



PHASE 1 — FOUNDATION

Week 11 of 36

Integration and Review

Sessions 31–33

Tuesday • Wednesday • Thursday

FORGE — Facilitating Opportunities for Reentry, Growth & Empowerment

Dooly State Prison

FORGE Curriculum

Phase 1: Foundation — "Know Yourself"

Week 11: Integration and Review

Week 11 Overview

Purpose: Bring it all together. Over the past 10 weeks, participants have learned cognitive restructuring, emotional regulation, active listening, conflict resolution, problem solving, accountability, empathy, and the stakeholder identity — as separate skills. This week, they learn to use them all at once. Real life doesn't hand you one problem at a time. Real life hands you a complicated situation where you need five skills simultaneously. Week 11 is where participants prove — to themselves and to each other — that they can do that. This week also begins the formal self-assessment process that feeds into the Phase 1 portfolio.

Sessions This Week: - Session 31 (Tuesday): Skills Integration Practice - Session 32 (Wednesday): Self-Assessment and Reflection - Session 33 (Thursday): Peer Evaluation and Feedback

Materials Needed: - Scenario handouts for Session 31 (3 scenarios — printed or read aloud) - Participant journals (participants should bring all journal entries from Weeks 1-10) - Self-Assessment Questionnaire (1 per participant — see Session 32) - Lined paper or essay sheets for self-assessment essay (2+ pages per participant) - SBI Feedback Forms (3 per participant — see Session 33) - Facilitator Observation Notes (prepared in advance — one set of notes per participant) - Pens/pencils - Talking piece - Timer or watch

SESSION 31: Skills Integration Practice

Day: Tuesday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (if available)

Learning Objectives

By the end of this session, participants will be able to: 1. Apply multiple Phase 1 skills simultaneously in a realistic scenario 2. Identify which skills a situation demands and shift between them fluidly 3. Work collaboratively in a small group to analyze and respond to complex situations 4. Observe others' responses and provide constructive feedback 5. Recognize their own strengths and gaps across the Phase 1 skill set

Session Plan

Opening Circle (10 minutes)

Facilitator:

*"Check-in. We're in Week 11. Two weeks left in Phase 1. The question for this round: **What's one skill from the past 10 weeks that you feel strongest in — and one you're still working on?** Be honest. No one's expected to have mastered everything."*

Send the talking piece around. Facilitator goes last.

Facilitator (after the round):

"Thank you. Here's the truth about today: in real life, you don't get to pick which skill you need. A situation in the dorm doesn't come with a label that says 'This is a conflict resolution problem' or 'This is an emotional regulation problem.' It comes at you all at once — and you have to figure out what it needs in real time.

Today, we're going to practice exactly that. Three scenarios. Each one is layered — it's going to require you to use cognitive restructuring, emotional regulation, active listening, conflict resolution, and problem solving together. Not one at a time. Together."

Setup and Group Formation (5 minutes)

Divide participants into 3 groups (4-5 per group). Mix them intentionally — put people together who haven't worked closely together. If you have quieter participants, spread them across groups so they aren't all in one cluster.

Facilitator:

"Each group is going to work through all three scenarios. Here's how it works:

1. I'll read the scenario out loud. You'll also have it on paper.
2. Your group has 15 minutes per scenario.
3. Within those 15 minutes: first, analyze the situation together — what's happening, what skills does it require, what are the risks? Then, choose one person to role-play the FORGE response while the rest play the other characters. After the role-play, rotate — someone new takes the lead.
4. Every person in the group must take a lead role in at least one scenario. No spectators.

After each scenario, we'll debrief as a full group before moving to the next one."

