FORGE

Handouts & Forms

Phase 1: Foundation · Know Yourself · Weeks 1–12

The papers the Facilitator Guide, Phase 1, has you copy and hand out or fill in, full size and in session order. Photocopy from this book, one side per sheet; keep this copy clean. Cards print several to a page: cut them apart. Pages marked **facilitator** are your own records. Worksheets already in the participant workbook are not repeated here. Pages marked **next workbook** are printed in the next edition of the participant workbook; until your men have that edition, copy them from here.

SESSION	HANDOUT	COPIES	PAGE
1	**Participant Commitment**	1 per participant (collect and file)	3
4	**Sample Thinking Reports** NEXT WORKBOOK	1 per participant	4
5	**The 8 Thinking Errors** NEXT WORKBOOK	1 per participant	5
7	**Emotion Wheel** NEXT WORKBOOK	1 per participant, plus 1 enlarged for the group	6
8	**The Escalation Curve** NEXT WORKBOOK	1 per participant, plus 1 enlarged for the group	7
10	**ACE Questionnaire**	1 per participant (private; never collected)	8
10	**Trauma: The Three E's** NEXT WORKBOOK	1 per participant	9
11	**The Four Trauma Responses** NEXT WORKBOOK	1 per participant	10
12	**Safe Coping Cards**	1 sheet per 4 participants (cut apart)	11
13	**The 5 Components of Active Listening** NEXT WORKBOOK	1 per participant	12
14	**Communication Styles** NEXT WORKBOOK	1 per participant	13
14–15	**Style and Feedback Record** FACILITATOR	1 for the cohort	14
15	**SBI Feedback Model** NEXT WORKBOOK	1 per participant	15
16	**The Heat Scale** NEXT WORKBOOK	1 per participant	16
16	**The FORGE 5-Step Conflict Resolution Model** NEXT WORKBOOK	1 per participant	17
16	**Heat-Scale Scenario Cards**	1 set per group (cut apart)	18
16	**Scenario Rating Exercise** NEXT WORKBOOK	1 per participant	19
17	**De-escalation Checklist** NEXT WORKBOOK	1 per participant	20
18	**Mediation Ground Rules & Agreement** NEXT WORKBOOK	1 per participant, plus 1 per mediation	21
19	**The Accountability Spectrum** NEXT WORKBOOK	1 per participant	22
20	**The 4 Tests of Integrity** NEXT WORKBOOK	1 per participant	23
20	**Ethical Dilemma Cards**	1 set per group (cut apart)	24

SESSION	HANDOUT	COPIES	PAGE
26	**Pressure Decision Cards**	1 set per group (cut apart)	25
28	**Fixed vs. Growth Mindset** NEXT WORKBOOK	1 per participant	26
31	**Integration Scenarios**	1 set per group (3 pages)	27
33	**Feedback Assignments** FACILITATOR	1 for the cohort	30
33	**SBI Feedback Forms**	1 sheet per participant (3 forms)	31
33	**Peer Feedback Record** FACILITATOR	1 for the cohort	32
33	**Facilitator Observation Notes** FACILITATOR	1 per participant	33
33–34	**Phase 1 Study Guide** NEXT WORKBOOK	1 per participant (2 pages)	34
34	**Phase 1 Knowledge Check**	1 per participant, plus 2 extras (the answer key stays in the guide)	36
35	**Portfolio Presentation Rubric**	1 per panel member per participant	41
35–36	**Phase 1 Tracking Sheet** FACILITATOR	1 for the cohort (2 pages)	42
36	**Phase 1 Cohort Summary** FACILITATOR	1 for the cohort	44
36	**Phase 1 Completion Certificate**	1 per completing participant	45
36	**Phase 1 Recommitment**	1 per participant (collect and file)	46
36	**Phase 2 Overview** NEXT WORKBOOK	1 per participant	47

Participant Commitment

FORGE · WEEK 1 · SESSION 1 · SIGN WITH YOUR FACILITATOR AS WITNESS

By joining FORGE, I accept both the privilege and the responsibility of being part of a brotherhood built on discipline, peace, and service. I understand that my actions, words, and attitude directly shape the safety, growth, and success of this dorm.

I COMMIT TO

- Lead by example in every circumstance.
- Respect every person as I wish to be respected.
- Keep this dorm safe — free from weapons, violence, and fear.
- Practice Service Over Self by helping others grow.
- Live by the principles of Opportunity, Growth, and Empowerment.

I understand that being part of FORGE is more than a program — it's a way of life. My commitment is to live with integrity, serve with humility, and mentor with purpose.
I will turn time served into time that serves others.

ACKNOWLEDGMENT

PARTICIPANT NAME

PARTICIPANT SIGNATURE

DATE

MENTOR / WITNESS NAME

MENTOR / WITNESS SIGNATURE

DATE

For the participant's program file. The same commitment is in the FORGE Handbook; keep the handbook whole.

Sample Thinking Reports

FORGE · WEEK 2 · SESSIONS 4 TO 6 · HOW THINKING WORKS

Three completed thinking reports, from the situations the sessions use. The top row is what happened. The shaded row traces the chain with a different thought (Session 6: same situation, a new thought, a new feeling, a new action, a new consequence). Write what actually went through your mind, not what you think you should have thought. The point is honesty, not perfection.

The chow line Session 4

	SITUATION	THOUGHT	FEELING	ACTION	CONSEQUENCE
WHAT HAPPENED	Another man cut in front of me in the chow line.	"He thinks I'm soft. If I let this go, everyone will see."	Anger. Embarrassment.	I confronted him. Got loud. Told him to get to the back.	He got loud back. A CO came over. We both almost got written up. I was worked up for the rest of the day.
A DIFFERENT THOUGHT	(the same)	"This dude's just being impatient. Not worth my energy."	Calm.	Let it go.	Nothing. My day stays mine.

YOUR TURN Which thinking errors do you see in the first thought? Write their names next to it (Session 5).

The laughing group Session 4 (Man A and Man B)

	SITUATION	THOUGHT	FEELING	ACTION	CONSEQUENCE
WHAT HAPPENED	Walking through the dorm, I passed a group of guys. One said something and they laughed. I didn't hear what.	"They're laughing at me. They're disrespecting me. I need to check that right now."	Anger. Adrenaline. Face hot.	Walked up to the group: "You got something to say? Say it to my face."	Confrontation. Maybe a fight. Maybe a write-up. Maybe worse.
A DIFFERENT THOUGHT	(the same)	"Somebody said something funny. Has nothing to do with me."	Nothing in particular.	Walk past. Nod. Go about my day.	Nothing. Peace.

YOUR TURN Which thinking errors do you see in the first thought? Write their names next to it (Session 5).

The shoulder bump Session 6 (with STOP)

	SITUATION	THOUGHT	FEELING	ACTION	CONSEQUENCE
WHAT HAPPENED	In the common area, a guy I have history with walked past and bumped my shoulder. Didn't say anything.	"He did that on purpose. He's testing me."	Anger.	Said something aggressive.	Confrontation.
A DIFFERENT THOUGHT	(the same)	"Is that accurate? I don't know. People bump into each other. One bump isn't worth my peace."	Alert, but steady.	Stay alert. Don't escalate. If it happens again, address it calmly.	My record stays clean. He doesn't get the power to ruin my day.

YOUR TURN Which thinking errors do you see in the first thought? Write their names next to it (Session 5).

The 8 Thinking Errors

FORGE · WEEK 2 · SESSIONS 5 AND 6 · HOW THINKING WORKS

Every one of us has thinking errors. They aren't signs of being stupid or crazy. They're habits: patterns your mind falls into, usually without you knowing it. We name them so you can catch them. Most situations involve more than one. Write the name next to the Thought column of your thinking report.

1 Closed thinking

"I'm right. I don't want to hear it. My mind is made up."

SOUNDS LIKE "That's just the way I am." "I already know what happened. I don't need to hear their side."

IN THE DORM He decides his bunkmate is stealing from him. He won't listen to any explanation.

THE CHALLENGE "Do I really know? Or am I assuming? What would it cost me to listen for 2 minutes?"

2 Victim stance

"It's not my fault. This was done to me. I had no choice."

SOUNDS LIKE "She made me do it." "If I'd had a different upbringing, I wouldn't be here."

IN THE DORM He gets into a fight and says, "He started it. I didn't have a choice."

THE CHALLENGE "I can be angry about the sentence and honest about my choices." ("I was harmed, and I need to heal" is honest.)

3 Lack of empathy

"I don't care how they feel. That's their problem."

SOUNDS LIKE "That's not my problem." "She'll get over it."

IN THE DORM He plays his music loud at midnight. Asked to turn it down: "Deal with it."

THE CHALLENGE "If I was in his situation, how would I feel? What kind of man do I want to be?"

4 Minimizing

"It's not that serious."

SOUNDS LIKE "I only pushed him." "Nobody got hurt. What's the big deal?"

IN THE DORM He borrows something without asking: "Relax, I was going to give it back."

THE CHALLENGE "How did he experience it? The impact matters, not just the degree."

5 Power thrust

"I'll make them do it. I'll force the outcome I want."

SOUNDS LIKE "Nobody's going to punk me." "I need to show these people who's in charge."

IN THE DORM He doesn't like how someone looked at him, so he gets in his face.

THE CHALLENGE "What am I actually trying to accomplish? Is intimidation going to get me what I want?"

6 Entitlement

"I deserve this. I shouldn't have to wait, work, or earn it."

SOUNDS LIKE "I've been here longer, so I get first pick." "I shouldn't have to clean. That's beneath me."

IN THE DORM He takes the best seat in the common area and won't move for anyone.

THE CHALLENGE "Why not? What makes me special? Am I living by Service Over Self?"

7 Cognitive indolence

"I don't want to think about it. I'll deal with it later."

SOUNDS LIKE "Whatever, I'll figure it out." "It'll work out somehow."

IN THE DORM "I'll talk to him tomorrow." Tomorrow becomes next week. Next week the problem explodes.

THE CHALLENGE "Is it going to go away or get worse? What would the man I'm becoming do?"

8 Discontinuity

"I meant to, but..."

SOUNDS LIKE "I was going to apologize, but then I got busy." "I know I said I'd be there, but something came up."

IN THE DORM He promises his kid on the phone he's changing, then acts exactly the same.

