FORGE

Handouts & Forms

Phase 2: Development · Build Others · Weeks 13–24

The papers the Facilitator Guide, Phase 2, 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
37	**Elements of Effective Mentoring** NEXT WORKBOOK	1 per participant	3
38	**Mentor Boundaries Quick Reference** NEXT WORKBOOK	1 per participant	4
40	**4 Adult Learning Principles** NEXT WORKBOOK	1 per participant	5
40	**Learning Styles Reference** NEXT WORKBOOK	1 per participant	6
40	**Phase 1 Topics for Practicum Lessons** NEXT WORKBOOK	1 per participant	7
42–44	**Observation Rubric: Teaching Practicum**	1 per participant in Session 42; then 1 per participant per presenter (Sessions 43–44)	8
45	**Difficult Moments Scenario Cards**	1 set (5 scenario cards and the format card, cut apart)	9
46	**Stages of Change** NEXT WORKBOOK	1 per participant	10
46–48	**MI Scenario Cards**	1 set (cut apart)	11
47	**MI Quick Reference Card** NEXT WORKBOOK	1 per participant (8 cards to a sheet, cut apart)	13
48	**Readiness Ruler** NEXT WORKBOOK	1 per participant	14
49–54	**Observer Role Cards**	1 per observer (cut apart)	15
49	**Simulation Scoring Rubric**	1 per participant, plus extras for observers	16
50–54	**Block 1 Simulation Cards**	1 set per simulation run, cut apart (scene card for the mentor, one card per role player)	17
55–60	**Block 2 Simulation Cards**	1 per scenario (cut apart)	22
55–60	**Observer Feedback Form**	2–3 per simulation (2 forms to a sheet, cut apart)	25
58	**Mental Health Referral Information**	1, filled in with the facility's actual names and process before Session 58; then 1 per participant	26
59	**Grievance Procedure Summary**	1, filled in with the facility's procedure before Session 59; then 1 per participant	27

SESSION	HANDOUT	COPIES	PAGE
61	**Circle Process Reference Card** NEXT WORKBOOK	1 sheet per participant (2 cards, cut apart)	28
62	**Accountability Conversation Model** NEXT WORKBOOK	1 per participant	29
62	**Accountability Scenario Cards**	1 set per group of three (cut apart); enough that each group gets at least two different ones	30
64	**Financial Literacy Reference Sheet** NEXT WORKBOOK	1 per participant	31
64–65	**Mini-Lesson Feedback Form**	1 per participant per presenter (3 forms to a sheet, cut apart)	32
67–69	**Phase 2 Master Tracking Sheet** FACILITATOR	1 for the cohort	33
67, 69	**Simulation Score Sheet** FACILITATOR	1 per participant per simulation, for the facilitator and for the Senior Mentor	34
67, 69	**Assessment Scenario Cards** FACILITATOR	1 set for the facilitator (cut apart); choose 5: 3 for Session 67, 2 for Session 69, at least 1 each from A, B and C	35
67, 69	**Assessment Role Cards**	1 sheet per graded simulation (cut apart); write each role in before the session	38
68	**Co-Facilitation Observation Form** FACILITATOR	1 per pair, for the facilitator and for the Senior Mentor	39
69	**Teaching Demonstration Rubric** FACILITATOR	1 per participant, for the facilitator and for the Senior Mentor	40
70	**Individual Assessment Summary** FACILITATOR	1 per participant, prepared before Session 70 (panel members get a copy for Session 71)	41
71	**Panel Review Format and Questions** FACILITATOR	1 per panel member	42
71	**Panel Review Score Sheet** FACILITATOR	1 per panel member per participant	43
72	**Phase 2 Completion Certificate**	1 per participant: page 1 for each man advancing to Phase 3; page 2 ("Phase 2 Completion") for a man who completed the sessions but is not advancing yet	44
72	**Phase 3 Assignment Sheet**	1 per advancing participant (2 to a sheet, cut apart), if dorm placements and mentee matches are available	46

Elements of Effective Mentoring

FORGE · WEEK 13 · SESSION 37

MENTOR, the National Mentoring Partnership, has studied what makes mentoring actually work versus what makes it a waste of time. They identified what they call the "Elements of Effective Practice." Here's what the research shows.

1 · THE RELATIONSHIP IS THE PROGRAM

It doesn't matter how good the curriculum is or how smart the mentor is. If the mentee doesn't trust you, nothing happens. Trust is built through consistency, reliability, and genuine care, not through techniques.

2 · MENTORING REQUIRES STRUCTURE AND FLEXIBILITY

Good mentors have a plan. They show up prepared. But they also know when to throw the plan out because the person in front of them needs something different today. If your mentee just got bad news from home, you don't barrel through a lesson on thinking errors. You sit with him.

3 · TRAINING AND ONGOING SUPPORT MATTER

The research is clear: untrained mentors can actually do harm. Good intentions are not enough.

4 · THE MENTEE'S NEEDS COME FIRST, NOT THE MENTOR'S

This is harder than it sounds. A lot of people become mentors because it makes them feel good about themselves. There's nothing wrong with that. But the moment your need to feel helpful overrides the mentee's actual needs, you've stopped mentoring and started performing.

5 · SCREENING AND BOUNDARIES PROTECT EVERYONE

Not everyone should be a mentor. Not every match works. And clear boundaries protect both the mentor and the mentee.

Notes:

Mentor Boundaries Quick Reference

FORGE · WEEK 13 · SESSION 38

What Mentors DO	What Mentors DON'T Do
Listen without judgment	Give advice on legal matters (you're not a lawyer)
Share their own experience when it's helpful (not to show off, not to take over the conversation)	Diagnose mental health conditions (you're not a therapist)
Ask questions that help the mentee think, not questions that lead to the answer you want	Provide medical advice (you're not a doctor)
Hold mentees accountable to their own goals and commitments	Hold onto a mentee's property, contraband, or secrets that involve safety
Model the behavior they're teaching	Intervene in gang dynamics (this is above your scope, always)
Show up consistently: be someone the mentee can count on	Take sides in a mentee's conflicts
Maintain confidentiality within appropriate limits	Try to "fix" people: you facilitate growth, you don't engineer it
Celebrate growth, even small progress	Share a mentee's private information with others (outside of safety exceptions)
Refer when the situation is beyond their scope	Make promises you can't keep ("I'll make sure you get moved" or "I'll talk to the warden")
Take care of themselves so they can keep doing this work	Put yourself in physical danger to prove a point
	Carry a mentee's emotional weight as your own

CARING WITHOUT CARRYING

I can care about you without being responsible for you.

Imagine a man is drowning. **Jump in after him,** and now you're both drowning: that's what happens when you carry someone's problems. **Stand on the shore and yell instructions,** and that's lecturing. It doesn't help. **Stay on solid ground, extend a rope, and pull.** You're connected to him. You're helping him. But you are not in the water.

CONFIDENTIALITY AND ITS LIMITS

What your mentee shares with you stays between you and him. Here are the exceptions. There are no exceptions to the exceptions. **You MUST break confidentiality when:**

1. **Someone has a weapon or is planning to acquire one.** This is a zero-tolerance red line.
2. **Someone expresses intent to harm themselves.** You don't handle this alone. You stay with him and you get help.
3. **Someone expresses intent to harm someone else.** You engage the person, try to de-escalate, and involve staff or program leadership.
4. **A child or vulnerable person is being harmed.** This gets reported. Period.

There is a difference between snitching and saving a life. Snitching is giving up information to get yourself an advantage. Reporting a safety concern is the exact opposite: you're doing it because someone's life or safety is at stake. **When in doubt, err on the side of safety. Talk to program leadership.**

4 Adult Learning Principles

FORGE · WEEK 14 · SESSION 40

In the 1970s, a researcher named Malcolm Knowles studied how adults learn differently from children. He found four key principles.

PRINCIPLE 1 · ADULTS NEED TO KNOW WHY THEY'RE LEARNING SOMETHING

Children will learn something just because the teacher says so. Adults won't. If a grown man doesn't understand why this matters, he checks out.

What this means for you as a facilitator: before you teach anything, answer the question "Why should I care?" If you can't answer that in one sentence, you're not ready to teach it.

PRINCIPLE 2 · ADULTS LEARN BEST FROM EXPERIENCE, NOT LECTURES

Adults don't learn by sitting and listening. They learn by doing.

What this means for you: every session you facilitate needs to include practice. Not "talk about it." DO it. Experience is the teacher. You're just the guide.

PRINCIPLE 3 · ADULTS APPROACH LEARNING AS PROBLEM-SOLVING

Adults aren't interested in theory for its own sake. They want to solve a problem they're facing RIGHT NOW.

What this means for you: frame every lesson around a problem your audience actually has. Not a textbook problem. A dorm problem. A life problem. A relationship problem. The content is the solution, but the problem has to come first.

PRINCIPLE 4 · ADULTS LEARN BEST WHEN THE TOPIC HAS IMMEDIATE APPLICATION

If someone thinks "I'll need this someday," they'll forget it.

What this means for you: at the end of every session, give people something to DO with what they just learned. Not "think about it." DO it. Immediate application cements learning. Everything else evaporates.

Notes:

Learning Styles Reference

FORGE · WEEK 14 · SESSION 40

Not everyone takes in information the same way. There are four main learning styles. Most people have a dominant one, but everyone uses a mix.

