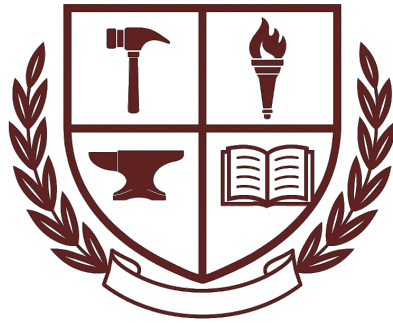


FORGE



FORGE

Participant Workbook



Complete Program — Phases 1, 2 & 3

36 Weeks

DOOLY STATE PRISON

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PHASE 1

Foundation

Know Yourself

WEEKS 1-12

Week 1 — Identity & Purpose

Who am I, and why am I here?

My FORGE Commitment

By signing below, I commit to full participation in the FORGE program. I understand that my growth depends on my honesty, effort, and willingness to change.

I commit to:

- Attending every session, on time and prepared
- Being honest with myself and my cohort
- Practicing the skills I learn, even when it is hard
- Holding myself and my peers accountable
- Completing all assignments and reflections

Participant Name (printed)

Participant Signature & Date

Facilitator Signature & Date

One Thing I Want to Be Different in 9 Months

Think carefully. What is the single most important change you want to see in yourself by the end of this program?

My Elevator Speech

An elevator speech is a 30-second introduction that tells people who you are and where you are headed. Use the template below to draft yours.

My name is

Before FORGE, I was known for

What I am working on changing is

By the end of this program, I want to be

One thing you should know about me is

Week 2 — Thinking Patterns

How my thoughts drive my behavior

The 8 Thinking Errors

Thinking Error	Definition
1. Closed Thinking	Refusing to consider another person's perspective or new information. "I already know everything I need to know."
2. Victim Stance	Blaming others and seeing yourself as the victim in every situation. "This always happens to me."
3. Lack of Empathy	Failing to consider or care about how your actions affect others.
4. Minimizing	Making your harmful behavior seem less serious than it really is. "It wasn't that big a deal."
5. Power Thrust	Using aggression, intimidation, or control to get what you want.
6. Entitlement	Believing you deserve special treatment or that rules don't apply to you.
7. Cognitive Indolence	Taking the easy way out; refusing to think things through.
8. Discontinuity	Starting something and not following through; inconsistency between words and actions.

Thinking Report

Use this 5-column format to break down situations where your thinking led to problems. Fill one out each time you notice a thinking error this week.

Situation	Thought	Feeling	Action	Consequence

Situation	Thought	Feeling	Action	Consequence

Thinking Report (continued)

Situation	Thought	Feeling	Action	Consequence

Thinking Report (continued)

Situation	Thought	Feeling	Action	Consequence

Thinking Report (continued)

Situation	Thought	Feeling	Action	Consequence

Situation	Thought	Feeling	Action	Consequence

STOP Technique

1. **S — Stop.** Freeze. Do not react.
2. **T — Think.** What is my thinking error right now?
3. **O — Options.** What are my choices? What are the consequences of each?
4. **P — Plan.** Choose the best option and act on it.

Alternative Thought Bank

When you catch a thinking error, challenge it and replace it with a healthier thought.

