifts and compliments and asks you to keep the friendship secret from adults
- D. A friend you've known for years messages you

3. Why is sending a photo of your body always unsafe, even on an app where photos "disappear"?

- A. Because photos can be screenshotted, saved, and shared in seconds — once it leaves your phone you don't control it
- B. Because phones sometimes break
- C. Because the app might charge you money
- D. It is actually safe if the app says it disappears

4. Someone you sent a photo to threatens to share it unless you send more. This is called:

- A. A prank
- B. Drama
- C. Sextortion — a crime committed by the person threatening you
- D. Your fault for sending it

5. If someone is threatening you over a photo, what is the FIRST thing to do?

- A. Send what they ask so they calm down
- B. Pay them if they ask for money
- C. Keep it secret so you don't get in trouble
- D. Stop replying, save the threats as evidence, block and report, and tell a trusted adult today

6. An online player you like asks what school you go to and wants to move to a more private app "so nobody can spy on us." What should you do?

- A. Answer — they've been nice for weeks
- B. Stop, don't share personal details, block if the pressure continues, and tell a trusted adult
- C. Give a fake school to be safe
- D. Move apps but don't answer questions

7. Which of these is a smart everyday online habit?

- A. Share your location so friends can find you
- B. Accept friend requests from anyone with a nice profile photo
- C. Keep accounts private and only accept people you actually know in real life
- D. Use the same password everywhere so you don't forget it

8. A person you only know online says "let's meet up, just us, don't tell your parents." The safe rule is:

- A. Meet in a public place alone
- B. Bring a friend your age and go
- C. Never meet an online-only person — and tell a trusted adult they asked
- D. Meet if they've video-chatted with you before

9. True or false: if you already sent a photo and someone is using it against you, you've ruined everything and should stay silent.

- A. True — nothing can be done
- B. False — telling a trusted adult early is how images get taken down and threats get stopped; services like Take It Down and the CyberTipline exist for exactly this
- C. True — adults can't help with the internet
- D. False, but only if you sent it less than a day ago

Certificate — Month 2

Minister Destiny Testimony Schools

Certificate of Completion — Month 2: Online Safety — Strangers, Grooming, Sexting, and Sextortion

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 2: Online Safety — Strangers, Grooming, Sexting, and Sextortion

Date completed: _____

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

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

Minister Destiny Testimony Schools — Youth

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Month 3 — Bullying and Cyberbullying — What to Do, How to Help a Friend

Minister Destiny Testimony Schools — Youth

The lesson

1. What bullying is — and what it is not

Bullying is not just drama, and it is not something you have to handle alone or toughen up about. It has a shape: it is repeated, it is on purpose, and there is a power difference — someone stronger, older, more popular, or in a group, targeting someone who has a harder time defending themselves. One mean comment is a bad moment. A pattern of them is bullying.

Knowing the difference matters because the response is different. A one-time argument between equals can often be worked out between the people involved. A repeated pattern aimed at the same person, especially when a group joins in or phones keep it going after school, needs adults, evidence, and a plan. If you are unsure which one you are looking at, ask yourself three questions: Has it happened more than once or is it likely to keep happening? Is it meant to hurt, embarrass, or control? Is one side clearly stronger — by size, age, popularity, numbers, or having secrets or photos? If the answers lean yes, treat it as bullying and use this month's plan.

2. The four kinds of bullying

Bullying wears different clothes, but the harm is real in every form. Physical bullying is hitting, pushing, or taking or breaking your things. Verbal bullying is threats, slurs, constant insults, and humiliating jokes that are not jokes to the person hearing them. Social bullying is exclusion campaigns, rumors, and turning a group against someone on purpose. Cyberbullying uses the same weapons through phones: mean posts, edited photos, fake accounts, group chats made to mock someone, and pressuring messages in direct messages.

Cyberbullying has two extra stings. It can follow you home, so there is no break from it, and it can be copied and shared to a huge audience in seconds. That is also why evidence matters so much online — the post, the date, and the account name are often right there to save.

3. If it is happening to you — the plan, step by step

Start here: it is not your fault, and ignore it is not the only move. Ignoring sometimes works for a one-off comment. For a pattern, you need adults involved. Follow these steps. First, save evidence: screenshots with dates, and do not delete the thread. Evidence is what turns he said, she said into action. Second, block and lock down: block accounts, tighten privacy, and give yourself a break from reading painful messages. You do not

have to keep reading poison. Third, tell a trusted adult — a parent, teacher, or counselor. Schools are required to respond to bullying reports. If the first adult shrugs it off, go to the next one on your map and bring your screenshots. Fourth, do not fight back in writing. Replying angrily in a chat usually becomes the screenshot they use against you. Starve the bullying of reaction and feed it to adults with evidence instead. Fifth, stay connected. Bullying aims to isolate you. Spend time with people who treat you right, in person when you can. If it is making you feel like hurting yourself, that is a 988 call or text — right away, any hour.

What to expect after you report: an adult may ask you to tell the story more than once, and the school may talk to other students. Change is not always instant, which is frustrating and does not mean reporting failed. Keep saving new evidence, keep your block in place, and report again if it continues. A clear record over time is powerful.

4. If you see it happening to someone else — be the reason it stops

Most bullying happens in front of an audience, and the audience is the most powerful part. You do not have to fight anyone to change it. Do not feed it: no laughing, no liking, no forwarding. Attention is the fuel, and withholding it matters. Reach out to the person being targeted: one kind message — "I saw that. It's not true and it's not okay. You good?" — matters more than you know. Kids who are bullied say being supported by even one person changes everything. Tell an adult what you saw, with evidence if you have it. Reporting cruelty is not snitching; snitching is getting someone in trouble for something harmless. This is not harmless. Invite them in: sit with them at lunch, add them to your group chat. Inclusion is a shield, because isolation is exactly what the bullying is trying to create.

You can do these things even if you are nervous, even if the person bullying is popular, and even if you are not close friends with the target. Small, steady actions from bystanders are the number one thing that makes bullying campaigns fall apart.

5. If you realize you have been part of it

It happens — a joke that went too far, a chat you laughed along in without thinking. What you do next is what counts: stop, delete what you can, apologize like you mean it (privately is fine), and do not do it again. A real apology names what you did, says you were wrong, and does not make excuses or blame the target for being upset. That is not weakness. That is character. If adults find a post you were part of, telling the truth about your part and showing you have stopped and apologized puts you in a very different position than denying or doubling down.

6. Threats and crimes are different — act faster

Some behavior goes past bullying into danger, and the response must be faster. If bullying includes threats of violence, weapons, sexual content, or a plan to hurt someone, that is beyond school discipline — tell an adult immediately, and if someone may be hurt soon, it is a 911 call. If the target talks about hurting themselves, treat it as real, every time: tell an

adult and share the 988 number with them — or call it yourself and ask what to do.

What NOT to do in any bullying situation: do not forward cruel posts to "show people how bad it is," because every forward widens the audience and the harm. Do not post a public call-out that turns into a second pile-on. Do not promise the target you will keep a safety secret forever. And do not delete your evidence to make the problem go away — without evidence, adults lose their strongest tool to stop it.

Words to know — Month 3

- **Bullying** — repeated, on-purpose harm where there is a power difference.
- **Cyberbullying** — bullying done through phones, apps, games, or social media.
- **Bystander** — someone who sees bullying happen.
- **Upstander** — a bystander who acts: supports the target, refuses to feed it, and tells an adult.
- **Evidence** — screenshots, dates, and saved messages that show what happened.
- **Power difference** — an imbalance that makes it hard to defend yourself, such as size, age, popularity, numbers, or holding secrets or photos.
- **Exclusion** — leaving someone out on purpose as a way to hurt or control them.

Myths vs facts — Month 3

- **Myth:** Bullying is just part of growing up and kids should toughen up. **Fact:** Repeated, on-purpose harm with a power difference is not a normal rite of passage. It harms health, grades, and safety, and schools are required to respond when it is reported.
- **Myth:** Ignoring bullying always makes it stop. **Fact:** Ignoring a single comment sometimes helps. A pattern usually needs evidence, blocking, and adults involved. Starving a post of reaction and reporting it are two different tools — for a pattern, use both.
- **Myth:** If you are not the one posting, you are not involved. **Fact:** The audience gives bullying its power. Laughing, liking, forwarding, or staying in a mocking chat to watch all feed it. Supporting the target and reporting are how bystanders change the outcome.
- **Myth:** Telling an adult is snitching. **Fact:** Snitching is reporting something harmless to get someone in trouble. Reporting harm to protect a person is different — it is how the harm stops.

What would you do? — Month 3

The situation: A group chat you're in starts posting edited photos of a quiet kid from school, "Devon," with cruel captions. Everyone's laughing in the chat. You're not posting — but you haven't said anything either. Tonight Devon texts you separately: "please don't

tell anyone. it'll just get worse."

Walk it through:

1. See your role clearly. Not posting isn't the same as not being part of it. Silence in the audience is what the posters are playing to. You have more power than you think.
2. Support Devon first. Reply to him directly: "It's wrong, it's not your fault, and I'm not going to just watch."
3. Think about the secret. Like Month 1 — this is a safety secret, not a keep-forever secret. Devon is scared it will get worse, which is understandable. But a campaign with screenshots does not stop on its own; adults with evidence are how it stops.
4. Save evidence and report it. Screenshot the chat with names and dates visible, leave the chat, and give the screenshots to a counselor or trusted adult tomorrow — sooner if there are threats.
5. Keep being a person, publicly. Sit with him, message him like a normal friend. One steady ally breaks the isolation the whole campaign depends on.

One more real-life story — Month 3

Alina, 15, found out there was a fake account using her photo and name, posting embarrassing made-up stories about her. At first only a few students followed it, but then the link started moving through group chats. Alina wanted to delete her own real account and disappear. Her cousin, who had taken this lesson, talked her out of deleting anything that night.

Instead, they worked the plan together over one evening. Alina took screenshots of the fake profile, the posts, and the dates, and saved the names of accounts sharing it. She reported the fake account in the app for impersonation and blocked the accounts sending her the link the most. The next morning she brought the screenshots to her school counselor with her mom. Because the evidence was organized, the school could act the same week, the platform removed the fake account, and a teacher addressed the class chats without naming Alina in a way that made things worse.

What stayed with Alina was not just that the account came down. It was that she did not face the first, worst night alone, and she did not destroy her own evidence out of shame. Someone stood next to her, the steps were clear, and adults could see exactly what happened. That is why this month teaches evidence, blocking, telling, and staying connected as one plan — each step makes the next one work.

Try this — Month 3

Become an upstander on purpose this week, in small ways that are safe to do. First, clean up your own audience habits: leave or mute one chat or feed that regularly mocks people, and unfollow accounts whose humor depends on embarrassing someone. Second, send one genuine kind message to someone who is often left out — not about bullying, just a

normal, friendly message that includes them. Third, set up your evidence habit now, before you need it: learn how to take a screenshot on your phone that shows the name, the post, and the date, and practice it on a harmless post. When you know the buttons ahead of time, saving real evidence in a stressful moment takes seconds instead of becoming one more hard thing.

Resources to keep — Month 3

- **911** — call if there are threats of violence, a weapon, or a plan to hurt someone soon.
- **988 (call/text)** — call or text 988 any time, for yourself or for a friend who is struggling because of bullying.
- **Crisis Text Line** — text **HOME to 741741** to talk by text when speaking out loud is hard.
- **Childhelp** — **1-800-422-4453** — help if bullying connects to abuse or unsafe conditions at home.
- **CyberTipline** — **report.cybertip.org / 1-800-843-5678** — report sexual content, threats, or exploitation online.
- Your school counselor, a trusted adult, or your school nurse — the fastest in-person help for school bullying, especially with screenshots in hand.

What you earned / what's next — Month 3

Month 3 complete (test score 80% or higher): You can tell bullying from a one-time argument, you have a real plan if it targets you — evidence, block, tell, stay connected — and you know how to be an upstander for a friend, including when a "don't tell" promise has to be broken to keep someone safe.

What's next: Month 4 — Dating, Consent, and Healthy Relationships. Next month looks at what respect and consent actually look like up close, and how to spot pressure and control early.

Word Search — Month 3

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

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

Words to find: Bullying · Cyberbullying · Bystander · Upstander · Evidence · Exclusion

Chapter Test — Month 3

Answer every question. Score 80% or higher to complete this month 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. What three things make something bullying instead of a one-time argument?

- A. It is repeated, on purpose, and there is a power difference
- B. It happens at school, it is loud, and a teacher sees it
- C. It involves three people, a phone, and a hallway
- D. It is online, anonymous, and after midnight

2. If you are being bullied online, what should you do with the messages?

- A. Delete them so you don't have to look at them
- B. Reply with something meaner so they stop
- C. Save screenshots with dates — evidence turns "he said/she said" into action
- D. Forward them to everyone so they see both sides

3. A group chat is mocking a classmate. You're in the chat but not posting. Which is true?

- A. You're fully innocent — silence means nothing
- B. The audience is part of the power bullying runs on; you can starve it, support the target, and report it
- C. You should post something funny to fit in until it blows over
- D. You must confront the whole group in the chat tonight

4. The kid being targeted begs you: "Please don't tell anyone, it'll get worse." What does this school teach?

- A. Always keep that promise, no exceptions
- B. Tell everyone at school so they can protect him
- C. This is a safety secret — support him, save evidence, and tell a trusted adult, because campaigns with screenshots don't stop on their own
- D. Wait a month and see if it stops

5. What is an "upstander"?

- A. Someone who fights the bully
- B. A teacher who supervises the hallway
- C. The most popular student in school
- D. A bystander who acts — supports the target, refuses to feed the bullying, and tells an adult

6. Which response to being cyberbullied usually backfires?

- A. Replying angrily in writing — it becomes the screenshot they use against you
- B. Blocking the accounts
- C. Tightening your privacy settings
- D. Showing a counselor the messages

7. The first adult you tell about bullying shrugs it off. What now?

- A. Accept that nothing can be done
- B. Go to the next trusted adult on your map, with your evidence — schools are required to respond to bullying reports
- C. Handle it physically yourself
- D. Post about the adult online

8. When does bullying become "act faster — tell an adult immediately, or 911"?

- A. When it includes threats of violence, weapons, sexual content, a plan to hurt someone, or talk of self-harm
- B. Only after it has gone on for a full school year
- C. When it happens three days in a row
- D. Never — bullying is always a school matter only

9. You realize YOU joined in a cruel joke about a classmate last week. The right next step is:

- A. Say nothing and hope nobody remembers
- B. Blame the person who started it
- C. Stop, delete what you can, apologize like you mean it, and don't do it again
- D. Make the same joke about someone else to even it out

Certificate — Month 3

Minister Destiny Testimony Schools

Certificate of Completion — Month 3: Bullying and Cyberbullying — What to Do, How to Help a Friend

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 3: Bullying and Cyberbullying — What to Do, How to Help a Friend

Date completed: _____

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Month 4 — Dating, Consent, and Healthy Relationships

Minister Destiny Testimony Schools — Youth

The lesson

1. What a healthy relationship actually looks like

A healthy relationship — dating, close friendship, or any close connection — is built on respect that you can see in daily actions, not just in big romantic moments. Both people can say what they think and be listened to. Both people keep their other friends, their family time, their hobbies, and their schoolwork. Disagreements happen, but they are handled with words, not threats, insults, or silent punishment. Each person trusts the other to tell the truth, respects a "no" the first time it is said, and feels more calm and more like themselves in the relationship, not less.

Pay attention to how you feel over weeks, not just on the best days. Do you feel relaxed being yourself, or do you rehearse texts and worry about moods? Can you spend a weekend with family without a flood of angry messages? Does the other person celebrate good news for you, or compete with it and pull you down? A healthy relationship makes your life bigger. An unhealthy one slowly makes it smaller — fewer friends, less freedom, more fear of setting the other person off.

There is no rush and no requirement to date. Many teens date, many wait, and both are normal. What matters, whenever dating enters your life, is that you know the standards in this lesson before pressure or strong feelings make them hard to think about.

2. Consent — what it is, in plain language

Consent means a clear, freely given "yes" to something specific — and it can be taken back at any time. Consent is not silence, it is not "they didn't say no," it is not a yes that was argued, begged, guilted, or pressured out of someone. A yes given because a person was afraid of losing the relationship, afraid of anger, drunk or high, asleep, or worn down by hours of asking is not a real yes.

Consent has five parts worth memorizing. It is freely given, with no pressure or manipulation. It can be reversed: a yes yesterday, or a yes five minutes ago, does not lock anyone in. It is informed: the person knows what they are agreeing to. It is enthusiastic, not reluctant or frozen. And it is specific: agreeing to one thing, like holding hands or kissing, is not agreeing to everything else. Each step needs its own yes, every time.

This applies far beyond physical touch, and learning it there helps everywhere. Consent matters for sharing photos, posting about someone, reading someone's messages, borrowing things, and making plans that involve the other person's time and body. A person who respects small boundaries — "don't post that photo of me" — is showing you

how they will handle bigger ones.

If you are ever unsure whether you have consent, stop and ask, and treat hesitation, freezing, pulling away, or going quiet as a no. "I need to stop" and "I'm not comfortable" always end the moment, no debate. Respecting a stop is not awkward. It is the core of respect itself.

3. Boundaries — your lines, stated clearly

A boundary is a line you set about what is okay and not okay for you: how you want to be spoken to, how much time you spend together, what you will share online, what physical contact you want or do not want, and what privacy you keep, including passwords that stay yours alone. Boundaries are not walls to punish someone. They are information about how to treat you well.

State boundaries early, plainly, and once — you do not need a long defense. "I'm not sending photos like that." "I need my phone to stay private." "I go home at ten, and I need that respected." Then watch the response, because the response is the data. A healthy partner may be disappointed for a moment but will respect the line without sulking, arguing for an hour, or testing it again next week. Repeated testing, mocking, or "forgetting" a boundary is a red flag, covered next. You are also allowed to change a boundary — tightening one as you learn more about a person is wisdom, not unfairness.

Your boundaries count even if the other person is older, more popular, or says everyone else is fine with it. Age and experience gaps add power, which is why this lesson is direct: an older person dating a much younger teen holds more power, and any adult seeking a romantic or sexual connection with a minor is committing a crime and grooming, exactly as Month 2 described. Tell a trusted adult immediately in that situation.

4. Red flags of an unhealthy relationship

Learn these as a list you can check in real time. Jealous control: demanding to know where you are at all times, checking your phone, telling you who you can talk to or what you can wear. Constant contact as control: dozens of texts demanding instant replies, and anger or cold punishment when you are in class, asleep, or with family. Put-downs dressed as jokes, especially in front of others. Pressure of any kind — for photos, for physical steps you do not want, for secrets from every adult, for ditching friends or family. Threats: to hurt you, to hurt themselves if you leave, to share private photos or messages, or to spread rumors. Breaking things, punching walls, or scary driving during arguments — behavior meant to frighten is a warning even if you have not been touched. Blame-shifting: every problem becomes your fault, and apologies only arrive with excuses and conditions.

Also watch the cycle. Many unhealthy relationships alternate intense kindness and intense harm: a terrible fight, then gifts, tears, and promises, then slowly building tension, then another blow-up. The kind phase does not cancel the harmful phase. Judge the whole pattern over time, and judge whether the pattern is actually changing or just resetting.

What a healthy relationship looks like, by contrast, is almost boring in the best way: steady respect, freedom to have your own life, arguments that end with understanding instead of fear, and a "no" that is heard the first time.

5. Pressure — how it sounds and how to answer it

Pressure rarely announces itself. It sounds like: "If you loved me, you would." "Everyone does it, you're being dramatic." "You said yes last time." "I'll find someone who will." "Send it or I'll tell people you did anyway." Each of these lines has the same job — to move your boundary by making standing on it feel costly. Naming the tactic helps: this is guilt pressure, this is comparison pressure, this is threat pressure.

Your answers can be short, because boundaries do not require essays. "No. I'm not doing that." "I said no, and I need you to respect it." "I'm going home now, and I'll talk tomorrow when we're calm." If pressure continues after a clear no, leave the conversation or the place if you can do so safely, and tell a trusted adult what was said. A person who keeps pressing after a no has answered an important question about their character. Believe the answer.

Digital pressure counts, too. Demands for passwords, for live location at all times, for photos, or for screenshots proving where you are are control, not closeness. Closeness is chosen and relaxed. Control is demanded and tense. You can feel the difference in your body, and that feeling deserves your trust.

6. Getting out, helping a friend, and telling an adult

Ending an unhealthy relationship can feel hard even when you know you should, especially if threats are involved. You do not have to do it alone or perfectly. Tell a trusted adult and a friend what is happening before you end it, so people already know. If there are threats about photos, save the threats as evidence and do not send anything more — that is sextortion, as Month 2 taught, and adults and the CyberTipline can help. If you fear a reaction in person, ending things by text or with adults nearby, and having a ride and a safe place arranged, are sensible, strong choices, not cowardly ones. Afterward, block where you need to, tell your trusted adults if contact continues, and give yourself time. Relief and sadness can exist together; sadness after leaving does not mean leaving was wrong.

If a friend is in an unhealthy relationship, you help most by staying connected. Say what you see, plainly and kindly: "I've noticed he reads your phone and you seem stressed all the time. I'm worried about you." Do not attack the partner in a way that forces your friend to defend them and hide from you. Offer specific help — walking with them to a counselor, sitting with them while they tell a parent — and share help lines without pressure to use them instantly. If you learn of threats, violence, or sexual pressure, that is a safety secret: tell a trusted adult even if your friend asked you not to, because safety outranks secrecy every time in this school.

Words to know — Month 4

- **Consent** — a clear, freely given yes to something specific, which can be taken back at any time.
- **Boundary** — a line you set about what is okay and not okay for you in a relationship.
- **Healthy relationship** — a connection built on respect, honesty, freedom, and feeling safe to be yourself.
- **Jealous control** — using jealousy to monitor, limit, or rule a partner's time, friends, clothing, or phone.
- **Coercion** — pressuring, guilt, threats, or manipulation used to get a yes that is not freely given.
- **Red flag** — a warning sign, such as repeated boundary-testing, that a relationship is unhealthy or unsafe.
- **Power difference** — an imbalance, such as age, popularity, or experience, that makes it harder for one person to say no.