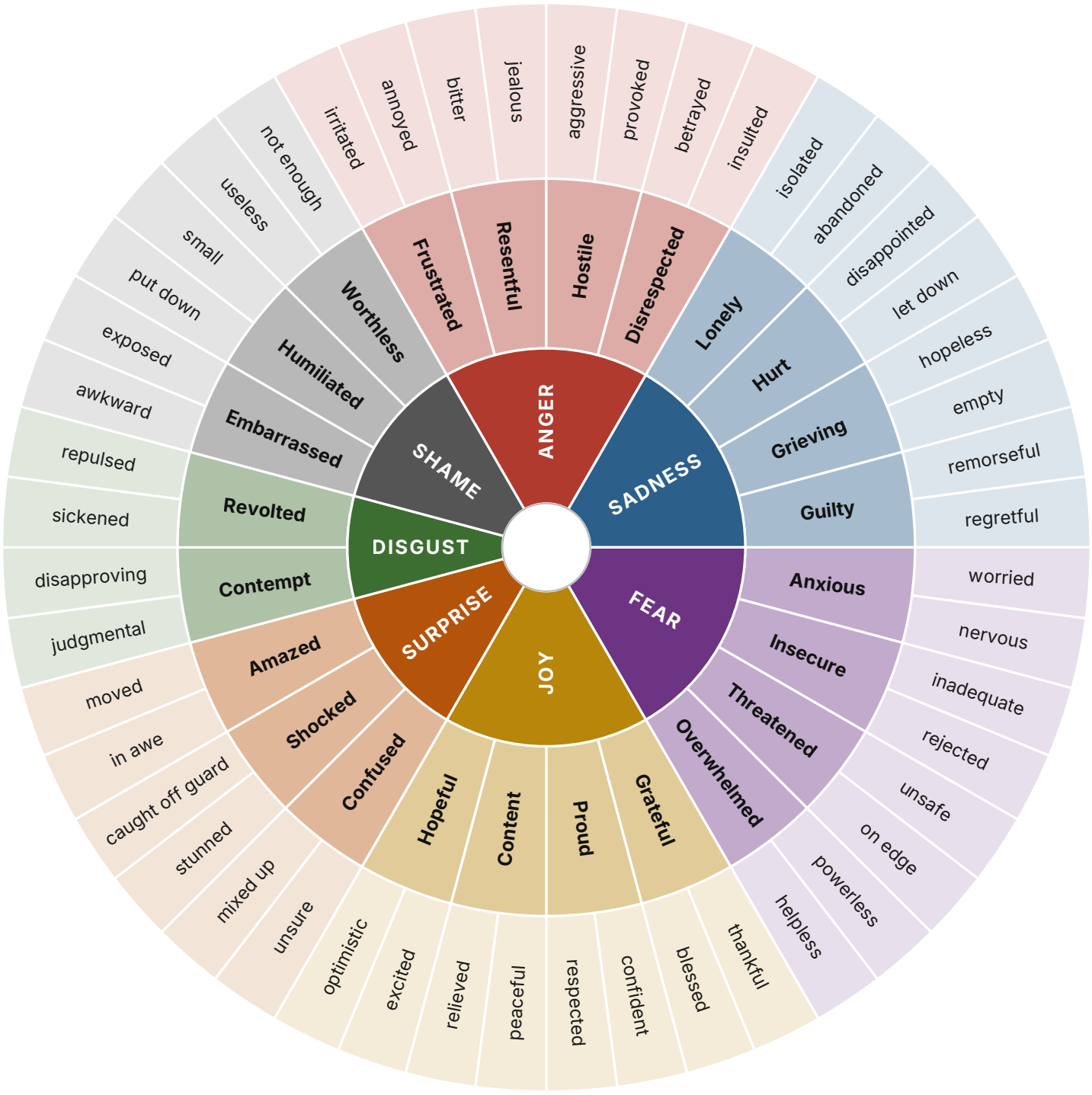
THE CHALLENGE "Did I really forget, or did I choose not to? What am I going to do differently right now?"

Three honest questions (Session 6) for any thought: **Is it accurate?** Do I have all the facts, or am I filling in blanks? **Is it helpful?** Even if it's true, is it leading me toward the outcome I want? **Is there another way to see this?** What would a calm, clear-headed version of me think? The man who grows learns to catch the error before it drives the action.

FORGE

Emotion Wheel

FORGE · WEEK 3 · SESSION 7 · EMOTIONAL LITERACY



HOW TO USE IT

Start in the center with the big emotion. Move out to find the more exact word. “I feel disrespected and hurt” gives you more to work with than “I’m angry.”

IN SESSION

Circle three emotions you felt in the last 24 hours. Don’t use “angry,” “sad” or “fine.” Find the more specific word.

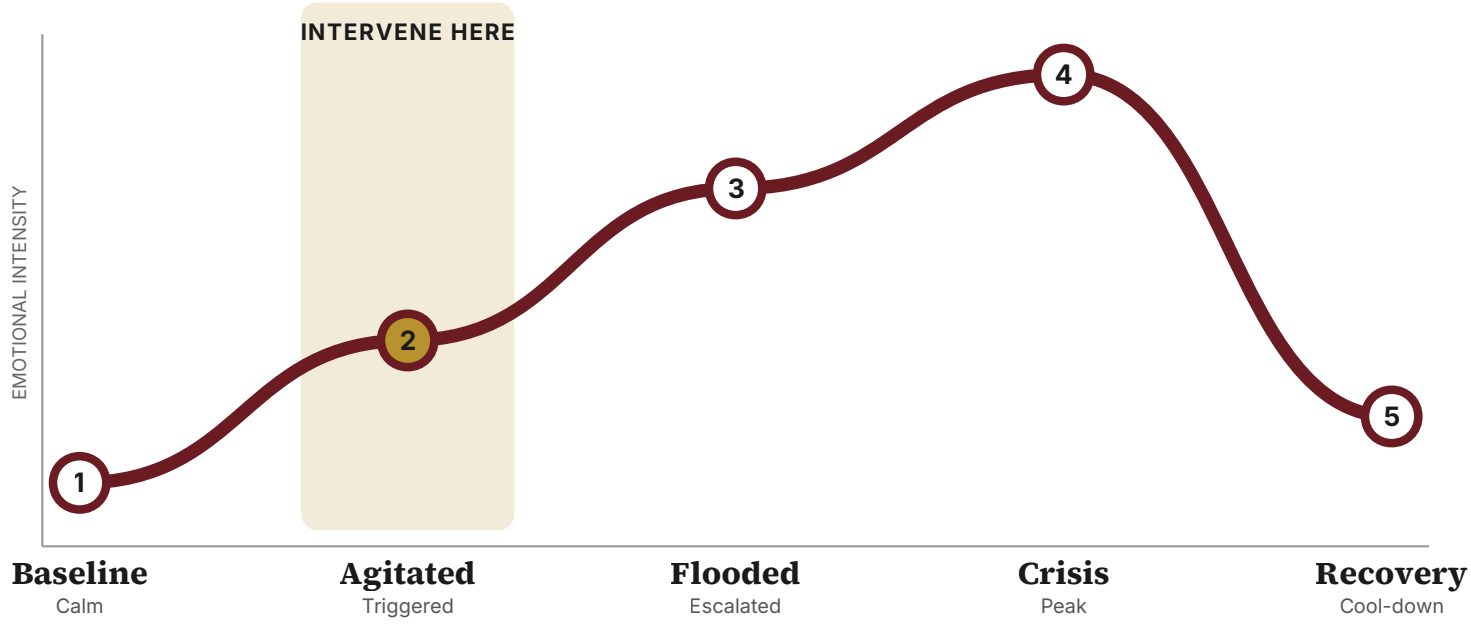
KEEP IT WITH YOU

When you’re not sure what you feel, look at it. Anger often covers something underneath: check the other slices too.

The Escalation Curve

FORGE · WEEK 3 · SESSION 8 · EMOTIONAL REGULATION

How emotional intensity works: how you go from calm to crisis, and what happens at each stage. A map of your own emotional system.



1 · BASELINE / CALM

Your normal resting state. You're thinking clearly. You can make good decisions. Your body is relaxed.

2 · AGITATED / TRIGGERED

Heart rate picks up, muscles tighten, thinking starts to narrow. You're still functional, but you're moving.

3 · FLOODED / ESCALATED

Your emotional brain has taken over. Seeing red. Tunnel vision. Fight-or-flight. Most bad decisions get made here.

4 · CRISIS / PEAK

Full escalation. Fights happen. Things get said that can't be taken back. You're operating on instinct.

5 · RECOVERY / COOL-DOWN

Intensity drops. You come back to yourself. Regret shows up. Minutes or hours, depending on how high you went.

The further up the curve you go, the harder it is to come back down. At Stage 2 you have options: you can breathe, you can walk away, you can use STOP. At Stage 4 you have almost no options; your body has taken the wheel. **So intervene at Stage 2.** Catch it early. Use a technique before you hit Stage 3. Once you're flooded, you're just trying to survive the moment.

4-4-4 breathing

When your *body* is escalating: heart racing, muscles tightening, anger rising. In for 4, hold for 4, out for 4. Three cycles. Calms your body.

5-4-3-2-1 grounding

When your *mind* is spiraling: racing thoughts, replaying, catastrophizing. 5 things you see, 4 you touch, 3 you hear, 2 you smell, 1 you taste. Calms your mind.

STOP

When you need to make a *decision*: Stop, Think, Options, Plan. Structures your thinking. Breathe, ground, then STOP: they work together.

THINK ABOUT IT The last time you lost it, really lost it: can you find the moment you were at Stage 2, when you felt it building but kept going? That's the window. This week, watch a man who starts to escalate: where on the curve is he? What body signals do you see? Don't step in. Just observe.

FORGE

ACE Questionnaire

FORGE · WEEK 4 · SESSION 10 · TRAUMA AWARENESS · PRIVATE

This paper is yours. You do not turn it in. No one will know your score: not the facilitator, not anyone. When you're done, fold it and put it in your journal. Or tear it up if you want. It's for your awareness.

Read each one carefully. Check **yes** or **no** for whether you experienced it **before the age of 18**. Each yes counts as 1 point. Be honest with yourself. No one is watching.

ABUSE

1	Physical abuse	☐ Yes	☐ No
2	Emotional abuse	☐ Yes	☐ No
3	Sexual abuse	☐ Yes	☐ No

NEGLECT

4	Physical neglect	☐ Yes	☐ No
5	Emotional neglect	☐ Yes	☐ No

HOUSEHOLD DYSFUNCTION

6	A parent with a substance abuse problem	☐ Yes	☐ No
7	A parent who was incarcerated	☐ Yes	☐ No
8	Witnessing domestic violence	☐ Yes	☐ No
9	A parent with a mental health condition	☐ Yes	☐ No
10	Parental separation or divorce	☐ Yes	☐ No

My ACE score (the number of yes answers): _____

> Your score explains some of the wiring. It doesn't define you, and it doesn't excuse anything. It shows you the path forward. If this brings up something heavy, use 4-4-4 breathing: in for 4, hold for 4, out for 4. And if it's more than you can carry, tell your facilitator.

Trauma: The Three E's

FORGE · WEEK 4 · SESSION 10

SAMHSA (the Substance Abuse and Mental Health Services Administration) defines trauma with three E's: **Event, Experience and Effect.** It takes all three for something to be trauma.

1 · EVENT

Something happens. It could be a single incident: an assault, an accident, a loss. Or it could be ongoing: years of abuse, neglect, living in a violent environment, poverty, chaos in the home. The event is the thing that happened.

2 · EXPERIENCE

How the person lived through it. Two people can go through the same event and experience it differently. A 5-year-old who witnesses violence experiences it differently than a 25-year-old. A child who has a supportive adult afterward experiences it differently than a child who has no one. The experience includes how frightened you were, how alone you were, how long it lasted, and how much control you had.