Old Thought	Challenge Questions	New Thought

Week 3 — Emotional Awareness

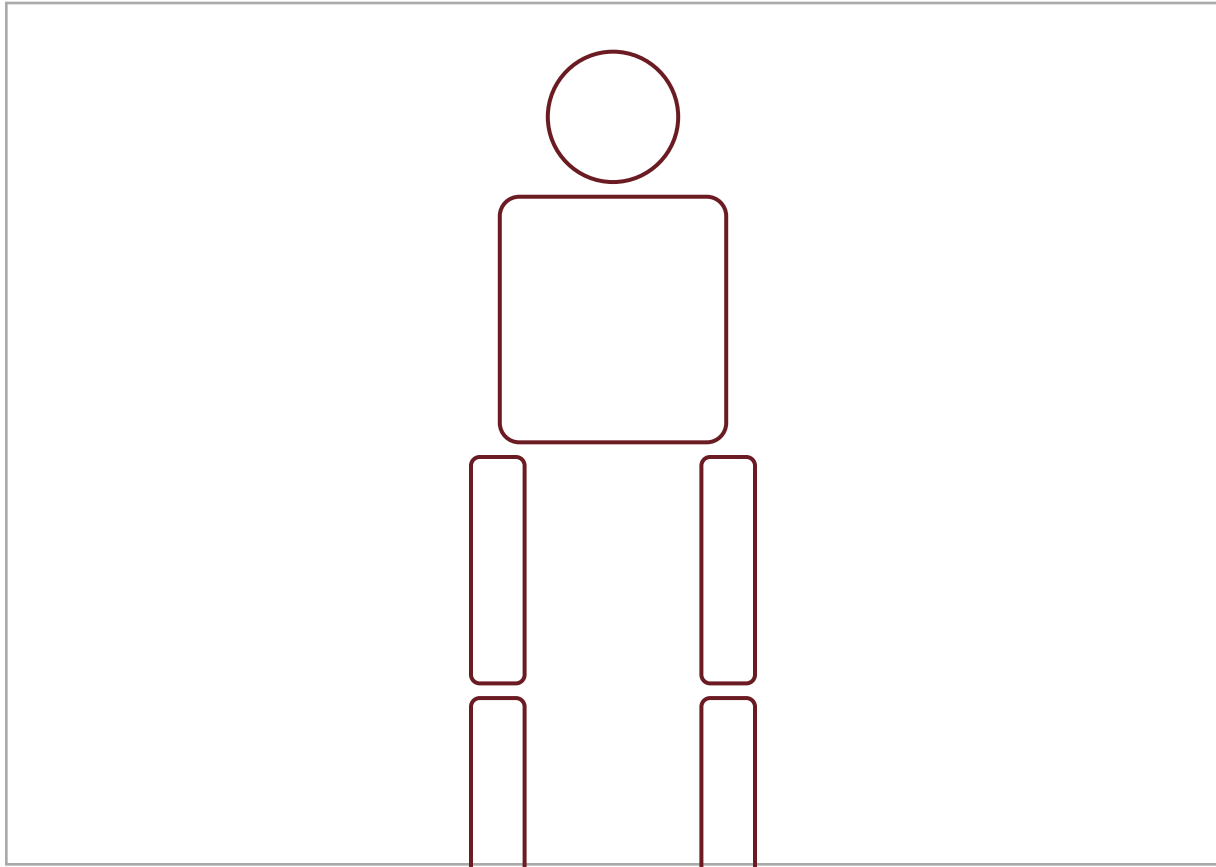
Understanding what I feel and why

Emotion Wheel Reference

Primary Emotion	Secondary Emotions
Anger	Frustrated, Irritated, Resentful, Hostile
Fear	Anxious, Insecure, Overwhelmed, Panicked
Sadness	Lonely, Hopeless, Disappointed, Grieving
Joy	Grateful, Proud, Content, Excited
Surprise	Confused, Amazed, Shocked, Stunned
Disgust	Contempt, Revolted, Judgmental, Disapproving

Body Map

Draw or label where you feel different emotions in your body.

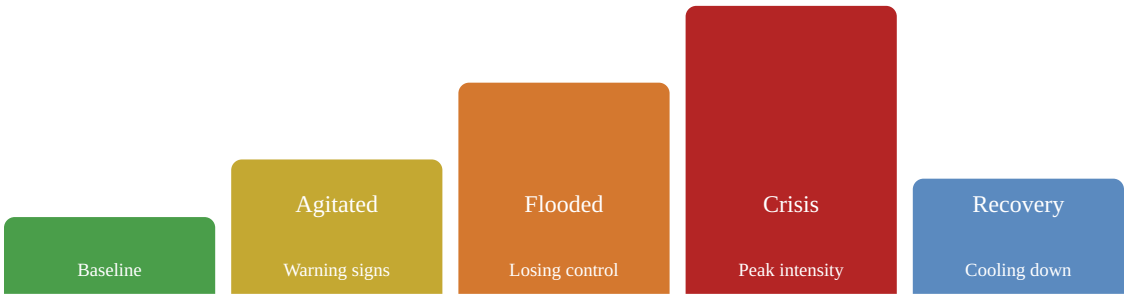


Label where you feel anger, fear, sadness, joy, and anxiety in your body.

Emotion Tracking Log

Record your emotions three times per day for one week.

Date	Time	Emotion	Body Signal	Trigger



Key: The goal is to intervene at the *Agitated* stage, before you become *Flooded*. Use your breathing and grounding techniques here.

4-4-4 Breathing Technique

1. **Inhale** slowly through your nose for **4 seconds**.
2. **Hold** your breath for **4 seconds**.
3. **Exhale** slowly through your mouth for **4 seconds**.

Repeat 4 times. This activates your parasympathetic nervous system and lowers your heart rate.

5-4-3-2-1 Grounding Technique

When you feel overwhelmed, name:

- 5 things you can **see**
- 4 things you can **touch**
- 3 things you can **hear**
- 2 things you can **smell**
- 1 thing you can **taste**

Beneath My Anger — Writing Exercise

When I feel angry, the emotion underneath is usually...

I learned to use anger as a shield because...

The last time I got angry, what I was really feeling was...

If I could express what is beneath my anger without fear, I would say...

The hurt I am protecting with my anger is...

Week 4 — Coping & Safety

Building my emotional toolkit

Safe vs. Unsafe Coping Strategies

Safe Coping Strategies	Unsafe Coping Strategies
Deep breathing / 4-4-4 technique	Substance use
Physical exercise (push-ups, walking)	Isolation / shutting everyone out
Talking to a trusted person	Physical aggression
Writing in a journal	Verbal intimidation
Listening to calming music	Self-harm
Praying or meditating	Reckless behavior
5-4-3-2-1 grounding	Manipulation
Counting down from 20	Denial / pretending everything is fine
Removing yourself from the situation	Suppressing all emotion
Reading	Blaming others

My Personal Safety Plan

5 safe coping strategies I will use:

2 people I can talk to when I am struggling:

1.

2.

1 place where I feel safe:

Journal Prompt

How has my past shaped my present?

Consider: What experiences made you who you are today? Which patterns from your past do you want to break? What strengths has your past given you? *(continue on your own paper)*

Week 5 — Communication Skills

Listening to understand, speaking to connect

Active Listening — 5 Components

1. **Attending** — Face the speaker, make eye contact, open posture, minimize distractions.
2. **Reflecting** — Mirror back what you hear. "It sounds like you are saying..."
3. **Clarifying** — Ask questions to make sure you understand. "Can you tell me more about...?"
4. **Summarizing** — Recap the main points. "So what I am hearing is..."
5. **Validating** — Acknowledge the speaker's feelings. "That makes sense because..."

"I" Statement Practice Sheet

Rewrite each aggressive statement as an assertive "I" statement using the format: *"I feel [emotion] when [behavior] because [impact]. I need [request]."*

1. Aggressive: "You never listen to me! You don't care about anyone but yourself."

Assertive rewrite:

2. Aggressive: "You're always disrespecting me in front of everyone."

Assertive rewrite:

3. Aggressive: "You took my stuff without asking again. I'm sick of it."

Assertive rewrite:

4. Aggressive: "You think you're better than me."

Assertive rewrite:

5. Aggressive: "Mind your own business. Nobody asked you."

Assertive rewrite:

SBI Feedback Model

- **S — Situation:** Describe when and where the behavior occurred.
- **B — Behavior:** Describe the specific observable behavior (no judgments).
- **I — Impact:** Describe the effect the behavior had on you or others.