Style	How they learn	What it looks like in here
Visual	By seeing: diagrams, charts, written lists, demonstrations. When you only talk, they struggle.	The man who asks “Can you write that down?” or draws out the conflict resolution steps so he can see them.
Auditory	By hearing: discussion, explanation, stories. They process by talking it through.	The man who gets it in the group discussion but can’t remember the handout. A story or an example lights him up.
Kinesthetic	By doing: role-play, hands-on activities, movement. Their brain needs their body involved.	The man who was bored in the lecture and came alive in the role-play. He learns conflict resolution by doing it.
Reading/writing	By reading and writing: handouts, journal exercises, written reflections.	The man who takes notes every session and whose journal is full.

When you facilitate, you will have all four in the room. Every session should include something to see, something to hear, something to do, and something to write. You don’t have to be perfect at this. You just have to be intentional.

My dominant style _____

When did I learn best in Phase 1? What does that tell me about how I’ll teach?

Phase 1 Topics for Practicum Lessons

FORGE · WEEK 14 · SESSION 40

Pick something you know well and care about. These are the Phase 1 sessions, by week. You will teach one for your practicum lesson (Sessions 43–44), you and your partner choose one for your co-facilitation (Session 68), and you are assigned one for your teaching demonstration (Session 69).

Week	Phase 1 sessions
Week 1 Orientation and Community Building	2 Building the Container · 3 Service Over Self
Week 2 How Thinking Works	4 Thinking Controls Behavior · 5 Thinking Errors · 6 Cognitive Restructuring
Week 3 Emotional Literacy	7 Understanding Emotions · 8 Emotional Regulation · 9 The Anger Beneath the Anger
Week 4 Trauma Awareness	10 Understanding Trauma · 11 Trauma Responses in the Dorm · 12 Coping and Safety
Week 5 Active Listening and Communication	13 Active Listening · 14 Communication Styles · 15 Giving and Receiving Feedback
Week 6 Conflict Resolution Deep Dive	16 The FORGE Conflict Resolution Model · 17 De-escalation Techniques · 18 Mediation Skills
Week 7 Accountability and Integrity	19 Personal Accountability · 20 Integrity Under Pressure · 21 Making Amends and Moving Forward
Week 8 Social Skills and Perspective-Taking	22 Empathy Development · 23 Reading the Room · 24 Building Pro-Social Relationships
Week 9 Problem Solving and Decision Making	25 Problem-Solving Framework · 26 Decision Making Under Pressure · 27 Consequential Thinking
Week 10 Mindset and Purpose	28 Growth Mindset · 29 Finding Purpose · 30 The Stakeholder Identity

My topics	Phase 1 topic	Why it matters ("Why should I care?" in one sentence)
Practicum lesson (Session 43 or 44)		
Co-facilitation, with my partner (Session 68)		
Teaching demonstration, assigned (Session 69)		

FORGE

Observation Rubric: Teaching Practicum

FORGE · WEEK 14 · SESSION 42–44

Rate honestly. A 2 is not an insult: it means "developing." Be specific in your written comments. Not "good job." Say what was good: "Your opening question got everyone's attention immediately." Say what could improve: "You talked for 6 minutes straight during the content section. Break it up with a question next time."

Presenter name _____ **Topic** _____ **Observer name** _____

Criteria	1 (Needs Work)	2 (Developing)	3 (Competent)	4 (Exemplary)
Preparation	Unprepared, unclear plan	Partially prepared, some gaps	Well-prepared, clear structure	Exceptionally prepared, polished
Engagement	Lectured at the group	Some interaction attempted	Good participation from group	Dynamic, inclusive, everyone involved
Clarity	Confusing, hard to follow	Somewhat clear	Clear and logical	Crystal clear, memorable
Adaptability	Rigid, didn't adjust	Some flexibility shown	Adjusted to group needs	Seamless adaptation
Debrief Quality	No debrief or rushed	Surface-level debrief	Drew out key learning	Deep, lasting insight

One strength: (write one specific thing the presenter did well)

One area for improvement: (write one specific, actionable suggestion)

One question: (write one question for the presenter about their facilitation)

Difficult Moments Scenario Cards

FORGE · WEEK 15 · SESSION 45

SCENARIO 1 · SOMEONE SHUTS DOWN

Facilitator: You're facilitating a session on accountability. You've just asked the group to think about a time they hurt someone and what they'd say to that person now.

The participant who shuts down: The topic hits too close to home. You go quiet, cross your arms, look at the floor. If the facilitator addresses you, respond with "I'm fine" or "I just don't have anything to say." Don't make it easy, but don't be hostile. You're hurting, not angry.

Everyone else: Participate normally but notice what's happening.

SCENARIO 2 · THE GROUP GOES OFF TRACK

Facilitator: You're facilitating a session on communication styles. You're 10 minutes in.

Participant 2: You bring up something that just happened in the dorm: a CO shook down someone's bunk unfairly and everyone is fired up about it.

Participants 3 and 4: Jump in and feed the off-topic energy. This is important to you and you want to talk about it.

SCENARIO 3 · SOMEONE GETS EMOTIONAL

Facilitator: You're facilitating a session on empathy. You've asked the group to think about someone they've hurt.

Participant 2: You start talking about your kids. How you weren't there. How your daughter asked your ex, "Is Daddy coming home?" and you found out about it through a letter. You get emotional. Voice breaks. Tears come. You try to hold it together but can't.

SCENARIO 4 · SOMEONE CHALLENGES YOU

Facilitator: You're facilitating a session on thinking errors.

The challenger: You don't buy it. Midway through the session, you say: "This thinking errors stuff is just a way to blame us for what happened to us. What about the system? What about the people who failed us? Everything isn't a thinking error." You're not being disrespectful. You believe what you're saying and you're challenging the content.

SCENARIO 5 · CONFLICT ERUPTS BETWEEN PARTICIPANTS

Facilitator: You're facilitating a session.

Participants 2 and 3: You're in conflict. Maybe one made a comment during discussion that the other took as disrespect. It escalates. Voices rise. One stands up. The room tenses.

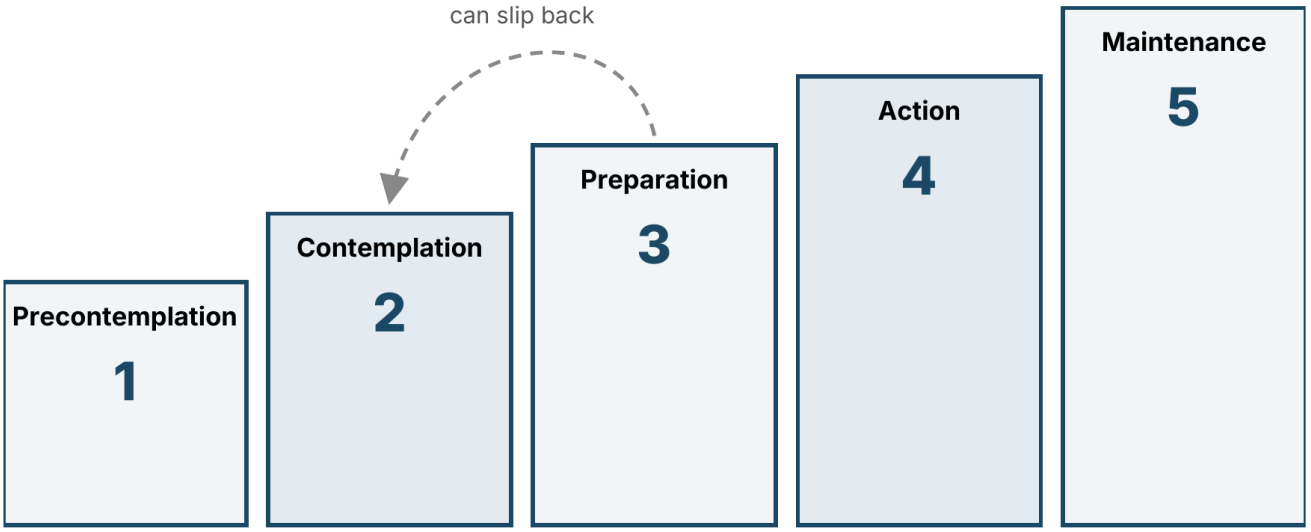
HOW EACH ROLE-PLAY RUNS

1. **Setup** (2 min): the scene is described, roles assigned
2. **First attempt** (5–7 min): the designated facilitator responds in real time
3. **Freeze** (1 min): "What are you thinking right now?"
4. **Group coaching** (3–4 min): suggestions, alternative approaches
5. **Replay** (4–5 min): try again with the coaching
6. **Debrief** (3–4 min): What worked? What would you do differently? Key takeaway

Stages of Change

FORGE · WEEK 16 · SESSION 46

Where he is tells you what kind of support he needs. Push from 1 to 5 in one sitting and you lose him.



STAGE	HE SAYS	WHAT HE NEEDS FROM YOU
1. Precontemplation	*"I don't have a problem."*	A relationship, not a lecture. Plant a seed: "I'm around if you ever want to talk about it."
2. Contemplation	*"Maybe I have a problem, but..."*	Help him weigh it himself: "What would be different if you stopped?"
3. Preparation	*"I'm going to do something about this."*	Help him make the plan concrete. Fragile: he can slip back.
4. Action	*"I'm doing it."*	Encouragement, credit for the effort, help with obstacles.
5. Maintenance	*"I'm keeping it going."*	Remind him how far he's come. Relapse is possible, especially under stress.