3 · EFFECT

The lasting impact. How the event and the experience change you: your brain, your body, your behavior, your relationships, your worldview. The effect is what you carry forward.

Trauma isn't just what happened. It's what happened, how you lived through it, and what it did to you going forward. All three.

Trauma is not about being weak. It is a normal human response to abnormal circumstances. A child's brain adapts to a violent, unpredictable home: it learns to scan for danger, to react fast, to trust no one. Those adaptations made sense there. The problem is that the brain doesn't turn them off when the environment changes. That is what trauma does: it keeps you responding to the past even when you're living in the present.

Trauma is not an excuse for harmful behavior. It is an explanation that creates a pathway to change.

Notes:

The Four Trauma Responses

FORGE · WEEK 4 · SESSION 11

When your brain senses a threat, it chooses one of four survival responses, fast and without asking you. Each one made sense once. In the dorm, it can fire at the wrong time.

Response	Your brain says	What it can look like in the dorm
Fight	"The threat is here. Attack it. Overpower it. Destroy it before it destroys you."	A CO tells a man to move from his bunk for a count, and he explodes and gets in the CO's face. His brain isn't answering the CO; it's answering every authority figure who ever hurt him.
Flight	"The threat is here. Run. Get away. Escape."	Bad news from his lawyer, and he sleeps for three days: no chow, no programming. Sleep is flight when you can't run.
Freeze	"The threat is here and I can't fight it or flee from it. Go still. Play dead. Disappear."	In a confrontation he just stands there: doesn't speak, doesn't move. It's not cowardice. It's a wired response.
Fawn	"The threat is here. Appease it. Make it happy. If I give it what it wants, it won't hurt me."	He keeps giving his commissary to someone pressuring him and laughs it off. A survival program installed when he was a child is making him a target.

Most disproportionate reactions are not about the present situation. They are about a past wound being triggered by a present moment.

Reacting is automatic. It happens before thinking. It belongs to the past. **Responding** is conscious. It comes after the pause. It belongs to the present.

Which response do I fall into most? When?

My Safe Coping Card

FORGE · SESSION 12 · KEEP IT WITH YOU

1. My top 2 thinking errors *the ones I fall into most*

2. My main trauma response *fight · flight · freeze · fawn (circle one)*

3. My body's early warning signal *jaw tightens? chest gets hot? stomach drops?*

4. My 3 go-to safe coping strategies *things I will actually do, in here, now*

5. My person *one person I can talk to when things get heavy*

At Stage 2 on the escalation curve and climbing? Pull this out. Look at it. Use it.

My Safe Coping Card

FORGE · SESSION 12 · KEEP IT WITH YOU

1. My top 2 thinking errors *the ones I fall into most*

2. My main trauma response *fight · flight · freeze · fawn (circle one)*

3. My body's early warning signal *jaw tightens? chest gets hot? stomach drops?*

4. My 3 go-to safe coping strategies *things I will actually do, in here, now*

5. My person *one person I can talk to when things get heavy*

At Stage 2 on the escalation curve and climbing? Pull this out. Look at it. Use it.

My Safe Coping Card

FORGE · SESSION 12 · KEEP IT WITH YOU

1. My top 2 thinking errors *the ones I fall into most*

2. My main trauma response *fight · flight · freeze · fawn (circle one)*

3. My body's early warning signal *jaw tightens? chest gets hot? stomach drops?*

4. My 3 go-to safe coping strategies *things I will actually do, in here, now*

5. My person *one person I can talk to when things get heavy*

At Stage 2 on the escalation curve and climbing? Pull this out. Look at it. Use it.

My Safe Coping Card

FORGE · SESSION 12 · KEEP IT WITH YOU

1. My top 2 thinking errors *the ones I fall into most*

2. My main trauma response *fight · flight · freeze · fawn (circle one)*

3. My body's early warning signal *jaw tightens? chest gets hot? stomach drops?*

4. My 3 go-to safe coping strategies *things I will actually do, in here, now*

5. My person *one person I can talk to when things get heavy*

At Stage 2 on the escalation curve and climbing? Pull this out. Look at it. Use it.

The 5 Components of Active Listening

FORGE · WEEK 5 · SESSION 13

1. **Attending**
   Face him, square your body. Eye contact, not a stare-down. Put down what you're doing. Lean in a little, arms uncrossed. Nod.

2. **Reflecting**
   Say back the essence, not word for word: "What I'm hearing is..."

3. **Clarifying**
   Ask questions so you understand: "Can you say more about that?" Not interrogating.

4. **Summarizing**
   Pull it together, and end with: "Is that right?"

5. **Validating**
   His feelings are real and make sense, without endorsing what he did: "I can see why you'd feel that way."

Notes:

Communication Styles

FORGE · WEEK 5 · SESSION 14 · COMMUNICATION STYLES

Everyone has a default way of communicating, especially under stress. Most people never think about it. They just react. Which one is your home base? You might use different styles in different situations; most people do.

	Aggressive	Passive	Passive-aggressive	Assertive
THE GOAL	Domination: to win, to control, to shut the other person down.	Disappearing: avoid conflict at any cost, even your own needs, dignity or safety.	Aggression hidden behind politeness or compliance.	Resolution: respect for you and the other person at the same time.
WHAT IT SOUNDS LIKE	“You better back off before something happens.” “Shut up and listen for once.” Raised voice. Hard eye contact. Invading space.	“Whatever you want is fine.” “I don't care.” (When you do.) “It doesn't matter.” (When it does.) Silence when you should speak up.	“Sure, I'll do it.” (And then you don't.) “I'm not mad.” (Slamming a locker.) “Must be nice to have it so easy.” Sarcasm with an edge. The silent treatment. Rumors.	“When you played your radio past midnight, I couldn't sleep. I need us to figure out a solution.” “I disagree, and here's why.” “I hear you. I see it differently.”
WHAT IT LOOKS LIKE	Leaning forward. Finger pointing. Jaw clenched. Chest puffed out.	Looking down. Mumbling. Shrinking. Saying yes when you mean no.	Through clenched teeth. A slammed locker. Deliberate exclusion.	Calm, direct eye contact. Open posture. Steady voice. Standing your ground without puffing up.
WHERE IT COMES FROM	Usually fear: of being disrespected, of losing control, of looking weak. Armor, not strength.	Usually a history of being punished for speaking up. Having a voice got you hurt.	Feeling angry but not safe saying it directly, so it comes out sideways.	Self-respect plus other-respect. You're not trying to win. You're trying to resolve.
WHAT IT GETS YOU	Short-term compliance. Long-term: resentment, isolation, enemies, escalation.	Your needs never get met. Resentment builds. Eventually you explode, and “he seemed fine.”	Confusion and distrust. It poisons relationships slowly. In a dorm it never gets resolved. It festers.	Real respect, not fear. People trust you because they know where they stand.

The hard truth: assertive communication takes the most courage. Aggression is easy: you just react. Passivity is easy: you just shut down. Passive-aggression is easy: you attack from cover. Assertiveness asks you to be honest, vulnerable and direct at the same time. The tool: **“I feel [emotion] when [specific behavior] because [impact on me].”**

Style and Feedback Record

FORGE · WEEK 5 · FACILITATOR ONLY · KEEP WITH YOUR NOTES

From the Week 5 facilitator notes: by Session 14 you'll see each man's natural style. Some will be quiet (passive, or just introverted: don't confuse the two); some use humor to deflect (often passive-aggressive). **Note who defaults to what: it matters for conflict resolution in Week 6 and for mentor development in Phase 2.** Reactions to feedback are data, not problems.

PARTICIPANT	DEFAULT STYLE SEEN IN THE ROOM (WEEKS 5–6)	STYLE HE NAMES (SESSION 14 CLOSING ROUND)	HOW HE TAKES FEEDBACK (SESSION 15): SHUTS DOWN · ARGUES · HUMOR · COUNTER-ATTACK · OPEN	NOTES FOR WEEK 6 AND PHASE 2

SBI Feedback Model

FORGE · WEEK 5 · SESSION 15

S **Situation**
When and where did it happen?
"Last session during the circle process..."

B **Behavior**
What did he actually do? Observable actions only.
"...you started talking before he finished his sentence and changed the subject to your situation."

I **Impact**
What was the effect: on you, on others, on the situation?
"...Marcus went quiet after that and didn't share again for the rest of the session."

Not in it: name-calling · "you always" or "you never" · guessing his intent · judging his character.

Situation. Behavior. Impact. Three pieces. Every time.

Notes:

The Heat Scale

FORGE · WEEK 6 · SESSION 16

Rate the conflict 1 to 10. The number tells you what to do.

HEAT	WHAT IT LOOKS LIKE	WHAT TO DO	KEY SKILL
1–3 LOW HEAT	**Annoyances and minor friction.** TV too loud, things borrowed without asking, a rude comment.	A direct, calm conversation, usually a simple "I" statement. A mentor may not need to be involved.	*Assertive communication*
4–6 MEDIUM HEAT	**Real conflict, escalating emotions.** Ongoing roommate tension, disrespect becoming a pattern, property disputes, broken agreements.	The full 5-step model; a mentor may mediate. Most dorm conflicts live here.	*Active listening, "I" statements, mediation*
7–8 HIGH HEAT	**Serious tension, potential for violence.** Direct threats, physical posturing, a crowd gathering, retaliation being planned.	De-escalate now. Separation first, resolution later. Consider a referral.	*De-escalation, body language, tactical empathy*
9–10 RED LINE	**Imminent danger or beyond a mentor's scope.** Weapons present or mentioned, active assault, suicidal statements, gang-directed violence, sexual assault.	Do not try to resolve it. Keep yourself safe. Refer to staff immediately.	*Knowing your limits*

The FORGE 5-Step Conflict Resolution Model

FORGE · WEEK 6 · SESSION 16

1. **Pause & Posture**
   Don't react. Buy 3–5 seconds (4-4-4 breathing). Shoulders down, hands visible, palms open, turned 15–20 degrees, at least an arm's length away.

2. **Name the Heat**
   "I can see this is heated." Never "Calm down."

3. **Facts > Stories**
   60 seconds each, no interrupting, no insults. What was said and done. Reflect the facts back.

4. **Needs & Options**
   The needs under dorm conflicts: respect, safety, fairness, space, acknowledgment. Push for 2–3 options.

5. **Agreement & Check-Back**
   Who does what, by when, and what happens if it doesn't hold. Check back. If it falls apart, go back to Step 3.

Notes:

SCENARIO 1 · THE HEAT SCALE · WEEK 6 · SESSION 16

Your neighbor's radio is louder than it should be after lights-out. It's happened twice this week.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 2 · THE HEAT SCALE · WEEK 6 · SESSION 16

Two men are arguing at the card table. One accuses the other of cheating. Voices are raised but there's no physical posturing yet.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 3 · THE HEAT SCALE · WEEK 6 · SESSION 16

A man finds out someone has been telling people on the yard that he "snitched" to a CO. He tells you he's going to "handle it tonight."