SBI Practice Sheet

Scenario 1

Situation:

Behavior:

Impact:

Scenario 2

Situation:

Behavior:

Impact:

Scenario 3

Situation:

Behavior:

Impact:

Week 6 — Conflict Resolution

Turning conflict into connection

FORGE Conflict Resolution Model

1. **Pause & Posture** — Stop. Take a breath. Adopt an open, non-threatening body posture.
2. **Name the Heat** — Identify your emotion and rate it on the Heat Scale (1-10).
3. **Facts > Stories** — Separate what actually happened from the story you are telling yourself.
4. **Needs & Options** — What does each person need? Brainstorm options together.
5. **Agreement & Check-Back** — Agree on a plan and set a time to check back.

Heat Scale (1-10)



1-3: Calm, can think clearly | 4-6: Agitated, need to use tools | 7-10: Flooded, must remove yourself first

Scenario Rating Exercise

Rate each scenario on the Heat Scale and write what you would do.

1. Someone cuts in front of you in the chow line.

Heat level: _____ My response:

2. Your cellmate makes a disrespectful comment about your family.

Heat level: _____ My response:

3. You find out someone has been spreading rumors about you.

Heat level: _____ My response:

4. A CO speaks to you in a way you feel is demeaning.

Heat level: _____ My response:

Mediation Ground Rules Template

When mediating a conflict between two parties, both parties agree to:

- Speak one at a time without interrupting
- Use "I" statements instead of "you" accusations
- Stay focused on the current issue, not past grievances
- Listen to understand, not to respond
- Commit to finding a solution, not winning
- Keep what is said in mediation confidential
- Follow through on agreements made

Additional ground rules for this mediation:

Party 1 Signature & Date

Party 2 Signature & Date

Mediator Signature & Date

Week 7 — Accountability

Owning my choices and their impact

Accountability Spectrum

Stage	What It Sounds Like	Level
Denial	"I didn't do anything wrong."	Lowest
Minimization	"It wasn't that serious."	Low
Blame-shifting	"They made me do it."	Mid-Low
Partial Ownership	"I played a part, but..."	Mid-High
Full Accountability	"I chose to do this. I am responsible for the harm."	Highest

My Accountability Statement

Write your accountability statement below. Be specific. Name what you did, who was harmed, and what you are doing to make it right. This is for you — be honest. *(continue on your own paper)*

The 4 Integrity Tests

1. **The Mirror Test** — Can I look at myself in the mirror after this decision?
2. **The Mentor Test** — What would someone I respect think of this choice?
3. **The Front Page Test** — Would I be comfortable if this was on the front page of a newspaper?
4. **The Child Test** — Would I want a child I care about to make this same decision?

Impact Awareness Letter

This letter is not to send. It is for your own growth. Write to someone you have harmed, addressing these guided prompts:

What I did:

How I think it affected you:

What I wish I had done instead:

What I am doing now to change:

What I want you to know:

(continue on your own paper)

Week 8 — Empathy & Relationships

Seeing through others' eyes

Perspective-Taking Exercise

Scenario: A man in your housing unit has been disrespectful to several people. One day he gets into a heated argument with another resident and a CO intervenes, writing both of them up. The man who started it claims the other person was the aggressor.

Viewpoint 1 — The man who started the argument:

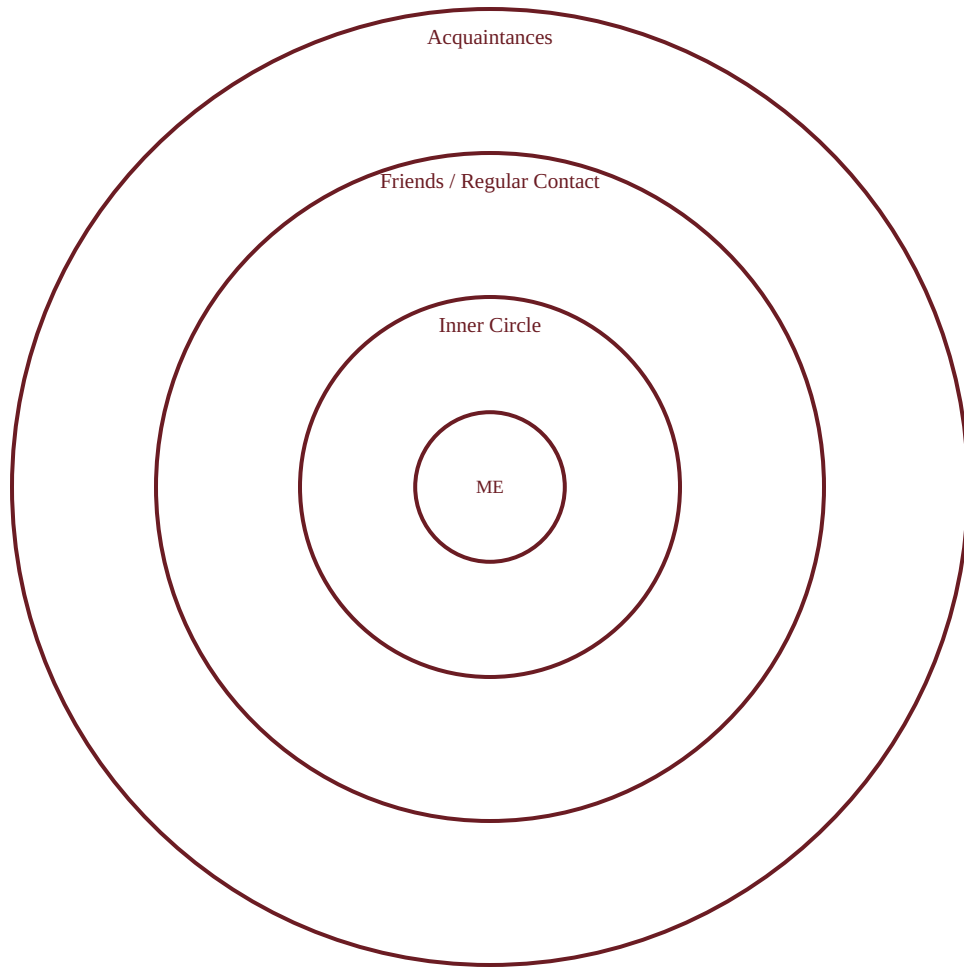
Viewpoint 2 — The other resident:

Viewpoint 3 — The CO:

Viewpoint 4 — A bystander who saw everything:

Relationship Map

Map your relationships using the concentric circles below. Place people closest to you in the center ring. In the outer rings, place people you interact with but are less close to. Mark each person with (+) if they are pro-social or (-) if they pull you backward.