Notes:

MI Scenario Cards

FORGE · WEEK 16 · SESSION 46–48

SESSION 46 · STAGE OF CHANGE · SCENARIO 1

A dorm member says, "I don't know why you keep talking to me about anger management. I don't have an anger problem. Other people have a problem with me."

What stage of change is this person in?

SESSION 46 · STAGE OF CHANGE · SCENARIO 2

A mentee says, "I know I need to stop hanging around those guys. Every time I do, I end up in trouble. But they're the only people who have my back in here."

What stage of change is this person in?

SESSION 46 · STAGE OF CHANGE · SCENARIO 3

A FORGE participant says, "I talked to my cellie and told him I'm going to start doing my thinking reports every night. He thinks I'm crazy but I don't care."

What stage of change is this person in?

SESSION 46 · STAGE OF CHANGE · SCENARIO 4

A mentee who used to get into fights weekly hasn't had a confrontation in six weeks. He's been using the STOP technique. He says, "It's hard, but it's working."

What stage of change is this person in?

SESSION 46 · STAGE OF CHANGE · SCENARIO 5

A senior dorm member has been conflict-free for eight months. Other men come to him for advice. He runs an informal check-in circle every week.

What stage of change is this person in?

SESSION 47 · FULL OARS CONVERSATION

Mentee: You've been in FORGE for three weeks and you're thinking about quitting. You haven't told anyone yet, but you're losing motivation.

Mentor: Have a 5-minute conversation using all four OARS skills. Ask open questions. Deliver at least one affirmation. Use reflections, both simple and complex. Close with a summary. Don't try to fix anything. Don't try to convince him to stay. Just explore.

SESSION 48 · SCENARIO 1 · THE DORM MEMBER WHO DOESN'T WANT TO CHANGE

Marcus has been in your dorm for two years. He runs a small gambling operation: cards, sports bets, commissary stakes. He's never been violent about it, but you've seen the tension it creates when people can't pay. Two weeks ago, a near-fight broke out over a debt. You've built a decent relationship with Marcus over the past few months. You decide to have a conversation.

Marcus's position: "Gambling isn't hurting anyone. It's entertainment. People choose to play. If they can't afford to lose, they shouldn't sit down. I'm not the problem — they are."

Mentor: Your only tools are OARS and the readiness ruler. You are not trying to make Marcus stop gambling today. You're trying to start a conversation that might lead somewhere eventually.

SESSION 48 · SCENARIO 2 · SOMEONE CONSIDERING LEAVING THE PROGRAM

Terrence is a FORGE participant in Week 8. He's been doing good work: his thinking reports are solid, he participates in circle, he completed his service challenge. But today he pulls you aside and says: "I don't know if I want to keep doing this. I got into it with my cellie last night and he called me soft for being in FORGE. A few other guys have been making comments too. I'm tired of defending myself. Maybe this isn't worth the hassle."

Mentor: Part of him wants to stay; part of him wants to leave. Your job is not to argue him into staying. Your job is to help him explore both sides.

SESSION 48 · SCENARIO 3 · MI DURING CONFLICT RESOLUTION

Two men in your dorm, Ray and Deon, have been in a cold war for a week. It started over a spot at the day room table. Ray was sitting there, got up to use the restroom, came back and Deon had taken his seat. Ray said something. Deon said something back. Now they're not speaking, and the tension is affecting the whole dorm. Other people are starting to take sides. You decide to talk to each of them separately before attempting any mediation. You're starting with Ray.

Ray's position: "He disrespected me. In front of everybody. I'm not talking to him. I don't have anything to say to him. If he wants to act like that, we don't need to be cool."

Mentor: Use MI to explore what's really going on. You're not mediating yet. You're just talking to Ray.

MI Quick Reference Card

FORGE · WEEK 16 · SESSION 47

MI QUICK REFERENCE (OARS)

- **O**pen questions — "What's going on?" not "Are you okay?"
- **A**ffirmations — "You showed real discipline by walking away"
- **R**eflections — "It sounds like you're feeling disrespected"
- **S**ummaries — "So what I'm hearing is..."

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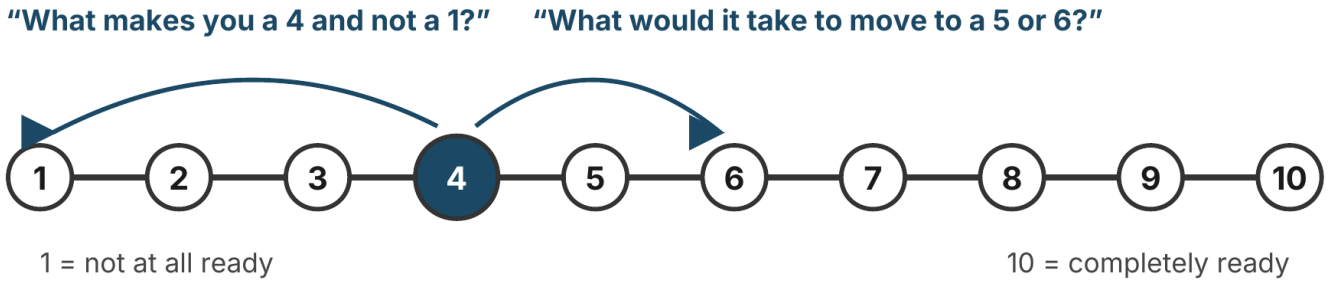
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Readiness Ruler

FORGE · WEEK 16 · SESSION 48

"On a scale of 1 to 10, where 1 is not at all ready and 10 is completely ready, how ready are you to [make this change]?"



His answer to the first question is change talk: reflect it back. *A 4 is real. The distance from 4 to 5 is manageable. The distance from 4 to 10 is overwhelming.*

The readiness ruler works because it gives people permission to not be at a 10. It meets them where they are. When he says a 4, most mentors would hear "4" and think: low. He's not ready. I need to convince him. Wrong. Ask "What makes you a 4 and not a 1?" Now he's telling you his reasons for change. You didn't have to make the argument. He's making it himself.

Quick practice. Pair up. One of you asks the readiness ruler question about any change the other person has been thinking about. Practice the follow-up: "Why not a 1?" and "What would it take to go up one number?"

The change _____ **His number** _____

Why not a 1? What he said (reflect it back):

_____

_____

_____

What would it take to go up one number?

_____

_____

_____

Observer Role Cards

FORGE · WEEK 17 · SESSION 49–54

OBSERVER · 1 · DE-ESCALATION

Did the mentor reduce the tension or increase it? What specific moves did they make to bring the temperature down? Body language, tone, distance, pacing.

Be specific: "I noticed that when the volume went up, the mentor took a step back and lowered his voice. That worked because it broke the escalation pattern."

OBSERVER · 2 · COMMUNICATION

Was the mentor clear? Assertive? Respectful? Did they use open questions, reflections, affirmations? Or did they lecture, accuse, or talk too much?

Be specific: "I noticed that when the volume went up, the mentor took a step back and lowered his voice. That worked because it broke the escalation pattern."

OBSERVER · 3 · BOUNDARIES

Did the mentor stay in their role? Did they try to be a CO? Did they try to be a friend instead of a mentor? Did they know when something was beyond their scope?

Be specific: "I noticed that when the volume went up, the mentor took a step back and lowered his voice. That worked because it broke the escalation pattern."

OBSERVER · 4 · RESOLUTION

Did the mentor move toward a workable outcome? Was dignity preserved? Was there an agreement? Or did the situation just fade without resolution?

Be specific: "I noticed that when the volume went up, the mentor took a step back and lowered his voice. That worked because it broke the escalation pattern."

OBSERVER · 5 · COMPOSURE

Did the mentor stay calm? If they lost composure, did they recover? Did their presence ground the situation or add to the chaos?

Be specific: "I noticed that when the volume went up, the mentor took a step back and lowered his voice. That worked because it broke the escalation pattern."

OBSERVER · 6 · REFERRAL JUDGMENT

Did the mentor recognize when something was beyond their scope? Did they know when to step back and involve staff? Or did they try to handle everything themselves?

Be specific: "I noticed that when the volume went up, the mentor took a step back and lowered his voice. That worked because it broke the escalation pattern."

Simulation Scoring Rubric

FORGE · WEEK 17 · SESSION 49

Each of the six categories is scored 1 through 4:

- **1 — Needs Work:** You either made the situation worse or you froze and couldn't respond.
- **2 — Developing:** You tried, and some of it worked, but it was inconsistent. You're on the right track but not there yet.
- **3 — Competent:** You handled the situation effectively. Tension went down. Communication was clear. Boundaries were maintained. **This is the target.**
- **4 — Exemplary:** You handled it at a level that could be used to train others. Not just competent: masterful. This is rare, and it's what you're building toward.

Criteria	1 (Needs Work)	2 (Developing)	3 (Competent)	4 (Exemplary)
De-escalation	Escalated the situation or froze entirely	Attempted de-escalation but was inconsistent — some moves helped, some didn't	Effectively reduced tension through deliberate technique	Masterful — calm, strategic, lowered the temperature for everyone in the room
Communication	Aggressive, passive, or unclear — the message didn't land	Some effective techniques but mixed with unhelpful responses	Clear, assertive, respectful — the person felt heard	Exceptional — empathetic, precise, every word served a purpose
Boundaries	Overstepped role (acted like CO or authority) or had no boundaries at all	Boundaries were unclear — wobbled between roles	Maintained appropriate mentor role throughout	Modeled boundaries so naturally they became invisible
Resolution	No resolution attempted or situation left worse than it started	Partial resolution — some progress but no clear outcome	Reached a workable agreement with dignity preserved	Durable solution that addressed root cause, not just surface conflict
Composure	Lost composure — visibly agitated, reactive, or shut down	Lost composure but recovered — showed self-awareness	Maintained composure throughout, even under pressure	Composed AND grounding — their presence calmed others
Referral Judgment	Failed to refer when the situation clearly required it	Recognized the need but delayed or was unsure how to refer	Recognized the boundary and referred in a timely, appropriate way	Proactive safety awareness — anticipated the need before it became critical

Maximum score: 24. Minimum to pass a graded assessment: 15 — that's an average of 2.5 per category. You need to be solidly between "developing" and "competent" across the board. Starting in Week 23, you'll have graded simulation assessments. You need to pass 3 of 5 to advance to Phase 3.