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 4 · THE HEAT SCALE · WEEK 6 · SESSION 16

Two cellmates aren't speaking to each other. The tension has been building for a week. Others in the dorm are starting to pick sides.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 5 · THE HEAT SCALE · WEEK 6 · SESSION 16

Someone makes a sarcastic comment about another man's family during a group conversation. The other man stiffens up but says nothing.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 6 · THE HEAT SCALE · WEEK 6 · SESSION 16

You see two men from different parts of the facility standing chest-to-chest in the common area. A crowd is forming.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 7 · THE HEAT SCALE · WEEK 6 · SESSION 16

A man tells you he heard that someone in another dorm has "put a green light" on him.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 8 · THE HEAT SCALE · WEEK 6 · SESSION 16

Someone borrowed your pen last week and hasn't returned it. You've asked twice.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 9 · THE HEAT SCALE · WEEK 6 · SESSION 16

Two FORGE participants are in a heated argument about who's not pulling their weight on a group project. Both are raising their voices.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

SCENARIO 10 · THE HEAT SCALE · WEEK 6 · SESSION 16

A man approaches you, visibly shaking, and says someone threatened to stab him if he doesn't pay a debt by tomorrow.

Heat (1–10): _____ **How would you respond?**
1–3 low · 4–6 medium · 7–8 high · 9–10 red line

Scenario Rating Exercise

FORGE · WEEK 6 · SESSION 16 · THE HEAT SCALE

Rate each scenario on the heat scale, 1 to 10, and write how you'd respond. **Write your rating down first, then we'll discuss.** No shouting out: think before you speak. Match your response to the actual heat level. That's judgment.

1–3 · Low heat	4–6 · Medium heat	7–8 · High heat	9–10 · Red line
TV too loud, a rude comment. The two men talk it out. Often one "I" statement does it.	*Ongoing tension, disrespect becoming a pattern.* The full 5-step model. A mentor may mediate. Most dorm conflicts live here.	*Threats, physical posturing, a crowd gathering.* De-escalate now. Separate first, resolve later. Consider referring it.	*Weapons, assault, suicidal statements, gang-directed violence, sexual assault.* Don't try to resolve it. Keep yourself safe. Refer to staff immediately.

#	SCENARIO	HEAT	HOW I'D RESPOND
1	Your neighbor's radio is louder than it should be after lights-out. It's happened twice this week.	☐	
2	Two men are arguing at the card table. One accuses the other of cheating. Voices are raised but there's no physical posturing yet.	☐	
3	A man finds out someone has been telling people on the yard that he "snitched" to a CO. He tells you he's going to "handle it tonight."	☐	
4	Two cellmates aren't speaking to each other. The tension has been building for a week. Others in the dorm are starting to pick sides.	☐	
5	Someone makes a sarcastic comment about another man's family during a group conversation. The other man stiffens up but says nothing.	☐	
6	You see two men from different parts of the facility standing chest-to-chest in the common area. A crowd is forming.	☐	
7	A man tells you he heard that someone in another dorm has "put a green light" on him.	☐	
8	Someone borrowed your pen last week and hasn't returned it. You've asked twice.	☐	
9	Two FORGE participants are in a heated argument about who's not pulling their weight on a group project. Both are raising their voices.	☐	
10	A man approaches you, visibly shaking, and says someone threatened to stab him if he doesn't pay a debt by tomorrow.	☐	

Where I disagreed with the group, and why *("That's where the interesting conversations are.")*

Before you respond to any conflict, ask: **what's the actual number here?** Then match your response to the number, not to your emotional reaction.

De-escalation Checklist

FORGE · WEEK 6 · SESSION 17 · DE-ESCALATION TECHNIQUES

You can't argue a man out of his anger. Logic doesn't reach a flooded brain. You change what his brain is taking in: your body, your voice and your words say **"I'm not a threat, I see you, I'm here to help."** You're not controlling him. You're giving his brain a reason to come down.

1 · CHECK THE HEAT FIRST

- ☐ **7–8?** De-escalate now. Preventing violence comes first. Separate first, resolve later.
- ☐ **9–10?** A red line. Don't try to resolve it. Keep yourself safe. Step back and refer (bottom right).
- ☐ **Pause.** 3 to 5 seconds. 4-4-4 breathing: in for 4, hold for 4, out for 4. Walk in calm. Your energy sets the tone.

2 · YOUR BODY speaks first

- ☐ **Stance.** Feet shoulder-width apart, weight balanced. Not leaning in, not leaning back. Turn 15–20 degrees to the side. *Square is confrontational.*
- ☐ **Hands.** Visible at all times: at your sides, palms slightly forward, or raised gently to chest level, palms out. *Never pockets, crossed arms, fists or pointing.*
- ☐ **Distance.** At least arm's length. If he's escalated, give him **more** space, not less. If he moves toward you, step back calmly. *Creating space is strategic, not retreating.*
- ☐ **Eyes.** Steady, not hard. Soften your gaze to the bridge of his nose. If he looks away, don't chase it.
- ☐ **Face.** Neutral to warm. Not blank, not smiling. *Someone who cares and isn't scared.*

3 · YOUR VOICE pace it down

- ☐ **Volume.** Drop below his. *"If they're at a 7 in volume, you're at a 4."*
- ☐ **Speed.** About 30% slower. Put... pauses... between... your sentences.
- ☐ **Pitch.** Lower, in the low range of your natural voice. Steady.

> Not: "Hey, you need to stop right now, this isn't going anywhere good!"
> But: "Hey... I hear you. I can see this is real for you. Let's talk about it."

4 · YOUR WORDS tactical empathy

- ☐ "I can see why you'd feel that way."
- ☐ "That makes sense."
- ☐ "Anybody in your shoes would be frustrated."
- ☐ "I hear you. Let me make sure I understand."
- ☐ "What do you need right now?"

Never: "Calm down." "It's not that serious." "You need to relax."

> "**If** someone stole from you, I understand why you're angry. That's your property. That matters. I want to help you figure this out without making things worse for yourself." *Validate the feeling. Don't take sides on the facts. Point toward a way out.*

5 · IF HE KEEPS LOOPING the redirect

Validate first. Redirect second. Too early and he feels dismissed.

- ☐ "I hear you on what happened. Now help me understand — what would resolution look like for you?"
- ☐ "If you could wave a magic wand and fix this, what would that look like?"
- ☐ "What outcome are you looking for here?"
- ☐ "What's the best-case scenario you'd accept?"

RED LINES · STEP BACK AND REFER

- ☐ **Weapons:** mentioned, seen or suspected, even "for protection." Get yourself out of immediate danger. Don't try to disarm or negotiate.
- ☐ **Direct threats of serious violence:** a specific target, intent and time: "I'm going to hurt him. Tonight."
- ☐ **Gang-directed conflict:** recognize it, step back, refer. Don't mediate it.
- ☐ **Suicidal or self-harm statements:** stay present, listen, **don't leave him alone**, and get help.
- ☐ **Sexual assault or coercion:** staff, immediately. Don't confront the man doing it.

Not sure? Refer. It's better to refer unnecessarily than to not refer when someone is in danger.

Here, I go to: *(your facilitator gives you this)*

_____

Knowing your limits is wisdom, not weakness. The bravest thing you can do in a red-line situation is swallow your pride and get help.

FORGE

Mediation Ground Rules & Agreement

FORGE · WEEK 6 · SESSION 18 · MEDIATION SKILLS

For the triad practice in Session 18 (The Shared Space, The Rumor, The Debt), and to walk through a mediation in your head. You're not the judge. You're the mirror. Write **A** and **B**, never names: what's said here stays here.

BEFORE YOU START · GROUND RULES before a word about the conflict is spoken

"Before we start, I need both of you to agree to some ground rules. These aren't optional — they're what make this work. Can I go through them?" Then, after each one: "Can you commit to that? Both of you?"

		A agrees	B agrees
1	**One person speaks at a time.** When it's not your turn, you listen.	☐	☐
2	**No insults, no name-calling, no threats.** Attack the problem, not the person.	☐	☐
3	**Speak for yourself.** "I felt..." not "Everyone thinks you..."	☐	☐
4	**Be honest.** It starts with the truth. Both of you.	☐	☐
5	**Stay until we're done or we agree to pause.** Need a break? Say so. Don't storm off.	☐	☐
6	**What's said here stays here.** It doesn't become dorm gossip.	☐	☐

If someone won't agree to the ground rules, the mediation doesn't happen. If a rule is broken during it, you enforce it: "We agreed: no insults. If that happens again, we pause the conversation." That's not taking sides.

STEPS 1–2 · PAUSE & POSTURE, NAME THE HEAT

Heat now: A _____ B _____ Both at 7 or above? **Separate first.** Check on each man; don't start the mediation one-on-one.

Sitting down together: name the heat, then ask, "Are you willing to try?" The more heated man speaks first.

STEP 3 · FACTS > STORIES what was said and done, not what he thinks it meant

A's facts

B's facts

The overlap *("You both feel... You both want...")*

STEP 4 · NEEDS & OPTIONS "What do you actually need here? Not what you want to happen to him."

A needs respect · safety · fairness · space · acknowledgment

B needs respect · safety · fairness · space · acknowledgment

Options *(push for at least 2 or 3; the first is usually just "He apologizes")*

1

2

3

STEP 5 · AGREEMENT & CHECK-BACK "We're cool" is not an agreement

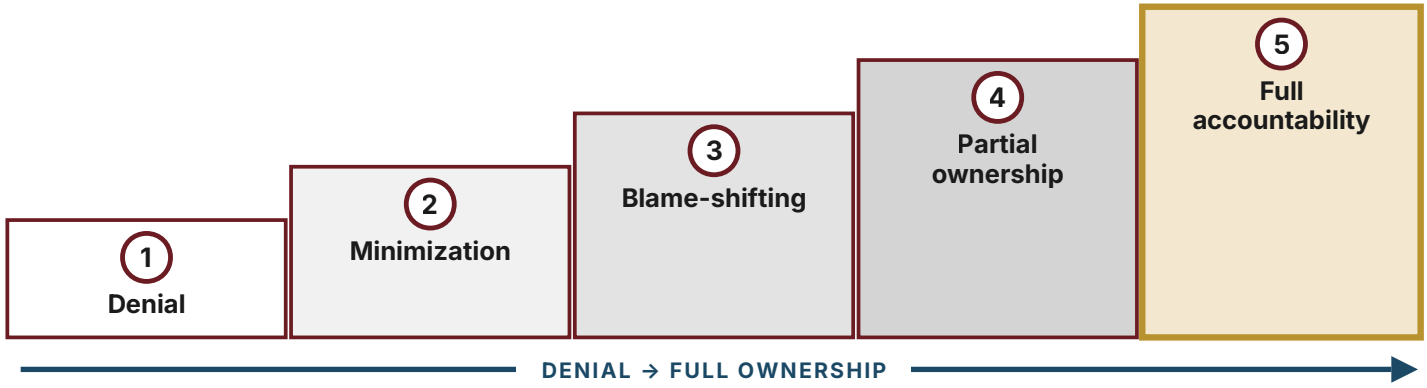
WHO	DOES WHAT	BY WHEN	IF IT DOESN'T HOLD

Check-back with both of them on: _____ **Did it hold?** ☐ Yes ☐ No: that's not failure, it's information. Go back to Step 3 and find what was missed. **If it stalls,** take a break and set a time to come back.