Myths vs facts — Month 4

- **Myth:** Jealousy and constant checking mean someone really loves you. **Fact:** Love is steady respect and trust. Demanding locations, passwords, and instant replies is control, and control is a red flag, not proof of love.
- **Myth:** If you said yes before, you cannot say no now. **Fact:** Consent can be taken back at any time, for any reason, including in the middle of something you agreed to earlier. A past yes never creates a permanent yes.
- **Myth:** A healthy relationship has no arguments. **Fact:** Healthy couples disagree. The difference is how: with words instead of threats or insults, without fear, and with both people free to speak and be heard.
- **Myth:** Pressure is normal because everyone gives in eventually. **Fact:** Pressure after a clear no is a character signal. A respectful person stops at no. You never owe anyone a yes to keep a relationship.

What would you do? — Month 4

The situation: You have been dating Alex for two months. At first it felt exciting — Alex wanted to spend all your free time together. Lately Alex asks for your live location "so I know you're safe," gets cold and distant for hours if you reply late during family dinner, and last week said, "If you cared about me, you'd send me a picture to prove it. Everyone sends them." You said you were not comfortable, and Alex laughed and said you were acting like a little kid.

Walk it through:

1. Name what you are seeing. Location demands, punishment for late replies, and pressure for a photo after you said no — that is jealous control plus coercion, two red flags in one pattern.
2. Trust the standard, not the laugh. Being called childish for a boundary is pressure language. Your discomfort after a clear no is information, not immaturity.
3. Restate the boundary once, plainly. "I'm not sending photos, and I'm turning location off. I need that respected." Then watch the response over the next days — respect or more testing tells you what you need.
4. Tell a trusted adult now, not only if it gets worse. Show them the messages asking for a photo after you said no. If Alex threatens to share anything or spread rumors, save the threats and tell that day — adults can help with reporting.
5. Make your support plan before the next hard conversation. Tell a friend what is going on, keep your family and friend time, and decide ahead of time that if the pressure continues you will end the relationship with adults who already know the situation.

One more real-life story — Month 4

Devon, 15, liked Priya a lot and wanted to impress her friend group, so when Priya teased him for taking too long to reply to texts, he started keeping his phone in his hand through classes, meals, and even practice. His coach benched him for being distracted, his grades dipped, and he felt panicky whenever his phone battery got low — not because he loved being on it, but because he dreaded the cold silence that followed a slow reply.

During a quiet moment, Priya's older sister, who worked as a school aide, noticed Devon checking his phone for the sixth time at a family cookout Priya had invited him to. She asked gently if he was okay. Devon told the truth: he was stressed all the time and did not know how to say it without starting a fight. She did not lecture him. She said, "A person who likes you will still like you after dinner with your family. Try telling her plainly and watch what happens."

Devon used a short boundary sentence that night: "I like talking to you. I can't reply during class, practice, or family meals, and I need that to be okay." Priya was quiet for a day, then apologized — she said her last boyfriend had ignored her for days and she had copied the checking habit without thinking about how it felt. They agreed on normal reply times, and the panic eased. Not every story ends this way, and Devon's lesson was not "every partner will change." His lesson was that stating a boundary early gave him real information fast: respect followed, so the relationship could improve. If contempt or more control had followed instead, that would also have been information — and a reason to leave and tell an adult.

Try this — Month 4

Write your relationship standards before you need them. On a private page, finish these four sentences in your own words: "In any relationship, I will always be free to..." (for example, see my friends and family). "A no from me means..." "Three red flags I will act on right away are..." "The trusted adult I would tell first is..." Then practice two short lines out loud until they feel natural: your boundary line — "No, I'm not doing that, and I need that respected" — and your support line for a friend — "I've noticed..., I'm worried about you, and I'll go with you to tell someone." Practicing on a calm day is what makes the words available on a pressured day.

Resources to keep — Month 4

- **911** — call if you are threatened, followed, or in danger right now.
- **988 (call/text)** — call or text 988 any time you feel overwhelmed or unsafe in a relationship.
- **Crisis Text Line** — text **HOME to 741741** to talk by text with a live counselor.
- **National Domestic Violence Hotline** — **1-800-799-7233 / text START to 88788** — dating and relationship abuse help, including safety planning.
- **RAINN** — **1-800-656-4673** — help for sexual pressure, coercion, or assault, free and confidential.
- **CyberTipline** — **report.cybertip.org / 1-800-843-5678** and **Take It Down** — **takeitdown.ncmec.org** — if photos are requested, threatened, or shared.

What you earned / what's next — Month 4

Month 4 complete (test score 80% or higher): You can describe what a healthy relationship looks like day by day, explain consent in its five parts, state and defend your own boundaries, spot jealous control and pressure tactics, and help a friend without taking over for them.

What's next: Month 5 — Peer Pressure, Vaping, Drugs, and Alcohol. Next month looks at how group pressure works, how to refuse without losing your people, and what substances actually do to a teen body and brain.

Word Search — Month 4

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

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

Words to find: Consent · Boundary · Coercion · Redflag

Chapter Test — Month 4

Answer every question. Score 80% or higher to complete this month 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. What does consent mean?

- A. Staying silent when you do not want something
- B. A clear, freely given yes to something specific that can be taken back at any time
- C. Saying yes once and being locked in from then on
- D. A yes that was pressured out of you after hours of asking

2. Which statement about consent is true?

- A. It only matters for big decisions, not small ones
- B. It is permanent once given
- C. Agreeing to one thing is not agreeing to everything else — each step needs its own yes
- D. It is implied if you are dating someone

3. What does a respectful response to a boundary look like?

- A. That the line is heard the first time, without arguing, sulking, or testing it again
- B. That they argue until you change your mind
- C. That they agree out loud but ignore it later
- D. That they ask your friends to convince you

4. Which of these is a sign of jealous control, not love?

- A. Texting back quickly because you want to
- B. Spending time with your own friends and family
- C. Feeling calm and free to be yourself
- D. Demanding your passwords, live location, and instant replies at all times

5. What is coercion?

- A. A healthy change after an apology
- B. Pressure that uses guilt, threats, or wearing you down to get a yes that is not freely given
- C. A calm conversation about feelings
- D. Asking once and accepting no

6. What does a healthy relationship look like day by day?

- A. They have no arguments at all

- B. They spend every minute together and have no other friends
- C. Both people keep their friends, family time, and hobbies, and disagreements are handled with words, not fear
- D. One person makes all the decisions for both

7. You are unsure whether the other person is comfortable. What should you do?

- A. Stop — hesitation, freezing, pulling away, or going quiet means there is no clear yes
- B. Keep going — they did not say the word no
- C. Ask louder until they answer
- D. Assume yes if they said yes last time

8. Your partner pressures you for a photo after you said no, saying 'If you loved me, you would.' What is the best response?

- A. Give your password to prove trust
- B. Send the photo so the argument ends
- C. Agree to drop your friends to keep the peace
- D. Say no plainly, leave the conversation if pressure continues, and tell a trusted adult

9. How can you best help a friend who is in an unhealthy relationship?

- A. Attack the partner so your friend has to defend them
- B. Promise to keep threats and violence secret forever
- C. Say what you have noticed with care, offer to go with them to tell a trusted adult, and stay connected
- D. Stop talking to your friend until they break up

10. Which of these is a red flag that means you should tell a trusted adult right away?

- A. A compliment about something you chose
- B. Threatening to share private photos or messages if you leave or say no
- C. Being disappointed for a moment and then respecting your no
- D. Asking to spend time together this weekend

Certificate — Month 4

Minister Destiny Testimony Schools

Certificate of Completion — Month 4: Dating, Consent, and Healthy Relationships

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 4: Dating, Consent, and Healthy Relationships

Date completed: _____

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Month 5 — Peer Pressure, Vaping, Drugs, and Alcohol

Minister Destiny Testimony Schools — Youth

The lesson

1. How peer pressure actually works

Peer pressure is the push you feel to do what a group is doing so you will fit in, be liked, or avoid being mocked. It rarely sounds like a movie villain saying "do it or else." More often it sounds like laughter when you hesitate, a vape passed around a circle where everyone else has taken a hit, a chant of your name, a joke about being scared, or silence that makes you feel like the odd one out. Sometimes nobody says anything at all — you pressure yourself because you imagine what the group is thinking.

Understanding the mechanics gives you power over them. Groups reward sameness in the moment, which is why the first "no" feels huge and the feeling usually fades within minutes. Most teens overestimate how many of their peers vape, drink, or use drugs — in real surveys, the majority of teens do not. And groups are not as unified as they look: very often, when one person declines calmly, two others quietly feel relieved and decline, too. Your no can be the permission someone else was waiting for.

Pressure also moves online. Challenges, group chats daring someone to film something risky, and photos that make substance use look like the normal price of friendship all work the same way. The screen version adds a record: a video of you using can follow you to coaches, families, and schools long after the night ends.

2. Refusal skills — saying no and keeping your people

You do not need a speech. You need a few short, ready lines and a plan for the next thirty seconds. Keep it simple and warm when you can: "I'm good, thanks." "Nah, I'm not into that." "I've got practice tomorrow, I'm not messing that up." Humor works for many teens: "My lungs already filed a complaint." Changing the activity is often the strongest move of all: "I'm gonna grab food, who's coming?" — you offer the group somewhere else to go, and groups frequently follow whoever has a plan.

If pressure continues, get firmer and shorter: "I said no. I'm serious." Repeat the same calm line instead of debating new arguments — debating invites the group to solve your objections one by one. If you feel cornered, leave: a bathroom break, a text to a trusted adult, a ride home, or a code word arranged with a parent or friend ("text me 'homework' and I'll call with an emergency you have to leave for"). Leaving a risky half hour costs far less than the months of consequences that can follow using.

Also build your exits before the party, game, or hangout: know whose house you are at, keep your phone charged, know your ride, and tell a trusted adult where you will be. A

teen with a ride and a reason to leave is much harder to pressure than a teen who feels trapped until someone else decides the night is over.

3. What vaping actually does

Vapes are often sold as flavored, harmless water vapor. They are not. Most vapes contain nicotine, a chemical that changes the teen brain while it is still developing — the brain keeps building focus, mood control, and impulse control into the mid-twenties. Nicotine trains the brain to crave more nicotine, which is why a casual weekend vape can become a daily need for money, hits between classes, and hiding use from family. That craving cycle is called addiction, and it is a property of the drug, not a weakness of the person.

Vaping also irritates lungs, worsens asthma, and can cause coughing, shortness of breath, and chest pain. The flavors hide harshness, which makes deep, frequent inhaling easy. Devices can be shared, refilled, or altered, so a teen may not even know the strength of what they inhaled. Quitting often brings irritability, headaches, trouble concentrating, and strong cravings for days to weeks — unpleasant, temporary, and much easier with support from a trusted adult, a school nurse, or a counselor than alone and in secret.

Money tells part of the story, too. Pods, devices, and replacements add up fast, and dependence means spending first on nicotine and explaining later. School consequences add more: vaping at school is commonly punished with suspension and loss of activities, and coaches remove athletes for it. None of that arrives with the first hit — it accumulates, which is exactly why the first decisions matter most.

4. Alcohol, marijuana, and pills — plain facts

Alcohol slows the brain and body, lowers judgment, and makes injuries, fights, unsafe rides, and risky sexual situations far more likely. Teen brains are more sensitive to alcohol's harm and less sensitive to its sleepy warning signals, which makes drinking too much — alcohol poisoning — a real danger. Signs include vomiting, slow or irregular breathing, pale or bluish skin, confusion, and being unable to wake up. That is a 911 call, immediately. Turn the person on their side if you can do so safely, and stay — leaving someone to "sleep it off" can be fatal.

Marijuana is often described as harmless because it is a plant or because adults somewhere use it legally. For teens, regular use is linked in research to problems with memory, learning, motivation, and mood, and today's products are far stronger than in the past. Driving after using marijuana, or riding with a driver who has used alcohol or drugs, multiplies crash risk. The ride rule is absolute: never ride with an impaired driver. Call a trusted adult, use your code word, wait, walk with others in a safe area if that is truly safer — but do not get in that car.

Pills deserve a special warning. A pill that does not come from a pharmacy, handed to you by a friend or bought through social media, may not be what it claims to be at all. That leads directly to the next section, the most important one in this month.

5. Fentanyl — the danger, in plain terms

Fentanyl is an extremely strong opioid drug. A tiny amount — about the size of a few grains of salt — can stop a person's breathing. It is being mixed into fake pills made to look like real prescription medicine, and sometimes into other drugs, without the person taking them knowing it is there. That means a teen can die the first time, from one pill, believing they took something familiar. There is no safe way to tell by looking, smelling, or tasting whether fentanyl is present.

Because of fentanyl, this school's rules are strict and simple. Never take a pill that was not given to you by a pharmacist or a trusted adult who got it from a pharmacy. Never share prescription medicine, even with a friend in pain — their "same pill from home" may not be the same at all. If a friend becomes hard to wake, breathes slowly or stops, has blue or gray lips, or will not respond, call 911 immediately, say exactly what you know about what they took, and stay with them. Calling for help fast is the difference that saves lives, and fear of getting in trouble must never delay that call.

Adults in many schools and communities now carry naloxone, a medicine that can reverse an opioid overdose if given quickly. You do not need to manage that yourself — your job is the fast 911 call, clear information, and not leaving the person alone.

6. Helping a friend, and getting help yourself

If a friend is starting to use regularly — vaping daily, drinking every weekend, changing friends, dropping grades, needing money, hiding use — say something early and privately: "I've noticed you vape every break now and you seem stressed without it. I'm worried about you." Offer to go with them to a counselor or school nurse. If a friend is pressuring others, you can refuse for yourself and still remain kind to the person: boundaries about behavior are not rejection of the human being.

If you are the one using and you want to stop, that wanting counts. Tell a trusted adult, a counselor, or your school nurse, or call SAMHSA at 1-800-662-4357 for confidential information and referrals. If substances and hard feelings are tangled together, 988 is there as well. What NOT to do: do not carry, hold, or sell substances for anyone — holding for a friend transfers the legal and school consequences to you. Do not try to drive or "handle" a medical emergency yourself without calling 911. And do not keep a friend's dangerous use as a loyalty secret. Like every safety secret in this school, this one goes to a trusted adult, because protecting a friend's life outranks protecting a friend's habit.

Words to know — Month 5

- **Peer pressure** — the push to match a group's behavior in order to fit in or avoid being mocked.
- **Refusal skills** — short, practiced words and actions for saying no and leaving a pressured situation safely.

- **Nicotine** — the addictive chemical in cigarettes and most vapes that changes the developing brain's craving system.
- **Addiction** — a cycle where the brain craves a substance and stopping brings withdrawal, despite harm.
- **Alcohol poisoning** — a medical emergency from drinking too much, shown by vomiting, slow breathing, and being unable to wake up.
- **Fentanyl** — an extremely strong opioid; a tiny amount can stop breathing, and it is hidden in fake pills.
- **Impaired driver** — a driver affected by alcohol or drugs, making a ride with them unsafe at any speed.
- **Code word** — a pre-arranged word or text that tells a trusted person you need an exit or help right away.

Myths vs facts — Month 5

- **Myth:** Everybody vapes or drinks — you are the only one who doesn't. **Fact:** Most teens do not vape daily or drink regularly. Groups make use look universal because the users are the loudest. The quiet majority is easy to miss.
- **Myth:** Vaping is just flavored water vapor and is basically harmless. **Fact:** Most vapes deliver nicotine, which addicts the developing brain, plus chemicals that irritate lungs. The flavor hides harshness; it does not remove harm.
- **Myth:** A pill from a friend is safe if it looks like a real prescription pill. **Fact:** Fake pills made to look real may contain fentanyl, and there is no way to tell by sight. A tiny amount can stop breathing. Only take medicine that comes from a pharmacy through a trusted adult.
- **Myth:** A good friend would never tell an adult about a friend's drug use. **Fact:** Dangerous use is a safety secret. Telling a trusted adult is how a friend gets support before an accident, addiction, or overdose. Loyalty protects the person, not the habit.

What would you do? — Month 5

The situation: At a small hangout at a classmate's house, a vape starts going around your circle on the porch. Two friends have taken hits. The person next to you holds it out and says your name with a grin. A couple of people laugh and one starts filming "for the story." You do not want to vape, and you really do not want to be filmed doing it.

Walk it through:

1. Use your simplest line first. "I'm good, thanks," said calmly, while keeping your hands down and passing the moment along. Most circles move on within seconds when the answer sounds relaxed and final.

2. Do not explain or apologize at length. Long defenses invite debate and keep the camera on you. If filming continues, add one firm line: "Don't film me. I'm serious."
3. Change the scene. Stand up and offer a plan: "I'm grabbing snacks inside — who's coming?" Movement breaks the circle, the camera, and the pressure all at once.
4. If pressure follows you inside, use your exit. Text your trusted adult your code word, step outside to wait for your ride, and leave. A short awkward exit tonight protects your lungs, your record, and your reputation for months.
5. Later, think about the friendship math. Friends who accept a no are keepable. Anyone who keeps pushing, filming, or mocking a no has shown you a red flag worth believing — adjust how much access they get to you.

One more real-life story — Month 5

Jalen, 16, was offered a pill at a party by an older student who said it would "help him relax" before a big game the next day, and that half the team used them. The pill looked ordinary. Jalen felt his heart pounding — not because he wanted it, but because three teammates were watching and he did not want to be the story of the night.

He used the plan he had made months earlier, almost without deciding to. "Nah, I'm not risking tomorrow's game," he said, and then immediately changed the subject and the location: he headed for the kitchen where the host's older brother was making food and started a conversation about the game. The moment passed. Nobody followed him with the pill.

Two weeks later, his school held an assembly after a student from a nearby town died from a fake pill containing fentanyl. Jalen sat very still. He has never claimed he "knew" the pill at the party was fake — that is the point of his story. He could not have known, and neither could the student offering it. Looking identical to real medicine is exactly what makes fake pills deadly. His refusal skill and his quick exit protected him from a risk nobody in that room could see. He tells younger players now: you do not need proof a pill is dangerous to refuse it. "Not from a pharmacy" is reason enough.

Try this — Month 5

Build your refusal kit today, while no one is watching. First, pick three lines that sound like you — one light ("I'm good, thanks"), one reason-based ("I've got a game tomorrow, not risking it"), and one firm ("I said no, I'm serious") — and say each one out loud twice. Second, set up your exit: save a code word with one trusted adult and one friend, keep your phone charged on nights out, and know your ride home before you arrive anywhere. Third, do a quick reality check: write down your honest guess of how many teens vape daily, then compare it to this lesson's fact that most teens do not. Noticing the gap between the loud picture and the real numbers makes the next circle on a porch much easier to stand in.

Resources to keep — Month 5

- **911** — call immediately for alcohol poisoning, an overdose, or anyone who will not wake up or is breathing slowly.
- **988 (call/text)** — call or text 988 any time substances and hard feelings are tangled together, or you need support.
- **Crisis Text Line** — text **HOME to 741741** to talk by text when you need help deciding what to do.
- **SAMHSA** — **1-800-662-4357** — confidential information and referrals for substance use help, for yourself or a friend.
- **Poison Control** — **1-800-222-1222** — fast guidance if someone swallowed an unknown pill or substance and is still awake and breathing.
- **Childhelp** — **1-800-422-4453** — help if substance use at home is making home unsafe.
- Your school counselor or school nurse — judgment-free first steps and local resources to keep.

What you earned / what's next — Month 5

Month 5 complete (test score 80% or higher): You can explain how peer pressure works, use short refusal lines and a planned exit without a speech, describe what vaping, alcohol, and other substances do to a teen body and brain, state the fentanyl rule with no exceptions, and help a friend by bringing in a trusted adult early.

What's next: Month 6 — Mental Health — Feeling Overwhelmed, Asking for Help, Staying Safe. Next month brings these skills together: what to do when the pressure is not from a group, but from feelings that feel like too much.

Word Search — Month 5

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

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

Words to find: Peerpressure · Refusalskills · Nicotine · Addiction · Fentanyl · Codeword

Chapter Test — Month 5

Answer every question. Score 80% or higher to complete this month 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. What is peer pressure?

- A. It only happens when someone threatens you out loud
- B. It disappears completely in high school
- C. The push to match a group to fit in, which can be laughter, teasing, or silence — not just direct threats
- D. It only comes from strangers online

2. Which is a strong refusal skill when a vape is passed to you?

- A. Say a short, calm line like 'I'm good, thanks,' change the activity, or leave using a planned exit
- B. Give a long speech explaining every reason you refuse
- C. Agree this once so the group likes you
- D. Argue with every new point the group raises until they give up

3. What does this lesson teach about vaping?

- A. It is just flavored water vapor with no active drug
- B. Most vapes contain nicotine, which can addict a developing brain and irritate lungs
- C. It cannot be addictive if it tastes sweet
- D. It helps focus and has no effect on mood

4. A friend who has been drinking is vomiting, breathing slowly, and cannot be woken up. What do you do?

- A. Let them sleep it off alone at home
- B. Give them coffee and wait until morning
- C. Tell them to drink water and leave them with friends
- D. Call 911 immediately — it is a medical emergency

5. Why is fentanyl described as so dangerous in plain terms?

- A. Only large amounts are dangerous
- B. A tiny amount can stop breathing, and it is hidden in fake pills that look like real medicine
- C. You can tell it is present by taste
- D. It is safe if a friend says the pill came from their house

6. What is the safe rule for pills offered by a friend?

- A. Take it if it looks exactly like a real prescription pill
- B. Take half to test whether it is real
- C. Never take a pill that did not come from a pharmacy through a trusted adult — looks cannot prove safety
- D. Take it only if the person offering it took one first

7. Your ride home has been drinking. What is the rule?

- A. Never ride with an impaired driver — call a trusted adult or use your code word instead
- B. Ride if the drive is short
- C. Ride if the driver says they feel fine
- D. Ride but keep your seatbelt on and watch the road

8. Which fact does this lesson teach about how common teen substance use really is?

- A. Most teens vape daily and drink every weekend
- B. Only unpopular teens feel peer pressure
- C. Pressure ends as soon as you turn sixteen
- D. Most teens do not vape daily or drink regularly — use looks more common than it is

9. Your friend is using substances more and more and asks you to keep it secret. What does this school teach?

- A. Hold their substances for them so they do not get caught
- B. Keep their dangerous use secret to prove loyalty
- C. Tell a trusted adult — dangerous use is a safety secret, and early help protects your friend
- D. Start using with them so they are not alone

10. Which number connects you to SAMHSA for confidential substance use information and referrals?

- A. 1-800-422-4453
- B. 1-800-662-4357 (SAMHSA)
- C. 1-800-843-5678
- D. 1-800-799-7233

Certificate — Month 5

Minister Destiny Testimony Schools

Certificate of Completion — Month 5: Peer Pressure, Vaping, Drugs, and Alcohol

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 5: Peer Pressure, Vaping, Drugs, and Alcohol

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Minister Destiny Testimony Schools — Youth

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Month 6 — Mental Health — Feeling Overwhelmed, Asking for Help, Staying Safe

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The lesson

1. Feelings are signals, not verdicts

Everyone has stretches where things feel heavy — stress at home, trouble at school, friend drama, grief, or a sadness or worry that just sits there. This month is about understanding those feelings, knowing the warning signs that mean get help now, and building the plan you will actually use. Feeling sad, angry, anxious, or numb sometimes is human, not broken.