Block 1 Simulation Cards

FORGE · WEEKS 17–18 · SESSIONS 50–54 · SIMULATIONS 1–5

SIMULATION 1 · PROPERTY DISPUTE · THE SCENE (MENTOR'S COPY)

It's mid-afternoon. You're walking through the dorm and you hear raised voices coming from the bunk area. Two men — Williams and Carter — are standing face to face. Williams is accusing Carter of stealing his radio from under his bunk while he was at chow. Carter says he doesn't know what Williams is talking about. Williams's voice is getting louder. He says, "I know it was you. Everybody knows it was you. If I don't get it back by tonight, we're going to have a problem."

Five or six other men are watching. Some are egging it on. One says, "Handle your business, Williams." Another is just watching silently.

You're a FORGE mentor who lives in this dorm. You walk up.

SIMULATION 1 · ROLE · WILLIAMS (ACCUSER)

You're angry. You're sure Carter took the radio. You've been disrespected. If you don't handle this, you look weak. You're not violent yet, but you're close.

SIMULATION 1 · ROLE · CARTER (ACCUSED)

You didn't take the radio (or maybe you did — don't reveal it either way). You're defensive. You don't like being accused in front of people. You're not going to back down, but you're not trying to fight either.

SIMULATION 1 · ROLE · BYSTANDER 1 (INSTIGATOR)

You're stirring the pot. "Handle your business." You want to see action.

SIMULATION 1 · ROLE · BYSTANDER 2 (SILENT OBSERVER)

You're watching. You're worried. You don't want this to blow up. If the mentor approaches you, you'll cooperate.

SIMULATION 2 · GOSSIP AND REPUTATION · THE SCENE (MENTOR'S COPY)

A man in your dorm — Thomas — pulls you aside. He's visibly upset but trying to hold it together. He says: "Someone's been telling people I'm cooperating with staff. That I gave information about the cell search last week. It's not true. I didn't say anything to anybody. But people are looking at me different. A couple guys stopped talking when I walked up. And Jackson — you know Jackson — he said to my face, 'Be careful, people are watching you.' That's a warning. I need to set the record straight before this gets out of hand."

Thomas is scared, but his fear is showing up as anger. He wants to confront whoever started the rumor. He's also considering approaching Jackson directly. He wants your help.

This starts as a one-on-one conversation, not a group conflict. The mentor is sitting with Thomas. No bystanders.

SIMULATION 2 · ROLE · THOMAS

You're frightened for your safety but you don't want to show fear. You're angry that someone would spread this lie. You want the mentor to fix it — talk to Jackson, find out who started the rumor, clear your name. If the mentor doesn't offer to help directly, you get frustrated: "What good is FORGE if you can't even help me with this?"

SIMULATION 2 · ROLE · JACKSON (SECOND RUN ONLY)

After the conversation with Thomas, the mentor runs into you in the common area. You say, unprompted: "Hey, you've been spending a lot of time talking to Thomas. What's that about?"

SIMULATION 3 · NEW ARRIVAL · THE SCENE (MENTOR'S COPY)

A new arrival — Peterson — came to the dorm three days ago. He was assigned a lower bunk near the back. You've noticed that a group of three men — Davis, Franklin, and Mitchell — have been pressuring Peterson to swap his bunk location. Davis wants that lower bunk because he's had an upper bunk for months and claims seniority.

You walk by and overhear Davis saying to Peterson: "Look, I'm not asking again. That bunk should have been mine. You just got here. You don't know how things work yet. Make it easy on yourself."

Peterson is sitting on his bunk. His jaw is tight. He says quietly, "I'm good right here."

Franklin, standing behind Davis, says: "He said he's good. For now." There's a clear implication.

Mitchell is a FORGE participant. He's standing with the group but hasn't said anything.

SIMULATION 3 · ROLE · DAVIS (THE LEADER)

You've been on this dorm 14 months. You feel entitled to the lower bunk. You're not threatening violence directly, but you're using social pressure and implication. If the mentor steps in, your first move is: "This isn't your business. This is between me and the new man."

SIMULATION 3 · ROLE · PETERSON (NEW ARRIVAL)

You're scared but you don't want to show it. If the mentor tries to help you, you say: "I can handle it." You don't want to look like you need protection. But if the mentor earns your trust through respect, you'll open up slightly.

Second run only: after the main intervention, approach the mentor privately an hour later and say: "Thanks for stepping in. But you made it worse. Now they think I need a babysitter. What am I supposed to do?"

SIMULATION 3 · ROLE · FRANKLIN (ENFORCER)

You follow Davis's lead. You make vaguely threatening comments but nothing specific. If confronted, you say: "I didn't threaten anybody."

SIMULATION 3 · ROLE · MITCHELL (FORGE PARTICIPANT)

You're uncomfortable. You know this is wrong, but Davis is your friend and you don't want to pick sides. If the mentor addresses you directly, you feel caught. You might say: "I'm just standing here. I didn't do anything."

SIMULATION 4 · GAMBLING DEBT · THE SCENE (MENTOR'S COPY)

You're sitting in the day room when a dorm member named Harris walks up. He's usually talkative, but today he's quiet and keeps looking over his shoulder. He sits down next to you and says, almost under his breath: "I need to talk to you. But you can't say anything to anyone. I mean it."

You agree to listen. Here's what Harris tells you:

He's been gambling — sports bets, mostly. He lost. A lot. He owes a man named Cortez in C-Dorm — someone he doesn't know well. The debt started at 10 soups and has grown to 5 books of stamps and commissary worth about $200. Cortez sent word through someone yesterday: "Payment is due by the end of the week or we'll come collect."

Harris is scared. He doesn't have the commissary to pay. He doesn't want to tell staff because he's worried about being labeled and because gambling itself can get him written up. He wants you to help him figure out a way to get the commissary together — maybe borrow from other people in the dorm.

You're his FORGE mentor. This is a one-on-one conversation. No bystanders, no confrontation.

SIMULATION 4 · ROLE · HARRIS

You're terrified but covering it with nervous energy. You want the mentor to help you solve the money problem, not make it bigger. If the mentor suggests involving staff, you shut down: "No. Absolutely not. If staff gets involved, I'm the one who gets in trouble for gambling. And Cortez will know I talked. That makes it worse, not better." If the mentor uses MI and explores what you're really feeling, you'll gradually reveal that you're afraid you're going to get hurt. If pushed too hard, you say: "Forget it. I shouldn't have said anything."

SIMULATION 4 · ROLE · A MAN THE MENTOR DOESN'T KNOW WELL (SECOND RUN ONLY)

Later that day, approach the mentor and say: "I hear you've been talking to Harris. Just so you know — what goes on between Harris and Cortez is their business. You might want to stay out of it."

SIMULATION 5 · RACIAL TENSION · THE SCENE (MENTOR'S COPY)

The TV room has two televisions. For as long as anyone can remember, one TV has been controlled by Black dorm members and the other by white dorm members. It's not an official rule — it's an unwritten arrangement that everyone follows.

Last week, one of the TVs broke. Now there's one TV and two groups who are used to watching different things. For the first few days, people took turns informally. But now it's breaking down.

Tonight, a group of Black dorm members is watching a basketball game. A white dorm member named Reeves walks up and says, "Game's over in 20 minutes and then we're watching something else. That's the deal." A Black dorm member named Cooper says, "The game's got 45 minutes left. You can wait." Reeves says, "We waited last night. And the night before. It's always the same — you all take the TV every night and we get whatever's left."

The room is getting tense. Other people from both groups are watching. Someone from Cooper's group says, "If you got a problem with it, take it up with the CO." Reeves says, "I don't need a CO to handle this." The implication is clear.

You're a FORGE mentor standing in the doorway. You can see this going bad.

SIMULATION 5 · ROLE · REEVES

You feel like your group is being treated unfairly. You're frustrated, not racist — in your mind, this is about fairness, not color. But you're using language that draws racial lines. If the mentor tries to mediate, you'll cooperate if you feel heard. If you feel dismissed, you'll dig in: "Every time I bring this up, I'm the bad guy. That's how it always works."

SIMULATION 5 · ROLE · COOPER

You see Reeves's complaint as entitlement. You've been here longer. You didn't break the TV. You're not going to be told when you can and can't watch a game. If the mentor steps in, you'll cooperate if the mentor is fair. If you feel like the mentor is siding with Reeves, you'll say: "Oh, so now FORGE is taking sides too?"

SIMULATION 5 · ROLE · BYSTANDER FROM COOPER'S GROUP

You escalate subtly. "We don't have to listen to this." "Let him go talk to the CO." You're testing whether the mentor will stand up or fold.

