



PHASE 2 — DEVELOPMENT

Week 23 of 36

Integration and Simulation Assessment

Sessions 67–69

Tuesday • Wednesday • Thursday

FORGE — Facilitating Opportunities for Reentry, Growth & Empowerment

Dooly State Prison

FORGE Curriculum

Phase 2: Development — "Build Others"

Week 23: Integration and Simulation Assessment

Week 23 Overview

Purpose: This is assessment week. Participants demonstrate the skills they've built over 10 weeks of Phase 2 training through graded simulations, co-facilitation, and a teaching demonstration. By the end of this week, every participant will have completed all 5 graded simulations and a teaching demo — the core gate requirements for advancing to Phase 3. This week is not designed to trip anyone up. It's designed to show participants what they're capable of under pressure.

Sessions This Week: - Session 67 (Tuesday): Simulation Assessment 1 — 3 graded simulations - Session 68 (Wednesday): Co-Facilitation Practice — pairs co-facilitate a 45-minute session - Session 69 (Thursday): Simulation Assessment 2 + Teaching Demonstration — 2 graded simulations + 20-minute teaching demo

Materials Needed: - Simulation Scoring Rubric sheets (6 criteria, 1-4 scale) — enough for each participant for each simulation (15-20 copies) - Teaching Demonstration Scoring Rubric sheets (5 criteria, 1-4 scale) — 1 per participant - Co-Facilitation Observation Forms (1 per pair, completed by facilitator and by co-facilitation partner) - Scenario cards (pre-selected from the Scenario Bank — see facilitator notes) - Timer or watch - Journals/notebooks - Talking piece - Pens/pencils

Assessment Overview:

Assessment	Session	Requirement
Simulation Assessment 1	67 (Tuesday)	3 graded simulations, scored on 6-criteria rubric. Min 15/24 per sim.
Co-Facilitation	68 (Wednesday)	Pairs co-facilitate a 45-min session. Observed and scored.
Simulation Assessment 2	69 (Thursday)	2 graded simulations. Same rubric and scoring.
Teaching Demonstration	69 (Thursday)	20-min lesson. Scored on 5-criteria rubric. Min 12/20.
Overall Requirement		Must pass 3 of 5 simulations + teaching demo to advance.

SESSION 67: Simulation Assessment 1

Day: Tuesday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (required for scoring)

Learning Objectives

By the end of this session, participants will have: 1. Completed 3 graded simulation scenarios demonstrating de-escalation, communication, boundary maintenance, conflict resolution, composure, and referral judgment 2. Received scored feedback on each simulation using the 6-criteria rubric 3. Identified personal strengths and areas for continued development

Session Plan

Opening Circle (10 minutes)

Facilitator:

*"Check-in round. One sentence: **How are you feeling about today?**"*

Send the talking piece. Don't minimize nervousness — name it.

Facilitator (after the round):

"I heard some nerves in this room. Good. That means you care. Let me be clear about something: today is not designed to make you fail. Today is designed to show you — and me — what you can do under pressure. You've been training for this for 10 weeks. You've practiced these scenarios. You've gotten feedback. You've grown. The simulations today are graded. That's real. But the rubric isn't a secret — you've seen it, you know the criteria. And the bar is fair: 15 out of 24. That's an average of 2.5 on each criterion — solidly in the 'developing to competent' range. You don't need to be perfect. You need to be effective. Three simulations today. Two more on Thursday. You need to pass 3 out of 5. Let's get to work."

Assessment Framework (5 minutes)

Facilitator:

"Here's how today works. I'm going to assign each simulation. You won't know the scenario until it starts — just like real life. For each simulation:"

Read the format aloud:

"1. **Setup** (2 minutes): I describe the scenario and assign roles. If you're the mentor, you step into the scene. If you're playing a role — an upset dorm member, a resistant mentee — I'll give you a role card with guidance on how to behave.

1. **Live simulation** (7-10 minutes): You respond to the situation in real time. No pauses. No coaching. This is the graded portion.
2. **Scoring** (2 minutes): I score you on the rubric while it's fresh. [Senior Mentor name] scores independently. We average the scores.
3. **Brief feedback** (3-4 minutes): I give you the headline — what went well, what to work on. We won't do a full debrief today; you'll get your detailed scores after Thursday's session.

Everyone not in the active simulation is an observer. Watch closely. You'll learn as much from watching as from doing."

Simulation Scoring Rubric

Post this where everyone can see it, or distribute copies:

Criteria	1 — Needs Work	2 — Developing	3 — Competent	4 — Exemplary
De-escalation	Escalated the situation or froze entirely	Attempted de-escalation but inconsistent or ineffective	Effectively reduced tension; used specific techniques	Masterful — calm, strategic, situation visibly improved
Communication	Aggressive, passive, or unclear communication	Some effective communication techniques used	Clear, assertive, respectful throughout	Exceptional — empathetic, precise, connected
Boundaries	Overstepped role or failed to maintain boundaries	Boundaries unclear or inconsistently held	Maintained appropriate mentor role throughout	Modeled healthy boundaries naturally

Criteria	1 — Needs Work	2 — Developing	3 — Competent	4 — Exemplary
Resolution	No resolution attempted or made situation worse	Partial resolution; left key issues unaddressed	Reached a workable agreement; addressed core issue	Durable solution achieved; all parties' dignity preserved
Composure	Lost composure; visibly rattled or reactive	Lost composure briefly but recovered	Maintained composure throughout	Composed and grounding presence for others
Referral Judgment	Failed to recognize when referral was needed	Recognized the need but delayed or handled poorly	Recognized and acted on referral needs in a timely way	Proactive safety awareness; anticipated needs before crisis

Minimum passing score: 15/24

Simulation Round 1 (20 minutes)

Facilitator:

"First simulation. [Participant name], you're up."