Feelings get dangerous when they stay and grow: weeks of feeling down, losing interest in everything, sleep or appetite changing a lot, feeling hopeless, or thinking everyone would be better off without you. Those are signals to get support — the same way a high fever is a signal to see a doctor. A signal is not a life sentence. It is information that tells you what kind of help to reach for, and reaching early almost always makes the path back shorter and easier.

2. Asking for help is a skill

Asking for help is a skill, not a weakness. The strongest people you know have all been helped by somebody. Like any skill, it gets easier with practice and with exact words ready ahead of time. You can start small: "I've been feeling really low for a couple of weeks and I don't want to feel like this. Can I talk to you?" You can say it to a parent, a counselor, a school nurse, a coach, a faith leader, or another trusted adult from your Month 1 map. You can also write it in a note or a text if speaking is hard.

What to expect when you ask matters, too. A good helper will listen without rushing, ask what has been going on, and help you think about next steps — which might be rest and check-ins for a hard week, or a counselor, doctor, or help line for something heavier or longer-lasting. If the first person does not know how to help, that is not the end. Ask the next person. Needing help more than once, or needing a different kind of help than you first tried, is normal.

3. Know the help lines — put them in your phone today

Save these numbers now, while you are calm, so they are there on a hard night. You can call or text **988**, 24/7, for emotional distress or thoughts of suicide. It is free and confidential. You can text **HOME to 741741** to reach the Crisis Text Line if you would rather type than talk. You can call Childhelp at **1-800-422-4453** if home is the problem. And you call **911** if you or someone else might act on harmful thoughts soon, or anyone is in immediate danger.

You can also call 988 about a friend and ask what to do. You do not have to carry someone else's crisis alone, and the people who answer these lines coach friends and family through exactly that, every day. Confidential means kept private, with one limit that protects life: if someone is about to be seriously hurt, helpers act to protect that person.

4. The friend rule — take it seriously, every time

If a friend says they want to die, hurt themselves, or "not be here anymore" — even as a joke, even if they say "don't tell" — take it seriously. Believe it could be real. You cannot tell from the outside, and the cost of being wrong is too high. Stay connected: keep talking, and stay with them in person or on the phone if you can. Tell a trusted adult immediately — a parent, counselor, or teacher — and call or text 988 for guidance. This is another promise that does not outrank a life. A living friend who is mad at you can forgive you later.

Do not promise secrecy about this. Ever. You can say, right in the moment: "I care about you too much to keep that secret." Asking directly also helps, and it does not plant the idea. Asking "Are you thinking about hurting yourself?" opens the door for a friend to tell the truth. It does not create thoughts that were not there.

5. Calm-down tools that actually help

For the everyday too-much days, you need tools that work on your body, not just advice to "calm down." Breathe out slowly, with longer exhales than inhales, for a few rounds — it physically slows a racing body down. Splash cold water on your face or hold something cold; it jolts the stress response down. Move: walk, run, shoot baskets, dance in your room — stress is energy, so give it somewhere to go. Name it to tame it: say, out loud or in a notes app, "I'm furious because..." Naming a feeling shrinks it a little. Shrink the problem by asking, "What is the next one thing I can do?" Not the whole solution — the next step. Take care of the basics: sleep, food, and water. A tired, hungry brain makes everything feel ten times worse, and basic care is real medicine. Limit the scroll: when you feel awful, feeds full of conflict and comparison pour fuel on it, so take the break.

Try these tools on medium-hard days, not only on the worst days. Practicing when the stakes are lower teaches your body what works for you, so the tools are familiar when you really need them. Notice which two or three help you most and write those down in your safety plan.

6. Build your personal safety plan

A personal safety plan is your own written plan for hard stretches, made by you, in your own words. It has six parts. First, my warning signs — how you know a bad stretch is starting, such as "I stop answering texts" or "my stomach hurts every morning." Second, my calm-down tools — the two or three from the list above that work for you. Third, my people — your three trusted adults from Month 1, plus one friend. Fourth, my places — somewhere you can go and feel safer. Fifth, my lines — 988, the Crisis Text Line, and Childhelp, saved as contacts. Sixth, my reason list — people, pets, goals, and even small

things, like a team, a show, or a future plan, that are worth staying for. Read it on the worst days.

What NOT to do when you feel overwhelmed: do not isolate for days and tell yourself nobody cares — isolation makes the feelings louder and help farther away. Do not use alcohol, vaping, or other substances to numb feelings; they borrow calm from tomorrow and make anxiety and low mood worse as they wear off. Do not make big, permanent decisions in the worst hour of a bad night. And do not wait until a crisis to find your numbers and your people. The whole point of this plan is that past-you, on a calmer day, already did the hard organizing for present-you.

Words to know — Month 6

- **Crisis** — a moment when feelings or danger are too much to handle alone and help is needed right away.
- **Confidential** — kept private, with one limit: if someone is about to be seriously hurt, helpers act to protect life.
- **Coping tools** — healthy actions that help you get through hard feelings, such as breathing, movement, talking, and rest.
- **Safety plan (personal)** — your own written plan: warning signs, tools, people, places, and help lines.
- **Support network** — all the people and services you can turn to; stronger than any single person.
- **Warning signs** — changes in mood, sleep, appetite, interest, or behavior that signal you need more support soon.
- **Overwhelmed** — feeling like the demands or emotions in front of you are more than you can manage alone in that moment.

Myths vs facts — Month 6

- **Myth:** Asking for help means you are weak or cannot handle life. **Fact:** Asking for help is a skill that strong people use. Everyone needs support at some point, and asking early is how small problems stay small.
- **Myth:** Asking a friend if they are thinking about hurting themselves will plant the idea. **Fact:** Asking directly does not create the idea. It opens the door for honesty and help, and it shows your friend they do not have to hide.
- **Myth:** If someone mentions suicide as a joke, it is never serious. **Fact:** You cannot tell serious from joking from the outside. Treat every mention as real, stay connected, and bring in an adult and 988.
- **Myth:** Coping tools are only for a crisis. **Fact:** Breathing, movement, sleep, food, water, and naming your feelings help on ordinary stressful days, too — and practicing them then makes them work better in a crisis.

What would you do? — Month 6

The situation: Your best friend Marcus has changed over the last month — quit the team, stopped coming to lunch, leaves your messages on read. Tonight he finally replies: "honestly everyone would be better off if I just wasn't around. forget I said anything."

Walk it through:

1. Take it seriously. That sentence is a warning sign, full stop. "Forget I said anything" does not cancel it.
2. Respond with care, right now. "I'm not forgetting it. I care about you. Are you thinking about hurting yourself?" Asking directly does not put the idea in someone's head — that is a myth. It opens the door for them to tell the truth.
3. Stay on the line or keep texting. Do not leave him alone with it tonight if you can help it.
4. Bring in adults — tonight, not tomorrow. Tell your parent or his, or another trusted adult, exactly what he wrote. Call or text 988 and ask them what to do; they coach friends and family through this all the time.
5. Follow up tomorrow, and the day after. Sit with him at lunch. Keep inviting. Recovery is not one conversation; it is someone who keeps showing up. That is you — with adults carrying the heavy part alongside you.

One more real-life story — Month 6

Sofia, 16, noticed her own warning signs before anyone else did. For three weeks she had been sleeping badly, snapping at her little brother, and dreading school in a way that felt physical — a tight chest every morning on the bus. She was still getting her work done, so she told herself she had no right to complain. "Other people have it worse," she kept thinking.

What changed her mind was her own safety plan, half-finished in her notes app from an earlier lesson. She had written one warning sign: "When I stop wanting to go to practice, something is wrong." She had, in fact, quit going to dance practice two weeks earlier without really deciding to. Seeing her own words made it harder to argue with herself.

Sofia texted her school counselor the sentence she had practiced: "I've been feeling really low for a few weeks and I don't want to feel like this. Can I talk to you?" The counselor listened, helped her tell her parents together, and connected her with a counselor outside school. The tight-chest mornings did not vanish in a week, but they eased as sleep, support, and a plan came together. Sofia's lesson for this month is one she asked to share in her own words: comparing your pain to someone else's does not make yours smaller — it just makes you wait longer to get help for it. Your warning signs, in your own writing, can be the voice that talks you into asking.

Try this — Month 6

Write your personal safety plan today, in a notes app or on paper you keep private. Fill in all six parts: warning signs, calm-down tools, people, places, help lines saved as contacts, and your reason list. Then do two small setup tasks that make the plan real: save 988 and the Crisis Text Line as contacts in your phone, and practice one calm-down tool — slow exhales or a cold splash of water — once on a normal day so you know how it feels. Finally, choose your asking-for-help sentence and write that down, too. On a hard day, you should not have to invent words, search for numbers, or wonder who to call. Past-you handles that now.

Resources to keep — Month 6

- **911** — call if you or someone else might act on harmful thoughts soon, or anyone is in immediate danger.
- **988 (call/text)** — call or text 988, 24/7, for emotional distress or thoughts of suicide, for yourself or about a friend.
- **Crisis Text Line** — text **HOME to 741741** to connect by text if talking out loud is hard.
- **Childhelp** — **1-800-422-4453** — help if home is the source of the stress or harm.
- **SAMHSA** — **1-800-662-4357** — information and referrals for mental health and substance use support.
- Your school counselor, your school nurse, or a trusted adult — in-person support who can stay involved over time.

What you earned / what's next — Month 6

Month 6 complete (test score 80% or higher): You know the warning signs that mean get help now, you have calm-down tools for everyday hard days, you know how to respond when a friend is in crisis, and you have your own written safety plan. Month 6 completes the first half of your Youth year — six months of safety skills that build on each other, from your trusted-adult map to this plan.

What's next: Month 7 — Trouble at School, Running Away, and Safer Choices. Next month takes these same tools into school trouble and the urge to run, and looks at safer choices you can make in the moment and after.

Word Search — Month 6

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

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

Words to find: Crisis · Confidential · Copingtools · Safetyplan · Warningsigns ·
Overwhelmed

Chapter Test — Month 6

Answer every question. Score 80% or higher to complete this month 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. Which of these is a warning sign that feelings have become a "get help now" problem?

- A. Feeling sad for an afternoon after a bad day
- B. Weeks of feeling down, losing interest in everything, and feeling hopeless
- C. Being nervous before a test
- D. Arguing with a friend once

2. What number can you call OR text, 24/7, for emotional distress or thoughts of suicide?

- A. 411
- B. 311
- C. 988
- D. 611

3. A friend writes "everyone would be better off if I wasn't around — forget I said it." What do you do?

- A. Forget it, like they asked
- B. Take it seriously, stay connected, and tell a trusted adult tonight — and you can call/text 988 yourself for guidance
- C. Wait a week to see if their mood improves
- D. Tell only your other friends, not adults

4. True or false: asking a friend directly "Are you thinking about hurting yourself?" plants the idea in their head.

- A. True — never ask directly
- B. False — asking directly opens the door for them to tell the truth; it does not create the idea
- C. True — only adults may ask
- D. False — but only ask by text, never out loud

5. Which promise should you NEVER make to a friend?

- A. "I'll sit with you at lunch."
- B. "I won't share your embarrassing story."
- C. "I promise to keep it secret if you tell me you want to die."

D. "I'll help you study."

6. Which of these is a coping tool that physically calms a stressed body?

- A. Scrolling conflict-filled feeds for an hour
- B. Slow breathing with longer exhales, cold water on your face, or moving your body
- C. Skipping meals so you can think
- D. Staying up all night to solve the problem

7. What belongs in a personal safety plan?

- A. Only a list of your problems
- B. Your warning signs, your calm-down tools, your people, your safe places, and the help lines saved as contacts
- C. Your passwords and account logins
- D. A list of people who have hurt you

8. Can you call 988 about someone else?

- A. No — only about yourself
- B. Only if you are related to them
- C. Only during school hours
- D. Yes — 988 coaches friends and family on how to help someone else, too

9. Finishing all four weeks and quizzes of this course at 80% or higher earns:

- A. A state license
- B. The Certificate of Completion from Minister Destiny Testimony Schools — your name written in by you after download, never collected
- C. A grade on your school record
- D. Nothing — this course has no certificate

Certificate — Month 6

Minister Destiny Testimony Schools

Certificate of Completion — Month 6: Mental Health — Feeling Overwhelmed, Asking for Help, Staying Safe

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 6: Mental Health — Feeling Overwhelmed, Asking for Help, Staying
Safe

Date completed: _____

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

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

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Month 7 — Trouble at School, Running Away, and Safer Choices

Minister Destiny Testimony Schools — Youth

The lesson

1. What trouble at school can look like

Trouble at school is not one single thing. It can start small, like being late many days in a row, missing homework, or arguing with a teacher when you are already stressed. It can also be bigger, like a fight, leaving school without permission, damaging property, or being accused of taking something that is not yours. Sometimes the trouble is really about school itself. Sometimes school is just where feelings from home, friendships, or exhaustion finally spill over.

It helps to name what actually happened, plainly and without extra labels. "I left class without permission three times this week" is clearer than "I am a problem student." A clear description points to a clear fix. A label just sticks to you and follows you into the next classroom, even when your behavior has already changed.

Schools usually respond in steps. A teacher may talk with you first. A counselor or administrator may get involved next. There may be a meeting with a parent or caregiver, a behavior plan, detention after school, or, for serious safety issues, a suspension where you are sent home for a set time. Each school has its own rules in a student handbook, and those rules matter. Ask for the rule in writing if you do not understand why something is happening.

2. Why early help works better than waiting

Small problems are easier to repair. A missed assignment can become a plan. A misunderstanding with a teacher can become a short, calm conversation. When a problem is hidden for weeks, adults tend to find out all at once, and the reaction feels much bigger. That is why telling a trusted adult early is a strength, not tattling on yourself.

Pick an adult at school who has been fair to you, even if they are not your favorite teacher. That might be your school counselor or nurse, a coach, a librarian, or a teacher from a past year. You can start simply: "I am getting into trouble and I do not want it to get worse. Can I tell you what has been going on?" You do not need a perfect speech. Honest, short sentences work best.

If you have an individualized education program, a 504 plan, or other school supports, those supports are part of the picture. Meetings about discipline should take your learning needs and health needs seriously. A parent, caregiver, or trusted adult can help you ask whether your plan was followed and whether it still fits. You are allowed to ask

questions about your own education.

3. The pause plan for heated moments at school

Most school trouble gets worse in about thirty seconds. Someone laughs, a comment lands wrong, a hallway gets crowded, and pride takes over. A pause plan gives your brain a job other than reacting.

Try these steps, in order, when you feel your body heating up:

1. Stop talking. Close your mouth on purpose so a sentence you cannot take back does not slip out.
2. Put space between you and the problem. Step back, turn toward a safe direction, or walk toward a classroom, office, or other supervised place.
3. Slow your breathing by letting the breath out longer than you take it in, for several rounds.
4. Use a short, neutral sentence if you must speak: "I need a minute," or "I am going to get an adult."
5. Go to an adult before you go back to the group. Explain what happened in plain facts first, feelings second.
6. Do not record, post, or forward the conflict. A video turns a bad ten minutes into a problem that keeps spreading for weeks.

What not to do matters just as much. Do not bring friends in as backup for a fight. Do not threaten someone in writing, because messages can be saved and shared. Do not leave school grounds in anger without telling an adult where you are going — leaving turns a discipline issue into a safety emergency, because now nobody knows where you are.

4. If you are called to the office or accused of something

Being called to the office can feel frightening even when you did nothing wrong. You still have choices that protect you.

Listen to the full question before you answer. It is okay to say, "I need to think about that for a minute," or "Can my parent or caregiver be contacted?" If you do not understand a word or a rule, ask what it means. If you are asked to write what happened, stick to what you saw and did yourself, in order, without guessing about other people's motives.

Be truthful without adding extra admissions about things you do not know. If you made a mistake, owning your part early, calmly, and once is usually stronger than a long chain of changing stories. Changing stories makes adults doubt even the true parts. If you believe an accusation is wrong, say so clearly and ask what evidence the school is using and how you can respond.

Ask three practical questions before you leave the meeting: What happens next? How long does it last? Who can my family or I contact if I have questions? Write down names, dates, and what was decided while it is still fresh. Paper helps memory, especially when

you are upset.

5. Why young people think about running away

Running away usually starts as an attempt to solve a feeling, not as a plan for a new life. The feeling might be shame after trouble at school, fear of a punishment at home, anger after a fight, grief, or a belief that nobody will listen. Some young people leave because home itself feels unsafe. Those reasons deserve to be taken seriously, even though leaving without a safe place creates new dangers very fast.

It is important to separate two situations. If home is unsafe — if someone is hurting you, threatening you, or you are afraid to be there — that is not ordinary disobedience, and you need adult help and protection. Tell a trusted adult, your school counselor or nurse, or call Childhelp at 1-800-422-4453. If you are in immediate danger, call 911. If instead the problem is a painful argument or fear of getting in trouble, leaving overnight almost never makes that conversation easier. It adds fear, police involvement, and lost trust to the original problem.

In Massachusetts, when a young person leaves home and cannot be found, adults will usually try to locate them and return them to a safe setting. Police, family, and the school may all become involved. This information is general information only, not legal advice. What matters for your safety is simpler: the streets, cars, stations, and strangers' homes are far less predictable than the problem you left.

6. The real risks once you are out the door

The first hours away can feel quiet, which can fool you into thinking you have solved something. The risks build as the night goes on. You need food, a bathroom, a place to sleep, a charged phone, and a way to stay warm or cool. Friends may help for one night and then face their own parents' rules. Hiding in an empty building, a car, or with someone you barely know puts you where no trusted adult can find you.

People who offer a ride, food, or a couch may be kind — and some are not. A person who quickly offers everything you need, asks you not to tell anyone where you are, or wants photos, secrecy, or favors in return is showing red flags, no matter how friendly they seem. You never owe anyone your body, your silence, or your location for helping you.

Other warning signs to act on right away include: your phone is dying and no one knows where you are; the place you planned to stay falls through; someone pressures you to use alcohol or drugs to relax; or you have medication you need at home and no way to get it. Any one of these means it is time to call a trusted adult, call 988, text HOME to 741741, or call 911 if you are unsafe.

7. Safer choices that still give you space

Wanting space is normal. The goal is space with safety attached to it. Try these options before leaving, or use them if you have already left and want a way back:

1. Ask a trusted relative or a friend's parent, through your parent or caregiver or another trusted adult, if you can cool off at their home for a few hours in the open — not as a secret.
2. Go to a public, staffed place during open hours, like your local library, and use that time to call a trusted adult and make a plan.
3. Write the unsent version of what you want to say first. Read it later when you are calmer, and turn it into a shorter, safer conversation.
4. Agree on a cool-down signal at home: a word or gesture that means "I need twenty minutes alone in my room before we talk."
5. If you have already left, send one locating message to a trusted adult right away: where you are, who is with you, and that you are willing to talk about a safe way home.

A return is not a defeat. Many families and schools will focus first on the fact that you came back safely if you come back quickly and honestly. Waiting days to be found makes every conversation harder.

8. Repair after trouble — how trust is rebuilt

Repair has three parts: acknowledge, restore, and change. Acknowledge means naming your part without excuses: "I left class and scared people because nobody knew where I was." Restore means fixing what can be fixed — returning property, cleaning up damage you caused with adult guidance, or apologizing directly and briefly to the person affected. Change means showing a new pattern over time: arriving on time for two weeks, checking in with a counselor on Fridays, keeping your phone put away during class.

Apologies work best when they are specific and short. "Sorry for everything" is hard to believe. "I am sorry I shouted at you in front of the class. Next time I will ask to step out and get the counselor" tells the listener exactly what you understood. You may not control whether the other person accepts the apology right away. You do control whether your next actions match your words.

Keep a simple record of the good stretch that follows. Dates you attended, assignments you finished, meetings you kept. If an old label comes up later, that record shows growth in facts, not just promises.

Words to know — Month 7

- **Suspension** — being sent home from school for a set time because of a serious rule issue.
- **Detention (school)** — staying after school or during a set period as a school consequence; different from court detention.
- **Behavior plan** — a written plan that names a problem, the supports offered, and the steps a student will practice.

- **Trusted adult** — a grown-up who believes you, does not hurt you, and will act to help.
- **Handbook** — the school's written rules and procedures for students and families.
- **Restore** — to fix what can be fixed after harm, such as returning property or making a sincere apology.
- **Red flag** — a warning sign that a person or place may not be safe.
- **Cool-down signal** — an agreed word or gesture that means someone needs a short break before talking.

Myths vs facts — Month 7

- **Myth:** Running away makes adults finally leave you alone. **Fact:** Leaving usually brings more adults, more worry, and harder conversations — plus real danger while you are gone.
- **Myth:** If you admit any part of a mistake, you will be blamed for all of it. **Fact:** Owning your own part, clearly and once, usually makes the true parts of your story more believable.
- **Myth:** A friend's couch in secret is a safe long-term plan. **Fact:** Secret stays fall apart quickly and leave you without a trusted adult who knows where you are.
- **Myth:** Asking a counselor for help means you are in even bigger trouble. **Fact:** Counselors are there for early help, and asking early often keeps a small problem small.

What would you do? — Month 7

The situation: You got into a shouting match with a teacher after she took your phone during class. You walked out of school and are sitting behind a store two streets away. Your phone is at 12 percent. A friend texts that you can hide at his cousin's apartment tonight, but you have never met the cousin, and your friend says not to tell anyone.

Walk it through:

1. Name the risks you can already see: a dying phone, an unknown adult's apartment, and a secrecy rule from someone offering help.
2. Use the battery you have left for safety, not for posting or arguing. Send your location and what happened to a trusted adult.
3. Decline the secret apartment stay, plainly: "I can't do a place I don't know with no one told."
4. Walk to a staffed, public place nearby and call your school counselor or nurse, a trusted relative, or 988 for help planning your next step.
5. Return with an adult involved, then use the repair steps: acknowledge leaving, restore calm with a specific apology for shouting, and agree on a phone plan for class.

going forward.