Scenario 1: The Domino Effect (20 minutes)

Read aloud, then distribute or display:

SCENARIO 1: The Domino Effect

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

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

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

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

Layers to address: - Marcus's emotional state (emotional regulation — he's flooded; the real issue isn't the shelf) - DeShawn's defensiveness (de-escalation — he feels falsely accused) - The bystander egging it on (reading the room, social dynamics) - The information about Marcus's mom (empathy, active listening — but you have to use it carefully; Marcus didn't tell you directly) - Preventing physical escalation (conflict resolution — Pause & Posture, Name the Heat) - Your own composure (staying calm when two people are about to fight in front of you)

Small groups work for 15 minutes. Facilitator and Senior Mentor circulate, observe, and coach lightly — don't take over. Ask questions like: - "What's Marcus actually feeling right now? Is it really about the shelf?" - "How do you approach DeShawn without making him feel like you're taking Marcus's side?" - "What do you do about the guy egging it on?" - "Do you mention Marcus's mom? He didn't tell you himself. Think about that."

Full group debrief (5 minutes):

Facilitator:

"What did your group decide to do first? Why?"

Let 2-3 groups share their approach. Then:

"Here's what this scenario tests: Can you read the room? Can you see that Marcus isn't angry about a photo — he's in pain about his mother and he's flooding? Can you de-escalate DeShawn without dismissing his legitimate frustration? Can you handle the bystander without escalating further? And can you do all of that while staying calm yourself?"

Notice — there's no single right answer. There are a lot of wrong ones, though. Ignoring it is wrong. Jumping in aggressively is wrong. Taking sides is wrong. The right approach uses multiple skills at once."

Scenario 2: The Slow Burn (20 minutes)

SCENARIO 2: *The Slow Burn*

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

Today, a man named James approaches you privately. James is respected in the dorm — not because he's aggressive, but because he's been down a long time and people listen to him. James says: "Look, I'm telling you because you're FORGE. Something's going to pop off. I don't know when, but I can feel it. These young guys on the east side think the west side took their stuff, and the west side thinks the east side is disrespecting them.

Nobody's talking. Everybody's posturing. If somebody doesn't do something, this is going to end bad."

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

Layers to address: - Problem analysis (what's the actual problem? Is it the TV, the phone, the commissary — or something deeper?) - Decision making under pressure (the 6-step model — don't react, define the problem, gather info, generate options) - Knowing your limits (you're Phase 1 — what can you do and what's beyond your scope?) - Conflict resolution on a group level (this isn't two people — it's two factions) - The stakeholder identity (this is what being a stakeholder looks like) - When to involve staff or a certified mentor (referral judgment) - Cognitive restructuring (check your own thinking — are you making assumptions about who's right and who's wrong?)

Small groups work for 15 minutes. Rotate the lead role.

Facilitator coaching questions: - "Is this a conflict you should try to mediate yourself? Or is this bigger than one person?" - "What information do you need before you act? How do you get it without making things worse?" - "What are your options? List at least three." - "What does 'playing the tape forward' tell you about what happens if nobody intervenes?" - "Where's the line between being a stakeholder and overstepping your role?"

Full group debrief (5 minutes):

Facilitator:

"This scenario is different from the first one. The first was a crisis in the moment — two people about to fight. This one is slower. It's a pattern building over days. Both are dangerous. But the slow burn requires a different kind of thinking.

What I'm looking for: Did you stop and think before acting? Did you gather information? Did you generate real options — not just 'I'll go talk to them'? Did you consider what's beyond your scope? Some of you probably realized that this situation might need a certified mentor or even staff awareness. That's not weakness — that's judgment. The smartest thing a Phase 1 participant can do in a situation like this is recognize when it's bigger than one person and bring in the right resources.

Being a stakeholder doesn't mean handling everything alone. It means making sure something gets handled."

Scenario 3: The Mirror (20 minutes)

SCENARIO 3: The Mirror

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

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

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

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

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

Layers to address: - Active listening (he's opening up — don't blow this moment by lecturing him) - Emotional regulation coaching (he just described being on the escalation curve — help him see it) - Cognitive restructuring (fixed mindset: "I'm never going to be different" — what thinking error is this?) - Empathy without over-identifying (he reminds you of yourself — manage your own reaction) - Genuine honesty (he asked you a direct question: "Do you actually think I can change?" — answer it) - The anger beneath the anger (he says anger, but listen — he's describing shame, grief, fear, loss) - Knowing your limits (is Kevin in crisis? Does this need a referral? Or is this a normal moment of vulnerability?)