The Accountability Spectrum

FORGE · WEEK 7 · SESSION 19 · PERSONAL ACCOUNTABILITY

Accountability isn't a switch you flip from off to on. It's a spectrum. Most people move along it over time. Five levels, from denial to full ownership:



1 · DENIAL

"I didn't do it." "It wasn't me." "The system set me up."

You can't change something you won't admit exists.

2 · MINIMIZATION

"It wasn't that serious." "Nobody really got hurt." "It was just..."

"Just" is a verbal eraser. The people who were harmed don't experience it as small.

3 · BLAME-SHIFTING

"He started it." "She made me do it." "I had no choice."

He didn't reach inside your brain and move your fist. You decided.

4 · PARTIAL OWNERSHIP

"I messed up, but..." "I take responsibility for my part, but he..."

Every word after "but" erases what came before it. Where most people get stuck.

5 · FULL ACCOUNTABILITY

"I did this. It caused this harm. There is no excuse. I am committed to being different."

No "but." No conditions. Your background explains how you got there. It doesn't excuse what you did.

> **Full accountability holds two truths.** "I grew up in violence, I was addicted, I had no support — AND I chose to rob that man. Both things are true. My background explains how I got there. It doesn't excuse what I did. I caused harm. I own that."

Wherever you are is where you start. There's no judgment for being at a 2 or a 3. There's only judgment if you stay there and pretend it's a 5. **Growth means movement. Not perfection.**

WHERE I STAND · private: nobody has to share

Be honest with yourself. Not where you want to be. Not where you think you should be. Where you actually are. This is between you and the page. (Rather keep it off this page? Write the number in your journal.)

1 2 3 4 5

One area of my life where I'm still in denial or minimization *(Session 19 homework: don't try to fix it yet — just see it clearly; keep writing in your journal)*

The 4 Tests of Integrity

FORGE · WEEK 7 · SESSION 20

Integrity is the alignment between your values, your words, and your actions.

1 The Mirror Test
Can you look yourself in the eye after this choice?

2 The Public Test
Would you do this if everyone was watching?

3 The Child Test
Would you want your child to see this? Would you want your child to do this?

4 The Legacy Test
Is this the man you want to be remembered as?

Four tests. Mirror. Public. Child. Legacy.

A choice I'm facing, and what the four tests say about it:

ETHICAL DILEMMA 1 OF 4 · WEEK 7 · SESSION 20

The Favor

Your best friend in the facility asks you to hold something for him overnight. He says it's personal items he doesn't want confiscated during a shakedown he heard is coming. You trust him. He's never lied to you. But you don't know exactly what's in the bag, and you didn't look.

Do you hold it? What if it turns out to be contraband? What if refusing damages a friendship that matters to you?

YOUR GROUP · 8 MINUTES

1. What would you do?
2. Run it through the 4 tests.
3. What's at stake?
4. Is there a choice that has integrity even if it has a cost?

THE 4 TESTS
Mirror: Can you look yourself in the eye after this choice?
Public: Would you do this if everyone was watching?
Child: Would you want your child to see this? Would you want your child to do this?
Legacy: Is this the man you want to be remembered as?

ETHICAL DILEMMA 2 OF 4 · WEEK 7 · SESSION 20

The Witness

You see a FORGE participant — someone in your cohort — take food from another man's commissary. The victim doesn't know who did it. The FORGE participant sees you watching and says, “Don't say anything, man. He owes me anyway.”

What do you do? Do you confront the cohort member? Do you tell the victim? Do you bring it up in the FORGE space? Do you stay quiet?

YOUR GROUP · 8 MINUTES

1. What would you do?
2. Run it through the 4 tests.
3. What's at stake?
4. Is there a choice that has integrity even if it has a cost?

THE 4 TESTS
Mirror: Can you look yourself in the eye after this choice?
Public: Would you do this if everyone was watching?
Child: Would you want your child to see this? Would you want your child to do this?
Legacy: Is this the man you want to be remembered as?

ETHICAL DILEMMA 3 OF 4 · WEEK 7 · SESSION 20

The Test

A group of men you're cool with invites you to participate in something that isn't violent but violates facility rules — maybe a gambling ring, maybe a hustle. They say it's harmless and everyone does it. If you say no, they'll question your loyalty and possibly exclude you from the group. These are men who have your back.

Do you participate? How do you decline without making enemies? Can you maintain integrity and maintain the relationship?

YOUR GROUP · 8 MINUTES

1. What would you do?
2. Run it through the 4 tests.
3. What's at stake?
4. Is there a choice that has integrity even if it has a cost?

THE 4 TESTS
Mirror: Can you look yourself in the eye after this choice?
Public: Would you do this if everyone was watching?
Child: Would you want your child to see this? Would you want your child to do this?
Legacy: Is this the man you want to be remembered as?

ETHICAL DILEMMA 4 OF 4 · WEEK 7 · SESSION 20

The Truth

You're up for a program that could help your case — a transfer, a job assignment, a recommendation. In the interview, you're asked about an incident from your past. You were involved, but it was never documented. No one would know if you lied. Telling the truth might cost you the opportunity.

Do you lie? Is the opportunity worth your integrity? What happens inside you if you lie and get what you want?

YOUR GROUP · 8 MINUTES

1. What would you do?
2. Run it through the 4 tests.
3. What's at stake?
4. Is there a choice that has integrity even if it has a cost?

THE 4 TESTS
Mirror: Can you look yourself in the eye after this choice?
Public: Would you do this if everyone was watching?
Child: Would you want your child to see this? Would you want your child to do this?
Legacy: Is this the man you want to be remembered as?

SCENARIO 1 · PRESSURE DECISION · WEEK 9 · SESSION 26

You're in the chow hall. Someone bumps into you hard and doesn't say anything — just keeps walking. Two guys at your table are watching you, waiting to see what you do.

IN PAIRS

1. What personal rule would apply here?
2. What does the 10-10-10 rule say? *(10 minutes? 10 months? 10 years?)*
3. What's the pre-decided response — what would a man who's done this work say or do?

Ask yourself: is this about solving the problem or protecting your image?

SCENARIO 2 · PRESSURE DECISION · WEEK 9 · SESSION 26

Your cellmate has been borrowing your stuff without asking. You've told him twice. You come back to your cell and he's using your commissary items again. You're already having a bad day — you just got denied for a program transfer.

IN PAIRS

1. What personal rule would apply here?
2. What does the 10-10-10 rule say? *(10 minutes? 10 months? 10 years?)*
3. What's the pre-decided response — what would a man who's done this work say or do?

Ask yourself: is this about solving the problem or protecting your image?

SCENARIO 3 · PRESSURE DECISION · WEEK 9 · SESSION 26

A guy you used to run with from the streets is in your dorm. He's telling people you're "soft" now because of FORGE. Some guys are starting to look at you differently. He approaches you and says, "What happened to you, man? You used to be about it."

IN PAIRS

1. What personal rule would apply here?
2. What does the 10-10-10 rule say? *(10 minutes? 10 months? 10 years?)*
3. What's the pre-decided response — what would a man who's done this work say or do?

Ask yourself: is this about solving the problem or protecting your image?

SCENARIO 4 · PRESSURE DECISION · WEEK 9 · SESSION 26

You overhear two guys planning to jump someone in the dorm tonight. They don't know you heard. You know the person they're targeting. What do you do?

IN PAIRS

1. What personal rule would apply here?
2. What does the 10-10-10 rule say? *(10 minutes? 10 months? 10 years?)*
3. What's the pre-decided response — what would a man who's done this work say or do?

Ask yourself: is this about solving the problem or protecting your image?

SCENARIO 5 · PRESSURE DECISION · WEEK 9 · SESSION 26

A CO is having a bad day and takes it out on you — shakes down your cell, throws your stuff around, makes comments. Other inmates are watching. Someone says, "You just gonna let him do that?"

IN PAIRS

1. What personal rule would apply here?
2. What does the 10-10-10 rule say? *(10 minutes? 10 months? 10 years?)*
3. What's the pre-decided response — what would a man who's done this work say or do?

Ask yourself: is this about solving the problem or protecting your image?

SCENARIO 6 · YOUR OWN · WEEK 9 · SESSION 26

Write a pressure moment you know is coming in here: the kind you want to have decided before it happens.

IN PAIRS

1. What personal rule would apply here?
2. What does the 10-10-10 rule say? *(10 minutes? 10 months? 10 years?)*
3. What's the pre-decided response — what would a man who's done this work say or do?

Ask yourself: is this about solving the problem or protecting your image?

FORGE

Fixed vs. Growth Mindset

FORGE · WEEK 10 · SESSION 28 · GROWTH MINDSET

A **fixed mindset** says: my abilities, my intelligence, my character are set. I am who I am. A **growth mindset** says: my abilities can be developed. I'm not finished. I can get better at anything with effort, strategy, and help. Fixed-mindset beliefs feel like facts. They're not. They're stories. And they keep you stuck.

	Fixed mindset	Growth mindset
CHALLENGES	**Challenges are threats.** If I try something hard and fail, it proves I'm not good enough. So I avoid challenges.	**Challenges are opportunities.** Hard things are how I grow. I lean into them.
EFFORT	**Effort is pointless.** If I have to try hard, it means I don't have natural ability. Real talent shouldn't require effort.	**Effort is the path.** Trying hard isn't a sign of weakness; it's how mastery happens. Nobody gets good at anything without effort.
FEEDBACK	**Feedback is an attack.** When someone criticizes my work, they're criticizing me as a person. So I get defensive.	**Feedback is information.** When someone tells me what I can improve, they're giving me a tool. I don't have to like it, but I can use it.
OTHER PEOPLE'S SUCCESS	**Other people's success is a threat.** If you succeed, it makes me feel like a failure. So I tear you down or withdraw.	**Other people's success is inspiring.** If you can do it, maybe I can learn from you.
FAILURE	**Failure is permanent.** If I failed, I'm a failure. That's my identity now.	**Failure is data.** If I failed, I learned something. I adjust and try again. Failure is an event, not an identity.

YET

The most important word in a growth mindset. "I can't control my temper." That's fixed. Add one word: "I can't control my temper **yet**." Now it's growth. It says: this is where I am, but it's not where I'm staying.