One more real-life story — Month 7

Maya kept getting written up for being late to first period. Teachers assumed she did not care. In truth, she was getting two younger siblings ready each morning while her mother worked an early shift, and the bus connection barely worked. She was too embarrassed to explain and started skipping first period entirely, which turned lateness into a much bigger discipline problem. Her school counselor finally asked a different question — not "Why are you late?" but "What happens before school at your house?" Together they built a plan: a slightly adjusted arrival routine, a check-in at the counselor's office instead of a detention slip on hard mornings, and a family meeting about the bus problem. Maya's lateness did not vanish overnight, but the write-ups stopped growing because the real cause finally had a name.

The lesson: Behavior has a backstory. Telling a trusted adult the backstory early does not erase consequences, but it often changes which supports you get — and support is what makes better behavior possible.

Try this — Month 7

Build your own "pause card" on paper or in your phone notes. It takes about five minutes.

- Write your top three warning feelings: for example, hot face, racing thoughts, urge to shout.
- Write your three pause moves from this lesson that fit you best.
- Write the names of two trusted adults — one inside school, one outside school — and how to reach each one.
- Write one public, staffed place near your school or home where you could go during open hours to make a safe call.
- Read the card once when you are calm, so it is familiar when a hard moment comes.

Resources to keep — Month 7

- Emergency: **911**
- Suicide & Crisis Lifeline: call or text **988**
- Crisis Text Line: text **HOME** to **741741**
- Childhelp National Child Abuse Hotline: **1-800-422-4453**
- National Domestic Violence Hotline: **1-800-799-7233**, or text **START** to **88788**
- A trusted adult, your school counselor or nurse, and your local library can help you find local support during open hours.

What you earned / what's next — Month 7

Month 7 complete (test score 80% or higher): You can name how school trouble grows, use a pause plan in heated moments, explain the real risks of running away, choose safer ways to get space, and repair trust with specific, honest steps.

What's next: Month 8 — Your Body, Your Health, and Questions You Are Scared to Ask: plain, factual answers about body changes, hygiene, seeing a doctor, and body safety, with no shame attached to asking.

Word Search — Month 7

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

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

Words to find: Suspension · Detention · Behaviorplan · Trustedadult · Handbook · Restore ·
Redflag

Chapter Test — Month 7

Answer every question. Score 80% or higher to complete this month 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. What is the clearest way to describe school trouble, according to Month 7?

- A. "I am a problem student"
- B. "I left class without permission three times this week" — plain facts about what happened
- C. "School is just unfair to me"
- D. "Everyone does it, so it doesn't count"

2. Why does telling a trusted adult early usually help more than waiting?

- A. Adults forget problems they hear about early
- B. Early telling cancels all consequences
- C. Small problems are easier to repair before adults find out all at once
- D. It guarantees no meeting will happen

3. Which is a step in the pause plan for a heated moment at school?

- A. Stop talking, put space between you and the problem, and go to an adult
- B. Record the conflict to post later
- C. Bring friends in as backup
- D. Threaten the other person in writing so they back down

4. If you are called to the office and accused of something, what should you ask before you leave the meeting?

- A. Only "Can I go now?"
- B. For the names of everyone who reported you so you can confront them
- C. To have the whole thing erased that day
- D. What happens next, how long it lasts, and who your family can contact with questions

5. In the lesson, running away usually starts as an attempt to solve what?

- A. A homework problem
- B. A feeling — like shame, fear, anger, or feeling unheard
- C. A transportation problem
- D. A sports schedule

6. Which offer is a red flag when you have left home?

- A. A trusted relative offering a couch and telling your caregiver where you are
- B. A library open during the day
- C. Someone you barely know offering everything you need but asking for secrecy, photos, or favors in return
- D. A counselor offering to help you plan a way home

7. Which is a safer choice that still gives you space?

- A. Hiding overnight in an empty building
- B. Staying with a stranger who says not to tell anyone
- C. Sleeping in a car with no one knowing where you are
- D. Going to a public, staffed place during open hours and calling a trusted adult to make a plan

8. What are the three parts of repair after trouble?

- A. Acknowledge, restore, and change
- B. Hide, deny, and move on
- C. Apologize, argue, and forget
- D. Wait, blame, and leave

9. What makes an apology believable, according to the lesson?

- A. Saying "sorry for everything" as loudly as possible
- B. Apologizing to a whole crowd at once
- C. It is specific and short, naming what you did and what you will do next time
- D. Apologizing only if the other person apologizes first

10. If you have already left home, what is the first locating step the lesson teaches?

- A. Turn your phone off to save battery for later
- B. Send one locating message to a trusted adult: where you are, who is with you, and that you will talk about a safe way home
- C. Post where you are publicly
- D. Wait several days until things calm down

Certificate — Month 7

Minister Destiny Testimony Schools

Certificate of Completion — Month 7: Trouble at School, Running Away, and Safer Choices

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 7: Trouble at School, Running Away, and Safer Choices

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

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Month 8 — Your Body, Your Health, and Questions You Are Scared to Ask

Minister Destiny Testimony Schools — Youth

The lesson

1. Puberty — what changes, and why the timing is different for everyone

Puberty is the stage when a child's body gradually becomes an adult body. It is driven by hormones, which are chemical messengers made inside the body. There is no single correct starting age. Some young people notice changes early, others later, and both patterns can be completely normal. Comparing your timeline to a friend's timeline tells you almost nothing about your own health.

Changes many young people notice include growing taller quickly, gaining weight as the body shape changes, sweat and body odor becoming stronger, and hair growing in new places, such as under the arms and around the private parts. Skin often becomes more oily, which is why acne is so common in these years. Voices may deepen, sometimes unevenly at first. For young people who menstruate, periods begin during puberty; for others, the body begins producing sperm. Mood, energy, and sleep needs shift too, because hormones affect the brain as well as the rest of the body.

What helps most is accurate information and patience. Bodies do not change on a schedule you control, and teasing someone about being early, late, tall, short, or different is never okay. If a change worries you — pain, a very early or very late start compared with most peers, or anything that feels wrong — that is a question for a doctor or your school nurse, not something to diagnose from social media videos.

2. Periods and everyday body changes, in plain language

A period is the regular shedding of the lining of the uterus, and it is a normal sign that the body is maturing. Cycles are often irregular in the first years, which is common, though severe pain, very heavy bleeding, or missing school regularly because of symptoms are reasons to see a doctor. Keeping spare supplies in a bag, knowing where the nurse's office is, and having a trusted adult you can tell without embarrassment make school days much easier.

All bodies also produce normal discharges, sweat, and odors that change during puberty. Wet dreams during sleep can happen and are a normal body process, not something shameful or something a person chooses. Erections that happen unexpectedly are also a normal body response during these years and usually pass on their own. None of these everyday experiences make a person dirty, bad, or ready for anything — they are simply signs of a growing body doing its job.

If you ever notice a new lump, lasting pain, a rash that spreads, unusual discharge with itching or a bad smell, or an injury to your private parts, skip the embarrassment and get checked. Health professionals have seen all of it before, and early care prevents small issues from becoming bigger ones.

3. Hygiene that actually works

Hygiene is not about looking perfect. It is about keeping skin, teeth, and body healthy and comfortable. A few steady habits cover most of it:

1. Bathe or shower regularly, washing with soap, including underarms and around private parts — washing the outside of the body only, gently, with warm water.
2. Put on clean underwear and socks each day, and change out of sweaty sports clothes instead of staying in them for hours.
3. Use deodorant on clean, dry underarms if body odor bothers you; it works poorly on top of old sweat.
4. Brush teeth twice a day, floss once a day if you can, and keep sugary drinks as an occasional thing rather than an all-day habit.
5. Wash hands with soap after the bathroom, before eating, and after coughing, sneezing, or handling shared equipment.
6. Resist popping pimples, which can push infection deeper and leave marks; gentle washing and time help more, and a doctor can advise if acne is severe or painful.

Laundry access, money for supplies, or a crowded bathroom at home can make these habits harder. That is a resource problem, not a character problem. Your school counselor or nurse can often connect families with supplies quietly. Asking for soap, pads, or deodorant is a health request, and adults at school handle these requests regularly and discreetly.

4. Food, movement, sleep, and screens — the four basics

Growing bodies need real fuel. Regular meals with a mix of foods — grains, proteins, fruits, vegetables, and dairy or alternatives — support growth, mood, and concentration far better than skipping meals and crashing on snacks later. Water is the default drink your body runs on. Energy drinks and heavy caffeine can wreck sleep and raise anxiety, even when they promise focus.

Movement most days helps almost everything this month is about: sleep, mood, cramps, stress, and growth. It does not have to be a team sport. Walking, biking, dancing, swimming, or playing outside all count. Sleep is the third basic, and teenagers generally need more of it than adults think — a tired brain struggles with school, emotions, and body image at the same time. A regular wind-down time, a darker room, and keeping the phone charging outside arm's reach are small changes with outsized effects.

Screens are the fourth basic because they shape what you believe is "normal." Edited photos, filters, and fitness influencers selling products are not medical information. A

body that is fed, rested, moving, and growing is a healthy body even if it does not look like an image online.

5. Seeing a doctor — what a checkup is really like

A checkup is a routine visit to track growth and catch problems early, even when you feel fine. Typically, a nurse or medical assistant checks your height, weight, and blood pressure and asks about allergies and medicines. The doctor asks about eating, sleep, activity, school, mood, and safety, examines your body by listening to your heart and lungs and checking areas like your ears, throat, back, and stomach, and may recommend vaccines or lab tests based on your age and history. You can ask what each part is for, before it happens.

You also have a voice in the room. You can ask for a parent or caregiver to stay or to step out for part of the talk, depending on the office and the topic — many doctors offer young people a few minutes of private conversation as they get older, because honest answers lead to better care. What you share in that private time is generally kept private, with an important limit health professionals explain: if someone is hurting you, or you may seriously hurt yourself or someone else, they must act to protect safety.

If something hurts, say so in plain words: where, since when, and how much it changes what you can do. Doctors would rather check ten things that turn out fine than miss the one thing that needed care. Bring a short written list of questions so nerves do not erase them, and write down the answers before you leave. For anything urgent — trouble breathing, a high fever that will not come down, a serious injury, or signs of poisoning — do not wait for a routine appointment. Poison Control is 1-800-222-1222, and emergencies are 911.

6. Body safety rules that never change

Your body belongs to you. Private parts are the parts covered by a swimsuit, and the rules around them are simple and strict:

- No one — not a relative, not a coach, not an older teen, not anyone — should touch your private parts, ask you to touch theirs, or show you sexual pictures or ask you for them, except for a real medical exam with a health professional, explained to you, for your health.
- Secrets about touching are never secrets you must keep. A person who says "this is our secret" about touching is breaking the rule, not you.
- Your "no" and your discomfort matter even with hugs, tickling, and lap-sitting. You can move away, say stop, and tell a trusted adult if someone ignores that.
- If something already happened, it was not your fault, no matter what you wore, said, or did before it. Tell a trusted adult, or call Childhelp at 1-800-422-4453 or RAINN at 1-800-656-4673.

These rules protect you and also help you protect younger kids around you. If a younger child tells you something worrying about touching, believe them, do not promise secrecy, and tell a trusted adult the same day.

7. Asking the questions you are scared to ask

Most young people carry at least one body question they have never said out loud. They worry the question is weird, gross, or proof that something is wrong with them. In reality, health professionals rank almost all of these questions as completely ordinary. The scariest part is only the first sentence.

Use these steps to ask any health question safely:

1. Choose the right person: a doctor, your school nurse, a counselor, or a trusted adult — not a comment section, not an older teen who brags, not a video selling something.
2. Write the question down first. Reading your own sentence off paper or a phone is allowed, and professionals are used to it.
3. Start with a simple opener: "This is embarrassing for me, but I need to ask about my body."
4. Ask one question at a time, and ask them to explain any hard word they use.
5. If the first adult dismisses you, ask a second one. A brushed-off health question deserves another try, not silence.

What not to do: do not trade body photos for "advice" from anyone online, ever. Do not try strong creams, pills, supplements, or home remedies recommended in videos without a health professional — growing bodies react differently, and some products cause real harm. And do not let shame delay care for pain, injury, or possible infection. Shame fades quickly; untreated problems do not.

8. Respecting other people's bodies and privacy

Body respect runs in both directions. Do not comment on classmates' body changes, repeat health gossip, or share anyone's private information about periods, development, medical visits, or anything similar. Never photograph or record anyone in a bathroom, locker room, or changing space — that is a serious harm and can become a legal problem as well as a school one. If a friend confides a health worry, your job is small and powerful: listen, do not laugh, do not spread it, and encourage them to tell a trusted adult or health professional, offering to walk with them to the nurse if that helps.

9. You deserve respectful care — every time

Doctors, nurses, dentists, and counselors are there to help you — and most of them try hard to do it well. But you should know this clearly, because it protects you: **you deserve respectful care, every single time, no matter what.** That does not change because of your race, your family's language, your religion or how you dress, your body size, a disability, or what kind of insurance your family has. If a visit ever feels dismissive or

wrong, that is information — not something wrong with you.

Here is what respectful care looks like, and what you are allowed to expect:

- **You get listened to.** If you say something hurts or feels wrong, it should be taken seriously and checked — not waved away. You know your body. Your report matters.
- **You can ask questions.** "What is this for?" "What else could this be?" "Can you explain that in simpler words?" Asking is never rude. A good provider expects questions.
- **You can bring a trusted adult.** A parent, guardian, or another trusted adult can be with you, hear what is said, and speak up with you. For most checkup conversations, you can also ask for a moment to talk with the provider privately — both are normal.
- **Your body rules still apply.** From Month 1 and Section 6 of this month: exams are explained first, touching is only for the medical reason, and you can always ask what is happening and why.
- **If you feel dismissed, you have moves.** Say, calmly: "I need this written down — that I reported this pain." Ask a trusted adult to help you ask for a second opinion or a different provider. If cost or insurance is the barrier, tell a trusted adult that too — schools, clinics, and community health centers have people whose job is solving exactly that.

Sometimes adults face the same problem in bigger form — Minister Destiny's Adult school teaches grown-ups how to speak up at the doctor and where to complain, in an added unit on medical discrimination. The lesson starts here, with you: **being young does not make your pain smaller, your questions less important, or your dignity negotiable.**

Words to know — Month 8

- **Puberty** — the stage when a child's body gradually matures into an adult body.
- **Hormones** — chemical messengers in the body that guide growth and body changes.
- **Menstruation (period)** — the regular shedding of the lining of the uterus as the body matures.
- **Hygiene** — habits that keep the body clean and healthy, like bathing, clean clothes, and tooth care.
- **Checkup** — a routine doctor visit to track growth and catch health problems early.
- **Vaccine** — a medicine that trains the body's defenses to fight a specific illness.
- **Private parts** — the parts of the body covered by a swimsuit; they belong to you alone.
- **Confidential** — kept private, with a safety limit if someone may be seriously hurt.
- **School nurse** — a health professional at school who can answer body questions and help with illness or injury.

Myths vs facts — Month 8

- **Myth:** Everyone's body changes at the same age, so being earlier or later means something is wrong. **Fact:** Puberty timing varies widely, and early or late compared with friends is usually normal; a doctor can confirm if you are worried.
- **Myth:** Asking a doctor an embarrassing question will shock them. **Fact:** Doctors and nurses hear these questions daily and would rather you ask than guess from videos.
- **Myth:** If a part of your body looks different from photos online, it is unhealthy. **Fact:** Edited and filtered images are not medical standards; health is about how your body works and feels, not matching a picture.
- **Myth:** You must keep a secret if an adult says touching is "our secret." **Fact:** Secrets about touching are never yours to keep — telling a trusted adult is always the right move.

What would you do? — Month 8

The situation: For two weeks you have had a painful, itchy rash in a private area. You are embarrassed and have told no one. A video online says a strong cream sold on a shopping site will "fix anything in three days." Your friend says just order it and stop worrying.

Walk it through:

1. Notice the red flags in the video's promise: fixes anything, fast deadline, and selling a product — that is advertising, not medical care.
2. Do not order or apply a strong product to sensitive skin without a health professional; the wrong cream can make a rash worse.
3. Pick your person: your school nurse is often the easiest first step, and you can read your question from a written note if speaking is hard.
4. Use the opener from this lesson: "This is embarrassing for me, but I need help with a health problem."
5. Follow the professional's plan, and tell a trusted adult if symptoms get worse, spread, or do not improve when the professional said they should.

One more real-life story — Month 8

Jordan dreaded gym class because changing quickly felt impossible — his voice was cracking, he sweated through his shirt by second period, and he was sure everyone noticed everything. He started skipping gym, his grade dropped, and a counselor asked what was going on. Jordan admitted he felt like his body was changing louder than everyone else's. The counselor connected him with the school nurse, who explained plainly why sweat and odor increase during puberty, suggested showering or washing up and applying deodorant after gym, keeping a spare shirt in his locker, and checking in with his doctor at his next checkup about normal timing. None of it was magic. Within a

few weeks Jordan was back in gym with a spare shirt, a routine, and — most importantly — the knowledge that his changes were ordinary.

The lesson: Ordinary body changes can feel enormous when you carry them alone and in silence. One honest conversation with a health professional turned embarrassment into a short, practical list.

Try this — Month 8

Make a private "my health basics" card for your wallet, bag, or phone notes.

- List your four basics for this week: one regular meal you actually eat, one way you like to move, your target bedtime, and your hygiene essentials.
- Write the name of your doctor's office if you know it, plus your school nurse's name and office location.
- Write three body or health questions you have — just for yourself — and star the one you will ask at your next checkup or nurse visit.
- Add the help lines from this lesson to the back of the card.

Resources to keep — Month 8

- Emergency: **911**
- Suicide & Crisis Lifeline: call or text **988**
- Crisis Text Line: text **HOME** to **741741**
- Childhelp National Child Abuse Hotline: **1-800-422-4453**
- RAINN: **1-800-656-4673**
- Poison Control: **1-800-222-1222**
- Your school counselor or nurse, a trusted adult, and your local library can help you find reliable health information.

What you earned / what's next — Month 8

Month 8 complete (test score 80% or higher): You can explain puberty in plain language, name hygiene and health basics that work, describe what a checkup is like, state the body safety rules without hesitation, and ask a health question without shame.

What's next: Month 9 — The Juvenile Court Process — Detention, DYS, Probation, Step by Step: what actually happens, in order, if a young person enters the juvenile court system in Massachusetts, and the rights that travel with them.

Word Search — Month 8

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

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

Words to find: Puberty · Hormones · Menstruation · Hygiene · Checkup · Vaccine ·
Privateparts · Confidential

Chapter Test — Month 8

Answer every question. Score 80% or higher to complete this month 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. What are hormones?

- A. Vitamins you get only from energy drinks
- B. Chemical messengers in the body that guide growth and body changes
- C. A type of acne medicine
- D. Germs that cause body odor

2. What does the lesson say about puberty timing?

- A. Everyone changes at exactly the same age
- B. Being earlier or later than friends always means something is wrong
- C. Timing varies widely, and early or late compared with friends is usually normal
- D. You can control your timeline if you exercise enough

3. Which is a reason to see a doctor about a body change, rather than guessing online?

- A. Having acne during puberty
- B. Sweating more than you used to
- C. Your voice cracking sometimes
- D. Severe pain, very heavy bleeding, a spreading rash, or lasting pain

4. Which hygiene habit does the lesson teach?

- A. Bathe regularly, wear clean underwear and socks daily, and wash hands with soap
- B. Stay in sweaty sports clothes for hours to build toughness
- C. Pop pimples to clean the skin faster
- D. Use the strongest cream you can buy online on any rash

5. What are the four basics named in the lesson?

- A. Sugar, caffeine, phones, and sports
- B. Homework, chores, games, and rest
- C. Food, movement, sleep, and screens
- D. Vitamins, water, shoes, and soap

6. What typically happens at a checkup?

- A. Only blood tests, with no questions

- B. Height, weight, and blood pressure checks, questions about health and daily life, an exam, and vaccines or tests if needed for your age
- C. A lecture with no chance to ask questions
- D. The doctor decides everything without talking to you

7. What is the important limit on private conversation with a doctor?

- A. If someone is hurting you, or you may seriously hurt yourself or someone else, professionals must act to protect safety
- B. There is no privacy at all for young people
- C. Everything is shared with your whole school
- D. Privacy only applies on weekdays

8. Which statement is a body safety rule from the lesson?

- A. Secrets about touching must always be kept if an adult asks
- B. You must accept hugs and tickling from any relative
- C. If something happened, it was your fault because of what you wore
- D. No one should touch your private parts or ask for sexual pictures, except a real medical exam explained to you for your health

9. What is the safest way to ask a health question you are scared to ask?

- A. Ask a comment section or a video selling a product
- B. Trade body photos for advice online
- C. Write it down and ask a doctor, school nurse, counselor, or trusted adult, one question at a time
- D. Never ask anyone and hope it goes away

10. If a friend confides a health worry to you, what is your job?

- A. Tell other friends so they can help judge it
- B. Listen, do not laugh or spread it, and encourage them to tell a trusted adult or health professional
- C. Photograph it to show the nurse later without asking
- D. Laugh it off so they stop worrying

11. At a checkup, you explain that something hurts, but you feel rushed and not really listened to. What does this school teach?

- A. Say nothing — questioning a doctor is always rude
- B. Decide your pain must not be real and leave
- C. Ask questions, say clearly what you feel, and ask a trusted adult to help you speak up or ask for a second opinion

D. Only go back if it gets much worse

Certificate — Month 8

Minister Destiny Testimony Schools

Certificate of Completion — Month 8: Your Body, Your Health, and Questions You Are Scared to Ask

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

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Month 9 — The Juvenile Court Process — Detention, DYS, Probation, Step by Step

Minister Destiny Testimony Schools — Youth

The lesson

1. Why juvenile court exists, and how it differs from adult court

Massachusetts has a separate court system for young people accused of breaking the law. The idea behind it, in general terms, is that a young person is still developing, so the system is supposed to focus more on supervision, services, and change than the adult system does — while still taking safety and harm seriously. Cases for young people are usually heard in Juvenile Court, and the language is different on purpose. A young person is generally not described the same way an adult defendant is, and hearings are generally less public than adult trials.

Different does not mean consequence-free, and it does not mean casual. A judge still decides what happens. Orders still must be followed. Deadlines still matter. What the separate system does offer is a structure built around a young person's age: parents or caregivers are pulled into the process, probation and service providers play a large role, and the outcomes — called dispositions — can include supervision and support in the community, not only confinement.