Week 9 — Decision-Making

Thinking before acting

6-Step Problem Solving

1. **Define the problem** — What exactly is the problem? Be specific.
2. **Gather information** — What do I know? What do I need to find out?
3. **Generate options** — List at least 3 possible solutions.
4. **Evaluate options** — What are the pros and cons of each?
5. **Choose and act** — Pick the best option and commit to it.
6. **Review results** — Did it work? What would I do differently?

Problem-Solving Worksheet

Step 1 — Define the problem:

Step 2 — What I know / need to find out:

Step 3 — My options:

Option A:

Option B:

Option C:

Step 4 — Pros and cons:

Option	Pros	Option	Cons

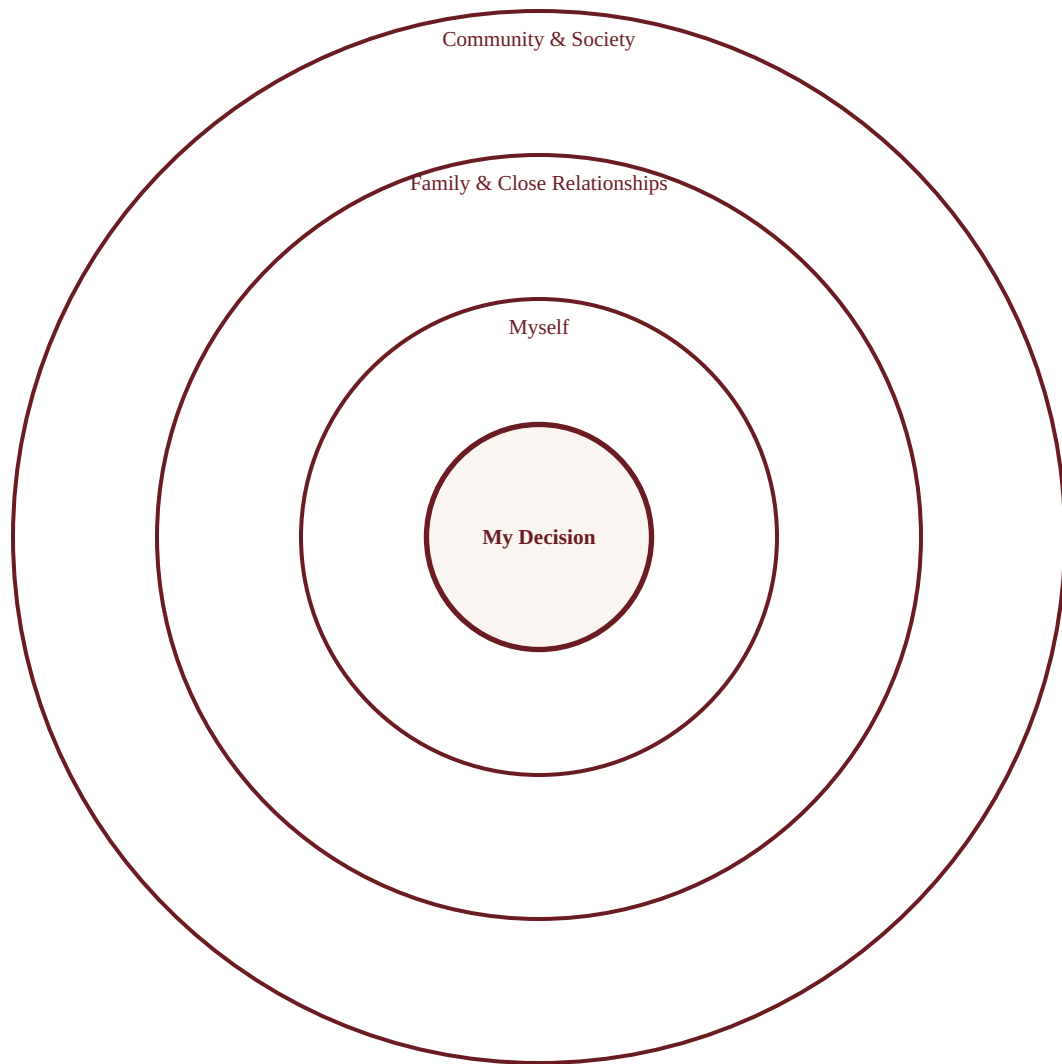
Step 5 — My decision and action plan:

Step 6 — Review (fill in after taking action):

My Personal Rules

Personal rules are commitments you make to yourself in advance so you do not have to decide in the moment.

I will always...



The 10-10-10 Rule

Before making a decision, ask yourself:

- How will I feel about this in **10 minutes**?
- How will I feel about this in **10 months**?
- How will I feel about this in **10 years**?

If the answer changes over time, slow down and think it through.

Week 10 — Mindset & Vision

Growing from who I was into who I can be

Fixed vs. Growth Mindset

Fixed Mindset	Growth Mindset
"I'm not smart enough."	"I can learn this with effort."
"I failed, so I'm a failure."	"I failed, so now I know what to do differently."
"This is just who I am."	"I can change with practice."
"I don't like being challenged."	"Challenges help me grow."
"Other people's success threatens me."	"Other people's success inspires me."
"Feedback is a personal attack."	"Feedback is information I can use."
"I give up when it's hard."	"I push through when it's hard."
"My past defines me."	"My past informs me; my choices define me."