REWRITE THREE OF YOUR OWN

Write down 3 fixed-mindset beliefs you hold about yourself. Be honest. Then rewrite each one on the right as a growth-mindset statement. Add "yet." Add "I'm learning to." Add "I'm working on." Whatever language makes it true for you. Then read both versions to a partner, the fixed one first. Some examples:

I'm not an educated person.	→	*I haven't had the education I need yet, but I can learn.*
I'll always have anger problems.	→	*I'm learning to manage my anger. It's getting better.*
I'm not the kind of guy who talks about feelings.	→	*I'm not comfortable with it yet, but I'm building the skill.*
Nobody will hire me with my record.	→	*It will be harder, but people with records get hired every day. I need to prepare.*
I'm a bad father.	→	*I've made mistakes as a father. I'm learning to be better.*

	FIXED: WHAT I TELL MYSELF	GROWTH: WHAT I'LL SAY INSTEAD
1		
2		
3		

Your challenge: every time you catch yourself saying "I can't," "I'm not," or "I'll never," stop yourself. Add "yet." The fixed version keeps you where you are. The growth version gives you somewhere to go.

Scenario 1: The Domino Effect

FORGE · WEEK 11 · SESSION 31 · SKILLS INTEGRATION PRACTICE

It's an ordinary evening in the dorm. Marcus, a quiet guy who mostly keeps to himself, comes back from a visit looking visibly upset. He sits on his bunk staring at the wall. Twenty minutes later, another man — DeShawn — accidentally bumps Marcus's shelf while walking past, knocking a photo to the floor.

Marcus explodes. He jumps up, gets in DeShawn's face, and starts yelling: “You did that on purpose! You think I'm soft? You think you can just disrespect my space?” DeShawn, who genuinely didn't mean to bump the shelf, gets defensive: “Man, back up off me. It was an accident. You better check yourself.”

Three other dorm members are watching. One of them says to you quietly, “Marcus just found out his mom is sick. He's been on edge all day.” Another dorm member — someone who's always looking for entertainment — is egging it on: “Oh, he's not gonna let that slide. This about to go down.”

You're a FORGE participant. What do you do?

YOUR GROUP · 15 MINUTES

1. First, analyze the situation together: what's happening, what skills does it require, what are the risks?
2. Then choose one person to role-play the FORGE response while the rest play the other characters.
3. After the role-play, rotate: someone new takes the lead. Every person takes a lead role in at least one scenario. No spectators.

What's happening? (What is it really about?)

What skills does it need?

What are the risks?

What do we do first?

Scenario 2: The Slow Burn

FORGE · WEEK 11 · SESSION 31 · SKILLS INTEGRATION PRACTICE

Over the past two weeks, tension has been building between two sides of the dorm. It started small — an argument about the TV channel. Then it was who gets to use the phone first. Then someone's commissary went missing and accusations flew. Now, people are sitting on opposite sides of the day room. Conversations go quiet when certain people walk by. You can feel it — the energy is off.

Today, a man named James approaches you privately. James is respected in the dorm — not because he's aggressive, but because he's been down a long time and people listen to him. James says: "Look, I'm telling you because you're FORGE. Something's going to pop off. I don't know when, but I can feel it. These young guys on the east side think the west side took their stuff, and the west side thinks the east side is disrespecting them. Nobody's talking. Everybody's posturing. If somebody doesn't do something, this is going to end bad."

You know James is right — you've felt the tension too. You also know that you're not a CO, you're not in charge of the dorm, and you're still in Phase 1 of FORGE. But you've got skills. And James is looking at you like he expects you to do something.

YOUR GROUP · 15 MINUTES

1. First, analyze the situation together: what's happening, what skills does it require, what are the risks?
2. Then choose one person to role-play the FORGE response while the rest play the other characters.
3. After the role-play, rotate: someone new takes the lead. Every person takes a lead role in at least one scenario. No spectators.

What's happening? (What is it really about?)

What skills does it need?

What are the risks?

What do we do first?

Scenario 3: The Mirror

FORGE · WEEK 11 · SESSION 31 · SKILLS INTEGRATION PRACTICE

A younger man in your dorm — Kevin, 22 years old, first time locked up — has been struggling. He's angry all the time. He snaps at people over nothing. He got into a shoving match last week and barely avoided a DR. He reminds you of yourself when you first came in.

You've tried to talk to Kevin a few times. Sometimes he listens. Sometimes he tells you to mind your business. Today, he comes to you voluntarily. He looks tired. He sits down and says:

"I don't know what's wrong with me, man. I keep messing up. I told myself I wasn't going to be like this in here, but I can't stop. Everything makes me angry. The COs. The noise. People looking at me. I got a letter from my girl yesterday saying she's done. And I just... I wanted to break something. I wanted to hurt somebody. I didn't. But I wanted to.

"And the worst part is, I know it's my fault she left. I know I put myself here. But knowing that doesn't make it stop. It just makes me feel worse. Like I'm never going to be different.

"You've been through this program. Do you actually think I can change? Or is that just something people say?"

YOUR GROUP · 15 MINUTES

1. First, analyze the situation together: what's happening, what skills does it require, what are the risks?
2. Then choose one person to role-play the FORGE response while the rest play the other characters.
3. After the role-play, rotate: someone new takes the lead. Every person takes a lead role in at least one scenario. No spectators.

What's happening? (What is it really about?)

What skills does it need?

What are the risks?

What do we do first?

Feedback Assignments

FORGE · WEEK 11 · SESSION 33 · FACILITATOR ONLY · PLAN BEFORE THE SESSION

From the guide: pre-assign feedback pairs. Every participant gives feedback to 3 peers and receives feedback from 3 peers. Plan it in advance so that everyone gets feedback from a mix of people (not just friends), everyone gives and receives 3, and no one is left out.

ONE WAY TO DO IT · NEW TEXT FOR REVIEW

1. Number the men 1 to the last number on the list below. Mix the order: don't number them by seat, and spread close friends (and men who are at odds) apart on the list.
2. Each man gives feedback to the next three numbers: 1 gives to 2, 3 and 4; 2 gives to 3, 4 and 5; and so on. At the end, wrap around to the top: the second-to-last man gives to the last man, 1 and 2; the last man gives to 1, 2 and 3.
3. Each man then gets feedback from the three numbers just before his (wrapping around the same way), so everyone gives 3 and gets 3. Fill in both columns and read each row: if a man's three are all his friends, swap two numbers on the list and fill it in again.

With 4 men, each one gives to the other three. Tell each man his three names at the session, not before.

#	PARTICIPANT	GIVES FEEDBACK TO (3)	GETS FEEDBACK FROM (3)	FEEDBACK SEAT ✓	FORMS DONE ✓
1		____ ____ ____	____ ____ ____		
2		____ ____ ____	____ ____ ____		
3		____ ____ ____	____ ____ ____		
4		____ ____ ____	____ ____ ____		
5		____ ____ ____	____ ____ ____		
6		____ ____ ____	____ ____ ____		
7		____ ____ ____	____ ____ ____		
8		____ ____ ____	____ ____ ____		
9		____ ____ ____	____ ____ ____		
10		____ ____ ____	____ ____ ____		
11		____ ____ ____	____ ____ ____		
12		____ ____ ____	____ ____ ____		
13		____ ____ ____	____ ____ ____		
14		____ ____ ____	____ ____ ____		
15		____ ____ ____	____ ____ ____		

SBI Feedback Forms

FORGE · WEEK 11 · SESSION 33 · ONE FORM FOR EACH OF YOUR THREE PEERS

S, Situation: when and where? Not "in class" but "during the conflict resolution role-play two weeks ago." **B, Behavior:** what did he actually do? Observable behavior, not your interpretation of his motives. **I, Impact:** what effect did it have, on you, on the group, on the situation? One strength, one growth area. Specific, honest, respectful. If you can't think of a specific situation, go back to what you've observed over 10 weeks. There were moments. Find them.

SBI Feedback Form

From _____ To _____

STRENGTH *something I've observed you do well*

Situation _____

Behavior _____

Impact _____

GROWTH AREA *something I think you can improve*

Situation _____

Behavior _____

Impact _____

SBI Feedback Form

From _____ To _____

STRENGTH *something I've observed you do well*

Situation _____

Behavior _____

Impact _____

GROWTH AREA *something I think you can improve*

Situation _____

Behavior _____

Impact _____

SBI Feedback Form

From _____ To _____

STRENGTH *something I've observed you do well*

Situation _____

Behavior _____

Impact _____

GROWTH AREA *something I think you can improve*

Situation _____

Behavior _____

Impact _____

FORGE

Peer Feedback Record

FORGE · WEEK 11 · SESSION 33 · FACILITATOR ONLY · FILE WITH PHASE 1 RECORDS

Session 33's peer feedback is spoken in the circle. Week 12 asks you to combine “peer evaluations” with the knowledge check, the portfolio, attendance and your observations, and to file them in participant files. Note what each man heard while he is in the feedback seat, and how he took it: he may say thank you, ask a clarifying question or share what landed; he may not argue, defend or explain away. Points that more than one peer raised matter most: they are growth areas “validated by multiple observers.”

PARTICIPANT (IN THE FEEDBACK SEAT)	FEEDBACK FROM (HIS 3 PEERS)	STRENGTHS HE HEARD (S-B-I, IN BRIEF)	GROWTH AREAS HE HEARD (S-B-I, IN BRIEF)	HOW HE TOOK IT: THANKED · ASKED · SHARED · ARGUED	FACILITATOR'S NOTE

Facilitator Observation Notes

FORGE · PHASE 1 · FACILITATOR ONLY · ONE PAGE PER PARTICIPANT

Participant _____ Start date _____ Cohort _____

Keep this from Week 1. Session 33 asks you to share, for each man, one strength and one growth area, each with a concrete example, and your honest view of his readiness for Phase 2: "Review your notes from 10 weeks of sessions. Be specific. Don't wing this." Write what you saw, when, and in which exercise: his words, what he did, what changed.

Session 1: the one thing he wants to be different about himself in 9 months (read back at Session 36's closing)

WEEK	DATE · SESSION · EXERCISE	WHAT I SAW OR HEARD
Week 1 · Orientation		
Week 2 · Thinking		
Week 3 · Emotions		
Week 4 · Trauma		
Week 5 · Communication		
Week 6 · Conflict		
Week 7 · Accountability		
Week 8 · Perspective		
Week 9 · Problem solving		
Week 10 · Mindset, purpose		
Week 11 · Integration		

FOR SESSION 33 (1–2 MINUTES WITH HIM)

Some of it will line up with what his peers told him; some may be different.

One strength I've seen, with a concrete example

One area for growth, with a concrete example

My honest view of his readiness for Phase 2

Phase 1 Study Guide

FORGE · WEEKS 1–11 · FOR THE PHASE 1 KNOWLEDGE CHECK (SESSION 34)

The Knowledge Check is not designed to trick you. Every question comes from material you covered in the sessions. If you've been doing the work (attending, journaling, writing your thinking reports, taking part in the exercises), you know this material. This guide is your map: the key ideas of each week and where to review them. The details are on your session pages, your workbook pages and in your journal.

THE TEST HAS SIX SECTIONS

1. Thinking Errors and Cognitive Restructuring
2. Emotional Regulation
3. Conflict Resolution
4. Communication Skills
5. Problem Solving and Decision Making
6. FORGE Values and Code of Conduct

★ STUDY THESE ESPECIALLY (SESSION 33)

- the 8 thinking errors
- the escalation curve
- the 5-step conflict resolution model
- the 6-step problem-solving model
- communication styles
- FORGE values

And be ready to explain **FORGE values, the Code of Conduct and the stakeholder model in your own words**.