Everything in this lesson describes general principles and a typical order of steps. Real cases vary by county, by the seriousness of the allegation, and by a young person's history. Information only, not legal advice — that limit protects you, because advice for someone else's facts can harm your own case.

2. Step one — police contact

A case often begins with police contact: an officer responds to a call, investigates something that happened at school or in the community, or stops a young person to ask questions. Police may talk with witnesses, review video, and contact a parent or caregiver. Depending on what the officer believes happened, several things can follow — a warning, a referral to a diversion or support program in some places, release to a parent or caregiver, an application for a complaint that starts a court case, or, for serious or urgent situations, being taken into custody.

Two rights matter from the very first conversation. You generally have the right to remain silent — you do not have to answer questions about what happened — and the right to a lawyer. A calm, respectful sentence protects both: "I want to remain silent and I want a lawyer, and I want my parent or caregiver contacted." Arguing your case on the sidewalk rarely helps; the courtroom, with a lawyer beside you, is where facts are tested properly.

If you are taken into custody, you may be searched, your belongings may be held, and you will be asked identifying information. Staying physically calm, keeping your hands visible, and not running or resisting protects your safety even when you believe the stop is unfair. Complaints about how an encounter was handled are made afterward, through a parent, caregiver, or lawyer — not in the moment, with your body.

3. Step two — intake and the first decisions

After police contact, a court case does not always start automatically. In Massachusetts, a complaint application is generally reviewed through an intake-type process involving the court and a clerk or magistrate, who considers whether the legal requirements for a case are met and, in some situations, whether the matter can be handled without a formal charge. A probation department also becomes involved early in juvenile cases, gathering basic information about the young person, school, and family so the court is not deciding in the dark.

A parent or caregiver is a central part of this stage. The court will want a responsible adult who knows where the young person lives, attends school, and can get them to court dates. If family circumstances are complicated, say so early through a lawyer or probation — hiding a housing or caregiving problem does not make it disappear; it makes the court's plan unworkable, and unworkable plans lead to violations later.

Bring or be ready to share practical information: current address, school name and grade, any medical or mental-health needs and medicines, and the best phone number for the caregiver. Accuracy here is not a small thing. A wrong address can mean a missed court notice, and a missed date can mean a warrant.

4. Step three — arraignment, explained plainly

Arraignment is usually the first formal court appearance in front of a judge. Its job is limited and important: the charge is read, the young person is told what the allegation is, and they enter a response — in juvenile practice, typically a denial, meaning the case is not admitted and the process continues. Arraignment is not the trial. Nobody is expected to prove the whole case that day.

At or around arraignment, the court makes sure the young person has a lawyer. If a family cannot afford one, the court can appoint one — having a lawyer is a right in this process, not a favor. The judge also addresses release conditions: whether the young person goes home with a caregiver while the case continues, and what rules apply in the meantime, such as attending school, obeying a curfew, staying away from a person or place, or having no new offenses.

Courtrooms have their own etiquette, and it is learnable. Arrive early, dress as neatly as you reasonably can, turn off your phone, stand when instructed, address the judge as "Your Honor," and let your lawyer do most of the talking. Bring a notebook with your lawyer's name, the courtroom, and the next date written down, because stress erases details quickly.

5. Step four — the detention hearing, and what detention means

Detention in juvenile court means the young person is held in a secure or supervised setting before the case is finished, rather than going home. It is not supposed to be a punishment before a finding; its stated purpose, in general terms, is safety and making sure the young person returns to court. Because it takes away liberty, the court holds a detention hearing — a focused hearing where a judge decides whether holding the young person is legally justified or whether release with conditions will do.

At that hearing, the lawyer can argue for release and present a concrete plan: who the young person will live with, how they will get to school, how supervision will work at home. Judges respond better to specific plans than to general promises. A caregiver who shows up, understands the conditions, and can describe the home routine gives the judge something real to rely on.

If detention is ordered, it is reviewed as the case moves, and it is different from a final commitment after a case is decided — the next steps explain that difference. While detained, a young person still has rights, including access to a lawyer, medical care, education services in the facility, and protection from harm. A problem inside — illness, bullying, a medicine missed — should be reported to staff, to the lawyer, and to a caregiver at the first contact, not carried in silence.

6. Step five — the case itself: hearings, negotiation, and trial

After arraignment, cases usually move through one or more pre-trial hearings. Lawyers exchange information about the evidence, called discovery — reports, witness names, video, and other materials the law requires to be shared. This is when a lawyer can challenge whether evidence was obtained lawfully, ask the court to exclude certain evidence, and test weaknesses in the allegation before any trial happens.

Many cases are resolved without a trial, through negotiation between the lawyer and the prosecutor, ending in an admission to some or all of an allegation with an agreed or argued disposition. A young person should never be rushed into that choice. The questions to ask a lawyer first include: What evidence do they actually have? What happens to my record and my future under this option? What conditions would I live under, and for how long? If a case does go to trial in Juvenile Court, a judge — rather than a jury, in most juvenile matters — hears the evidence and decides whether the allegation was proved under the required standard. Witnesses testify, lawyers question them, and the young person may testify or remain silent; remaining silent at trial is a right and cannot be treated, in law, as proof of guilt.

Timelines vary. Weeks or months between hearings is common, and waiting is one of the hardest parts. Use the waiting well: stay in school, follow release conditions exactly, and keep every court paper in one folder at home.

7. Step six — disposition: probation, DYS commitment, and other outcomes

If a young person is found delinquent — the juvenile system's finding after an admission or trial — the judge orders a disposition, which is the juvenile equivalent of a sentence. Dispositions are supposed to fit both the act and the young person. Common outcomes, in general terms, include probation in the community, restitution or community service in some cases, participation in programs or counseling, or commitment to the Department of Youth Services, known as DYS.

Probation means living at home under a probation officer's supervision, following written conditions — school attendance, curfew, check-ins, programs, no new offenses — for a set period. Probation is a real chance and a real obligation at once. Missing check-ins or ignoring conditions can lead to a violation hearing, where the judge can add conditions or choose a stricter disposition. Honesty with a probation officer about a slip, raised early with your lawyer's guidance, is almost always safer than hiding it until it surfaces another way.

A DYS commitment means the young person is placed in DYS custody, which can involve a period in a residential or secure program followed by community supervision as they transition home. DYS programs include education and services during placement. The length and path vary with the case and the young person's progress. Families stay involved through visits, calls, and planning meetings as the program allows, and planning for school and home begins well before release day.

Cases can also end in dismissal, or in outcomes that avoid a delinquency finding, depending on the facts and the stage — one more reason a lawyer's advice on your exact facts matters more than any general lesson can.

8. Release, going home, and staying out of the courtroom

Whether the last stage was detention, probation, or a DYS placement, release works best as a plan rather than a date. Before release, know: where you will live, where you will attend school and how you will get there, what conditions are still active and for how long, who your probation officer or DYS caseworker is and how to reach them, and what the first week's schedule looks like, hour by hour. Bored, unstructured first weeks are where old patterns re-enter.

Expect home to feel both good and strange. Caregivers may be relieved and watchful at the same time. Rules may be tighter for a while. That watchfulness usually loosens as the new routine proves itself — attendance, check-ins kept, curfews met. Keep proof of the good stretch: report cards, program certificates, a calendar with every appointment checked off. If old friends pull you toward the exact behavior that started the case, that is information, not disloyalty to notice. Month 12 of this track is devoted to building the fresh start that follows a case, step by step.

One last truth for this month: one case, handled honestly and finished fully, does not have to be the story of your whole life. Young people's records are treated differently from adult records in important ways, which Month 10 explains — along with charges, fines,

and the vocabulary adults use for all of it.

Words to know — Month 9

- **Arraignment** — the first formal court appearance, where the charge is read and the process formally begins.
- **Charge / complaint** — the written allegation that a young person broke a specific law.
- **Detention hearing** — a hearing where a judge decides whether a young person must be held or can be released with conditions before the case ends.
- **Probation** — living in the community under a probation officer's supervision and written conditions.
- **DYS** — the Department of Youth Services, the Massachusetts agency responsible for young people committed by the juvenile court.
- **Disposition** — the judge's decision about consequences and services after a finding in a juvenile case; similar to a sentence in adult court.
- **Discovery** — the exchange of evidence between the sides before trial, as the law requires.
- **Lawyer / attorney** — a licensed legal professional who represents a person in court; a young person in juvenile court has the right to one.
- **Conditions of release** — rules a judge sets while a case is pending, such as curfew, school attendance, or staying away from a person or place.

Myths vs facts — Month 9

- **Myth:** Arraignment is the trial, so everything is decided the first day. **Fact:** Arraignment mainly reads the charge, confirms a lawyer, and sets release conditions; the case itself unfolds afterward.
- **Myth:** Detention and a DYS commitment are the same thing. **Fact:** Detention is holding before the case is finished; a DYS commitment is a disposition ordered after a finding.
- **Myth:** If you cannot afford a lawyer, you have to handle juvenile court alone. **Fact:** A young person has the right to a lawyer, and the court can appoint one when a family cannot afford one.
- **Myth:** Staying silent means you look guilty, so you should explain everything to police immediately. **Fact:** The right to remain silent exists for your protection; explaining is a decision to make with a lawyer, in the proper setting.

What would you do? — Month 9

The situation: Your friend is picked up after a fight outside school and spends the night held instead of going home. In the morning his caregiver is panicking and asks you what happens next, because you just finished this lesson. He has a detention hearing coming, and no lawyer has called yet.

Walk it through:

1. Slow the caregiver down with the order of steps: police contact already happened; a detention hearing decides only whether he stays held or goes home with conditions for now — it is not the trial.
2. Help her build the specific release plan a judge can rely on: who he lives with, the home supervision routine, how he gets to school, and how a curfew would be enforced.
3. Make the lawyer the urgent item: if none has been appointed or contacted, the caregiver should ask the court and probation how to reach the appointed lawyer before the hearing.
4. Gather the practical folder: address, school name, any medicines or health needs, and the caregiver's best phone number, all in one place.
5. Keep your role in bounds: you can share general information and support, and you cannot give legal advice — and saying that limit out loud is itself helpful, because it points the family to the lawyer for decisions.

One more real-life story — Month 9

When Andre had his arraignment, he left the courthouse with three papers, a curfew, and a probation check-in — and he understood almost none of it, because he had been too nervous to listen. The date he misremembered nearly became a missed court date, which could have meant a warrant. His grandmother did two simple things that changed the rest of his case: she pinned every court paper to one folder on the refrigerator, and she made Andre read each condition out loud at the kitchen table until he could explain it in his own words. At his lawyer's suggestion, he also wrote the next court date on the folder itself in large marker. Andre finished probation without a violation — not because the case was easy, but because the paperwork and the dates stopped being a fog.

The lesson: In court, organization is a form of protection. One folder, dates written large, and conditions you can explain in your own words prevent the most common unforced errors.

Try this — Month 9

Draw the process as a road on one sheet of paper, using this lesson only.

- Mark six stops in order: police contact, intake, arraignment, detention hearing (only if held), pre-trial hearings or trial, disposition.

- Under each stop, write one sentence: what is decided there.
- Beside the road, write the three calm sentences from this lesson for a first encounter: asking for a lawyer, asking for a caregiver to be contacted, and asking for the next date in writing.
- At the end of the road, write what a good first week home includes, in your own words.

Resources to keep — Month 9

- Emergency: **911**
- Suicide & Crisis Lifeline: call or text **988**
- Crisis Text Line: text **HOME** to **741741**
- Childhelp National Child Abuse Hotline: **1-800-422-4453**
- SAMHSA National Helpline: **1-800-662-4357**
- A trusted adult, your school counselor or nurse, and your local library can help you find legal-aid information and understand court paperwork. This lesson is information only, not legal advice.

What you earned / what's next — Month 9

Month 9 complete (test score 80% or higher): You can walk the juvenile court process in order — police contact, intake, arraignment, detention hearing, pre-trial steps, and disposition — explain how detention differs from a DYS commitment, describe probation, and name the rights that apply from the first step onward.

What's next: Month 10 — Charges, Fines, and Consequences — and the Vocabulary of the System: what the words adults use actually mean, what fines, fees, and restitution are, and how records and everyday consequences work.

Word Search — Month 9

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

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

Words to find: Arraignment · Probation · Disposition · Discovery

Chapter Test — Month 9

Answer every question. Score 80% or higher to complete this month 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. This lesson is Massachusetts-first general information. What is it NOT?

- A. A plain-language overview
- B. An explanation of vocabulary
- C. A description of typical steps in order
- D. Legal advice for a specific person's case

2. What are the two rights the lesson says matter from the first police conversation?

- A. The right to a phone call home that night and the right to leave
- B. The right to remain silent and the right to a lawyer
- C. The right to argue your case on the spot and the right to refuse identification forever
- D. The right to choose your judge and your court date

3. What is arraignment?

- A. The trial where everything is proved
- B. The final punishment hearing only
- C. The first formal court appearance where the charge is read, a lawyer is confirmed, and release conditions are addressed
- D. A meeting with no judge present

4. What does a detention hearing decide?

- A. Whether the young person must be held or can be released with conditions before the case ends
- B. Whether the young person is delinquent
- C. The final DYS length
- D. Whether the school must expel the student

5. How is detention different from a DYS commitment?

- A. They are exactly the same thing
- B. Detention is holding before the case is finished; a DYS commitment is a disposition after a finding
- C. Detention only happens after a trial
- D. A DYS commitment is only a warning

6. What is probation in juvenile court?

- A. A type of jail for adults
- B. A fine paid to a victim
- C. A school detention
- D. Living at home under a probation officer's supervision and written conditions

7. What is discovery?

- A. Finding a new witness on social media
- B. A judge discovering the verdict
- C. The exchange of evidence between the sides before trial, as the law requires
- D. Searching a young person's room without rules

8. If a family cannot afford a lawyer in juvenile court, what does the lesson say?

- A. The young person has the right to a lawyer, and the court can appoint one
- B. The young person must handle the case alone
- C. Only a caregiver may speak, with no lawyer
- D. The case is automatically dismissed

9. What kind of release plan do judges respond better to at a detention hearing?

- A. General promises like "we'll do better"
- B. A specific plan: who the young person lives with, home supervision, and how they get to school
- C. A plan written by friends
- D. No plan is needed if the caregiver cries

10. What simple habit did Andre's story show protects a case?

- A. Memorizing every law
- B. Throwing papers away to move on
- C. Keeping all court papers in one folder and writing the next date large so dates and conditions are not a fog
- D. Relying only on memory because stress helps focus

Certificate — Month 9

Minister Destiny Testimony Schools

Certificate of Completion — Month 9: The Juvenile Court Process — Detention, DYS, Probation, Step by Step

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 9: The Juvenile Court Process — Detention, DYS, Probation, Step by Step

Date completed: _____

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

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

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Month 10 — Charges, Fines, and Consequences — and the Vocabulary of the System

Minister Destiny Testimony Schools — Youth

The lesson

1. What a charge actually is

A charge is a written claim by the state that a person broke a specific law. Read that sentence again, because two ideas inside it protect you. First, a charge is a claim, not a conclusion — being charged is not the same as being found responsible after the process runs. Second, a charge points to a specific law, which means the state has to connect real evidence to that law's requirements. Vague trouble is not a charge; paperwork that names an alleged act and a law is.

Charges have levels of seriousness. In general terms, less serious offenses carry lighter possible consequences, and more serious offenses — especially those involving harm to a person — carry heavier ones. The same act can also be looked at differently depending on age, which is why young people are in juvenile court in the first place. You may hear adults argue about what the right charge should have been. That argument is normal in the system, and it is one of the main jobs a lawyer does: testing whether the charge fits the evidence and the law.

Never guess what a charge means from its nickname on the street or in a song. Names that sound casual can describe serious allegations, and names that sound terrifying can cover conduct you would not expect. Ask your lawyer to translate your exact charge into plain sentences: What does the state say I did? What would they have to prove? What are the possible outcomes if they prove it?

2. The path from charge to outcome — key words in order

Cases have a life cycle, and each stage has its own vocabulary. After a charge comes arraignment, where it is formally read, as Month 9 explained. Then come pre-trial steps, where evidence is exchanged and lawyers file motions — written requests asking the judge to decide a legal question, such as whether certain evidence can be used. A case may be continued, which simply means postponed to a later date, something that happens often and is not, by itself, good or bad news.

An outcome is called a disposition in juvenile court. A case can be dismissed, meaning it ends without a finding. A young person may admit to facts in some cases, or a case may proceed to trial, where the state must prove the allegation and a judge decides. A finding of delinquency is the juvenile system's determination that the allegation was established. Each of these words — dismissed, admitted, trial, delinquent — carries different consequences for records, money, school, and home, so never treat them as interchangeable.

A warrant deserves its own paragraph because it frightens people out of proportion to its fixability. A warrant is a court order connected, commonly, to a missed court date or an unmet obligation. The danger is real — a warrant can lead to being taken into custody when encountered — but the remedy starts with contact, not hiding: a caregiver and lawyer contacting the court promptly to address it. Hiding converts a paperwork problem into a pattern of avoidance.

3. Fines, fees, and costs — three different buckets of money

Adults often mash all court money into one word, but there are distinct buckets, and knowing which bucket you are looking at changes your options. A fine is a sum of money ordered as a penalty for an offense. Court fees and costs are charges connected to running the case or to specific services and programs the court orders. Surcharges and assessments are additional amounts that may be added by law on top of other sums in some matters. This lesson intentionally gives no amounts: amounts are set by law and by the individual case, they change over time, and any number printed in a general lesson could be wrong for you and mislead your family.

Juvenile cases handle money differently from adult cases in a number of ways, and a caregiver may be drawn into payment questions in ways that surprise families. That is why the paperwork matters so much. For every money item connected to a case, a family should be able to answer: What is this charge called? Who is ordered to pay it? By when? What happens if it is not paid on time? Who do we call to ask for more time or a different arrangement?

If paying would mean missing rent, utilities, or food, do not just stop paying and stop calling. Contact the court or probation as instructed on the paperwork, explain the hardship before the deadline, and ask — through a lawyer where possible — what options exist, such as a payment schedule or a review of the obligation. Courts deal with hardship requests constantly. Silence reads as refusal; an early, documented request reads as responsibility, and the two are treated very differently.

4. Restitution — money with a different purpose

Restitution is not a fine, even though both involve money leaving your household. Restitution is meant to repay a specific person or business for a specific loss the court finds was caused — for example, property that was damaged or taken. Because it is tied to a victim's loss, judges take unpaid restitution seriously, and completing it is often part of showing that repair actually happened.

Restitution is also where documentation protects everyone. Amounts should come from proof of loss, not from a guess in a hallway conversation. Payments should always be made the way the court directs, never as informal cash handed to the other party, and every receipt should be kept in the case folder from Month 9. If a loss amount seems wrong — an item valued far above its real worth, or damage that existed before — that is a lawyer question to raise through the process, not an argument to have with the victim

directly. Direct contact outside the court's structure can violate conditions and create a second problem on top of the first.

When restitution is finished, get written confirmation and keep it. Months later, a single paper proving completion can end a dispute in one minute that memory alone would argue about for an hour.

5. Records — what is kept, who can see it, and what "sealed" means

A record is the system's memory of a case: the charge, the court events, and the outcome. Young people hear two opposite myths about juvenile records — that they vanish automatically at eighteen like they never existed, or that they follow you identically to an adult record forever. The truth, in general terms, sits between those stories. Juvenile records are treated with more protection and less public access than adult records, and Massachusetts law provides ways, in many circumstances, for records to be sealed after certain waiting periods and conditions are met. But sealing is generally something that must be applied for and granted — not a switch that flips itself on a birthday.

Because the details depend on the type of case and its outcome, families should ask a lawyer or a legal-aid clinic a direct question once a case is closed: "What can be done about this record, and when?" Keep the disposition paperwork forever somewhere safe at home; you cannot easily prove an outcome years later without it, and proving an outcome is often the whole point.

School is a separate record world. Your school keeps its own files about attendance and discipline, governed by different rules from court records. A court outcome does not automatically rewrite a school record, and a school action does not decide a court case. When adults in the two systems need to communicate, they do so within rules about what can be shared — and you and your caregiver can ask, plainly, what has been shared and why.

6. Consequences beyond the courtroom — school, home, activities, future

The sentence or disposition is only one layer of consequence, and for many young people it is not even the heaviest layer. At school, a case can overlap with suspension, loss of a team or club position, or a changed daily schedule, because schools apply their own rules to safety and conduct. At home, consequences include tighter supervision, lost trust that must be re-earned in small increments, and stress on caregivers who are juggling court dates, work, and money at the same time.

Looking forward, certain applications in adult life — for jobs, housing, licenses, or programs — ask questions about history, and the correct answer depends on what actually happened in the case, what the record's current status is, and what the question legally asks. Never guess on such a form and never let a friend fill it in for you. A wrong answer given casually can cause more damage than the original case. Legal-aid clinics exist precisely to answer, "How do I answer this question truthfully and lawfully?" for people without money for a lawyer.

None of this is written to frighten you. It is written so that choices made in a hallway in ten seconds are weighed with the full picture visible. When a friend proposes something risky, the vocabulary of this lesson is a tool: name the likely charge in your head, name the buckets of money, name the school and home fallout — and watch how the "fun" drains out of the plan.

7. Probation conditions, violations, and how small slips grow

Probation conditions are the written rules of a community disposition or release: attend school, keep a curfew, report to a probation officer, complete a program, stay away from a listed person or place, commit no new offenses. Think of conditions as the actual contract of the case. The original charge decided whether you entered the system; the conditions decide whether you exit it on schedule.

A violation is a claim that a condition was broken. Not every violation leads to the harshest response — probation officers and judges can respond with warnings, added supports, or adjusted conditions — but every hidden violation tends to be discovered at the worst moment, usually with a new incident attached. The pattern professionals respect is the opposite: early honesty, delivered through the channels your lawyer advises, with a concrete correction already started, such as a missed check-in rescheduled and attended before the hearing about it.

Families can make conditions survivable. Post them where everyone can see them. Build the week's driving, meals, and activities around curfew and check-ins instead of treating them as surprises. If a condition is genuinely impossible as written — a program time that collides with the only bus, a rule that conflicts with a medical appointment — raise it promptly through the lawyer or probation officer and ask for a modification in writing. Working conditions get adjusted; ignored conditions get violated.

8. Speaking the system's language without fear

The vocabulary of courts is old, formal, and — once translated — mostly ordinary. Judges, lawyers, and probation officers use these words all day, and they do not expect a young person to arrive fluent. What they respect is a young person who asks for translation rather than nodding along. Keep these moves ready: "Can you explain that word in plain language?" "Can I have that date and that condition in writing?" "Who do I call if I cannot do what is written here?" Each question is allowed. Each one prevents a misunderstanding that could otherwise be counted against you.

