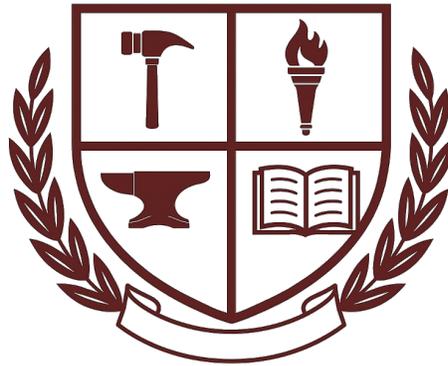


FORGE



PHASE 2: DEVELOPMENT

Build Others

Participant Workbook

Weeks 13–24

Dooly State Prison

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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	
3. A mentee asks you to hold a letter to mail for them.	Yes / No	
	Yes / No	

Scenario	Within Role?	Reasoning
4. A mentee tells you about a conflict with another participant but asks you not to tell staff.		
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*)

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.

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.
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.

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)