Block 2 Simulation Cards

FORGE · WEEKS 19–20 · SESSIONS 55–60 · SIMULATIONS 6–12

SIMULATION 6 · SESSION 55 · SOMEONE CONFIDES HE HAS A WEAPON

The scene: You're in the dorm. A man you've been mentoring — someone who's been doing well in FORGE, someone you genuinely like — pulls you aside. He's nervous. He looks around to make sure no one is listening. He says: "I need to tell you something, but you have to promise not to say anything." You don't know what it is yet. He pauses, then says: "I've got something. A blade. I don't want it, but I got threatened last week and I don't feel safe. I've been carrying it for three days. I don't know what to do."

Role-player: You are scared. You are not aggressive. You genuinely don't want the weapon. But you are terrified of the person who threatened you, and you believe the weapon is the only thing keeping you alive. If the mentor pushes you to get rid of it, push back. Say you'll handle it yourself. Say you'll throw it away tomorrow. If the mentor says they have to tell someone, get upset. Say, "I trusted you. You're supposed to be on my side."

Observers, watch for: Does the mentor stay calm? Does the mentor make promises they shouldn't? Does the mentor recognize this as a red line? Does the mentor handle the referral decision with both firmness and care?

SIMULATION 7 · SESSION 56 · A MENTEE RELAPSES INTO SUBSTANCE USE

The scene: You've been mentoring this man for about two months. He's been doing well — showing up, engaging, making progress. Today, you notice something is off. He's not making eye contact. He missed the last session and didn't explain why. When you sit down with him, he's evasive. After a few minutes, he admits: he used. He got high two days ago. He says it was a one-time thing. He says it won't happen again. He asks you not to tell anyone because he'll get kicked out of FORGE.

Role-player: You are ashamed. You are not defensive. You genuinely feel like you failed. If the mentor comes at you hard, shut down. If the mentor shows compassion, open up more — maybe mention that you got bad news from home and that's what triggered it. If the mentor asks what you need, say you don't know.

Observers, watch for: Does the mentor lead with judgment or curiosity? Does the mentor use MI skills? Does the mentor know where the line is between support and enabling?

SIMULATION 8 · SESSION 56 · TWO FORGE MEMBERS IN CONFLICT

The scene: Two men who are both in FORGE — both in your cohort — are in conflict. It started with something small — one borrowed something without asking, or made a comment that the other took as disrespectful. It's been building for a week. Now they're not speaking, and other people in the dorm are starting to feel the tension. They each come to you separately. Each one wants you on their side. Each one says the other is in the wrong. One of them says, "If you don't handle this, I'm going to handle it myself." The other says, "I expected more from a FORGE brother."

Two role-players: You are both genuinely upset. You both believe you're right. Neither of you wants to back down. But you're also both invested in FORGE and don't want to lose your place in the program.

Mentor: You probably like one of these guys more than the other. You might think one of them is more in the right. But your job is to stay neutral, mediate, and bring them together.

Observers, watch for: Does the mentor stay neutral? Does the mentor get pulled into triangulation? Does the mentor use the conflict resolution model?

SIMULATION 9 · SESSION 57 · A MENTOR BEING MANIPULATED AND TESTED

The scene: A newer FORGE participant has been in the program for about a month. He's charming, well-liked, and says all the right things in sessions. But you've noticed something. He's using his FORGE affiliation to build social capital — dropping the program's name in conversations to establish status, selectively following the code when it benefits him, and quietly undermining another participant who he sees as competition. Today, he approaches you. He starts with flattery — tells you how much he respects you, how much he's learned from you. Then the ask: he wants you to speak to the program lead about giving him more responsibility. He thinks he'd be a good peer facilitator. He drops hints that the other participant — the one he's been undermining — "isn't really committed."

Role-player: You are smart, likeable, and strategic. You genuinely believe you deserve the role. You're not purely malicious — you actually do want to be a mentor. But your methods are manipulative. If the mentor pushes back, shift tactics. Try guilt: "I thought you believed in me." Try urgency: "If you don't say something, they'll give the role to someone who doesn't deserve it." If the mentor holds firm, test the boundary harder: "So you're just like everyone else — politics over people."

Observers, watch for: Does the mentor recognize what's happening? Does the mentor get pulled in by the flattery? How does the mentor hold the boundary? Does the mentor address the behavior directly or dodge it?

SIMULATION 10 · SESSION 58 · MENTAL HEALTH CRISIS

The scene: It's evening. The dorm is winding down. You notice a man sitting on his bunk, not doing anything. He's been quieter than usual for the past few days. You've noticed he gave his radio to someone else yesterday. You sit down near him. He looks at you and says, "You don't need to check on me. I'm fine." But he clearly is not fine. After a few minutes, if the mentor stays and shows patience, he says: "I'm just tired, man. Tired of all of it. Sometimes I think everyone would be better off if I just… wasn't here anymore."

Role-player: Not performance, not drama. Quiet desperation. You are not dramatic. You are quiet. Flat. Exhausted. You're not asking for attention. If anything, you're embarrassed that someone noticed. If the mentor panics, shut down. If the mentor dismisses you, say "Forget it, I'm fine." If the mentor stays calm and present, open up slightly more. Maybe mention the parole denial. Maybe mention that your girl stopped answering the phone. If the mentor says they need to get help, resist at first — "Don't tell anyone. I don't want to be on watch. Please." But don't fight it hard. Part of you wants help.

Observers, watch for everything: Does the mentor stay? Does the mentor ask directly? Does the mentor panic? Does the mentor listen or try to fix? Does the mentor follow through on the referral?

SIMULATION 11 · SESSION 59 · STAFF CONFLICT

The scene: A CO is conducting a search of the dorm. He's being rough with one person in particular — tossing his belongings, making disrespectful comments, using excessive force during a pat-down. The dorm member being searched is trying to stay compliant, but he's humiliated. Other dorm members are watching. The energy in the room is shifting. One dorm member — a FORGE participant — steps toward the situation and says loudly, "This isn't right. Somebody needs to do something about this." *(The facilitator narrates the CO's actions. No one plays the officer.)*

Mentor: You need to manage this. The CO is still in the room. The dorm is getting heated. The person being searched is on the edge. And one of your own FORGE brothers is about to make it worse.

Role-player 1 (the searched person): You are trying to be compliant but you're about to break. If the mentor comes to you, accept the support quietly.

Role-player 2 (the agitated FORGE member): You are angry. You think the CO is wrong. You think FORGE should stand for something. If the mentor tells you to back down, push back: "So we're just going to let this happen? What's the point of FORGE if we don't stand up?" If the mentor talks about grievance procedures, be dismissive: "A grievance? That's a joke. Nothing ever happens."

Observers, watch for: Does the mentor focus on the CO or on the dorm? How does the mentor handle the FORGE member who wants to act? Does the mentor protect the person being searched without escalating?

SIMULATION 12 · SESSION 60 · GANG PRESSURE ON A FORGE PARTICIPANT

The scene: A FORGE participant — someone who's been in the program since Phase 1 and has shown real growth — comes to you looking stressed. He's been distant for a few days. When you press him, he tells you that people he used to run with are pressuring him. They're telling him he's gone soft. They're telling him he needs to "prove he's still solid." He hasn't done anything yet, but the pressure is increasing. Yesterday someone said, "You need to decide whose side you're on." He's scared. He doesn't want to go back to that life. But he also knows what happens to people who walk away from their set without permission.

Role-player: You are torn. You believe in FORGE, but you're also terrified. The people pressuring you are real threats. If the mentor gives you easy answers, push back: "You don't understand — these aren't people you just say no to." If the mentor suggests going to staff, resist: "If I talk to staff, I'm dead. That's not an option." If the mentor says FORGE will protect you, challenge: "How? FORGE can't be there 24 hours a day."

Observers, watch for: Does the mentor take the threat seriously? Does the mentor give false reassurance? Does the mentor recognize the limits of what they can offer? Does the mentor help the person think without trying to solve an unsolvable problem?

Observer Feedback Form

FORGE · WEEK 19 · SESSION 55–60

Simulation _____ **Mentor** _____ **Observer** _____

Watch for body language, tone, word choice, boundary management, and especially referral judgment. Did the mentor recognize when the situation was beyond their scope? Write it down. Your feedback makes this work.

What did you see?	What worked?	What would you do differently?

Simulation _____ **Mentor** _____ **Observer** _____

Watch for body language, tone, word choice, boundary management, and especially referral judgment. Did the mentor recognize when the situation was beyond their scope? Write it down. Your feedback makes this work.

What did you see?	What worked?	What would you do differently?

Mental Health Referral Information

FORGE · WEEK 20 · SESSION 58

1. **Stay**
   Do not leave him alone. Your presence matters more than your words.

2. **Ask directly**
   "Are you thinking about hurting yourself?" Asking does not put the idea in his head.

3. **Listen**
   Don't argue or try to talk him out of it. "I hear you. I'm here. I'm not going anywhere."

4. **Get help**
   A red-line referral, every time. If you can't reach anyone, stay with him and send someone else for a CO. Your facility's contacts: _____

5. **After**
   Once mental health staff take over, take care of yourself: talk to the program lead or a senior mentor.

Get help: how it works here. Actual names, actual process. Write them in before Session 58.

During the day

Counselor name _____ **Office location** _____

How to reach them _____

After hours

Which CO to notify _____

How to start a mental health emergency response _____

If you cannot reach anyone immediately: Stay with the person. Send someone else to find a CO. Do not leave.