Bring that same translation habit home. Caregivers often leave court more confused than the young person, because they were focused on worry instead of words. A family that sits down the same evening, folder open, and walks through each term and date together starts the next morning as a team instead of as three people carrying three different versions of the case.

Words to know — Month 10

- **Charge** — the written claim that a person broke a specific law; an allegation, not a final finding.
- **Fine** — money ordered as a penalty for an offense.
- **Fees and costs** — charges connected to the case process or to court-ordered services and programs.
- **Restitution** — money ordered to repay a specific victim for a specific loss caused by the offense.
- **Disposition** — the juvenile court's decision about consequences and services after a case is resolved.
- **Dismissed** — a case ended by the court without a finding.
- **Warrant** — a court order, often connected to a missed date or unmet obligation, that can lead to being taken into custody.
- **Sealing** — a legal process that limits who can access a record; it generally must be requested and granted.
- **Violation** — a claim that a condition of probation or release was broken.
- **Motion** — a written request asking a judge to decide a legal question in a case.

Myths vs facts — Month 10

- **Myth:** A fine and restitution are the same thing. **Fact:** A fine is a penalty to the court; restitution repays a specific victim for a specific loss.
- **Myth:** Juvenile records automatically disappear completely on your eighteenth birthday. **Fact:** Juvenile records have extra protections, but sealing generally must be requested and granted; ask a lawyer about your case.
- **Myth:** If you cannot pay what the court ordered, the smart move is to ignore it until it goes away. **Fact:** Contacting the court or probation before the deadline to explain hardship and ask about options is treated very differently from silence.
- **Myth:** Being charged means you have already been found delinquent. **Fact:** A charge is an allegation the state must prove through the court process.

What would you do? — Month 10

The situation: Your case has ended with probation, a program, and two kinds of money ordered — a payment to the court and restitution for a store window you broke. Your caregiver, stressed, says: "Money is money, just hand the store owner cash when we see him, and skip the court payment this month; they'll never notice." You are not sure, but she sounds confident.

Walk it through:

1. Sort the money into this lesson's buckets: restitution repays a specific loss; the court payment is a separate obligation with its own deadline.
2. Spot the risks in the suggestion: cash to the owner leaves no official proof of repayment, approaching the owner may violate your conditions, and skipping the court payment in silence can become a violation.
3. Propose the documented route instead: pay exactly as the court paperwork directs, keep every receipt in the case folder, and get written confirmation when restitution is complete.
4. Address the real problem underneath — money is tight this month — by contacting probation or the court before the deadline, with your caregiver, to explain and ask what options exist.
5. If you are unsure who is right, make the call that protects the record: ask your lawyer before changing any payment the court ordered.

One more real-life story — Month 10

Devon finished his community disposition believing he was "done with court." He threw his papers into a drawer and stopped thinking about them. A year later, an application for a youth program asked a question about past court involvement, and Devon froze — he did not know whether his case had been dismissed or found delinquent, whether anything was still owed, or how to answer truthfully. He almost left the application blank, which would have cost him the program and might have looked like hiding something. Instead, his school counselor connected the family with a legal-aid clinic, which reviewed his disposition paperwork — his grandmother had kept her own copies — confirmed the outcome and that his obligations were complete, and explained how to answer that exact question accurately for his record's status.

The lesson: Your paperwork is part of your future. Keep the disposition, keep the receipts, and when a form asks about your history, get the wording explained by a professional instead of guessing.

Try this — Month 10

Build a one-page "case words" glossary of your own, even if you have never had a case.

- Copy each word from this month's list and rewrite its definition in your own plain words, from memory, then check yourself against the lesson.
- Add a money map: three boxes labeled Fine, Fees/Costs, and Restitution, with one sentence under each about who receives it and why.
- Write the three translation questions from this lesson at the bottom: asking for a word in plain language, asking for a date in writing, and asking who to call.
- Keep the page in a folder at home — the same folder habit this track teaches for any important paperwork.

Resources to keep — Month 10

- Emergency: **911**
- Suicide & Crisis Lifeline: call or text **988**
- Crisis Text Line: text **HOME** to **741741**
- Childhelp National Child Abuse Hotline: **1-800-422-4453**
- SAMHSA National Helpline: **1-800-662-4357**
- A trusted adult, your school counselor or nurse, and your local library can help you find legal-aid information. This lesson is information only, not legal advice.

What you earned / what's next — Month 10

Month 10 complete (test score 80% or higher): You can explain a charge in plain language, sort fines, fees, and restitution into their proper buckets, describe records and sealing without the myths, and use the vocabulary of the system to ask sharp, protective questions.

What's next: Month 11 — Medical and Mental-Health Facilities — What a Stay Is Like, Your Rights: what happens at intake, who you will meet, your rights inside, and how discharge and going home actually work.

Word Search — Month 10

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

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

Words to find: Charge · Fine · Feesandcosts · Restitution · Disposition · Dismissed · Warrant
· Sealing

Chapter Test — Month 10

Answer every question. Score 80% or higher to complete this month 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. What is a charge?

- A. A final finding that someone is delinquent
- B. A written claim by the state that a person broke a specific law — an allegation, not a conclusion
- C. A fine that must be paid immediately
- D. A nickname for any school trouble

2. Why does this lesson give NO amounts for fines or fees?

- A. Because amounts depend on the law and the individual case and change over time, so a general number could mislead
- B. Because court never charges young people money
- C. Because amounts are secret from families
- D. Because money is never part of a disposition

3. How is restitution different from a fine?

- A. Restitution is paid to the court as a penalty
- B. A fine repays a specific victim
- C. Restitution repays a specific person or business for a specific loss the court finds was caused
- D. There is no difference at all

4. If paying a court obligation would mean missing rent or food, what does the lesson advise?

- A. Stop paying and stop calling, and hope it goes away
- B. Borrow cash and hand it to the victim directly
- C. Ignore the paperwork until a warrant arrives
- D. Contact the court or probation before the deadline, explain the hardship, and ask what options exist

5. What is the truth about juvenile records, between the two myths?

- A. They vanish automatically and completely at eighteen
- B. They are treated with more protection than adult records, but sealing generally must be requested and granted
- C. They are identical to adult records forever

D. Anyone can view them online

6. What is a warrant, in the lesson's plain language?

A. A permission slip to miss court

B. A type of restitution

C. A court order, commonly connected to a missed date or unmet obligation, that can lead to being taken into custody

D. A school absence note

7. What should you do when a condition of probation seems impossible as written?

A. Raise it promptly through your lawyer or probation officer and ask for a modification in writing

B. Ignore it until it becomes a violation

C. Ask a friend to follow it for you

D. Break it quietly if your reason is good

8. Why should restitution payments be made exactly as the court directs, with receipts kept?

A. So friends can see you paid

B. Because the victim prefers cash

C. Receipts are not needed if you remember paying

D. Informal cash leaves no official proof, and written confirmation can end later disputes quickly

9. On a future application that asks about your history, what does the lesson advise?

A. Guess, and let a friend fill it in

B. Get the question explained by a lawyer or legal-aid clinic for your record's actual status, rather than guessing

C. Leave it blank — blank is always safest

D. Always answer as if you had an adult record

10. What is a motion?

A. A request to change schools

B. A payment plan for a fine

C. A written request asking a judge to decide a legal question in a case

D. A probation check-in

Certificate — Month 10

Minister Destiny Testimony Schools

Certificate of Completion — Month 10: Charges, Fines, and Consequences — and the Vocabulary of the System

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 10: Charges, Fines, and Consequences — and the Vocabulary of the
System

Date completed: _____

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

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Month 11 — Medical and Mental-Health Facilities — What a Stay Is Like, Your Rights

Minister Destiny Testimony Schools — Youth

The lesson

1. Why a young person might stay in a facility

A facility is an organized place where care happens around the clock. Some facilities are medical: a hospital stay can follow a serious illness, an injury, surgery, or a health problem doctors need to watch closely for a few days. Others focus on mental health: a stay may be recommended when feelings, thoughts, or behavior have become unsafe or too heavy to manage at home for a while — for example, thoughts of harming yourself, a crisis that is not settling, or symptoms that need daily professional care and a safe, structured setting while a treatment plan is built.

How a stay starts varies. A caregiver may bring a young person to an emergency department for evaluation. A doctor, counselor, or crisis team may recommend admission after an assessment. Sometimes police or an ambulance are involved because safety could not wait. However it begins, the purpose professionals state is the same: safety first, then understanding what is happening, then a plan that continues after discharge.

A stay is not a verdict about your character, and it is not a punishment, even when rules feel strict. Structure — set times for meals, groups, and sleep — is part of how facilities keep many young people safe at once and watch health closely. Knowing what to expect turns much of that strangeness into routine within a day or two.

2. Intake — what happens when you arrive

Intake is the arrival process, and it is mostly questions, checks, and paperwork. Staff confirm who you are, why you came, your medical history, allergies, and any medicines you take. They check basics like temperature, blood pressure, height, and weight. For a mental-health admission, they will ask directly about safety — whether you have thoughts of harming yourself or others, what has been happening at home and school, sleep, eating, and what helps you when you are upset. Honest answers at intake are not "getting yourself in trouble"; they are how the team calibrates care to what you actually need.

Belongings are usually reviewed. Facilities commonly hold or restrict items that could be unsafe on a unit — belts, cords, certain toiletries, and electronics are typical examples — and they explain their own list. You may be given hospital clothing for part or all of a stay on some units, or allowed your own comfortable clothes within the rules on others. Rules differ by facility and by unit, so ask what applies where you are, and ask what items family may bring later.

A caregiver is normally part of intake, providing history, insurance or contact information, consent paperwork, and the names of your regular doctor, counselor, and school. If you arrive without a caregiver, staff work to contact family and to arrange the permissions the law and the facility require. Write down, or ask staff to write down for you: the unit's phone number, visiting and phone-call times, and the name of the person coordinating your care. Those three facts are your lifeline for staying connected.

3. The people you will meet

A facility team is larger than most young people expect, and each role is different. Nurses provide day-to-day care, give medicines, check on you through the day and night, and are often the fastest route to help with a physical need or a rising worry. Doctors — including psychiatrists on mental-health units — evaluate, diagnose, oversee treatment, and decide medical questions with the team. Social workers and case managers coordinate with family, school, and outside providers and build the discharge plan. Therapists or counselors run individual and group sessions. Teachers attached to some programs help you keep up with schoolwork so returning is not a cliff. Unit staff or milieu counselors keep the daily routine running and are the adults you will see most between sessions.

You do not have to remember every name on day one. A workable strategy is to identify two people: the nurse or staff member on your shift when you need something immediate, and the social worker or case manager for questions about family contact, school, and discharge. Everyone else will become familiar through the routine.

Ask each professional the questions their role owns. Medicine questions go to the nurse and doctor: What is this? What is it for? What feelings or side effects should I report? Plan questions go to the social worker: When can my family visit? What happens at discharge? If you do not know who owns a question, ask any staff member to point you to the right person — routing questions is part of their job.

4. A typical day inside

Most youth units run on a visible schedule, often posted on a board. Days usually include wake-up and hygiene time, breakfast, health checks and medicines, school or learning time, therapy groups or activities, lunch, rest or quiet time, more groups or individual sessions, phone or visiting time, dinner, evening activities, and a set lights-out. Groups might cover coping skills, emotions, safety planning, communication, or planning for discharge. You will not love every group, and that is normal; attending, listening, and trying one idea from each is a realistic goal that staff notice and respect.

Free time exists but looks different from home. Phones and personal electronics are usually limited or held, shared spaces are supervised, and doors, checks, and counts at set times are routine. Staff checks during the night — brief, regular looks to confirm everyone is safe — can startle new arrivals; knowing they are standard safety practice, not suspicion of you personally, makes them easier to sleep through.

Boredom and homesickness are the two most common complaints, ahead of everything else. A paper notebook, reading material from the allowed list, and the unit's activities carry most young people through. If anxiety spikes, say so before it crests: staff can offer coping tools, a quieter space within the rules, or a check-in rather than waiting for a crisis to announce itself.

5. Your rights during a stay

Being a patient does not cancel your personhood, and being young does not cancel your rights. While details vary by facility and situation, core rights young patients can generally expect include: care that treats you with dignity and without abuse or discrimination; clear explanations of your treatment in language you understand; the chance to ask questions and to say what is or is not helping; privacy for your health information, shared on a need-to-know basis with the team and your caregivers rather than broadcast; contact with family through the unit's calls and visits, unless a specific safety reason limits it; needed medical care, food, hygiene, and sleep; and a way to raise a concern — to a staff member, a supervisor, a patient advocate where one exists, or your caregiver — if you believe you are being mistreated.

If something feels wrong, use your voice in steps. First, name it calmly to the staff member involved: what happened, and what you need. If it continues, ask for a charge nurse or supervisor and repeat the facts, once, clearly. Tell your caregiver at the next call or visit, in concrete detail, and tell your outside counselor or doctor at discharge as well. Write down dates, times, and names while your memory is fresh. A complaint stated in facts is powerful; you do not need to shout to be taken seriously, and shouting can, unfairly or not, distract adults from the facts themselves.

On medicines specifically: you have the right to an explanation of what you are being given and why, every time it changes. If a medicine makes you feel strange — dizzy, wired, flattened, sick — report it promptly and specifically. Adjusting medicines based on patient reports is ordinary medicine, not complaining.

6. Staying connected to family and school

Connection is part of treatment, not a reward for good behavior. Families typically have scheduled phone times and visiting hours, and staff may hold family meetings where the team, the caregivers, and you discuss what is improving, what is still hard, and what home needs to look like at discharge. Use calls for real connection, not only for complaints about the food — though a moment of normal joking with family does more for most young people than they expect.

School connection takes a little organizing. With caregiver permission, the facility or family can let your school know you are receiving medical care — the school generally needs to know you are absent for medical reasons, not your private details — and arrange for assignments or a teacher's lessons to reach you where the program allows. If keeping up is unrealistic during a short, intense stay, the discharge plan can include how missed

work will be handled on return. Either way, ask the question early; a guidance counselor who hears from the family on day two can protect your grades far better than one surprised on the day you walk back in.

Friends are usually a smaller circle during a stay: limited phone lists are common, and social media is generally paused. That pause, while annoying, often lowers the temperature of whatever peer crisis surrounded admission. You can reconnect, on your terms, after discharge.

7. Discharge — how going home actually works

Discharge is a planned handoff, not a sudden release. As the stay nears its end, the team holds discharge planning: Is safety stable? What treatment continues outside — therapy appointments, a doctor for medicines, a school plan? What are the warning signs that things are slipping again, and what will the family do, step by step, if they appear? You should leave with paperwork: a summary, medicines and instructions if any were prescribed, follow-up appointments with dates, and crisis resources. In this school, those resources always include 988 by call or text and the Crisis Text Line at HOME to 741741.

Many young people step down rather than simply stopping care: a day program, intensive outpatient sessions several times a week, or weekly therapy may follow the stay. That is a sign the plan is being taken seriously, not a sign you failed to finish. Attend the first follow-up appointment even if you feel fine — especially if you feel fine. The relationship with the outside therapist is built in calm weeks so it exists in hard ones.

At home, expect an adjustment stretch. Caregivers may hover. Siblings may have questions you do not want to answer; a short, prepared sentence helps — "I was in the hospital getting help, I'm home now, and I don't want to get into details." Sleep, appetite, and energy may take days to return to your rhythm. A follow-up safety plan, written while support is close, should name your warning signs, your coping tools, your trusted adults, and your help lines, exactly as you practiced in Month 6 and Week 4 of the Core.

8. Getting the most from a stay, and afterwards

Three habits separate a stay that changes things from a stay that merely pauses things. First, participate: groups and sessions work in proportion to what you bring to them, and honest effort is visible to the team writing your plan. Second, practice one or two coping tools inside until they are boring — breathing you have done fifty times on a quiet unit is breathing you can find at 2 a.m. at home. Third, tell the truth about discharge fears before discharge day. "I am scared the same fight happens the first night home" is exactly the sentence family meetings exist to hear, because the plan can be adjusted while the whole team is still in the room.

Afterwards, a stay becomes part of your health history — private, and yours to share selectively. You may tell close friends a simple version, tell most people nothing at all, and tell future health professionals the full version, because they need it to care for you well. Choose per person, and let no one pressure the details out of you. Needing a higher level

of care, getting it, and coming home with a plan is a complete, respectable story of handling a hard thing the right way.

Words to know — Month 11

- **Facility** — an organized place, such as a hospital or treatment center, where care is provided around the clock.
- **Intake / admission** — the arrival process of questions, health checks, and paperwork when a stay begins.
- **Unit** — a specific section of a facility where a group of patients stays and receives care.
- **Psychiatrist** — a doctor who specializes in mental health and can prescribe medicine.
- **Case manager / social worker** — a professional who coordinates family, school, and services and builds the discharge plan.
- **Discharge** — the planned end of a stay, when care is handed off to family and outside providers.
- **Step-down care** — follow-up treatment that is less intensive than a facility stay, such as a day program or regular therapy.
- **Patient advocate** — a person whose job is to help patients raise concerns and understand their rights.
- **Follow-up appointment** — a scheduled visit after discharge that continues treatment and checks progress.

Myths vs facts — Month 11

- **Myth:** A mental-health stay is a punishment for bad behavior. **Fact:** It is healthcare in a structured setting, aimed at safety, understanding, and a working plan for home.
- **Myth:** Once you are admitted, you have no say in anything. **Fact:** You can ask questions about every part of your care, say what helps, and raise concerns through staff, supervisors, advocates, and your caregiver.
- **Myth:** Staff checks at night mean they think you did something wrong. **Fact:** Regular checks are standard safety practice for everyone on a unit.
- **Myth:** Discharge means treatment is over. **Fact:** Discharge is a handoff — follow-up appointments and a safety plan continue the care at home.

What would you do? — Month 11

The situation: It is your second day on a mental-health unit. A new medicine is brought with your evening routine, but nobody has told you its name or what it is for, and you feel nervous about taking something unexplained. A peer at the table whispers, "Just refuse

everything — that's how you get out faster."

Walk it through:

1. Separate the two problems: an unexplained medicine is a legitimate question; the peer's strategy is not medical advice and refusing care rarely helps a discharge plan.
2. Use your right to an explanation, calmly and directly: ask the nurse the medicine's name, what it is for, and what effects you should report.
3. If the answer is rushed, ask for the doctor or charge nurse to explain before the next dose — routing the question upward is allowed.
4. Tell your caregiver on your scheduled call what you asked and what you were told, so an outside adult shares the picture.
5. Keep participating in the day's structure; the team planning your discharge weighs engagement and stability, not silence and refusal.

One more real-life story — Month 11

Priya arrived at a medical unit after a severe asthma episode frightened everyone, including Priya, who had been hiding how often she used her rescue inhaler at school because she did not want to seem dramatic. Intake felt endless — questions, a wristband, her belongings listed. But on day two, the routine settled: checks, schoolwork from the program teacher, a respiratory therapist who taught her to track symptoms honestly, and a social worker who arranged for the school nurse to be part of the plan. At discharge, Priya left with a written action plan, a follow-up appointment, and instructions her whole family reviewed together at the table. The biggest change was not a device or a medicine — it was that Priya stopped treating her own warning signs as an embarrassment, which meant the next episode got help an hour earlier instead of a day later.

The lesson: A stay works best when it replaces hiding with a written plan. Honest tracking, named steps, and adults who share the same page are what turn one frightening episode into safer months ahead.

Try this — Month 11

Write a "if I ever had a stay" preparation page, kept privately at home.

- List your regular medicines, allergies, doctor, and counselor, as best you know them — caregivers can help you complete it.
- Write two comfort items you would ask family to bring, if the facility allowed them.
- Write your top three coping tools and the names of your trusted adults.
- Write the three questions from this lesson to ask about any medicine: its name, its purpose, and what to report.
- Add the help lines from this lesson at the bottom, so the page is useful in any health crisis, stay or no stay.

Resources to keep — Month 11

- Emergency: **911**
- Suicide & Crisis Lifeline: call or text **988**
- Crisis Text Line: text **HOME** to **741741**
- Childhelp National Child Abuse Hotline: **1-800-422-4453**
- SAMHSA National Helpline: **1-800-662-4357**
- Poison Control: **1-800-222-1222**
- A trusted adult, your school counselor or nurse, and your local library can help you find health information and local support.

What you earned / what's next — Month 11

Month 11 complete (test score 80% or higher): You can describe intake step by step, name the members of a facility team and what each one does, state your rights during a stay, and explain how discharge planning, step-down care, and a safety plan carry treatment safely home.

What's next: Month 12 — Staying Out of Trouble — Exit Plans, Goals, and a Fresh Start: the closing month, where you build your exit plan from old patterns, set goals you can measure, repair what can be repaired, and finish the full 12-month Youth course.

Word Search — Month 11

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

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

Words to find: Facility · Unit · Psychiatrist · Discharge · Stepdowncare

Chapter Test — Month 11

Answer every question. Score 80% or higher to complete this month 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. What is the stated purpose of a mental-health facility stay?