WEEK	KEY IDEAS AND TOOLS (★ = STUDY ESPECIALLY)	WHERE TO REVIEW
Week 1 **Orientation and Community Building**	Sessions 1 Welcome to FORGE · 2 Building the Container · 3 Service Over Self Why FORGE exists and its three phases · "We are stakeholders in this system" · ★ **the Code of Conduct** and your Participant Commitment · the circle process and the group agreements · ★ **Service Over Self**: what service is and what it is not; servant leadership · the FORGE elevator speech	Session pages 1–3 · FORGE Handbook: Code of Conduct, Participant Commitment
Week 2 **How Thinking Works**	Sessions 4 Thinking Controls Behavior · 5 Thinking Errors · 6 Cognitive Restructuring The Think-Feel-Act cycle · automatic thoughts: stories that feel like facts · the thinking report and its five parts · ★ **the 8 thinking errors**: what each sounds like, and its challenge · cognitive restructuring: the questions to ask about any thought · STOP, the tool you use in the moment · alternative thoughts	Session pages 4–6 · Thinking Report · Alternative Thought Bank · your thinking reports
Week 3 **Emotional Literacy**	Sessions 7 Understanding Emotions · 8 Emotional Regulation · 9 The Anger Beneath the Anger The emotion wheel: more words, more choices · anger as a secondary emotion · your body knows first: body signals · tracking your emotions · ★ **the escalation curve**: its five stages, and where to intervene · 4-4-4 breathing, 5-4-3-2-1 grounding, and when to use what · the feelings beneath the anger	Session pages 7–9 · Emotion Wheel · Body Map · Emotion Tracking Log · Beneath My Anger · your emotion logs
Week 4 **Trauma Awareness**	Sessions 10 Understanding Trauma · 11 Trauma Responses in the Dorm · 12 Coping and Safety Trauma is not weakness · ACEs · the Three E's · the four survival responses, and your default · triggers; reacting vs. responding · safe vs. unsafe coping · your Safe Coping Card · FORGE is trauma-aware, not therapy · as a mentor: listen, validate, refer	Session pages 10–12 · Safe vs. Unsafe Coping Strategies · My Safe Coping Card
Week 5 **Active Listening and Communication**	Sessions 13 Active Listening · 14 Communication Styles · 15 Giving and Receiving Feedback Hearing vs. listening · the 5 components of active listening · barriers to listening · ★ **communication styles**: aggressive, passive, passive-aggressive, assertive · "you" statements vs. "I" statements · SBI feedback · how to receive feedback	Session pages 13–15 · "I" Statement Practice Sheet · SBI Practice Sheet
Week 6 **Conflict Resolution Deep Dive**	Sessions 16 The FORGE Conflict Resolution Model · 17 De-escalation Techniques · 18 Mediation Skills ★ **the FORGE conflict resolution model**: all 5 steps, in order · the heat scale: match your response to the heat · de-escalation: your body, your voice, tactical empathy, the redirect · the red lines: knowing your limits · mediation: staying neutral, the ground rules, not getting triangulated	Session pages 16–18: Heat Scale, Tactical Empathy Phrases, Mediation Ground Rules

WEEK	KEY IDEAS AND TOOLS (★ = STUDY ESPECIALLY)	WHERE TO REVIEW
Week 7 **Accountability and Integrity**	Sessions 19 Personal Accountability · 20 Integrity Under Pressure · 21 Making Amends What accountability is and is not · the accountability spectrum · guilt vs. shame · integrity: your values, words and actions lined up · the 4 tests of integrity · restorative accountability · how harm ripples out · apology vs. amends; living amends · the impact awareness letter	Session pages 19–21 · My Accountability Statement · Impact Awareness Letter
Week 8 **Social Skills and Perspective-Taking**	Sessions 22 Empathy Development · 23 Reading the Room · 24 Building Pro-Social Relationships Three kinds of empathy: cognitive, emotional, compassionate · four viewpoints · reading the room; dual awareness · healthy vs. toxic relationships · boundaries · holding someone accountable without losing him	Session pages 22–24 · Perspective-Taking Exercise · Relationship Map
Week 9 **Problem Solving and Decision Making**	Sessions 25 Problem-Solving Framework · 26 Decision Making Under Pressure · 27 Consequential Thinking ★ **the 6-step problem-solving model** · always find at least 3 options · tunnel vision under stress · pre-deciding and personal rules · the 10-10-10 rule · four kinds of consequences; the ripple effect · playing the tape forward	Session pages 25–27 · Problem-Solving Worksheet · My Personal Rules · Ripple Effect Map
Week 10 **Mindset and Purpose**	Sessions 28 Growth Mindset · 29 Finding Purpose · 30 The Stakeholder Identity Fixed vs. growth mindset; the word "yet" · failure as information · goals vs. purpose · Frankl and the last freedom · ★ **the stakeholder identity**: stakeholder vs. bystander, and what you control	Session pages 28–30 · Fixed vs. Growth Mindset · Letter From My Future Self · My Stakeholder Commitment
Week 11 **Integration and Review**	Sessions 31 Skills Integration Practice · 32 Self-Assessment · 33 Peer Evaluation and Feedback Integration: reading what a situation needs and using several skills at once · three wrong moves when someone opens up · knowing your limits, and bringing in the right resources · an honest self-assessment · SBI feedback, given and received	Session pages 31–33 · Phase 1 Skills Self-Assessment · your essay

HOW TO STUDY

- **Go week by week.** For each idea, ask yourself three things. Can I name it? Can I explain it in my own words? Can I give a real example from my life in the dorm?
- **Say the starred ones out loud,** from memory, then check yourself against your session pages. Where a model has steps or stages, know them in order.
- **Use your own work.** Your journal, your thinking reports and your emotion logs show you using these tools. Reread a few.
- **Explain one to another man in your cohort.** If you can teach it, you know it.
- **Stuck on something?** Ask your facilitator before Session 34.

ON TEST DAY

- 30 questions: multiple choice, short answer and scenarios. You have 75 minutes, more than enough time.
- Short answers: a clear, specific answer in 2 to 3 sentences is better than a vague paragraph. Scenarios: explain what you would do and why.
- Read each question carefully. Don't rush. If you get stuck, move on and come back.
- If you can't tell what a question is asking, you may ask. If reading or writing is hard for you, tell the facilitator before the test, and the questions can be read to you one-on-one.
- "This is a knowledge check, not a character judgment."

WHAT I NEED TO REVIEW MOST

Phase 1 Knowledge Check

FORGE · WEEK 12 · SESSION 34

Name: _____ *Date:* _____ *Cohort:* _____

Instructions: Answer all 30 questions. For multiple choice, circle the best answer. For short answer, write 2-3 clear sentences. For scenario questions, explain what you would do and why. You have 75 minutes. 70% (21/30) is required to advance to Phase 2.

Section 1: Thinking Errors and Cognitive Restructuring (Questions 1-8)

1. What are the three parts of the Think-Feel-Act cycle?

a) Situation → Response → Consequence
b) Thought → Feeling → Action
c) Problem → Solution → Outcome
d) Trigger → Reaction → Regret

2. Match each thinking error to its correct description. Write the letter next to the number.

Thinking Error		Description
1. Closed thinking	___	A. “It’s not that serious” — making harmful behavior seem less important
2. Victim stance	___	B. “I’ll make them do what I want” — using force or intimidation to control
3. Minimizing	___	C. “I deserve special treatment” — believing rules don’t apply to you
4. Power thrust	___	D. “I’m right, period” — refusing to consider any other viewpoint
5. Entitlement	___	E. “It’s everyone else’s fault” — refusing to accept responsibility

3. Read the following statement and identify which thinking error is present. Explain why.

“Yeah, I shoved him. But he disrespected me first. What was I supposed to do — just let him talk to me like that? Anyone would have done the same thing.”

Thinking error(s): _____

Explanation: _____

_____

4. What does STOP stand for in the STOP technique?

S: _____

T: _____

O: _____

P: _____

5. Rewrite the following thought using cognitive restructuring. Replace the thinking error with a more accurate, productive thought.

Original thought: “This CO has it out for me. He’s always targeting me. There’s no point trying to follow the rules because he’s going to write me up no matter what.”

Restructured thought: _____

_____

_____

6. A thinking report has five parts. List them in order.

1. _____
2. _____
3. _____
4. _____
5. _____

---

7. What is "cognitive indolence" and how does it show up in daily life? Give one example.

_____

_____

_____

---

8. What is the difference between a thinking error and a negative emotion? (Short answer)

_____

_____

_____

Section 2: Emotional Regulation (Questions 9-13)

9. Put the five stages of the escalation curve in the correct order:

___ Crisis ___ Calm ___ Recovery ___ Flooded ___ Agitated

---

10. Name two physical body signals that tell you anger is building (before you say or do anything).

1. _____
2. _____

---

11. Describe the 4-4-4 breathing technique. When should you use it?

_____

_____

_____

---

12. SCENARIO: You just found out that your family member didn't show up for a scheduled visit. No call, no explanation. You're sitting on your bunk and you can feel the anger rising — your chest is tight, your jaw is clenched, you want to hit something.

What would you do in the next 5 minutes? Be specific about which regulation techniques you would use and why.

_____

_____

_____

_____

---

13. Explain what it means to say "anger is a secondary emotion." What emotions typically lie beneath anger? Name at least three.

_____

_____

_____

Section 3: Conflict Resolution (Questions 14-18)

14. List the 5 steps of the FORGE Conflict Resolution Model in order.

1. _____
2. _____
3. _____
4. _____
5. _____

---

15. What does "tactical empathy" mean in de-escalation?

a) Pretending to agree with someone so they calm down
b) Acknowledging what someone is feeling without necessarily agreeing with their position
c) Manipulating someone's emotions to get the outcome you want
d) Telling someone you understand even when you don't

---

16. Name three things you should do with your body language when trying to de-escalate a tense situation.

1. _____
2. _____
3. _____

---

17. SCENARIO: Two men in the dorm are arguing about who was supposed to clean the bathroom. The argument started calm but is getting louder. One of them just said, "If you call me lazy one more time, we're going to have a real problem." Other dorm members are starting to watch.

Walk through how you would intervene using the FORGE Conflict Resolution Model. Address each step specifically.

Step 1 (Pause & Posture): _____

_____

Step 2 (Name the Heat): _____

_____

Step 3 (Facts > Stories): _____

_____

Step 4 (Needs & Options): _____

_____

Step 5 (Agreement & Check-Back): _____

_____

---

18. List three "red line" situations where a FORGE participant should step back and refer to staff rather than trying to handle it themselves.

1. _____
2. _____
3. _____

Section 4: Communication Skills (Questions 19-22)

19. What are the five components of active listening?

1. _____
2. _____
3. _____
4. _____
5. _____

20. Rewrite each aggressive statement as an assertive "I" statement.

a) "You never listen to me. You always just do whatever you want."