Small groups work for 15 minutes. This one should be role-played carefully — the person playing Kevin should lean into the emotion.

Facilitator coaching questions: - "He just opened up to you. What's the most important thing you do in the first 30 seconds?" - "He asked, 'Do you think I can change?' How do you answer that honestly?" - "What's underneath his anger? He named it himself if you were listening." - "Is this a referral situation? Why or why not?" - "He says he 'wanted to hurt somebody.' Does that change how you handle this?"

Full group debrief (5 minutes):

Facilitator:

"This scenario is the most important one today. Not because it's the most dangerous — it's not. But because this is what being a mentor looks like. Someone coming to you at their lowest and trusting you with it.

The worst thing you can do in this moment is lecture. The second worst thing is minimize — 'You'll be fine, bro, just hang in there.' The third worst thing is make it about you — 'Let me tell you about when I went through the same thing...'

The right thing is to listen. Reflect back what you hear. Validate the pain without excusing the behavior. And when he asks you that direct question — 'Can I change?' — you answer it honestly. Not with a speech. With your own truth.

Something like: 'Yeah, I believe you can. Not because it's easy. Because I've watched myself do things I didn't think I could do. And because the fact that you're sitting here asking me that question — instead of punching a wall — tells me something about you.'

That's integration. You just used active listening, emotional awareness, cognitive restructuring, empathy, and honest communication — all in one conversation. That's what 10 weeks of work looks like when it comes together."

Closing Circle (10 minutes)

Facilitator:

*"Closing round. Today was hard. You had to put it all together. Here's the question: **What did today show you about where you are — what are you ready for, and what do you still need to work on?"***

Send the talking piece around.

Facilitator (closing):

"Tomorrow is Self-Assessment and Reflection. I need you to bring your journals — every entry from Week 1 through now. You're going to look back at who you were when you walked in here 10 weeks ago and compare it to who you are today. It's going to be powerful if you're honest with yourself.

Also — start thinking about this question, because you're going to write about it tomorrow: 'Who was I when I started FORGE, and who am I now?'

See you tomorrow."

Session 31 Checklist

- Room set up in circle before participants arrive
- Opening circle completed — strengths and growth areas identified
- Groups formed (3 groups, mixed intentionally)
- Instructions and format explained clearly
- Scenario 1 (The Domino Effect) completed — role-play and debrief
- Scenario 2 (The Slow Burn) completed — role-play and debrief
- Scenario 3 (The Mirror) completed — role-play and debrief
- Every participant took a lead role in at least one scenario
- Closing circle completed
- Homework assigned (bring journals, begin thinking about self-assessment essay)

SESSION 32: Self-Assessment and Reflection

Day: Wednesday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (if available)

Learning Objectives

By the end of this session, participants will be able to: 1. Review their own journal entries and thinking reports from 10 weeks and identify patterns of growth 2. Honestly assess their skills across all Phase 1 domains using a structured questionnaire 3. Identify their areas of greatest growth and areas still needing development 4. Write a reflective self-assessment essay articulating their personal transformation 5. Prepare materials for their Phase 1 portfolio

Session Plan

Opening Circle (10 minutes)

Facilitator:

*"Check-in. Simple question today: **Did you bring your journal? And how are you feeling about looking back at where you started?**"*

Send the talking piece. Note who brought journals. If someone forgot theirs, they can still do the questionnaire and essay from memory — but encourage them to retrieve it before Session 35 (Portfolio Review).

Facilitator (after the round):

"Today is different from most sessions. Today isn't about learning something new. It's about looking at what you've already learned — honestly. No performing. No telling me what you think I want to hear. This is for you.

Here's what we're going to do: 1. First, you'll spend time reviewing your journal and thinking reports from the past 10 weeks. 2. Then, you'll complete a self-assessment questionnaire — rating yourself honestly on every skill we've covered. 3. Finally, you'll write a 2-page self-assessment essay: 'Who I was when I started FORGE and who I am now.'