- A. Punishment for bad behavior
- B. To keep young people away from school
- C. Safety first, then understanding what is happening, then a plan that continues after discharge
- D. To decide a court case

2. What happens at intake?

- A. You are immediately discharged
- B. Questions about history and safety, health checks, medicine and allergy information, and a review of belongings under facility rules
- C. Only a tour, with no questions
- D. Friends are interviewed first

3. Who coordinates family, school, and outside services and builds the discharge plan?

- A. A social worker or case manager
- B. The unit cook
- C. Another patient
- D. A visiting friend

4. Which is a right young patients can generally expect, according to the lesson?

- A. To refuse all explanations of treatment
- B. To have health information shared with everyone at school
- C. To leave any time without a plan
- D. Clear explanations in language you understand, the chance to ask questions, and a way to raise a concern

5. Why do staff do regular checks during the night?

- A. Because they suspect each patient personally
- B. They are standard safety practice for everyone on the unit
- C. To wake patients up for activities
- D. Only when someone has broken a rule

6. If a medicine makes you feel dizzy, wired, or strange, what should you do?

- A. Say nothing — reporting it is complaining
- B. Stop all care immediately
- C. Report it promptly and specifically to the nurse or doctor, because adjusting medicines from patient reports is ordinary medicine
- D. Ask another patient what to do instead of staff

7. What is discharge?

- A. The planned end of a stay, handing care to family and outside providers, with follow-up appointments and crisis resources
- B. A sudden release with no paperwork
- C. The same as intake
- D. A punishment for not finishing groups

8. What is step-down care?

- A. Going back to the start of intake
- B. Follow-up treatment less intensive than a stay, such as a day program or regular therapy
- C. Care that only happens at home with no professionals
- D. A type of school discipline

9. How should school be kept connected during a stay?

- A. Tell the whole school your private details
- B. Never contact the school at all
- C. Have friends post updates for teachers
- D. With caregiver permission, let the school know you are absent for medical care and arrange how work or return will be handled — without sharing private details

10. What were Priya's biggest gains at discharge in the second story?

- A. A new phone and no follow-ups
- B. Permission to skip the school nurse forever
- C. A written action plan, a follow-up appointment, and a family that reviewed the plan together — plus honest symptom tracking instead of hiding
- D. A promise she would never need help again

Certificate — Month 11

Minister Destiny Testimony Schools

Certificate of Completion — Month 11: Medical and Mental-Health Facilities — What a Stay Is Like, Your Rights

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 11: Medical and Mental-Health Facilities — What a Stay Is Like, Your
Rights

Date completed: _____

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

Educational completion certificate only — not a state license, POST certification, or government
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Month 12 — Staying Out of Trouble — Exit Plans, Goals, and a Fresh Start

Minister Destiny Testimony Schools — Youth

The lesson

1. What a fresh start really is — and what it is not

A fresh start is not a magic morning where the past disappears. Records, memories, and other people's caution do not vanish because you decided to change. A fresh start is a pattern, built on purpose, that slowly becomes the truest thing about you: weeks of showing up, obligations finished, promises kept in small denominations. Adults who doubted you at first are rarely won over by a speech. They are won over by a calendar full of ordinary days done right.

It also helps to retire one cruel idea at the start of this month: that a young person who has been in trouble is "a troublemaker" as an identity. You are a person who made certain choices, in certain circumstances, some of which you would now choose differently. Circumstances can be changed, supports can be added, and choices are made fresh each day. The whole 12-month course was built on that belief — from your trusted-adult map in the Core to the court vocabulary of Month 10. This month turns that belief into an operating plan.

Finally, a fresh start is allowed to be quiet. You do not owe anyone an announcement, a post, or a public apology tour. Quiet consistency reaches the people who matter, one kept commitment at a time.

2. Your exit plan — leaving old patterns on purpose

An exit plan is a written plan for leaving the situations that produced your trouble, made before you are standing inside one of them again. Start by naming your pattern honestly, in one paragraph: Where does your trouble usually begin? What time of day, which places, which people, what feeling right before? Most young people find their risk is not "everywhere, always" — it concentrates in a few repeatable scenes. Those scenes are what the plan is for.

Then write your exits, scene by scene:

1. The early exit: how you avoid the scene entirely — a different route home, a different lunch table, declining an invitation the night before instead of at the door.
2. The mid-scene exit: a sentence that leaves without escalating, such as "I'm out — I've got somewhere to be," plus a real destination: home, practice, work, a relative's house.
3. The rescue exit: a trusted adult or friend you can text a code word to, who calls you with a believable reason you must leave, and a way to get home that does not depend on the group.

4. The morning-after exit: if you slip and join in anyway, what you do within 24 hours — tell a trusted adult, make the repair that is possible, and re-enter your routine instead of disappearing into shame for a week.

An exit plan fails when it exists only as good intentions in your head during a calm moment. It works when it is written, shared with one trusted adult, and rehearsed — actually saying the sentences out loud once, so they are in your mouth before you need them under pressure.

3. Goals that can be measured — school, home, and future

Goals fail for a boring reason: they are written as wishes. "Do better in school" cannot be checked on Friday. "Attend every class this week and turn in the two missing assignments by Thursday" can be — and checking it, and seeing it done, is what builds the confidence that wishes never deliver. Build your goals with four parts: the action, the amount, the deadline, and the proof. Proof might be a checked-off calendar, a returned paper, or a counselor's initials. It feels unglamorous. It is also how probation gets finished, grades get rebuilt, and trust gets re-earned — all with the same tool.

Set goals in three lanes so one bad week cannot total the whole plan. A school lane: attendance and one subject to stabilize first, because one repaired class proves the method before you attack all of them. A home lane: one contribution and one responsibility done without being asked — small, visible, repeatable. A future lane: something that pulls you forward, like saving toward a specific item, training for a team or a license when you are eligible, exploring a trade, art, or subject through your local library, or volunteering, which quietly builds references — adults who can truthfully say they watched you work.

Review your goals weekly, briefly, in writing. Cross off what is done without ceremony. Rewrite what failed with a smaller first step, not with self-attack: a missed week usually means the step was too big, the support was missing, or the old pattern got there first — each of which has a fix in this lesson.

4. Your support team — who does what

Staying out of trouble is not a solo sport, even for a private person. Your support team is the set of people and resources you have assembled across this whole course, now given clear jobs. Your trusted adults are for early honesty — hearing about a slip or a temptation while it is still small. Your school counselor or nurse is for school obstacles and health questions. A mentor, coach, faith leader, or program leader is for structure and belonging — the hours of the week when trouble used to schedule itself. Family, where it is safe and possible, is for the daily scaffolding: rides, meals, reminders, and the visible record of your effort.

Belonging deserves its own emphasis. Empty time in the exact hours when old patterns ran is the most common setup for relapse into trouble. Fill those hours deliberately for the first months: a team, a job, a club, a class, a faith or community group, a standing

commitment at home. You are not just avoiding something. You are building a week that has no obvious hole for the old life to climb back through.

Give each supporter one permission in advance: permission to ask you directly how the plan is going, and to hear an honest answer without an explosion. And agree on your side of the bargain — you will answer, and you will raise problems before they become police, court, or emergency problems. That was the promise pattern underneath every month of this course; this month you simply write it down.

5. Repair — finishing what the past still owes

A fresh start goes faster when old business is actually closed. Make a repair list with three columns: what is owed, to whom, and the concrete finishing step. Owed items vary: an unfinished apology, borrowed money or a damaged item a family agreed you would work off, a program or paperwork obligation left hanging, a relationship where a brief, honest sentence is still owed. Courts call some of this restitution and completion of conditions; this lesson's point is wider — unfinished business keeps the past loud, and finishing it turns the volume down for everyone, including you.

Work the list by safety and size. Small, safe repairs first, done completely, build momentum. Repairs that involve a person you are ordered to stay away from are never done by direct contact — those go through a lawyer, probation, or another official channel, exactly as Month 10 taught. A repair you cannot safely or legally make stays on the list with its proper channel noted, not forced.

Some things cannot be repaired to the person harmed; time has passed or contact is impossible. In those cases, adults who work with young people point to living repair: directing effort toward the kind of good that answers the kind of harm — helping younger kids avoid your mistake, community service in the area affected, steady kindness in the same setting where trouble happened. It does not rewrite the past. It writes the next chapter in the same place, which readers of your life will notice.

6. Handling the pull back — slips, labels, and hard days

Plan for the pull back instead of pretending it will not come. Old friends may test whether the new you is real, sometimes with affection, sometimes with mockery: "You've changed" said as an accusation. Decide your answer now, when you are calm: "Yeah, I have. I'm not going back to court." You do not need to condemn them or lecture them; you are allowed to simply leave, use your exit sentences, and let the friendship find its level. Some friendships survive a change of activities. Some do not, and grieving that honestly beats sabotaging your plan to avoid the grief.

Labels will linger in some adults' mouths after your behavior has changed. The counterweight is your record — the folder this course kept telling you to keep: attendance, finished obligations, certificates including this course's, program completions, and any positive notes from teachers or supervisors. Paper does not feel emotional, which is precisely its strength: it answers a label with dates.

Hard days need a written protocol too, because willpower is a poor tool at midnight. Yours should combine this course's strongest parts: the pause plan from Month 7, the coping tools and safety plan from Month 6 and the Core, your exit sentences from this month, and one standing instruction — on the worst day, shrink the goal to the next 24 hours. Get through today lawfully, fed, rested, and connected to one trusted person. Streaks are built one unglamorous day at a time, and a single hard day survived without new trouble is a genuine win.

7. Looking forward — education, work, and your story

With immediate stability built, the future lane of your goals can widen. Education options in Massachusetts towns typically include staying the course to a diploma, credit-recovery routes if you have fallen behind, and vocational and technical paths that teach a trade alongside academics — your school counselor or nurse and your local library can help you find what exists near you without any cost to ask. Each option rewards exactly the skills this year practiced: showing up, finishing paperwork, asking for translation of hard words, and keeping appointments.

Work, when you are old enough and it fits your obligations and conditions, adds money, references, and a daily structure that competes with trouble. So does saving: a small, visible savings goal converts "staying out of trouble" from an avoidance project into a building project, with a number that climbs because you held your plan. Review any conditions you still live under before accepting commitments — a job or program that conflicts with curfew or check-ins must be adjusted on paper first, through the proper channel, not improvised.

Last, your story. You get to decide what your hard chapters mean. Some people eventually use them to help others — mentoring, speaking, working in a helping field. Others close the door and build a private, ordinary, good life, which is equally honorable. Neither choice needs to be made this month. What this month asks is smaller and larger at once: live the pattern, keep the folder, honor the team, finish the repairs — and let the fresh start stop being a plan and start being your description.

Words to know — Month 12

- **Exit plan** — a written plan, made in advance, for avoiding or leaving the situations that led to trouble.
- **Code word** — an agreed word or message that signals a trusted person to help you leave a situation.
- **Measurable goal** — a goal with an action, an amount, a deadline, and proof it was done.
- **Support team** — the trusted adults and professionals, each with a clear role, who back your plan.

- **Repair** — finishing what the past still owes: apologies, repayment, obligations, done through safe and legal channels.
- **Relapse (into old patterns)** — sliding back into the behaviors and scenes that produced trouble; a slip to correct, not an identity.
- **Reference** — an adult who can truthfully describe your work and character to a school, program, or employer.
- **Fresh start** — a new pattern of kept commitments, built over time, that becomes the truest description of you.

Myths vs facts — Month 12

- **Myth:** A fresh start means everyone must forgive and forget instantly. **Fact:** Trust returns through a pattern of kept commitments over time, and your job is the pattern, not controlling other people's timing.
- **Myth:** If you slip once, the whole plan is ruined and you may as well quit. **Fact:** A slip is information with a 24-hour correction plan — tell, repair, and re-enter your routine.
- **Myth:** Real change means announcing it to everyone. **Fact:** Quiet consistency reaches the people who matter; no announcement is owed to anyone.
- **Myth:** Staying out of trouble is only about avoiding bad things. **Fact:** Filling your week with school, work, people, and goals you are building toward is half the protection.

What would you do? — Month 12

The situation: You have kept your plan for six weeks. On Friday, the group from your old pattern invites you out that night — the same route, the same spot where the incident that started your case happened. They laugh when you hesitate: "Six weeks and now you're too good for us?" Your phone buzzes, your stomach drops, and part of you wants to prove you have not changed toward them at all.

Walk it through:

1. Recognize the scene from your exit plan: same people, place, and hour as the original pattern — this is the exact situation the plan was written for.
2. Use your mid-scene exit sentence, prepared in advance: "I'm out — I've got somewhere to be," and actually go to the real destination your plan names.
3. Trigger your rescue layer if pressure rises: send your code word to your trusted person and take the call they return.
4. Decline without condemning: you can say you are not risking court again and mean them no insult; you do not need their agreement for your exit to count.
5. Log the win the next morning in your goal review — a temptation faced and refused is progress with proof, and tell your support person it happened so the team stays real.

One more real-life story — Month 12

At the start of his fresh start, Luis defined his goal as "stay out of trouble until probation ends" — and white-knuckled it, bored, through three empty months, nearly slipping twice out of sheer nothing-to-do. His counselor pushed him to rebuild the goal using this lesson's method. The new version had lanes: school — stabilize his two worst classes with checked-off weekly work; home — cook dinner on Tuesdays without being asked; future — save, in small amounts, toward a tool set for the vocational program he wanted, researched free at his local library. He also filled his old risk hours with a recreation-league team. Probation still ended on the same date. The difference was what he had when it did: a climbing savings number, two repaired grades, a coach who would serve as a reference, and a week too full for the old route home to tempt him.

The lesson: "Stay away from trouble" is a fence. Goals, structure, and a support team are a road. People walk roads much longer than they pace behind fences.

Try this — Month 12

Complete your one-page Fresh Start sheet — the capstone activity of this course.

- Write your pattern paragraph: where, when, with whom, and feeling what, your trouble usually began.
- Write your three exits: early, mid-scene with its sentence, and rescue with its code word and trusted person.
- Write one measurable goal in each lane — school, home, future — with action, amount, deadline, and proof.
- Write your repair list: what is owed, to whom, and the safe finishing step for each item.
- Write your support team with one job beside each name, and keep the finished sheet with your course certificates.

Resources to keep — Month 12

- Emergency: **911**
- Suicide & Crisis Lifeline: call or text **988**
- Crisis Text Line: text **HOME** to **741741**
- Childhelp National Child Abuse Hotline: **1-800-422-4453**
- National Domestic Violence Hotline: **1-800-799-7233**, or text **START** to **88788**
- SAMHSA National Helpline: **1-800-662-4357**
- A trusted adult, your school counselor or nurse, and your local library can help you find programs, education options, and local support.

What you earned / what's next — Month 12

Month 12 complete (test score 80% or higher): You have built a written exit plan, measurable goals in three lanes, a support team with clear jobs, a repair list with safe channels, and a protocol for hard days — and with this month, you have completed the full 12-month Youth course.

You finished the 12-Month Youth Course — here is your final certificate

Minister Destiny Testimony Schools

Certificate of Completion — Youth 12-Month Course

*This certificate is presented by **Minister Destiny Marie Morgan, Minister & Founder***

Awarded to: _____ (write your name here after you download — your name is never collected or stored by this school)

*For completing: **Youth — 12 Months: Safety, Health, the Court Process, and a Fresh Start (Months 1–12)***

Date completed: _____

Congratulations. Over twelve months you built a complete toolkit: trusted adults, online safety, a plan for bullying and hard feelings, honest knowledge about your body and your health, the juvenile court process and its vocabulary in plain language, your rights in medical and mental-health care, and now an exit plan and goals for your fresh start. Carry it with you. I am proud of you. — Minister Destiny Marie Morgan

This is a certificate of educational completion from Minister Destiny Testimony Schools. It is not a state license or a government certification.

What's next: Keep your Fresh Start sheet, your safety plan, and your folder of certificates together. Revisit any month whenever you need it — the course stays open to you — and when you are ready, consider sharing what you learned by being the trusted person for someone younger who is where you started.

Word Search — Month 12

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

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

Words to find: Exitplan · Codeword · Supportteam · Repair · Relapse · Reference ·
Freshstart

Chapter Test — Month 12

Answer every question. Score 80% or higher to complete this month 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. What is a fresh start, in the lesson's definition?

- A. A morning when records and memories magically disappear
- B. A pattern of kept commitments, built over time, that slowly becomes the truest thing about you
- C. A public announcement to everyone you know
- D. Forgetting everyone who ever doubted you

2. What is an exit plan?

- A. A plan to drop out of school
- B. A route for running away from home
- C. A list of excuses for old behavior
- D. A written plan, made in advance, for avoiding or leaving the situations that led to trouble

3. What are the four parts of a measurable goal in this lesson?

- A. Hope, luck, time, and praise
- B. A wish, a poster, a slogan, and a friend
- C. Action, amount, deadline, and proof
- D. Money, grades, fame, and rest

4. Why does the lesson say to fill the exact hours when old patterns ran?

- A. Empty time in those hours is a common setup for sliding back; structure and belonging compete with trouble
- B. To stay too tired to think
- C. So adults stop checking on you
- D. It is not important how those hours are spent

5. How should a repair involving a person you are ordered to stay away from be handled?

- A. Contact them directly and quickly
- B. Through a lawyer, probation, or another official channel — never by direct contact
- C. Ignore the repair list entirely
- D. Ask a friend to deliver cash in person

6. If you slip once, what does the lesson teach?

- A. The whole plan is ruined, so quit
- B. Tell everyone it never happened
- C. Use the 24-hour correction: tell a trusted adult, make the repair that is possible, and re-enter your routine
- D. Wait a month before telling anyone

7. What is the counterweight when old labels linger after your behavior has changed?

- A. Arguing with every adult who uses the label
- B. Changing your name
- C. Avoiding school until people forget
- D. Your record — a folder with attendance, finished obligations, certificates, and positive notes that answers labels with dates

8. In the What Would You Do scenario, the group invites you to the same spot where your case began. What does your exit plan call for first?

- A. Recognize the scene as the exact pattern the plan was written for, use your prepared exit sentence, and go to your real destination
- B. Go along to prove you have not changed toward them
- C. Lecture the group for an hour
- D. Promise to come later and hope they forget

9. What changed for Luis when he rebuilt his goal?

- A. His probation end date moved earlier
- B. He replaced "stay out of trouble" with lanes — school, home, and future — plus filled risk hours, ending with grades, savings, and a reference
- C. He was allowed to stop all check-ins
- D. He no longer needed any support team

10. Completing Month 12 at 80% or higher means what for this course?

- A. You must now handle everything alone with no help lines
- B. You receive a state license
- C. You earn this month's certificate and complete the full 12-month Youth course, with your name written in by you after download
- D. Your school grades are automatically changed

Certificate — Month 12

Minister Destiny Testimony Schools

Certificate of Completion — Month 12: Staying Out of Trouble — Exit Plans, Goals, and a Fresh Start

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Month 12: Staying Out of Trouble — Exit Plans, Goals, and a Fresh Start

Date completed: _____

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

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

Minister Destiny Testimony Schools — Youth

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Course Certificate

For finishing every month in this course, tests passed at 80% or higher:

Minister Destiny Testimony Schools

Certificate of Completion — Minister Destiny Testimony Schools — Youth — Complete Course

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Youth

Minister Destiny Testimony Schools — Youth — Complete Course

Date completed: _____

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

Congratulations. You finished all twelve months. You know how to keep yourself and your friends safer — at home, online, at school, and in the systems you may face — and you have a plan for your fresh start. I am proud of you. — Minister Destiny Marie Morgan

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

Minister Destiny Testimony Schools — Youth

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My Agenda — Course Tracker & Planner

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

Course tracker

Unit	Done	Date	Test score	Grade
Month 1 — Safety at Home and Knowing a Trusted Adult				
Month 2 — Online Safety — Strangers, Grooming, Sexting, and Sextortion				
Month 3 — Bullying and Cyberbullying — What to Do, How to Help a Friend				
Month 4 — Dating, Consent, and Healthy Relationships				
Month 5 — Peer Pressure, Vaping, Drugs, and Alcohol				
Month 6 — Mental Health — Feeling Overwhelmed, Asking for Help, Staying Safe				
Month 7 — Trouble at School, Running Away, and Safer Choices				
Month 8 — Your Body, Your Health, and Questions You Are Scared to Ask				
Month 9 — The Juvenile Court Process — Detention, DYS, Probation, Step by Step				
Month 10 — Charges, Fines, and Consequences — and the Vocabulary of the System				
Month 11 — Medical and Mental-Health Facilities — What a Stay Is Like, Your Rights				

Unit	Done	Date	Test score	Grade
Month 12 — Staying Out of Trouble — Exit Plans, Goals, and a Fresh Start				

My goals

Write the goals you are working toward — for this course, and for yourself.

Weekly planner — Week 1

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Notes

Weekly planner — Week 2

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Notes

Weekly planner — Week 3

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Notes

Weekly planner — Week 4

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Notes

Monthly Progress Reports

One report for each month of the course. Fill it in as you go — the four weeks, the chapter test score, the letter grade (A 90–100 · B 80–89 · C 70–79 · D 60–69 · F below 60), and your running course average (add up your best test scores so far and divide by the number of tests taken). Passing is 80% or higher.

Progress Report — Month 1

Safety at Home and Knowing a Trusted Adult

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 2

Online Safety — Strangers, Grooming, Sexting, and Sextortion

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 3

Bullying and Cyberbullying — What to Do, How to Help a Friend

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 4

Dating, Consent, and Healthy Relationships

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 5

Peer Pressure, Vaping, Drugs, and Alcohol

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 6

Mental Health — Feeling Overwhelmed, Asking for Help, Staying Safe

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 7

Trouble at School, Running Away, and Safer Choices

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 8

Your Body, Your Health, and Questions You Are Scared to Ask

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 9

The Juvenile Court Process — Detention, DYS, Probation, Step by Step

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 10

Charges, Fines, and Consequences — and the Vocabulary of the System

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 11

Medical and Mental-Health Facilities — What a Stay Is Like, Your Rights

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Progress Report — Month 12

Staying Out of Trouble — Exit Plans, Goals, and a Fresh Start

Week 1 — study: _____ Done

Week 2 — study: _____ Done

Week 3 — study: _____ Done

Week 4 — chapter test: _____ Done

Chapter test score: _____ %

Letter grade: _____

Running course average: _____ %

Certificate earned this month: Yes Not yet

One thing I learned this month:

Resources to Keep

Every resource from this course, in one place. Keep this page.

- 911 — call if you or someone else is in danger right now.
- 988 (call/text) — call or text 988 any time for emotional distress or a crisis.
- Crisis Text Line — text HOME to 741741 to connect with a live counselor by text.
- Childhelp National Child Abuse Hotline — 1-800-422-4453 — call if home is the problem or you are worried about abuse or neglect.
- National Domestic Violence Hotline — 1-800-799-7233 / text START to 88788 — if there is violence or fear between adults at home, this line helps with safety planning.
- A trusted adult, your school counselor, or your school nurse — people in your daily life who can listen and act.
- 911 — call if you are in danger right now or someone threatens to come to you in person.
- 988 (call/text) — call or text 988 any time for support during a crisis or frightening situation.
- Crisis Text Line — text HOME to 741741 if you would rather type than talk.
- CyberTipline — report.cybertip.org / 1-800-843-5678 — report online exploitation, grooming, or threats to share images.
- Take It Down — takeitdown.ncmec.org — free help to remove or stop the spread of images of minors online.
- Childhelp — 1-800-422-4453 — help if an adult, online or in person, is hurting or pressuring you.
- 911 — call if there are threats of violence, a weapon, or a plan to hurt someone soon.
- 988 (call/text) — call or text 988 any time, for yourself or for a friend who is struggling because of bullying.
- Crisis Text Line — text HOME to 741741 to talk by text when speaking out loud is hard.
- Childhelp — 1-800-422-4453 — help if bullying connects to abuse or unsafe conditions at home.
- CyberTipline — report.cybertip.org / 1-800-843-5678 — report sexual content, threats, or exploitation online.
- Your school counselor, a trusted adult, or your school nurse — the fastest in-person help for school bullying, especially with screenshots in hand.
- 911 — call if you are threatened, followed, or in danger right now.
- 988 (call/text) — call or text 988 any time you feel overwhelmed or unsafe in a relationship.