Letter From My Future Self

Imagine it is two years from now. You have completed FORGE, demonstrated real change, and are building the life you want. Write a letter from that future version of yourself to the person you are today.

What would your future self say about the journey? What advice would they give? What would they want you to know about the hard days ahead? (*continue on your own paper*)

My Stakeholder Commitment

Identify 5 specific actions you will take to demonstrate your growth to the people who matter.

1.

2.

3.

4.

5.

Week 11 — Self-Assessment & Review

Measuring my growth

Who I Was When I Started and Who I Am Now

Reflect honestly on your journey through Phase 1. How have you changed? What surprised you? Where do you still need to grow? (*continue on your own paper*)

Phase 1 Skills Self-Assessment

Rate yourself on each skill: **1** = Cannot do it yet | **2** = Need more practice | **3** = Can do it with support | **4** = Can do it independently

Skill	1	2	3	4
Identifying my thinking errors				
Using the STOP Technique				
Completing a Thinking Report				
Naming and describing my emotions accurately				
Using 4-4-4 breathing when escalated				
Using 5-4-3-2-1 grounding when overwhelmed				
Recognizing my escalation curve warning signs				
Using safe coping strategies				
Active listening (all 5 components)				
Communicating with 'I' statements				

Skill	1	2	3	4
Giving SBI feedback				
Using the FORGE Conflict Resolution Model				
Rating myself on the Heat Scale				
Taking full accountability for my actions				
Applying the 4 Integrity Tests				
Writing an impact awareness letter				
Perspective-taking (seeing other viewpoints)				
Mapping my relationships				
Using the 6-Step Problem Solving process				
Applying the 10-10-10 Rule				
Demonstrating a growth mindset				
Articulating my vision for the future				

Week 12 — Portfolio & Preparation

Completing Phase 1 and preparing for Phase 2

Phase 1 Portfolio Checklist

Check off each item as you confirm it is complete and included in your portfolio.

- Signed FORGE Commitment (Week 1)
- Elevator Speech — final version (Week 1)
- At least 6 completed Thinking Reports (Week 2)
- Alternative Thought Bank with at least 5 entries (Week 2)
- Completed Emotion Tracking Log (Week 3)
- "Beneath My Anger" writing exercise (Week 3)
- Personal Safety Plan (Week 4)
- Journal: "How has my past shaped my present?" (Week 4)
- 5 completed "I" Statement rewrites (Week 5)
- 3 completed SBI practice forms (Week 5)
- Heat Scale scenario exercise (Week 6)
- Accountability Statement (Week 7)
- Impact Awareness Letter (Week 7)
- Perspective-Taking exercise (Week 8)
- Relationship Map (Week 8)
- Completed Problem-Solving Worksheet (Week 9)
- Personal Rules (Week 9)
- "Letter From My Future Self" (Week 10)
- Stakeholder Commitment (Week 10)
- Self-Assessment reflection (Week 11)
- Skills Self-Assessment (Week 11)
- Phase 1 Study Guide — reviewed (Week 12)

Phase 1 Study Guide

Review the key concepts from each week before your Phase 1 assessment.

Week	Key Concepts
Week 1	Identity, purpose, commitment, elevator speech
Week 2	8 Thinking Errors, Thinking Reports, STOP Technique, Alternative Thought Bank
Week 3	Emotion Wheel, body signals, Escalation Curve, 4-4-4 Breathing, 5-4-3-2-1 Grounding
Week 4	Safe vs. unsafe coping, Personal Safety Plan, self-reflection
Week 5	Active Listening (5 components), "I" Statements, SBI Feedback Model
Week 6	FORGE Conflict Resolution Model (5 steps), Heat Scale, mediation ground rules
Week 7	Accountability Spectrum, 4 Integrity Tests, Impact Awareness
Week 8	Perspective-taking, empathy, Relationship Mapping
Week 9	6-Step Problem Solving, Personal Rules, Ripple Effect, 10-10-10 Rule
Week 10	Fixed vs. Growth Mindset, future visioning, Stakeholder Commitment
Week 11	Self-assessment, skills review, growth reflection
Week 12	Portfolio completion, study guide review, readiness for Phase 2

Congratulations on completing Phase 1: Know Yourself.

Your journey continues in Phase 2: Build Others.

PHASE 2

Development

Build Others

WEEKS 13-24

The Mentor Identity

What Makes a Good Mentor

Reflect on a mentor or role model in your own life — or the kind of mentor you wish you had. What qualities made (or would have made) them effective? How will you embody those qualities?

(continue on your own paper)

Mentor vs. Friend vs. Authority Figure

Key differences to remember when defining your role:

Mentor	Friend	Authority Figure
Guides growth	Shares experiences equally	Enforces rules
Maintains boundaries	Mutual emotional support	Positional power
Focused on mentee's goals	Reciprocal relationship	Compliance-driven
Empowers decision-making	Shared social activities	Directive / top-down
Models accountability	Peer-level vulnerability	Punishment-oriented consequences
Consistent availability within limits	Available on mutual terms	Available on schedule
Celebrates mentee's progress	Celebrates shared moments	Evaluates performance

Boundary Scenarios Worksheet

For each scenario, decide: Is this within my role as a mentor?

Scenario	Within Role?	Reasoning
1. A mentee asks for your personal phone number after release.	Yes / No	
2. A mentee shares they are feeling hopeless about their case.	Yes / No	

Scenario	Within Role?	Reasoning
3. A mentee asks you to hold a letter to mail for them.	Yes / No	
4. A mentee tells you about a conflict with another participant but asks you not to tell staff.	Yes / No	
5. A mentee wants to know details about your criminal case.	Yes / No	
6. A mentee asks you to talk to staff on their behalf about a housing issue.	Yes / No	
7. A mentee shares they haven't eaten because they gave their tray away under pressure.	Yes / No	
8. A mentee wants to meet outside of scheduled program times.	Yes / No	
9. A mentee asks you to mentor their cellmate informally.	Yes / No	
10. A mentee tells you they are thinking about hurting themselves.	Yes / No	

Mentor Wellness Plan

Complete this plan to protect your own well-being as you take on a mentoring role.