This essay becomes part of your Phase 1 portfolio. It matters. Not because I'm grading your writing — I'm not. Because it forces you to put into words what's actually changed. And if nothing's changed, it forces you to face that too."

Journal Review (25 minutes)

Facilitator:

"Open your journals to Week 1. Your first entry. Read it. Then slowly move through — Week 2, Week 3, and on. Don't rush. Pay attention to:

- **How you were thinking** in those early weeks vs. now
- **What you were struggling with** then vs. what you struggle with now
- **Moments where something shifted** — an exercise that hit home, a conversation that changed how you saw something, a thinking report that made you realize something about yourself
- **Patterns** — things that keep coming up, themes in your thinking, emotions you keep wrestling with

As you read, mark 5 entries that you think are the most important — the ones that show your journey. These will be part of your portfolio.

You have 25 minutes. This is quiet, individual work. No talking."

Facilitator and Senior Mentor: This is not a break. Walk the room quietly. Observe. Some participants may get emotional reading early entries — that's normal and healthy. Be available but don't interrupt someone who's doing deep work. If someone seems stuck or is just flipping pages, sit near them and quietly ask, "What are you noticing?"

Self-Assessment Questionnaire (25 minutes)

Distribute the Self-Assessment Questionnaire.

Facilitator:

"This questionnaire covers every major skill area from Phase 1. Rate yourself honestly — 1 through 5. Nobody's going to judge you for a low number. What matters is that your self-assessment is accurate. If you give yourself a 5 on everything, that tells me you're not being honest — nobody's a 5 on everything after 10 weeks.

After the ratings, there are three open-ended questions. Answer those in full sentences. Take your time."

FORGE Phase 1 Self-Assessment Questionnaire

Name: __ Date: __

Rate yourself honestly on each item. 1 = I'm still struggling with this. 2 = I understand it but don't consistently apply it. 3 = I can usually do this when I'm thinking about it. 4 = This has become natural for me most of the time. 5 = This is now part of who I am.

Cognitive Skills

| # | Skill | Rating (1-5) |
|---|--|--------------|
| 1 | I can identify my own thinking errors when they happen | |
| 2 | I can complete a thinking report accurately (situation, thought, feeling, action, consequence) | |
| 3 | I can challenge and replace a thinking error with a more accurate thought | |
| 4 | I use the STOP technique (Stop, Think, Options, Plan) before reacting | |
| 5 | I recognize closed thinking, victim stance, entitlement, and other errors in real time | |

Emotional Regulation

| # | Skill | Rating (1-5) |
|----|---|--------------|
| 6 | I can name what I'm feeling using specific emotion words (not just "mad" or "fine") | |
| 7 | I recognize where I am on the escalation curve (calm, agitated, flooded, crisis) | |
| 8 | I use breathing or grounding techniques to regulate before I respond | |
| 9 | I can identify the emotions beneath my anger (shame, fear, hurt, grief) | |
| 10 | I track my emotional patterns and know my triggers | |

Communication

| # | Skill | Rating (1-5) |
|----|--|--------------|
| 11 | I practice active listening — I hear people out without planning my response | |
| 12 | I use "I" statements instead of "You" accusations | |
| 13 | I can give feedback using the SBI model (Situation, Behavior, Impact) | |
| 14 | I can receive feedback without getting defensive | |
| 15 | I communicate assertively — not aggressively, not passively | |

Conflict Resolution

| # | Skill | Rating (1-5) |
|----|---|--------------|
| 16 | I know and can apply the 5-step FORGE conflict resolution model | |

| # | Skill | Rating (1-5) |
|----|--|--------------|
| 17 | I can de-escalate a tense situation using body language and tone | |
| 18 | I can stay neutral when mediating between two people | |
| 19 | I know when a situation is beyond my scope and needs referral | |
| 20 | I can rate a situation on the heat scale and match my response appropriately | |

Problem Solving and Decision Making

| # | Skill | Rating (1-5) |
|----|--|--------------|
| 21 | I use the 6-step problem-solving model instead of reacting impulsively | |
| 22 | I generate at least 3 options before choosing a course of action | |
| 23 | I think through consequences before I act (short-term and long-term) | |
| 24 | I have personal rules that guide my decisions under pressure | |
| 25 | I can "play the tape forward" to see where a decision leads | |