- Crisis Text Line — text HOME to 741741 to talk by text with a live counselor.
- National Domestic Violence Hotline — 1-800-799-7233 / text START to 88788 — dating and relationship abuse help, including safety planning.
- RAINN — 1-800-656-4673 — help for sexual pressure, coercion, or assault, free and confidential.
- CyberTipline — report.cybertip.org / 1-800-843-5678 and Take It Down — takeitdown.ncmec.org — if photos are requested, threatened, or shared.
- 911 — call immediately for alcohol poisoning, an overdose, or anyone who will not wake up or is breathing slowly.
- 988 (call/text) — call or text 988 any time substances and hard feelings are tangled together, or you need support.
- Crisis Text Line — text HOME to 741741 to talk by text when you need help deciding what to do.
- SAMHSA — 1-800-662-4357 — confidential information and referrals for substance use help, for yourself or a friend.
- Poison Control — 1-800-222-1222 — fast guidance if someone swallowed an unknown pill or substance and is still awake and breathing.
- Childhelp — 1-800-422-4453 — help if substance use at home is making home unsafe.
- Your school counselor or school nurse — judgment-free first steps and local resources to keep.
- 911 — call if you or someone else might act on harmful thoughts soon, or anyone is in immediate danger.
- 988 (call/text) — call or text 988, 24/7, for emotional distress or thoughts of suicide, for yourself or about a friend.
- Crisis Text Line — text HOME to 741741 to connect by text if talking out loud is hard.
- Childhelp — 1-800-422-4453 — help if home is the source of the stress or harm.
- SAMHSA — 1-800-662-4357 — information and referrals for mental health and substance use support.
- Your school counselor, your school nurse, or a trusted adult — in-person support who can stay involved over time.
- Emergency: 911
- Suicide & Crisis Lifeline: call or text 988
- Crisis Text Line: text HOME to 741741
- Childhelp National Child Abuse Hotline: 1-800-422-4453
- National Domestic Violence Hotline: 1-800-799-7233, or text START to 88788
- A trusted adult, your school counselor or nurse, and your local library can help you find local support during open hours.

- RAINN: 1-800-656-4673
- Poison Control: 1-800-222-1222
- Your school counselor or nurse, a trusted adult, and your local library can help you find reliable health information.
- SAMHSA National Helpline: 1-800-662-4357
- A trusted adult, your school counselor or nurse, and your local library can help you find legal-aid information and understand court paperwork. This lesson is information only, not legal advice.
- A trusted adult, your school counselor or nurse, and your local library can help you find legal-aid information. This lesson is information only, not legal advice.
- A trusted adult, your school counselor or nurse, and your local library can help you find health information and local support.
- A trusted adult, your school counselor or nurse, and your local library can help you find programs, education options, and local support.

Answer Key

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

Month 1 Test — Safety at Home and Knowing a Trusted Adult

1. An adult who believes you, does not hurt you, and will act to help
2. Three — because one person might not be reachable
3. Never keep that kind of secret — tell a trusted adult
4. Tell the next trusted adult on your map — keep telling until someone acts
5. A professional like a teacher or nurse who is required by law to report when a child may be abused or neglected
6. Texting HOME to 741741 (Crisis Text Line) or texting a trusted adult
7. An adult often hurts or threatens people in the home and you feel afraid to go home
8. Tell a trusted adult the same day — safety secrets are not promises you have to keep
9. A safe place, a safe person, code words, and essentials ready

Month 2 Test — Online Safety — Strangers, Grooming, Sexting, and Sextortion

1. When someone slowly builds a child's trust in order to use or harm them
2. Someone gives you lots of gifts and compliments and asks you to keep the friendship secret from adults
3. Because photos can be screenshotted, saved, and shared in seconds — once it leaves your phone you don't control it
4. Sextortion — a crime committed by the person threatening you
5. Stop replying, save the threats as evidence, block and report, and tell a trusted adult today
6. Stop, don't share personal details, block if the pressure continues, and tell a trusted adult
7. Keep accounts private and only accept people you actually know in real life
8. Never meet an online-only person — and tell a trusted adult they asked
9. False — telling a trusted adult early is how images get taken down and threats get stopped; services like Take It Down and the CyberTipline exist for exactly this

Month 3 Test — Bullying and Cyberbullying — What to Do, How to Help a Friend

1. It is repeated, on purpose, and there is a power difference
2. Save screenshots with dates — evidence turns "he said/she said" into action

3. The audience is part of the power bullying runs on; you can starve it, support the target, and report it
4. This is a safety secret — support him, save evidence, and tell a trusted adult, because campaigns with screenshots don't stop on their own
5. A bystander who acts — supports the target, refuses to feed the bullying, and tells an adult
6. Replying angrily in writing — it becomes the screenshot they use against you
7. Go to the next trusted adult on your map, with your evidence — schools are required to respond to bullying reports
8. When it includes threats of violence, weapons, sexual content, a plan to hurt someone, or talk of self-harm
9. Stop, delete what you can, apologize like you mean it, and don't do it again

Month 4 Test — Dating, Consent, and Healthy Relationships

1. A clear, freely given yes to something specific that can be taken back at any time
2. Agreeing to one thing is not agreeing to everything else — each step needs its own yes
3. That the line is heard the first time, without arguing, sulking, or testing it again
4. Demanding your passwords, live location, and instant replies at all times
5. Pressure that uses guilt, threats, or wearing you down to get a yes that is not freely given
6. Both people keep their friends, family time, and hobbies, and disagreements are handled with words, not fear
7. Stop — hesitation, freezing, pulling away, or going quiet means there is no clear yes
8. Say no plainly, leave the conversation if pressure continues, and tell a trusted adult
9. Say what you have noticed with care, offer to go with them to tell a trusted adult, and stay connected
10. Threatening to share private photos or messages if you leave or say no

Month 5 Test — Peer Pressure, Vaping, Drugs, and Alcohol

1. The push to match a group to fit in, which can be laughter, teasing, or silence — not just direct threats
2. Say a short, calm line like 'I'm good, thanks,' change the activity, or leave using a planned exit
3. Most vapes contain nicotine, which can addict a developing brain and irritate lungs
4. Call 911 immediately — it is a medical emergency
5. A tiny amount can stop breathing, and it is hidden in fake pills that look like real medicine

6. Never take a pill that did not come from a pharmacy through a trusted adult — looks cannot prove safety
7. Never ride with an impaired driver — call a trusted adult or use your code word instead
8. Most teens do not vape daily or drink regularly — use looks more common than it is
9. Tell a trusted adult — dangerous use is a safety secret, and early help protects your friend
10. 1-800-662-4357 (SAMHSA)

Month 6 Test — Mental Health — Feeling Overwhelmed, Asking for Help, Staying Safe

1. Weeks of feeling down, losing interest in everything, and feeling hopeless
2. 988
3. Take it seriously, stay connected, and tell a trusted adult tonight — and you can call/text 988 yourself for guidance
4. False — asking directly opens the door for them to tell the truth; it does not create the idea
5. "I promise to keep it secret if you tell me you want to die."
6. Slow breathing with longer exhales, cold water on your face, or moving your body
7. Your warning signs, your calm-down tools, your people, your safe places, and the help lines saved as contacts
8. Yes — 988 coaches friends and family on how to help someone else, too
9. The Certificate of Completion from Minister Destiny Testimony Schools — your name written in by you after download, never collected

Month 7 Test — Trouble at School, Running Away, and Safer Choices

1. "I left class without permission three times this week" — plain facts about what happened
2. Small problems are easier to repair before adults find out all at once
3. Stop talking, put space between you and the problem, and go to an adult
4. What happens next, how long it lasts, and who your family can contact with questions
5. A feeling — like shame, fear, anger, or feeling unheard
6. Someone you barely know offering everything you need but asking for secrecy, photos, or favors in return
7. Going to a public, staffed place during open hours and calling a trusted adult to make a plan
8. Acknowledge, restore, and change

9. It is specific and short, naming what you did and what you will do next time
10. Send one locating message to a trusted adult: where you are, who is with you, and that you will talk about a safe way home

Month 8 Test — Your Body, Your Health, and Questions You Are Scared to Ask

1. Chemical messengers in the body that guide growth and body changes
2. Timing varies widely, and early or late compared with friends is usually normal
3. Severe pain, very heavy bleeding, a spreading rash, or lasting pain
4. Bathe regularly, wear clean underwear and socks daily, and wash hands with soap
5. Food, movement, sleep, and screens
6. Height, weight, and blood pressure checks, questions about health and daily life, an exam, and vaccines or tests if needed for your age
7. If someone is hurting you, or you may seriously hurt yourself or someone else, professionals must act to protect safety
8. No one should touch your private parts or ask for sexual pictures, except a real medical exam explained to you for your health
9. Write it down and ask a doctor, school nurse, counselor, or trusted adult, one question at a time
10. Listen, do not laugh or spread it, and encourage them to tell a trusted adult or health professional
11. Ask questions, say clearly what you feel, and ask a trusted adult to help you speak up or ask for a second opinion

Month 9 Test — The Juvenile Court Process — Detention, DYS, Probation, Step by Step

1. Legal advice for a specific person's case
2. The right to remain silent and the right to a lawyer
3. The first formal court appearance where the charge is read, a lawyer is confirmed, and release conditions are addressed
4. Whether the young person must be held or can be released with conditions before the case ends
5. Detention is holding before the case is finished; a DYS commitment is a disposition after a finding
6. Living at home under a probation officer's supervision and written conditions
7. The exchange of evidence between the sides before trial, as the law requires
8. The young person has the right to a lawyer, and the court can appoint one

9. A specific plan: who the young person lives with, home supervision, and how they get to school
10. Keeping all court papers in one folder and writing the next date large so dates and conditions are not a fog

Month 10 Test — Charges, Fines, and Consequences — and the Vocabulary of the System

1. A written claim by the state that a person broke a specific law — an allegation, not a conclusion
2. Because amounts depend on the law and the individual case and change over time, so a general number could mislead
3. Restitution repays a specific person or business for a specific loss the court finds was caused
4. Contact the court or probation before the deadline, explain the hardship, and ask what options exist
5. They are treated with more protection than adult records, but sealing generally must be requested and granted
6. A court order, commonly connected to a missed date or unmet obligation, that can lead to being taken into custody
7. Raise it promptly through your lawyer or probation officer and ask for a modification in writing
8. Informal cash leaves no official proof, and written confirmation can end later disputes quickly
9. Get the question explained by a lawyer or legal-aid clinic for your record's actual status, rather than guessing
10. A written request asking a judge to decide a legal question in a case

Month 11 Test — Medical and Mental-Health Facilities — What a Stay Is Like, Your Rights

1. Safety first, then understanding what is happening, then a plan that continues after discharge
2. Questions about history and safety, health checks, medicine and allergy information, and a review of belongings under facility rules
3. A social worker or case manager
4. Clear explanations in language you understand, the chance to ask questions, and a way to raise a concern
5. They are standard safety practice for everyone on the unit
6. Report it promptly and specifically to the nurse or doctor, because adjusting medicines from patient reports is ordinary medicine

7. The planned end of a stay, handing care to family and outside providers, with follow-up appointments and crisis resources
8. Follow-up treatment less intensive than a stay, such as a day program or regular therapy
9. With caregiver permission, let the school know you are absent for medical care and arrange how work or return will be handled — without sharing private details
10. A written action plan, a follow-up appointment, and a family that reviewed the plan together — plus honest symptom tracking instead of hiding

Month 12 Test — Staying Out of Trouble — Exit Plans, Goals, and a Fresh Start

1. A pattern of kept commitments, built over time, that slowly becomes the truest thing about you
2. A written plan, made in advance, for avoiding or leaving the situations that led to trouble
3. Action, amount, deadline, and proof
4. Empty time in those hours is a common setup for sliding back; structure and belonging compete with trouble
5. Through a lawyer, probation, or another official channel — never by direct contact
6. Use the 24-hour correction: tell a trusted adult, make the repair that is possible, and re-enter your routine
7. Your record — a folder with attendance, finished obligations, certificates, and positive notes that answers labels with dates
8. Recognize the scene as the exact pattern the plan was written for, use your prepared exit sentence, and go to your real destination
9. He replaced "stay out of trouble" with lanes — school, home, and future — plus filled risk hours, ending with grades, savings, and a reference
10. You earn this month's certificate and complete the full 12-month Youth course, with your name written in by you after download

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.

Month 1 — Safety at Home and Knowing a Trusted Adult

- 911 — call if you or someone else is in danger right now.
- 988 (call/text) — call or text 988 any time for emotional distress or a crisis.
- Crisis Text Line — text HOME to 741741 to connect with a live counselor by text.
- Childhelp National Child Abuse Hotline — 1-800-422-4453 — call if home is the problem or you are worried about abuse or neglect.
- National Domestic Violence Hotline — 1-800-799-7233 / text START to 88788 — if there is violence or fear between adults at home, this line helps with safety planning.
- A trusted adult, your school counselor, or your school nurse — people in your daily life who can listen and act.
- If you are in danger right now: call 911. If you cannot talk out loud, text HOME to 741741 (Crisis Text Line) or call or text 988 any time, day or night.
- Help lines: 988 (call/text) · Crisis Text Line (text HOME to 741741) · Childhelp 1-800-422-4453.

Month 2 — Online Safety — Strangers, Grooming, Sexting, and Sextortion

- 911 — call if you are in danger right now or someone threatens to come to you in person.
- 988 (call/text) — call or text 988 any time for support during a crisis or frightening situation.
- Crisis Text Line — text HOME to 741741 if you would rather type than talk.
- CyberTipline — report.cybertip.org / 1-800-843-5678 — report online exploitation, grooming, or threats to share images.
- Take It Down — takeitdown.ncmec.org — free help to remove or stop the spread of images of minors online.
- Childhelp — 1-800-422-4453 — help if an adult, online or in person, is hurting or pressuring you.
- If you are in danger right now: call 911. If you cannot talk out loud, text HOME to 741741 (Crisis Text Line) or call or text 988 any time, day or night.

- Help lines: 988 (call/text) · Crisis Text Line (text HOME to 741741) · Childhelp 1-800-422-4453.

Month 3 — Bullying and Cyberbullying — What to Do, How to Help a Friend

- 911 — call if there are threats of violence, a weapon, or a plan to hurt someone soon.
- 988 (call/text) — call or text 988 any time, for yourself or for a friend who is struggling because of bullying.
- Crisis Text Line — text HOME to 741741 to talk by text when speaking out loud is hard.
- Childhelp — 1-800-422-4453 — help if bullying connects to abuse or unsafe conditions at home.
- CyberTipline — report.cybertip.org / 1-800-843-5678 — report sexual content, threats, or exploitation online.
- Your school counselor, a trusted adult, or your school nurse — the fastest in-person help for school bullying, especially with screenshots in hand.
- If you are in danger right now: call 911. If you cannot talk out loud, text HOME to 741741 (Crisis Text Line) or call or text 988 any time, day or night.
- Help lines: 988 (call/text) · Crisis Text Line (text HOME to 741741) · Childhelp 1-800-422-4453.

Month 4 — Dating, Consent, and Healthy Relationships

- 911 — call if you are threatened, followed, or in danger right now.
- 988 (call/text) — call or text 988 any time you feel overwhelmed or unsafe in a relationship.
- Crisis Text Line — text HOME to 741741 to talk by text with a live counselor.
- National Domestic Violence Hotline — 1-800-799-7233 / text START to 88788 — dating and relationship abuse help, including safety planning.
- RAINN — 1-800-656-4673 — help for sexual pressure, coercion, or assault, free and confidential.
- CyberTipline — report.cybertip.org / 1-800-843-5678 and Take It Down — takeitdown.ncmec.org — if photos are requested, threatened, or shared.
- If you are in danger right now: call 911. If you cannot talk out loud, text HOME to 741741 (Crisis Text Line) or call or text 988 any time, day or night.
- Help lines: 988 (call/text) · Crisis Text Line (text HOME to 741741) · Childhelp 1-800-422-4453.

Month 5 — Peer Pressure, Vaping, Drugs, and Alcohol

- 911 — call immediately for alcohol poisoning, an overdose, or anyone who will not wake up or is breathing slowly.

- 988 (call/text) — call or text 988 any time substances and hard feelings are tangled together, or you need support.
- Crisis Text Line — text HOME to 741741 to talk by text when you need help deciding what to do.
- SAMHSA — 1-800-662-4357 — confidential information and referrals for substance use help, for yourself or a friend.
- Poison Control — 1-800-222-1222 — fast guidance if someone swallowed an unknown pill or substance and is still awake and breathing.
- Childhelp — 1-800-422-4453 — help if substance use at home is making home unsafe.
- Your school counselor or school nurse — judgment-free first steps and local resources to keep.
- If you are in danger right now: call 911. If you cannot talk out loud, text HOME to 741741 (Crisis Text Line) or call or text 988 any time, day or night.
- Help lines: 988 (call/text) · Crisis Text Line (text HOME to 741741) · Childhelp 1-800-422-4453.

Month 6 — Mental Health — Feeling Overwhelmed, Asking for Help, Staying Safe

- 911 — call if you or someone else might act on harmful thoughts soon, or anyone is in immediate danger.
- 988 (call/text) — call or text 988, 24/7, for emotional distress or thoughts of suicide, for yourself or about a friend.
- Crisis Text Line — text HOME to 741741 to connect by text if talking out loud is hard.
- Childhelp — 1-800-422-4453 — help if home is the source of the stress or harm.
- SAMHSA — 1-800-662-4357 — information and referrals for mental health and substance use support.
- Your school counselor, your school nurse, or a trusted adult — in-person support who can stay involved over time.
- If you are in danger right now: call 911. If you cannot talk out loud, text HOME to 741741 (Crisis Text Line) or call or text 988 any time, day or night.
- Myth: If someone mentions suicide as a joke, it is never serious. Fact: You cannot tell serious from joking from the outside. Treat every mention as real, stay connected, and bring in an adult and 988.
- Bring in adults — tonight, not tomorrow. Tell your parent or his, or another trusted adult, exactly what he wrote. Call or text 988 and ask them what to do; they coach friends and family through this all the time.
- Help lines: 988 (call/text) · Crisis Text Line (text HOME to 741741) · Childhelp 1-800-422-4453.

Month 7 — Trouble at School, Running Away, and Safer Choices

- Emergency: 911
- Suicide & Crisis Lifeline: call or text 988
- Crisis Text Line: text HOME to 741741
- Childhelp National Child Abuse Hotline: 1-800-422-4453
- National Domestic Violence Hotline: 1-800-799-7233, or text START to 88788
- A trusted adult, your school counselor or nurse, and your local library can help you find local support during open hours.
- If you are in danger right now: call 911. You can also call or text 988, or text HOME to 741741 for the Crisis Text Line, any time, day or night.
- Walk to a staffed, public place nearby and call your school counselor or nurse, a trusted relative, or 988 for help planning your next step.

Month 8 — Your Body, Your Health, and Questions You Are Scared to Ask

- Emergency: 911
- Suicide & Crisis Lifeline: call or text 988
- Crisis Text Line: text HOME to 741741
- Childhelp National Child Abuse Hotline: 1-800-422-4453
- RAINN: 1-800-656-4673
- Poison Control: 1-800-222-1222
- Your school counselor or nurse, a trusted adult, and your local library can help you find reliable health information.
- If you are in danger right now: call 911. You can also call or text 988, or text HOME to 741741 for the Crisis Text Line, any time, day or night.
- If something already happened, it was not your fault, no matter what you wore, said, or did before it. Tell a trusted adult, or call Childhelp at 1-800-422-4453 or RAINN at 1-800-656-4673.

Month 9 — The Juvenile Court Process — Detention, DYS, Probation, Step by Step

- Emergency: 911
- Suicide & Crisis Lifeline: call or text 988
- Crisis Text Line: text HOME to 741741
- Childhelp National Child Abuse Hotline: 1-800-422-4453
- SAMHSA National Helpline: 1-800-662-4357
- A trusted adult, your school counselor or nurse, and your local library can help you find legal-aid information and understand court paperwork. This lesson is information

only, not legal advice.

- If you are in danger right now: call 911. You can also call or text 988, or text HOME to 741741 for the Crisis Text Line, any time, day or night.

Month 10 — Charges, Fines, and Consequences — and the Vocabulary of the System

- Emergency: 911
- Suicide & Crisis Lifeline: call or text 988
- Crisis Text Line: text HOME to 741741
- Childhelp National Child Abuse Hotline: 1-800-422-4453
- SAMHSA National Helpline: 1-800-662-4357
- A trusted adult, your school counselor or nurse, and your local library can help you find legal-aid information. This lesson is information only, not legal advice.
- If you are in danger right now: call 911. You can also call or text 988, or text HOME to 741741 for the Crisis Text Line, any time, day or night.

Month 11 — Medical and Mental-Health Facilities — What a Stay Is Like, Your Rights

- Emergency: 911
- Suicide & Crisis Lifeline: call or text 988
- Crisis Text Line: text HOME to 741741
- Childhelp National Child Abuse Hotline: 1-800-422-4453
- SAMHSA National Helpline: 1-800-662-4357
- Poison Control: 1-800-222-1222
- A trusted adult, your school counselor or nurse, and your local library can help you find health information and local support.
- If you are in danger right now: call 911. You can also call or text 988, or text HOME to 741741 for the Crisis Text Line, any time, day or night.

Month 12 — Staying Out of Trouble — Exit Plans, Goals, and a Fresh Start

- Emergency: 911
- Suicide & Crisis Lifeline: call or text 988
- Crisis Text Line: text HOME to 741741
- Childhelp National Child Abuse Hotline: 1-800-422-4453
- National Domestic Violence Hotline: 1-800-799-7233, or text START to 88788
- SAMHSA National Helpline: 1-800-662-4357

- A trusted adult, your school counselor or nurse, and your local library can help you find programs, education options, and local support.
- If you are in danger right now: call 911. You can also call or text 988, or text HOME to 741741 for the Crisis Text Line, any time, day or night.

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.

Contact: ministerdestinymariemorgan@gmail.com

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 — Youth

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