Self-Care Strategies (list 3–5 things you will do regularly)

Warning Signs of Burnout (what will you watch for?)

Support System Contacts (*people you can talk to when things get heavy*)

WEEK 14

Teaching & Facilitation Skills

Adult Learning Principles (Knowles)

Self-Concept: Adults need to be involved in the planning and evaluation of their learning. They move from dependency to self-direction.

Experience: Adults bring a wealth of experience that serves as a resource for learning. Activities should connect to what they already know.

Readiness to Learn: Adults are most ready to learn things that are relevant to their real-life situations and immediate needs.

Orientation to Learning: Adults are problem-centered rather than subject-centered. They learn best when content helps them solve real problems.

Learning Styles Reference

Visual: Charts, diagrams, written instructions, color coding

Auditory: Discussion, verbal explanation, storytelling, repetition aloud

Kinesthetic: Hands-on practice, role-play, movement, building

Reading/Writing: Handouts, note-taking, lists, written reflection

Lesson Plan Template — Copy 1

Objective	
Hook / Opening	
Content / Key Points	
Practice Activity	
Debrief / Closing	
Materials Needed	

Lesson Plan Template — Copy 2

Objective	
Hook / Opening	
Content / Key Points	
Practice Activity	
Debrief / Closing	
Materials Needed	

Lesson Plan Template — Copy 3

Objective	
Hook / Opening	
Content / Key Points	
Practice Activity	
Debrief / Closing	
Materials Needed	

Lesson Plan Template — Copy 4

Objective	
Hook / Opening	
Content / Key Points	
Practice Activity	
Debrief / Closing	
Materials Needed	

Facilitation Tips — Quick Reference

1. Start with a clear agenda and share it with participants.
2. Ask open-ended questions; avoid yes/no whenever possible.
3. Use wait time — count to 5 silently after asking a question.
4. Acknowledge every contribution before redirecting.
5. Watch body language — yours and theirs.
6. Summarize key takeaways before closing.
7. If you don't know the answer, say so honestly and follow up.
8. Keep energy up: vary activities every 10-15 minutes.

WEEK 15

Facilitation Practice

Facilitation Observation Rubric

Category	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Preparation	1 — Unprepared, no plan	2 — Basic outline only	3 — Clear plan with materials	4 — Thorough plan, backup activities
Engagement	1 — No interaction	2 — Minimal Q&A	3 — Good discussion, most involved	4 — All participants actively engaged
Clarity	1 — Confusing, unclear	2 — Somewhat clear	3 — Clear explanations	4 — Exceptionally clear, checked understanding
Adaptability	1 — Rigid, ignored issues	2 — Noticed but didn't adjust	3 — Adjusted when needed	4 — Seamlessly adapted in real time
Debrief Quality	1 — No debrief	2 — Brief recap only	3 — Summarized key points	4 — Connected learning to real life

Self-Reflection After Teaching — Copy 1

Session Topic: _____ *Date:* _____

What worked well:

What I would change next time:

Self-Reflection After Teaching — Copy 2

Session Topic: _____ *Date:* _____

What worked well:

What I would change next time:

Self-Reflection After Teaching — Copy 3

Session Topic: _____ *Date:* _____

What worked well:

What I would change next time:

Self-Reflection After Teaching — Copy 4

Session Topic: _____ *Date:* _____

What worked well:

What I would change next time:

Handling Difficult Moments — Reference

Situation	Response Tips
Shutdown / Silence	Normalise silence. Say: 'It's okay to take a moment.' Use a pair-share to lower pressure.
Off-Track Discussion	Acknowledge the point, then redirect: 'That's important — let's put it in the parking lot and come back.'
Emotional Response	Pause the activity. Validate: 'Thank you for sharing that.' Offer a break if needed.

Situation	Response Tips
Direct Challenge to Facilitator	Stay calm. Say: 'I hear you — tell me more.' Avoid defensiveness.
Conflict Between Participants	Step in early. Restate ground rules. Use 'I' statements. Separate if needed.

WEEK 16

Motivational Interviewing

OARS Reference Card

Open Questions — Questions that can't be answered with yes/no.

- “What matters most to you right now?”
- “How would you like things to be different?”
- “What would it take for you to feel ready?”

Affirmations — Statements that recognise strengths and effort.

- “You showed real courage by sharing that.”
- “You’ve been consistent even when it’s hard.”
- “That took a lot of self-awareness.”

Reflections — Mirroring back what you heard to deepen understanding.

- “It sounds like you’re feeling torn.”
- “You want to change but you’re not sure how.”
- “What I’m hearing is that family is your motivation.”

Summaries — Pulling together key themes from the conversation.

- “So far you’ve talked about wanting stability, reconnecting with your kids, and finding work — did I miss anything?”

Stages of Change

Precontemplation → Contemplation → Preparation → Action → Maintenance

Precontemplation: Not yet considering change. May not see a problem.

Contemplation: Aware of the problem, weighing pros and cons.

Preparation: Planning to take action soon. Gathering resources.

Action: Actively making changes. Implementing a plan.

Maintenance: Sustaining change over time. Preventing relapse.

Readiness Ruler

Ask: "On a scale of 1-10, how ready are you to make this change?"



Follow-up prompts:

- "Why did you choose that number and not a lower one?"
- "What would it take to move one number higher?"