What you say when you refer: "I have someone here who's in crisis and needs to talk to mental health staff right away." You don't need to share details. You don't need to explain the whole story. You just need to get the right people there.

WARNING SIGNS

Not every person in crisis shows all of these, but any combination should get your attention: giving away personal property, especially items that have sentimental value · withdrawing from people they're normally connected to · sudden calm after a period of distress · saying things like "It doesn't matter anymore," "Everyone would be better off," "I'm tired of fighting," "I can't do this" · talking about death · increased substance use · reckless behavior · receiving devastating news: parole denial, death in the family, relationship ending.

Grievance Procedure Summary

FORGE · WEEK 20 · SESSION 59

FORGE does not override staff authority. Your job as a mentor is not to confront the CO. Your job is to de-escalate the dorm. After the situation passes, there are legitimate channels. Grievance procedures exist. The program lead can escalate through administrative channels. FORGE mentors can document and report.

MANAGE IT IN SEQUENCE

1. Address the agitated FORGE member first. He's the biggest risk for escalation.
2. Use calm, direct language: "I see it too. I'm angry too. But if you step to that CO right now, you catch a charge, he catches a charge, and nothing gets better for anyone. Stand down. We handle this the right way."
3. After the immediate tension passes, check on the person who was searched.
4. Document what happened. Report through proper channels.

This facility's grievance procedure. Fill in before Session 59.

How to get a grievance form:

What it must include, and what documentation to attach:

Where it goes, and to whom:

Time limit for filing:

How and when the answer comes:

If the answer doesn't resolve it, the next step:

How the program lead escalates through administrative channels:

Circle Process Reference Card

FORGE · WEEK 21 · SESSION 61

THE CIRCLE PROCESS · OPENING, ROUNDS, CLOSING

Opening (1–3 minutes). It signals that this is different from a regular conversation. A reading or a quote · a moment of silence · a grounding exercise (deep breath, close your eyes, arrive in this space) · a brief statement of purpose ("We're here today to..."). Then introduce the talking piece and review the circle guidelines.

Circle guidelines

1. **Speak only when holding the talking piece.** No exceptions.
2. **Speak from the heart.** Honest words, not performance.
3. **Listen from the heart.** When someone else holds the piece, your only job is to hear them.
4. **Say just enough.** Say what's true and pass it on.
5. **You may pass.** No one is forced to speak. Passing is always respected.

Rounds. One trip of the talking piece around the circle, one question. Most circles have 2–4 rounds. The first is low-stakes, a check-in: "How are you arriving today?" The second and third go deeper. The final round is a closing question: "What are you leaving with today?"

Closing. It mirrors the opening. A summary by the keeper of what was shared (without naming individuals unless invited to) · a moment of silence · a group affirmation or shared statement · "Thank you for your honesty. This circle is closed."

THE KEEPER'S ROLE · FOUR TYPES OF CIRCLES

The keeper does: prepare the space · open with intention · ask the questions · hold silence · protect the process · not take sides · close with care.

The keeper does NOT: give advice during the circle · share his own opinion on the issue (unless it's a community-building circle and he's participating too) · side with anyone · force someone to speak · analyze what people share · try to reach a conclusion that hasn't emerged naturally.

1. **Community-building:** building connection before a problem happens. Run these regularly, weekly if possible. "What's something good that happened this week?"
2. **Problem-solving:** a growing issue, not a crisis. "What's the issue as you see it?" · "How is this affecting people?" · "What options do we have?" · "What can we agree to?"
3. **Healing:** after something hard happens. Slower, gentler questions. Never about something that's still actively dangerous.
4. **Reintegration:** someone coming back from a setback. "What happened?" · "How has it affected the group?" · "What does the person need to rejoin?" · "What does the group need from them?"

Accountability Conversation Model

FORGE · WEEK 21 · SESSION 62

Punishment says: "You're bad." Accountability says: "You did something that caused harm, and I believe you're capable of doing better."

1. **What happened?**
   Facts, not accusations or interpretations. "I'm not asking why yet. I'm asking: did this happen?"
2. **Who was affected, and how?**
   Ask; don't tell.
3. **What needs to happen to make it right?**
   The repair comes from him, not from you.
4. **How do we move forward?**
   "What can I count on from you going forward?" Then follow up next session: the follow-up IS the accountability.

Not in this model: shame, threats, punishment, power plays.

Four questions. In order. Every time. The person takes ownership of the repair: you don't impose it. If you don't follow up, the conversation didn't happen.

PRACTICE IN TRIADS

Person A is the mentor having the accountability conversation. **Person B** is the person being held accountable. **Person C** is the observer: watching, taking notes, coaching. Each round takes about 8 minutes: 5 for the conversation, 3 for observer feedback. Then rotate.

Observer, listen for: Are they starting with facts or accusations? Are they asking about impact or telling? Are they letting the person own the repair? Are they planning follow-up?

Notes:

Accountability Scenario Cards

FORGE · WEEK 21 · SESSION 62

ACCOUNTABILITY · SCENARIO 1

A FORGE participant has been talking behind another participant's back, undermining his credibility in the dorm. When confronted, he says, "I was just being honest about what I think."

A: mentor · B: held accountable · C: observer

ACCOUNTABILITY · SCENARIO 2

A mentee promised he would complete three thinking reports this week and completed zero. This is the third week in a row. When you bring it up, he says, "I've been busy."

A: mentor · B: held accountable · C: observer

ACCOUNTABILITY · SCENARIO 3

A FORGE member got into a verbal altercation in the dorm — raised his voice, used threatening language. No physical contact, but the dorm was shaken. He says, "He came at me first."

A: mentor · B: held accountable · C: observer

ACCOUNTABILITY · SCENARIO 4

A mentor has been showing up late to sessions repeatedly. Not egregiously — 5-10 minutes. When asked about it, he says, "I was handling something in the dorm. I'm still here, aren't I?"

A: mentor · B: held accountable · C: observer

ACCOUNTABILITY · SCENARIO 5

A FORGE participant made a joke at another participant's expense during a session. The group laughed, but the target clearly felt humiliated. The joker says, "It was just a joke, he needs thicker skin."

A: mentor · B: held accountable · C: observer

ACCOUNTABILITY · SCENARIO 6

A mentee has been telling you he's been practicing regulation techniques. You learn from another mentor that the mentee had two anger blowups this week that he didn't tell you about. When you bring it up, he says, "Those weren't real anger, I was just frustrated."

A: mentor · B: held accountable · C: observer

Financial Literacy Reference Sheet

FORGE · WEEK 22 · SESSION 64

You don't need to be a financial advisor. You need to know enough to teach the basics and point people in the right direction. Pick the area that connects with you most: that's the one you're going to teach.

1 · BUDGETING

A budget is a plan for your money. Income minus expenses. **The 50/30/20 rule:** 50% of your income goes to needs (rent, food, transportation), 30% goes to wants (things you enjoy but could live without), 20% goes to savings and debt repayment. A budget is making those choices on purpose instead of by accident. **Teaching it:** use actual numbers. "If you make $2,000 a month after taxes, here's what 50/30/20 looks like." Make people do the math with their own numbers.

Income _____ **Needs (50%)** _____ **Wants (30%)** _____ **Savings, debt (20%)** ___

2 · BANKING

Without a bank account, you're paying fees to cash checks, you can't save safely, and you're carrying cash, which makes you a target. **The basics:** checking accounts vs. savings accounts. How to open an account: what ID you need, what to expect. Direct deposit. Debit cards vs. credit cards. Online banking. **Teaching it:** the biggest barrier is distrust. Some men have had accounts closed or garnished. Some don't have the ID required to open one. Acknowledge the barriers honestly. Show them it's possible and worth doing.

3 · DEBT TRAPS

Payday loans. Rent-to-own. Buy-here-pay-here car lots. High-interest credit cards. These businesses are predatory: they're designed to keep you in debt. A payday loan might charge 400% annual interest. That means you borrow $500 and, if it runs a year, pay back $2,500. **Teaching it:** don't just say "avoid payday loans." Explain why. Show the math: someone takes one loan, can't pay it back, takes another to cover the first, and six months later owes $5,000 on a $500 loan.

4 · SAVING

It starts with the mindset that your future self matters. Even $20 a month is $240 a year. **Pay yourself first:** save before you spend, not after. **Emergency fund:** 3 months of expenses is the goal, but start with $500. The difference between saving and investing. Why compound interest is the most powerful force in personal finance. **Teaching it:** start with the small wins. Tell them to save $5 this week. Build the habit first, then build the amount.

Your 15-minute mini-lesson needs three things: a **hook** that grabs attention in the first 30 seconds; the **content**, with examples and real numbers; an **activity or question** that gets the group doing something.

Mini-Lesson Feedback Form

FORGE · WEEK 22 · SESSION 64–65

Presenter _____ **Topic** _____

What worked	What to improve	One thing I learned

Presenter _____ **Topic** _____

What worked	What to improve	One thing I learned

Presenter _____ **Topic** _____

What worked	What to improve	One thing I learned

Phase 2 Master Tracking Sheet

FORGE · WEEK 23 · SESSION 67–69

Phase 2 gate requirement: Must pass 3 of 5 simulations (15/24 each) AND pass the teaching demonstration (12/20) AND complete a co-facilitation session. The facilitator and the Senior Mentor score independently; the averaged score is the official score. If their scores differ by more than 4 points on a simulation, discuss before finalizing.