Accountability, Empathy, and Values

| # | Skill | Rating (1-5) |
|----|---|--------------|
| 26 | I take full accountability for my actions without excuses or minimization | |
| 27 | I can see a situation from another person's perspective | |
| 28 | I act with integrity even when no one is watching | |
| 29 | I practice Service Over Self — I look for ways to help others daily | |
| 30 | I see myself as a stakeholder, not a bystander, in my environment | |

Open-Ended Questions:

1. **What is the single biggest change in how you think or behave since starting FORGE?** (3-5 sentences)
2. **What is your biggest remaining challenge — the area where you still struggle the most?** (3-5 sentences)
3. **What specific evidence can you point to — a situation, a conversation, a decision — that proves you've grown?** (3-5 sentences)

Facilitator (as participants work):

Walk the room. If someone finishes quickly, check in: "Did you really sit with each one? Take another pass." If someone is stuck on the open-ended questions, prompt them: "Think about a specific moment. Something that happened in the dorm where you handled it differently than you would have 10 weeks ago."

Self-Assessment Essay (40 minutes)

Facilitator:

"Now for the essay. This is the most important piece of writing you'll do in Phase 1. Two pages, minimum. The prompt is:

'Who I was when I started FORGE and who I am now.'

This isn't a book report. It's not a list of things you learned. It's your honest reflection on your own transformation — or lack of it. Here's what I want you to address:

- 1. **Who were you on Day 1?** How were you thinking? How were you handling conflict? How were you managing your emotions? What was your mindset?*
- 2. **What happened over these 10 weeks?** Not a summary of every session — pick the moments that mattered. The breakthroughs. The hard days. The times you almost quit. The times something clicked.*
- 3. **Who are you now?** Be specific. What do you do differently? How do you think differently? Give real examples from your life in the dorm.*
- 4. **What's still unfinished?** What work do you still need to do? Where are you still falling short?*

Be honest. If you write two pages of 'FORGE changed my life and I'm a completely different person,' I'm going to push back — because growth is never that clean. The best essays will be the ones that tell the truth about both the progress and the struggle.

You have 40 minutes. Write in silence. This is for your portfolio."

Facilitator and Senior Mentor: Walk the room periodically but let people write. This is sacred time. If someone is staring at a blank page after 10 minutes, sit beside them and say quietly: "Start with Day 1. What was on your mind when you walked into that first session? Write that." Some participants will struggle with writing — that's okay. Encourage them to write what they can. Two pages is a minimum, but a genuine one-and-a-half pages is better than two pages of filler.

Closing (10 minutes)

Facilitator:

"If you didn't finish your essay, that's okay — complete it tonight. Bring the finished version to Session 35 for your portfolio. But I want to close with a brief round.

One sentence: What surprised you about looking back at your own journey?"

Send the talking piece.

Facilitator (closing):

"Tomorrow is Peer Evaluation and Feedback. Here's what that means: your cohort members are going to give you honest feedback about your growth — using the SBI model you learned in Week 5. And you're going to do the same for them.

This is a gift. It's rare in life — especially in this environment — to hear honest, caring feedback from people who've watched you up close for 10 weeks. Take it seriously. Come ready to give it with respect and receive it with humility.

If you didn't finish your essay, finish it tonight. Also, spend some time thinking about each person in this cohort. Tomorrow you'll need to give specific, honest feedback to three of your peers. Think about what you've observed — their growth, their strengths, and one area where they can keep growing.

See you tomorrow."