Person's rating: ____ *Notes:*

MI Practice Log

Date	Situation	OARS Used	What Happened

Date	Situation	OARS Used	What Happened

WEEKS 17-20

Simulation Training

Simulation Scoring Rubric

Category	1	2	3	4
De-escalation	1 — Did not attempt	2 — Attempted but escalated	3 — Partially effective	4 — Fully de-escalated
Communication	1 — Unclear or hostile	2 — Somewhat clear	3 — Clear and respectful	4 — Exceptional clarity and empathy
Boundaries	1 — No boundaries set	2 — Inconsistent boundaries	3 — Appropriate boundaries	4 — Firm yet compassionate
Resolution	1 — No resolution attempted	2 — Attempted, unresolved	3 — Partial resolution	4 — Reached a workable resolution
Composure	1 — Lost composure	2 — Visibly struggled	3 — Mostly composed	4 — Calm and grounded throughout
Referral Judgment	1 — Missed obvious referral	2 — Late recognition	3 — Identified correctly	4 — Identified and acted immediately

Simulation Reflection — Copy 1

Simulation #: ____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 2

Simulation #: ____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 3

Simulation #: _____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 4

Simulation #: _____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 5

Simulation #: ____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 6

Simulation #: ____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 7

Simulation #: _____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 8

Simulation #: _____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 9

Simulation #: ____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 10

Simulation #: ____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Simulation Reflection — Copy 11

Simulation #: _____ **Date:** _____

Scenario Description:

What I Did:

What Worked:

What I'd Change:

Key Lesson:

Red Lines — Immediate Referral Required

If any of the following occur, STOP mentoring and notify staff immediately.

Situation	Action Required
Weapons or contraband	Immediately notify staff. Do not attempt to intervene physically.
Self-harm threats or suicidal statements	Take every statement seriously. Stay with the person. Notify staff immediately.
Active violence or imminent danger	Remove yourself from danger. Alert staff. Do not physically intervene.

WEEK 21

Restorative Practices

Circle Keeping Reference

Opening: Set the tone. Use a centering activity — a quote, a moment of silence, or a check-in question. Introduce the talking piece and review agreements.

Rounds: Pass the talking piece. Each person speaks without interruption. The keeper may introduce new questions between rounds. Listen deeply.

Closing: Final round — one word or sentence to close. Thank participants. Summarise themes if appropriate.

Accountability Conversation Model

Step	Description
1. What happened?	Get the facts without judgment. Let the person tell their story.
2. Who was affected?	Identify all stakeholders — direct and indirect.
3. What needs to happen?	Explore what repair or restitution looks like.
4. How do we move forward?	Create a concrete plan with timelines and check-ins.

Community Circle Planning Template — Copy 1

Purpose of Circle	
Opening Activity	
Round 1 Question	
Round 2 Question	
Closing Activity	

Community Circle Planning Template — Copy 2

Purpose of Circle	
Opening Activity	
Round 1 Question	
Round 2 Question	
Closing Activity	

Community Circle Planning Template — Copy 3

Purpose of Circle	
Opening Activity	
Round 1 Question	
Round 2 Question	
Closing Activity	

WEEK 22

Life Skills Facilitation

Reentry Checklist Template

Housing

- Research transitional housing options _____
- Identify backup housing plan _____
- Gather required application documents _____

ID Documents

- Birth certificate _____
- Social Security card _____
- State ID / Driver's license _____

Employment

- Update résumé _____
- Identify 3 potential employers _____
- Practice interview skills _____

Healthcare

- Identify primary care provider _____
- Transfer medical records _____
- Enroll in Medicaid / insurance _____

Family

- Identify key family contacts _____
- Plan first conversations _____
- Set healthy boundaries _____

Life Skills Lesson Prep Worksheet

Topic	
Key Points (3-5)	
Activity	
Discussion Questions	

WEEKS 23-24

Assessment & Transition

Phase 2 Portfolio Checklist

Phase 2 Portfolio Checklist

- 3 completed lesson plans
- Simulation reflection records (all 11)
- MI practice logs
- Co-facilitation observation notes
- Self-reflection forms
- Peer evaluation forms

Co-Facilitation Observation Form — Copy 1

Partner Name: _____ **Date:** _____

Session Topic:

What They Did Well:

Growth Area:

Co-Facilitation Observation Form — Copy 2

Partner Name: _____ **Date:** _____

Session Topic:

What They Did Well:

Growth Area:

Co-Facilitation Observation Form — Copy 3

Partner Name: _____ **Date:** _____

Session Topic:

What They Did Well:

Growth Area:

Co-Facilitation Observation Form — Copy 4

Partner Name: _____ **Date:** _____

Session Topic:

What They Did Well:

Growth Area:

Peer Evaluation Form — Copy 1

Name of Person Being Evaluated: _____

Evaluated By: _____ **Date:** _____

Strengths — Communication:

Strengths — Mentoring Skills:

Strengths — Professionalism:

Primary Growth Area:

Would I trust this person as a FORGE mentor? Yes Not Yet

Why / Why Not:

Peer Evaluation Form — Copy 2

Name of Person Being Evaluated: _____

Evaluated By: _____ **Date:** _____

Strengths — Communication:

Strengths — Mentoring Skills:

Strengths — Professionalism:

Primary Growth Area:

Would I trust this person as a FORGE mentor? Yes Not Yet

Why / Why Not:

Peer Evaluation Form — Copy 3

Name of Person Being Evaluated: _____

Evaluated By: _____ **Date:** _____

Strengths — Communication:

Strengths — Mentoring Skills:

Strengths — Professionalism:

Primary Growth Area:

Would I trust this person as a FORGE mentor? Yes Not Yet

Why / Why Not:

Peer Evaluation Form — Copy 4

Name of Person Being Evaluated: _____

Evaluated By: _____ **Date:** _____

Strengths — Communication:

Strengths — Mentoring Skills:

Strengths — Professionalism:

Primary Growth Area:

Would I trust this person as a FORGE mentor? Yes Not Yet

Why / Why Not:

Peer Evaluation Form — Copy 5

Name of Person Being Evaluated: _____

Evaluated By: _____ **Date:** _____

Strengths — Communication:

Strengths — Mentoring Skills:

Strengths — Professionalism:

Primary Growth Area:

Would I trust this person as a FORGE mentor? Yes Not Yet

Why / Why Not:

Why I'm Ready to Be a FORGE Mentor

Use this page to write about your journey through Phase 2 and why you believe you are ready to serve as a FORGE mentor. What have you learned? How have you grown? What kind of mentor will you be?