Participant	Sim 1 Score	Sim 2 Score	Sim 3 Score	Sim 4 Score	Sim 5 Score	Sims Passed (15+)	Teaching Demo Score	Demo Pass?	Co-Fac Complete?
	/24	/24	/24	/24	/24	/5 (need 3)	/20	Y/N (need 12)	Y/N

Simulation Score Sheet

FORGE · WEEK 23 · SESSION 67, 69

Participant _____ **Scenario** _____ **Session** _____

Scorer _____ **Date** _____

Score each criterion 1–4: circle one box in each row. Score independently, then compare and average with the other scorer.

Criteria	1 — Needs Work	2 — Developing	3 — Competent	4 — Exemplary
De-escalation	Escalated the situation or froze entirely	Attempted de-escalation but inconsistent or ineffective	Effectively reduced tension; used specific techniques	Masterful — calm, strategic, situation visibly improved
Communication	Aggressive, passive, or unclear communication	Some effective communication techniques used	Clear, assertive, respectful throughout	Exceptional — empathetic, precise, connected
Boundaries	Overstepped role or failed to maintain boundaries	Boundaries unclear or inconsistently held	Maintained appropriate mentor role throughout	Modeled healthy boundaries naturally
Resolution	No resolution attempted or made situation worse	Partial resolution; left key issues unaddressed	Reached a workable agreement; addressed core issue	Durable solution achieved; all parties' dignity preserved
Composure	Lost composure; visibly rattled or reactive	Lost composure briefly but recovered	Maintained composure throughout	Composed and grounding presence for others
Referral Judgment	Failed to recognize when referral was needed	Recognized the need but delayed or handled poorly	Recognized and acted on referral needs in a timely way	Proactive safety awareness; anticipated needs before crisis

Total (of 24) _____ **Average of both scorers** _____ **Passed (15+)? Y / N** _____

Minimum passing score: 15/24. Brief feedback (3–4 minutes): one strength, be specific; one area for growth, be specific and constructive.

One strength:

_____

_____

One area for growth:

_____

_____

Assessment Scenario Cards

FORGE · WEEK 23 · SESSIONS 67 AND 69 · FROM THE PROGRAM DESIGN SCENARIO BANK

A1 · THE PROPERTY DISPUTE

Setup: Two men are arguing loudly about a stolen radio. One is accusing the other, who denies it. Voices are rising. Other dorm members are gathering.

Mentor's task: De-escalate, get facts, work toward resolution.

Complications (introduced if mentor handles initial situation well): The accused man says "I don't answer to you — you're not a CO" · A third party says they saw the theft happen · The accuser mentions he's "going to handle it himself"

A2 · THE GOSSIP CHAIN

Setup: A man approaches you upset because someone has been spreading rumors that he's cooperating with staff ("snitching"). He's angry and says he needs to "set the record straight" before something happens.

Mentor's task: Calm the individual, address the safety concern, navigate the social dynamics.

Complications: He doesn't want to tell you who's spreading the rumors · He says he's been getting "looks" from other dorm members · He asks you to talk to the rumor-spreader for him

A3 · THE NEW ARRIVAL

Setup: A new arrival in the dorm is being pressured by a group to give up his bunk location. He's clearly uncomfortable but trying not to show weakness.

Mentor's task: Intervene without embarrassing anyone, establish dorm norms, protect the new arrival.

Complications: The group pressuring him includes someone who's been in the dorm longer than you · The new arrival says "I can handle it" and doesn't want help · One of the group members is a FORGE participant

A4 · THE NOISE COMPLAINT

Setup: It's 11 PM. Someone has their TV/radio too loud. Two people have already asked them to turn it down. They refused. Tension is building.

Mentor's task: Enforce dorm standards without escalating.

Complications: The person says "This isn't a FORGE dorm, you can't tell me what to do" · Another dorm member threatens to "handle it" if the mentor can't · The person with the TV says they can't sleep without it (possible anxiety/trauma)

A5 · THE GAMBLING DEBT

Setup: You overhear that someone in the dorm owes a gambling debt to someone in another dorm. The debtor is scared. The collector has sent word that "payment is due."

Mentor's task: Assess the safety risk, support the individual, navigate the line between intervention and referral.

Complications: The debtor begs you not to say anything to staff · You learn the debt is larger than you initially thought · Someone approaches you and warns you to "stay out of it"

B1 · THE RESISTANT MENTEE

Setup: Your mentee has missed 3 sessions in a row. When you find him, he says "This program is pointless. Nothing's going to change."

Mentor's task: Use MI techniques, explore resistance without forcing.

Complications: He received bad news from home (denied parole, family issue) · He says another dorm member told him FORGE is "soft" · He asks you directly: "Did this program really change you?"

B2 · THE BOUNDARY TEST

Setup: A mentee asks you to hold something for him "just for a few days." It's not contraband, but the request crosses a boundary. Or: a mentee asks you to intervene with a CO on his behalf.

Mentor's task: Maintain boundaries firmly but with care.

Complications: He says "I thought we were brothers" · He gets upset and threatens to quit the program · Other mentees are watching how you handle it

B3 · THE MANIPULATOR

Setup: A new program participant seems to be joining FORGE for the wrong reasons — using the "mentor" title for status, selectively following rules, trying to build influence rather than serve.

Mentor's task: Address the behavior without assumptions, hold them accountable.

Complications: He's charismatic and other participants like him · He accuses you of being jealous of his influence · He technically hasn't violated any specific rule

B4 · THE OVER-IDENTIFIER

Setup: A mentee is sharing a trauma story that closely mirrors your own experience. You feel yourself getting activated emotionally.

Mentor's task: Manage your own reaction, maintain the supportive space, know your limits.

Key skills tested: Self-awareness, emotional regulation, boundary maintenance, appropriate referral

B5 · TWO MENTEES IN CONFLICT

Setup: Two of your mentees are in conflict with each other. Each comes to you separately expecting you to take their side.

Mentor's task: Stay neutral, mediate, avoid triangulation.

Complications: One mentee is clearly more in the wrong than the other · One threatens to leave the program if you don't "handle" the other · The conflict is based on an event that happened before they joined FORGE

C1 · THE WEAPON

Setup: During a conversation, a mentee reveals (directly or indirectly) that he has a weapon. Or: you discover a weapon during a routine interaction.

Mentor's task: Navigate the safety obligation. This is a red-line situation.

Key learning: FORGE has zero tolerance for weapons. This requires referral. How do you handle it without creating a more dangerous situation?

Complications: He says he needs it for protection because he's been threatened · He asks you to keep it confidential · He says he'll get rid of it himself

C2 · THE MENTAL HEALTH CRISIS

Setup: A dorm member (not necessarily a FORGE participant) makes statements suggesting he's thinking about harming himself. Or: he's behaving erratically and you suspect a mental health crisis.

Mentor's task: Stay calm, provide immediate support, get appropriate help. This is beyond peer mentoring scope.

Key learning: Recognize limits, refer appropriately, stay present until help arrives.

Complications: He asks you not to tell anyone · No mental health staff is immediately available · Other dorm members are dismissing his behavior ("he's just being dramatic")

C3 · THE GANG SITUATION

Setup: You become aware that gang dynamics are creating tension in the dorm. Lines are being drawn. People are choosing sides.

Mentor's task: Assess the risk level, protect the FORGE culture, know when this is beyond your scope.

Key learning: Gang dynamics require extreme caution. FORGE mentors do not investigate, do not confront gang leaders, and do not position themselves as authorities in gang-related matters.

Complications: A FORGE participant is being pressured by gang members · Someone asks you to "pick a side" · The tension is affecting the safety of the entire dorm

C4 · THE STAFF CONFLICT

Setup: A CO is being unnecessarily aggressive or disrespectful to a dorm member. Others are getting agitated. Someone says "We should do something about this."

Mentor's task: Prevent escalation, maintain FORGE's position on staff authority, protect the dorm from a bad outcome.

Key learning: FORGE does not override staff authority. Mentors de-escalate the dorm response, not the staff behavior. Grievance procedures exist for a reason.

Complications: The CO's behavior is clearly wrong · Other dorm members expect you to "stand up" to the CO · A FORGE participant says "If we don't do something, no one will"

D1 · THE PAROLE DENIAL

Setup: A mentee just received a parole denial. He's devastated, angry, and questioning everything.

Mentor's task: Provide emotional support, help process the disappointment, prevent destructive decisions.

D2 · THE FAMILY CRISIS

Setup: A dorm member learns of a family emergency — a death, a sick child, a partner leaving. He's emotional and volatile.

Mentor's task: Provide immediate support, help stabilize, connect to resources if available.

D3 · THE SHORT-TIMER'S ANXIETY

Setup: A mentee is 60 days from release. He's anxious, not sleeping, making impulsive decisions. He's started fights over small things.

Mentor's task: Recognize pre-release anxiety, provide support and perspective, use reentry preparation skills.

Assessment Role Cards

FORGE · WEEK 23 · SESSION 67, 69

The role players get a role card with brief behavioral instructions. Example: “You’re angry. You’ve been disrespected. You start loud and get louder unless the mentor gives you a reason to calm down.”