Session 32 Checklist

- Room set up in circle before participants arrive
- Opening circle completed
- Journals reviewed — participants identified 5 key entries
- Self-Assessment Questionnaires distributed and completed
- Self-Assessment Essay prompt explained clearly
- Essay writing time provided (40 minutes of quiet writing)
- Closing circle completed
- Homework assigned (finish essay, prepare peer feedback thoughts)
- Collect completed questionnaires (or note who needs to finish)

SESSION 33: Peer Evaluation and Feedback

Day: Thursday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (if available)

Learning Objectives

By the end of this session, participants will be able to: 1. Deliver structured, honest peer feedback using the SBI (Situation-Behavior-Impact) model 2. Receive feedback from peers with openness and without defensiveness 3. Identify growth areas validated by multiple observers 4. Understand the Phase 1 to Phase 2 transition requirements 5. Process facilitator observations about their individual development

Session Plan

Opening Circle (10 minutes)

Facilitator:

*"Check-in. Today's going to be intense — in a good way. The question: **How does it feel to know you're about to receive honest feedback from the men in this circle?**"*

Send the talking piece. Listen for anxiety, eagerness, defensiveness — all are normal.

Facilitator (after the round):

"Some of you said 'nervous.' Some said 'ready.' Both are honest. Here's what I want to be clear about: today is not about tearing anyone down. Today is about something rare and valuable — hearing the truth from people who've walked beside you for 10 weeks.

In most of our lives — in here and out there — nobody tells us the truth. People either avoid us, talk behind our back, or sugarcoat everything. Today, we're going to do something different. We're going to look each other in the eye and say: 'Here's what I've seen in you. Here's what's strong. Here's where you can grow.'

That takes courage to give. And it takes even more courage to receive."

SBI Review and Feedback Setup (10 minutes)

Facilitator:

"Let's review the SBI model. You learned this in Week 5, and you're going to use it today.

S — Situation. *When and where did you observe this? Be specific. Not 'in class.' More like 'During the conflict resolution role-play two weeks ago...'*

B — Behavior. *What did the person actually do? Observable behavior — not your interpretation of their motives. Not 'You were being disrespectful.' More like 'You raised your voice and talked over the other person.'*

I — Impact. *What effect did the behavior have? On you, on the group, on the situation. 'When you did that, I felt like my point didn't matter.' Or: 'When you did that, the whole energy in the room shifted — people leaned in and started listening.'*

SBI works for positive feedback AND growth feedback. Today, each of you is going to give feedback to 3 peers. For each peer, you'll share:

- 1. **One strength** — something you've observed them do well, using SBI.*
- 2. **One growth area** — something you think they can improve, using SBI.*

That's it. One strength, one growth area. Specific, honest, respectful."

Distribute SBI Feedback Forms (3 per participant).

SBI Feedback Form:

From: ___ To: ___

STRENGTH — Something I've observed you do well: - Situation: - Behavior: - Impact:

GROWTH AREA — Something I think you can improve: - Situation: - Behavior: - Impact:

Feedback Assignments (5 minutes)

Pre-assign feedback pairs. Every participant should give feedback to 3 peers and receive feedback from 3 peers. Plan this in advance so that: - Everyone gets feedback from a mix of people (not just friends) - The assignments ensure everyone gives and receives 3 - No one is left out

Facilitator:

"I'm going to tell you which three people you'll be giving feedback to. You have 10 minutes to fill out your three forms. Think carefully. This is a skill — giving honest feedback that helps someone grow, not feedback that makes you feel powerful. If you can't think of a specific situation, go back to what you've observed over 10 weeks. There were moments. Find them."

Writing time (10 minutes). Quiet work. Facilitator walks the room and checks that feedback is specific and uses SBI format, not vague generalizations.

Peer Feedback Rounds (50 minutes)

Structure: Each participant sits in the "feedback seat" for approximately 4 minutes. Their 3 peers deliver feedback one at a time. Then the person in the seat responds briefly.

Facilitator:

"Here's how this works. One person at a time sits in the feedback seat. Your three feedback partners will each share their strength observation and their growth observation — using SBI, out loud, to the whole group. After all three have spoken, the person in the seat gets to respond — briefly. You can say thank you, ask a clarifying question, or share what landed. What you cannot do is argue, defend, or explain away. If someone tells you something you disagree with, sit with it. You don't have to accept every piece of feedback as gospel truth. But you do have to hear it.