Rewrite: _____

_____

b) "You're always running your mouth about me behind my back."

Rewrite: _____

_____

21. What does SBI stand for in the feedback model? Briefly explain each part.

S: _____

B: _____

I: _____

22. What is the difference between aggressive communication and assertive communication? (Short answer — 2-3 sentences)

_____

_____

_____

Section 5: Problem Solving and Decision Making (Questions 23-26)

23. List the 6 steps of the FORGE problem-solving model in order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

24. What is the 10-10-10 rule? How does it help with decision making?

_____

_____

_____

25. SCENARIO: You've been saving commissary items to send a package to your family. You find out that a man in your dorm — someone you're friendly with — has been taking items from your shelf when you're not around. You're angry. You want to confront him right now.

Apply the 6-step problem-solving model to this situation.

Step 1 (Stop and think): _____

Step 2 (Define the problem): _____

Step 3 (Gather information): _____

Step 4 (Generate options — list at least 3):

Option A: _____

Option B: _____

Option C: _____

Step 5 (Evaluate consequences): _____

_____

Step 6 (Choose, act, review): _____

_____

26. What does "playing the tape forward" mean? Give a brief example of how you would use it.

_____

_____

_____

Section 6: FORGE Values and Code of Conduct (Questions 27-30)

27. In your own words, explain what "Service Over Self" means. Give one specific example of what it looks like in the dorm. (3-4 sentences)

_____

_____

_____

_____

28. What does it mean to be a "stakeholder" in the FORGE model? How is it different from being a bystander?

_____

_____

_____

29. SCENARIO: A man you've become friends with in the FORGE program tells you confidentially that he's been carrying a sharpened piece of metal "just for protection." He says he feels threatened by someone in another dorm and he'll get rid of it soon. He asks you not to tell anyone.

What do you do? Explain your reasoning. Reference the Code of Conduct in your answer.

_____

_____

_____

_____

_____

30. The FORGE accountability spectrum goes from denial to full accountability. Put these five levels in order from least accountable to most accountable:

___ Full accountability ___ Blame-shifting ___ Denial ___ Partial ownership ___ Minimization

Now write one sentence explaining the difference between "partial ownership" and "full accountability."

_____

_____

Portfolio Presentation Rubric

FORGE · WEEK 12 · SESSION 35

Participant _____ **Panel member** _____ **Date** _____

Criteria	1 (Incomplete)	2 (Developing)	3 (Competent)	4 (Exemplary)
Completeness	Multiple items missing or incomplete	1-2 items missing or significantly incomplete	All items present and substantially complete	All items present, thorough, and detailed
Quality of Thinking Reports	Surface-level, vague, or formulaic	Some depth but inconsistent	Demonstrates genuine self-analysis in most reports	Deep, honest, specific — shows real cognitive work
Self-Assessment Honesty	Inflated or deflated — doesn't match observed behavior	Somewhat honest but avoids hard truths	Honest about strengths and weaknesses	Deeply honest — names specific struggles and specific growth
Articulation of Growth	Cannot describe what's changed	Vague — "I've grown a lot" without specifics	Can name specific changes with examples	Compelling, specific, connects skills to real life
Engagement with Process	Disengaged — presenting because required	Compliant but surface-level	Engaged and invested in the reflection	Deeply invested — this clearly matters to them

Scoring: Each criterion scored 1-4. Total: 20 points. Minimum to pass: 12/20.

Comments:

Phase 1 Tracking Sheet

FORGE · PHASE 1 · FACILITATOR ONLY · PAGE 1 OF 2: ATTENDANCE

Keep it from Session 1. It gives Session 36 its numbers ("You started this program on [date]… you completed [number] thinking reports, attended [number] sessions"), it is the attendance record the Phase 1 gate uses, and it tells you before Session 35 who is likely to be short. Mark ✓ present, A absent (late by more than 5 minutes counts as an absence, Week 1), M missed but made up with the make-up video.

#	PARTICIPANT	START DATE	WK 1			WK 2			WK 3			WK 4			WK 5			WK 6			WK 7			WK 8			WK 9			WK 10			WK 11			WK 12			TOTAL
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
1																																							
2																																							
3																																							
4																																							
5																																							
6																																							
7																																							
8																																							
9																																							
10																																							
11																																							
12																																							
13																																							
14																																							
15																																							

Phase 1 Tracking Sheet

FORGE · PHASE 1 · FACILITATOR ONLY · PAGE 2 OF 2: PORTFOLIO AND RESULTS

Same numbers as page 1. Count thinking reports as they come in; tick each item when it is in his portfolio (Phase 1 Portfolio Checklist). After Session 35, combine the portfolio score with the knowledge check, attendance, peer evaluations and your observations, and decide each man's status before Session 36.

#	Participant	Thinking reports (count)	Emotion logs (3 weeks)	Impact awareness letter	Self-assess-ment essay	Stake-holder commit-ment	5 journal entries	Safe Coping Card	Self-assess-ment question-naire	Know-ledge check (of 30)	Retake: date, score	Portfolio score (of 20)	Missing items and deadline	Phase 2: advancing, or his plan
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														

Phase 1 Cohort Summary

FORGE · WEEK 12 · FACILITATOR ONLY · COMPLETE AFTER SESSION 36

Cohort / facility _____ Facilitator _____ Phase 1 dates _____

From the Week 12 notes: complete the Phase 1 cohort summary (how many started, how many completed, average knowledge check score, common strengths and gaps), and keep a record of which questions were most commonly missed: it tells you where the curriculum may need strengthening for the next cohort.

Men who started Phase 1	Men who completed Phase 1	Men still finishing, with a plan (listed below)	Average knowledge check score (/30)

KNOWLEDGE CHECK: TIMES EACH QUESTION WAS MISSED

Tally as you grade.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**

COMMON STRENGTHS IN THIS COHORT

COMMON GAPS

WHERE THE CURRICULUM MAY NEED STRENGTHENING FOR THE NEXT COHORT

RETAKES AND PORTFOLIO COMPLETION DEADLINES

PARTICIPANT	WHAT HE NEEDS (RETAKE · MISSING ITEMS)	DEADLINE	DONE ✓

FORGE

FORGE · FACILITATING OPPORTUNITIES FOR REENTRY, GROWTH & EMPOWERMENT

Certificate of Completion

PHASE 1 · FOUNDATION · KNOW YOURSELF

This certifies that

_____

has completed Phase 1 of FORGE, Weeks 1 to 12,
and committed to the work of knowing himself.

"Leadership is not granted. It is forged."

DATE	COHORT	FACILITATOR	SENIOR MENTOR

Phase 1 Recommitment

FORGE · WEEK 12 · SESSION 36 · SIGN WITH YOUR FACILITATOR AS WITNESS

I, _____, having completed Phase 1 of the FORGE program, recommit to the following:

- I commit to **continued self-work** — knowing that the foundation I've built in Phase 1 requires daily maintenance. I will continue to examine my thinking, manage my emotions, and hold myself accountable.
- I commit to **Service Over Self** — not as a slogan, but as a way of life. I will look for opportunities to serve others every day, without expectation of recognition or reward.
- I commit to **honesty and integrity** — in this program and in every area of my life. I will speak the truth, keep my word, and align my actions with my values.
- I commit to **the men in this circle** — my cohort. I will support their growth, hold them accountable with respect, and show up for them as I hope they will show up for me.
- I commit to **becoming a mentor worthy of trust** — knowing that the men I will eventually mentor deserve someone who has done the work, not someone who has simply completed the program.

I commit to the FORGE mission: **to build a culture of peace, responsibility, and service — modeling the change I want to see in every community.**

MY PERSONAL COMMITMENT FOR PHASE 2

Something specific to you and your journey, that goes beyond the general pledge. You say it out loud when you stand.

_____

_____

_____

_____ _____

PARTICIPANT SIGNATURE DATE

_____

WITNESS: FACILITATOR OR SENIOR MENTOR (NAME)

_____ _____

WITNESS SIGNATURE DATE

For the participant's program file. Copy your personal commitment into the front of your journal, next to your Week 1 commitment.

Phase 2: Build Others

FORGE · WEEK 12 · SESSION 36 · WHAT COMES NEXT · WEEKS 13–24

Phase 1 was about knowing yourself. Phase 2 is about building others. And Phase 2 is harder.

In Phase 1, the only person you had to be honest with was yourself. In Phase 2, you take everything you've learned and figure out how to teach it, how to facilitate it, how to use it to help someone else. Other people don't always want your help. They will test you, resist you, question you, push your buttons, and then ask you to still show up for them. That's what a mentor does. **A mentor shows up, even when it's hard. Especially when it's hard.** Phase 2 runs for 12 weeks, same schedule.

WEEK 13	WEEKS 14–15	WEEK 16	WEEKS 17–20	WEEKS 21–22	WEEKS 23–24
The Mentor Identity	Teaching and Facilitation Skills	Motivational Interviewing	Simulation Training	Restorative Practices and Life Skills Facilitation	Assessments and the Phase 2 Gate
13	14 15	16	17 18 19 20	21 22	23 24

Week 13	**The Mentor Identity.** What makes a good mentor. Mentor boundaries: what you do and don't do. The parallel process: you can't give what you don't have, so your self-work doesn't stop.
Weeks 14–15	**Teaching and Facilitation Skills.** How to design a lesson. How to facilitate a discussion. How to manage a group. You'll each deliver practice lessons and get feedback.
Week 16	**Motivational Interviewing.** How to talk to someone who doesn't want to change, without pushing, without lecturing, without giving up on them.
Weeks 17–20	**Simulation Training.** This is what makes FORGE different. You'll walk into realistic scenarios (dorm conflicts, mentee crises, boundary tests, safety situations) and respond in real time. We'll freeze the scene, coach you, and replay.
Weeks 21–22	**Restorative Practices and Life Skills Facilitation.** How to run a circle. How to have an accountability conversation. How to teach life skills topics you'll use with mentees.
Weeks 23–24	**Assessments and the Phase 2 Gate.** Simulation assessments, co-facilitation practice, and the Phase 2 gate.

> Phase 2 is where you become someone who doesn't just manage your own life: you become someone who can change another person's life. That's what you're training for.

QUESTIONS MEN ASK

"Is it harder than Phase 1?"
Differently hard. Phase 1 was emotionally hard because you had to face yourself. Phase 2 is skill-hard: you're learning to teach, facilitate, and mentor. Both are challenging. You're ready for it.

"When do we get actual mentees?"
Phase 3. Phase 2 is preparation. Phase 3 is where you're assigned real mentees and facilitate real sessions.

"What if I'm not a good teacher?"
Nobody is when they start. That's why we practice. You'll deliver lessons, get feedback, and improve. By Week 15, you'll be teaching in front of the group.

"Phase 2 sounds too hard."
Phase 1 sounded too hard 12 weeks ago. You did it anyway. Phase 2 will push you in new ways, but you're not starting from zero anymore: you're starting with a foundation.

Phase 2 starts _____ *Same time, same room.*