ROLE CARD

Scenario: _____

Your role: _____

How you behave:

_____

_____

_____

ROLE CARD

Scenario: _____

Your role: _____

How you behave:

_____

_____

_____

ROLE CARD

Scenario: _____

Your role: _____

How you behave:

_____

_____

_____

ROLE CARD

Scenario: _____

Your role: _____

How you behave:

_____

_____

_____

ROLE CARD

Scenario: _____

Your role: _____

How you behave:

_____

_____

_____

ROLE CARD

Scenario: _____

Your role: _____

How you behave:

_____

_____

_____

Co-Facilitation Observation Form

FORGE · WEEK 23 · SESSION 68

Pair _____ **Topic** _____ **Observer** _____ **Date** _____

Criteria	What to Look For	What I saw (a specific moment)
Coordination	Do the co-facilitators work together smoothly? Are transitions between leaders clear? Do they seem prepared?	
Shared leadership	Does one person dominate, or do both contribute meaningfully? Do they balance leading and supporting?	
Content delivery	Is the material clear, accurate, and well-organized? Do they use activities, not just lecture?	
Group management	How do they handle participation, energy, disruptions? Do they read the room?	
Mutual support	Do they build on each other's points? Step in when the other struggles? Show respect for each other?	
Adaptability	When something unexpected happens, do they adjust together? Can they improvise?	

Facilitator feedback (after the group's): 2 specific strengths and 1 specific area for growth. Focus on the partnership dynamic, not just individual performance.

Strength 1	Strength 2	Area for growth

Teaching Demonstration Rubric

FORGE · WEEK 23 · SESSION 69

Participant _____ **Assigned Phase 1 topic** _____

Scorer _____ **Date** _____

A 20-minute lesson on an assigned Phase 1 topic, with a hook, clear content, an activity or engagement piece, and a closing. Call time at 20 minutes. Score independently: circle one box in each row.

Criteria	1 — Needs Work	2 — Developing	3 — Competent	4 — Exemplary
Preparation	Clearly unprepared; no structure or materials	Partially prepared; some structure but gaps	Well-prepared; clear structure, objectives, and materials	Exceptionally prepared; polished, thorough, professional
Engagement	Lectured at the group; no interaction	Some interaction but mostly one-directional	Good participation; asked questions, invited responses	Dynamic and inclusive; every person engaged; energy high
Clarity	Confusing; key concepts unclear or inaccurate	Somewhat clear but disorganized or incomplete	Clear and logical; concepts explained accurately	Crystal clear; memorable explanations, strong examples
Adaptability	Rigid; couldn't adjust when something wasn't working	Some flexibility but struggled with unexpected moments	Adjusted to group needs; responded to questions well	Seamless adaptation; read the room and shifted naturally
Debrief Quality	No debrief or closing	Surface-level debrief; didn't draw out learning	Drew out key learning; connected to real application	Deep, lasting insight; group left with a clear takeaway

Total (of 20) _____ **Average of both scorers** _____ **Passed (12+)? Y / N** _____

Minimum passing score: 12/20. After the demo: let him self-assess first, then one strength and one growth area.

One strength:

_____

_____

One growth area:

_____

_____

Individual Assessment Summary

FORGE · WEEK 24 · SESSION 70

Participant _____ **Date** _____

Every score on this sheet is a snapshot of one moment. It's real data: it tells you something. But it doesn't define you.

Graded simulation	Scenario	Score (average of both scorers)	Passed (15+)?
Simulation 1		/24	
Simulation 2		/24	
Simulation 3		/24	
Simulation 4		/24	
Simulation 5		/24	
Simulations passed		/5 (need 3)	

Teaching demonstration	Phase 1 topic	Score	Passed (12+)?
		/20	

Co-facilitation	Partner and topic	Complete?
		Y / N

Co-facilitation feedback (2 strengths, 1 area for growth):

Phase 2 gate requirement: Must pass 3 of 5 simulations (15/24 each) AND pass the teaching demonstration (12/20) AND complete a co-facilitation session.

- ☐ **Gate requirements met**
- ☐ **Not yet met.** Next step (private conversation before Session 72):
- ☐ Additional simulation attempts during Week 24 (before panel review)
- ☐ One additional teaching demo attempt
- ☐ Extended Phase 2 practice (joins next cohort's Week 23 assessments)

Panel Review Format and Questions

FORGE · WEEK 24 · SESSION 71

The panel's job is to answer one question: Is this person ready to mentor others — to represent FORGE in a dorm, to sit with a man in crisis, to teach, to lead, to serve? Approximately 15–20 minutes per participant.

1 · OPENING STATEMENT (3–5 MINUTES)

"Tell the panel: Why are you ready to be a FORGE mentor?" The participant delivers his prepared statement. The panel listens without interruption.

2 · SKILL DEMONSTRATION (5–7 MINUTES)

Select one, based on the participant's assessment profile: an area where he scored well to build confidence, or an area of growth to verify development.

- "I'm going to play a man who just got denied parole. He's angry and talking about giving up. Show me how you'd approach him."
- "Teach us something for 5 minutes — any Phase 1 concept. Go."
- "Two of us are going to have a disagreement. We want you to mediate. Ready?"
- "I'm a new FORGE participant who's thinking about quitting after Week 3. Use your MI skills."
- "Set up and open a community circle for this room. You have 5 minutes."

3 · Q&A (5–10 MINUTES): THE PANEL SELECTS 3–4

- "What's the hardest thing you've faced in Phase 2, and what did it teach you?"
- "Tell us about a simulation where you didn't do well. What happened and what would you do differently?"
- "You're going to have a mentee who doesn't want to be helped. What's your approach?"
- "What will you do when you're having a bad day and you still have to show up for your mentees?"
- "What's your biggest weakness as a mentor right now? What's your plan to address it?"
- "How has FORGE changed the way you handle conflict in your daily life — not in a simulation, but for real?"
- "What does Service Over Self mean to you — not the definition, but what it means in your life?"
- "A mentee tells you something in confidence that concerns you. How do you handle the tension between confidentiality and safety?"
- "What kind of dorm culture do you want to build? How will you do it?"

4 · PANEL DELIBERATION (1–2 MINUTES)

The panel briefly confers and records its scores on the Panel Review Score Sheet. Final decisions can be communicated at the end of the session or individually before Session 72.

Panel Review Score Sheet

FORGE · WEEK 24 · SESSION 71

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

Score each criterion 1–4: circle one box in each row.

Criteria	1 — Not Ready	2 — Approaching	3 — Ready	4 — Strongly Ready
Self-awareness	Cannot articulate own growth or limitations	Some awareness but lacks depth	Clear understanding of strengths and growth areas	Deep, honest self-knowledge; owns both strengths and struggles
Skill demonstration	Unable to perform requested skill effectively	Attempted but significant gaps	Performed competently under pressure	Performed with confidence, nuance, and natural ability
Commitment to service	Motivation unclear or self-focused	Some service orientation but inconsistent	Clear commitment to Service Over Self	Service orientation is deeply internalized and evident
Readiness for challenge	Avoids or minimizes difficulty	Acknowledges challenges but uncertain about handling them	Realistic about challenges; has strategies to manage	Embraces challenge; demonstrates resilience and preparation
Communication quality	Unclear, disorganized, or defensive	Somewhat clear but lacks confidence or depth	Clear, honest, and organized presentation	Compelling, authentic, and inspiring communication

Total (of 20) _____ **Skill demonstrated** _____

Panel decision (check one):

- ☐ **Advance to Phase 3** — Meets all requirements; demonstrates readiness (minimum 12/20 on panel review + all gate requirements met)
- ☐ **Conditional Advancement** — Meets most requirements; specific area needs additional development during early Phase 3 (panel specifies the condition and timeline)
- ☐ **Continued Development** — Does not yet meet requirements; specific remediation plan created with dignity and support

Condition and timeline (conditional advancement), or remediation plan:

_____

_____

Comments:

_____

_____

_____

FORGE

FORGE · FACILITATING OPPORTUNITIES FOR REENTRY, GROWTH & EMPOWERMENT

Certificate of Completion

PHASE 2 · DEVELOPMENT · BUILD OTHERS

This certifies that

_____

has completed Phase 2 of FORGE, Weeks 13 to 24,
and advances to Phase 3: Lead and Serve.

"Leadership is not granted. It is forged."

DATE	COHORT	FACILITATOR	SENIOR MENTOR
_____	_____	_____	_____

FORGE

FORGE · FACILITATING OPPORTUNITIES FOR REENTRY, GROWTH & EMPOWERMENT

Certificate of Completion

PHASE 2 COMPLETION · DEVELOPMENT · BUILD OTHERS

This certifies that

_____

has completed the Phase 2 sessions of FORGE, Weeks 13 to 24,
and did the work.

"Leadership is not granted. It is forged."

DATE	COHORT	FACILITATOR	SENIOR MENTOR
_____	_____	_____	_____

FORGE

Phase 3 Assignment Sheet

FORGE · WEEK 24 · SESSION 72

Participant _____ **Date** _____

Assigned dorm or housing unit _____

Co-facilitator partner (for Weeks 25–28) _____

Initial mentee assignments (2–3 mentees to start)

1 _____ **2** _____ **3** _____

Supervision session schedule: the first session each week, beginning next week.

Time and place _____

Know your dorm. Know your co-facilitator. Your first contact with your mentees will happen in Week 25. Between now and then, review your notes on establishing a mentoring relationship: that's Week 25's supervision topic.

Participant _____ **Date** _____

Assigned dorm or housing unit _____

Co-facilitator partner (for Weeks 25–28) _____

Initial mentee assignments (2–3 mentees to start)

1 _____ **2** _____ **3** _____

Supervision session schedule: the first session each week, beginning next week.

Time and place _____

Know your dorm. Know your co-facilitator. Your first contact with your mentees will happen in Week 25. Between now and then, review your notes on establishing a mentoring relationship: that's Week 25's supervision topic.