Ground rules: 1. Be honest — sugarcoating helps no one 2. Be respectful — this is feedback, not an attack 3. Be specific — SBI format, real situations, observable behavior 4. The rest of the group listens in silence during each person's round

Who wants to go first?"

Run through each participant. This will take the bulk of the session. Keep it moving — if someone is giving a speech instead of SBI feedback, gently redirect: "Can you put that in SBI format? What was the specific situation?"

Facilitator modeling: If the feedback gets too soft (everyone just saying nice things), intervene:

"I appreciate the kindness in this room. But I'm going to push you. Growth feedback isn't optional. If you only give someone praise, you're not serving them. You're making yourself comfortable. Every person in this room has something they can improve. Name it — with respect, but name it."

If feedback gets too harsh or personal, intervene:

"Hold on. That's not SBI — that's a character judgment. Reframe it. What was the specific behavior you observed, and what was its impact?"

Facilitator Observations (15 minutes)

Facilitator:

"Now it's my turn. Over the past 10 weeks, I've been watching each of you — in sessions, during exercises, in how you interact with each other. I have observations to share. Some of it will line up with what your peers just told you. Some of it might be different. Either way, this is what I've seen."

Go through each participant briefly (1-2 minutes each). Share: - One specific strength you've observed with a concrete example - One specific area for growth with a concrete example - Your honest assessment of their readiness for Phase 2

Facilitator note: Prepare these observations in advance. Review your notes from 10 weeks of sessions. Be specific. Don't wing this — it matters too much. Participants will remember what you say here for a long time.

Example:

"David — here's what I've seen. In Week 3, during the emotion wheel exercise, you couldn't name a single emotion beyond 'angry' and 'fine.' Last week, during the scenario practice, you said, 'I think what I'm feeling right now is shame, not anger.' That's growth that I can see. That's real.

Where you need to keep pushing: receiving feedback. Today, when Marcus gave you his growth observation, I watched your jaw tighten and your arms cross. You didn't argue — and I give you credit for that — but your body was saying, 'I don't want to hear this.' The next level for you is not just hearing it without arguing, but actually leaning into it. Letting it land. That's the work ahead."

Phase 2 Transition Discussion (10 minutes)

Facilitator:

"Let's talk about what's ahead. Next week — Week 12 — is your Phase 1 assessment. Here's what that looks like:

Tuesday — Session 34: *Phase 1 Knowledge Check. A written assessment — 30 questions covering everything we've learned. Thinking errors, emotional regulation, conflict resolution, communication, problem solving, FORGE values. You need 70% — that's 21 out of 30 — to advance to Phase 2. Study your journals. Review the skills. Know the models.*

Wednesday — Session 35: *Portfolio Review. You'll present your Phase 1 portfolio to a review panel. That includes your thinking reports — you need at least 15 — your emotion logs, your impact awareness letter, your self-assessment essay, your stakeholder commitment, and 5 journal entries of your choice. We'll go through the full checklist next week.*

Thursday — Session 36: *Phase 1 Celebration and Phase 2 Preview. If you've met the requirements, we'll recognize your completion of Phase 1. Certificates. A ceremony. And then a preview of Phase 2 — where you start learning to build others.*

Questions?"

Answer questions honestly. Common concerns: - "What if I don't pass the test?" — "You retake it. This isn't a trap — it's a check to make sure you've learned the material. If you've been doing the work, you'll pass." - "What if my portfolio isn't complete?" — "You have one week. If you're missing thinking reports or your essay isn't done, get it done. Come to me if you need help." - "What if I don't advance?" — "Then you'll know exactly what you need to work on, and you'll have support to get there. Nobody gets left behind permanently — but nobody gets pushed forward before they're ready, either."

Closing Circle (10 minutes)

Facilitator:

"Final round. Today you heard from your peers and from me. You got honest feedback. That doesn't happen often. Here's the closing question:

What is one piece of feedback you received today that you know is true — even if it was hard to hear?"

Send the talking piece.

Facilitator (closing):

"The fact that you can sit in this circle and hear honest feedback — and respond with humility instead of hostility — is proof of how far you've come. Ten weeks ago, most of you would have shut down or fought back. Today, you sat with it. That's the work.