(continue on your own paper)

PHASE 3

Practicum

Lead and Serve

WEEKS 25–36

Mentoring Hours Log

Page 1 of 4 | Activity Types: Co-facilitation / Independent Session / 1-on-1 Mentoring / Community Circle / Other

Date	Activity Type	Hours	Supervisor Initials	Notes
Running Total (this page):				

Mentoring Hours Log

Page 2 of 4 | Activity Types: Co-facilitation / Independent Session / 1-on-1 Mentoring / Community Circle / Other

Date	Activity Type	Hours	Supervisor Initials	Notes
Running Total (this page):				

Mentoring Hours Log

Page 3 of 4 | Activity Types: Co-facilitation / Independent Session / 1-on-1 Mentoring / Community Circle / Other

Date	Activity Type	Hours	Supervisor Initials	Notes
Running Total (this page):				

Mentoring Hours Log

Page 4 of 4 | Activity Types: Co-facilitation / Independent Session / 1-on-1 Mentoring / Community Circle / Other

Date	Activity Type	Hours	Supervisor Initials	Notes
Running Total (this page):				

Mentee Progress Note #1

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #2

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #3

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #4

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #5

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #6

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #7

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #8

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #9

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Mentee Progress Note #10

Mentee Name / ID:

Date:

Session #:

Topics Discussed:

Observations:

Next Steps:

Follow-up Needed: Yes No

Session Plan #1

Date:

Topic:

Learning Objective:

Opening / Hook (5 min):

Content (20 min):

Practice / Exercise (15 min):

Debrief (10 min):

Materials Needed:

Self-Reflection After:

Session Plan #2

Date:

Topic:

Learning Objective:

Opening / Hook (5 min):

Content (20 min):

Practice / Exercise (15 min):

Debrief (10 min):

Materials Needed:

Self-Reflection After:

Session Plan #3

Date:

Topic:

Learning Objective:

Opening / Hook (5 min):

Content (20 min):

Practice / Exercise (15 min):

Debrief (10 min):

Materials Needed:

Self-Reflection After:

Session Plan #4

Date:

Topic:

Learning Objective:

Opening / Hook (5 min):

Content (20 min):

Practice / Exercise (15 min):

Debrief (10 min):

Materials Needed:

Self-Reflection After:

Session Plan #5

Date:

Topic:

Learning Objective:

Opening / Hook (5 min):

Content (20 min):

Practice / Exercise (15 min):

Debrief (10 min):

Materials Needed:

Self-Reflection After:

Community Circle Plan #1

Date:

Circle Type: Community Building Problem-Solving Healing

Purpose:

Opening Activity:

Round 1 Question:

Round 2 Question:

Closing:

Reflection After:

Community Circle Plan #2

Date:

Circle Type: Community Building Problem-Solving Healing

Purpose:

Opening Activity:

Round 1 Question:

Round 2 Question:

Closing:

Reflection After:

Community Circle Plan #3

Date:

Circle Type: Community Building Problem-Solving Healing

Purpose:

Opening Activity:

Round 1 Question:

Round 2 Question:

Closing:

Reflection After:

Community Circle Plan #4

Date:

Circle Type: Community Building Problem-Solving Healing

Purpose:

Opening Activity:

Round 1 Question:

Round 2 Question:

Closing:

Reflection After:

Weekly Supervision — Week 25

Topic: *Establishing the mentoring relationship*

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 26

Topic: When it's not going well

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 27

Topic: *Managing your own reactions*

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 28

Topic: Mid-point check-in

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 29

Topic: Groups vs. individual mentoring

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 30

Topic: Working with staff

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 31

Topic: When someone fails

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 32

Topic: *Advanced conflict scenarios*

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 33

Topic: Sustainability and self-care

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 34

Topic: *Leading leaders*

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 35

Topic: Your legacy

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Weekly Supervision — Week 36

Topic: *Final preparation*

Date:

Cases Discussed:

Key Feedback Received:

Action Items:

Personal Reflection:

Self-Care & Burnout Check

Burnout Warning Signs

Check any that apply to you right now. If you check 3 or more, talk to your supervisor.

Feeling emotionally drained after sessions

Dreading upcoming sessions

Losing patience more quickly than usual

Withdrawing from peers or staff

Difficulty sleeping or changes in appetite

Feeling like nothing you do makes a difference

Becoming cynical about mentees' ability to change

Taking mentees' problems home with you

Snapping at people outside of sessions

Neglecting your own goals or self-care

Feeling resentful about your role

Physical symptoms (headaches, tension, fatigue)

My Self-Care Plan

Domain	Strategy 1	Strategy 2
Physical		
Emotional		
Social		
Spiritual		

Final Portfolio

Phase 3 Portfolio Checklist

Ensure all items are complete before your final review.

- Mentoring hours log (60+ hours)
- 4 session plans delivered (with self-reflections)
- Mentee progress notes (all mentees)
- 2+ community circles led independently
- Supervision notes (12 weeks)
- Personal growth narrative (3–5 pages)
- Mentor philosophy statement (1 page)
- Phase 1 & 2 materials (carried forward)

My FORGE Journey — Personal Growth Narrative

Use the prompts below to write your personal growth narrative (3–5 pages on your own paper).

• **Where I started...**

• **What changed me...**

• **My hardest moment...**

• **What I'm most proud of...**

• **Who I want to be...**

(continue on your own paper)

My Mentor Philosophy

"What kind of mentor am I? What do I believe about helping others change?" (continue on your own paper)