*Homework for next week: 1. **Study for the Knowledge Check.** Review your journal, your handbook, and especially: the 8 thinking errors, the escalation curve, the 5-step conflict resolution model, the 6-step problem-solving model, communication styles, and FORGE values. Tuesday's test covers all of it. 2. **Complete your portfolio.** Make sure you have at least 15 thinking reports, your emotion logs, your impact awareness letter, your self-assessment essay, your stakeholder commitment, and 5 selected journal entries. Wednesday you present it. 3. **Finish your self-assessment essay** if you haven't already.*

You've done 10 weeks of hard work. One more week. Bring everything you've got.

See you Tuesday."

Session 33 Checklist

- Room set up in circle before participants arrive
- Opening circle completed
- SBI model reviewed clearly
- Feedback forms distributed (3 per participant)
- Feedback assignments given (pre-planned)
- Writing time for feedback forms (10 minutes)
- Peer feedback rounds completed — each participant received feedback from 3 peers
- Facilitator observations shared for each participant (prepared in advance)
- Phase 2 transition requirements explained clearly
- Closing circle completed
- Homework assigned (study for knowledge check, complete portfolio, finish essay)

FACILITATOR NOTES FOR WEEK 11

What to Watch For

Integration gaps: During Scenario practice (Session 31), watch for participants who can apply individual skills but struggle when they need to use multiple skills at once. This is normal — but it tells you who needs the most coaching before the Phase 1 assessment. Note which skill combinations give people trouble.

Self-assessment honesty: During Session 32, watch for two patterns. First, the inflators — participants who rate themselves 4 and 5 on everything. These men may lack self-awareness or may be performing. Push them gently: "Is that really a 5? Can you give me an example?" Second, the deflators — participants who rate themselves low across the board, often out of genuine low self-worth. Help them see their real growth: "I've watched you do [specific behavior]. That's not a 1. Be fair to yourself."

Feedback dynamics: Session 33 will test the group's trust. Watch for: - **Retaliation feedback** — giving someone harsh feedback because of a personal grudge, not genuine observation. If you see this, intervene immediately. - **Collusion feedback** — friends giving each other only praise and saving criticism for people they don't like. Call it out. - **Defensive receiving** — arms crossed, jaw tight, dismissive responses. Coach in the moment: "I see your body tensing up. That's normal. Breathe. Let it land." - **Emotional responses** — some participants may get tearful or visibly moved by positive feedback, especially if they've never received genuine affirmation. Give that moment space. Don't rush past it.

Common Week 11 Challenges

"I'm not ready for the assessment." Honest response: "You've had 10 weeks of preparation. If you've been doing the work — the journal entries, the thinking reports, the exercises — you have what you need. This isn't a surprise test on material you've never seen. It's a check on what you've been living. If you're nervous, use that energy to review. Come see me if you need help."

"The peer feedback was unfair." Response: "Maybe it was. Sometimes feedback says more about the giver than the receiver. But before you dismiss it — sit with it for 24 hours. Ask yourself honestly: is there any truth in it? Even 10%? That 10% is the part worth paying attention to."

"I don't have enough thinking reports." Response: "You need 15 for your portfolio. If you're short, you have one week. Write them. Go back to situations from the past 10 weeks that you remember clearly and complete the reports. The thinking report skill doesn't expire — you can apply it to any situation, past or present."

Preparation for Week 12

- Prepare and print the Phase 1 Knowledge Check (30 questions — see Session 34)
- Prepare Phase 1 portfolio checklists (one per participant)
- Prepare presentation rubric for Portfolio Review (Session 35)
- Prepare Phase 1 Completion Certificates (one per participant — have them ready)
- Plan the Phase 1 celebration (Session 36) — consider what's possible within facility constraints. A ceremony doesn't need to be elaborate to be meaningful.
- Review all participant portfolios for completeness before Session 35 if possible
- Prepare your Facilitator Observation notes for each participant if not completed during Session 33
- Review Phase 2 curriculum to be ready for the preview in Session 36
- Prepare the recommitment ceremony script