Select Participant 1. Read the scenario setup from the pre-selected scenario card. Assign role players from the cohort — give them their role cards with brief behavioral instructions (e.g., "You're angry. You've been disrespected. You start loud and get louder unless the mentor gives you a reason to calm down.").

Run the simulation (7-10 min). Facilitator and Senior Mentor score independently on rubric sheets. Do not interrupt unless safety is a concern.

After the simulation:

Facilitator:

"[Name], stop there. Thank you. Take a breath."

Score (2 min). Facilitator and Senior Mentor compare scores, average them.

Brief feedback (3-4 min):

"Here's what I saw. [One strength — be specific.] That's real skill. [One area for growth — be specific and constructive.] You'll get your full scores after Thursday. How are you feeling about it?"

Allow the participant to respond briefly. Move on.

Transition: If running simulations sequentially with the same participant group, rotate quickly. If running multiple participants, assign the next one immediately.

Simulation Round 2 (20 minutes)

Same format. Different participant, different scenario. Ensure scenario variety — if Round 1 was a dorm conflict (Category A), Round 2 should be a mentor challenge (Category B) or safety situation (Category C).

Simulation Round 3 (20 minutes)

Same format. Third participant, third scenario.

Note: With a cohort of 12-15, not every participant will do all 3 simulations in Session 67. The facilitator should plan who does which simulations across Sessions 67 and 69 so that every participant completes exactly 5 graded simulations total (3 in Session 67, 2 in Session 69). This may require running some simulations simultaneously in breakout groups with the Senior Mentor scoring one group while the facilitator scores another.

For larger cohorts, use this rotation structure:

Time Block	Group A (Facilitator scores)	Group B (Senior Mentor scores)
Round 1 (20 min)	Participant 1 — Scenario	Participant 2 — Scenario
Round 2 (20 min)	Participant 3 — Scenario	Participant 4 — Scenario
Round 3 (20 min)	Participant 5 — Scenario	Participant 6 — Scenario

Continue until all participants have completed 3 simulations. If time doesn't allow all participants to finish 3 in Session 67, remaining simulations shift to Session 69 (adjust that session plan accordingly).

Processing and Closing (15 minutes)

Facilitator:

"Everyone take a minute. That was intense. Whether you went today or watched, you just experienced real assessment under pressure."

Group check-in (not scored — just processing):

*"I'm not going to ask anyone to share their scores. What I want to hear is this: **What did you notice — about yourself or about what you watched — that tells you something about the kind of mentor you're becoming?**"*

Allow 4-5 responses. Validate growth. Name what you saw.

Facilitator:

"Two things before you go.

First — if you're worried about your scores, remember: you have 5 simulations total. You need to pass 3. Today was 3. Thursday is 2 more. If you didn't hit 15 on one today, you have two more chances. And even if you need to work on something, that's what this process is for — to show you where to focus.

Second — tomorrow is co-facilitation day. You and your partner are co-facilitating a 45-minute session for this group. Meet with your partner tonight if you can. Review your plan. Decide who leads which sections. The best co-facilitation looks seamless — like two people thinking with one mind. That doesn't happen by accident. It happens by preparation.

Homework: Meet with your co-facilitation partner and finalize your session plan. Review the teaching demonstration rubric — your 20-minute teaching demo is Thursday. Know what's being scored and prepare accordingly.

You did real work today. Be proud of that. See you tomorrow."

Session 67 Checklist

- Room set up appropriately for simulations (enough space for scene work)
- Opening circle completed
- Assessment framework explained — format, rubric, scoring, expectations
- Scoring rubric posted or distributed
- Role cards prepared for role players in each scenario
- Simulation 1 completed and scored
- Simulation 2 completed and scored
- Simulation 3 completed and scored
- Brief feedback delivered to each participant who presented
- Scores recorded on tracking sheet
- Processing discussion held
- Co-facilitation pairs confirmed and reminded to prepare
- Homework assigned (meet with co-facilitation partner; review teaching demo rubric)



SESSION 68: Co-Facilitation Practice

Day: Wednesday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (as observer/scorer)

Learning Objectives

By the end of this session, participants will be able to: 1. Co-facilitate a 45-minute session with a partner, demonstrating coordination, shared leadership, and mutual support 2. Navigate the dynamics of shared facilitation — leading, supporting, transitioning, and adapting together 3. Provide structured feedback to a co-facilitation pair using observation criteria 4. Reflect on their own co-facilitation strengths and growth areas

Session Plan

Opening (5 minutes)

Facilitator:

"Today is about partnership. In Phase 3, you won't always facilitate alone. You'll co-facilitate sessions with other FORGE mentors. That requires a different skill set than solo facilitation — you have to communicate, share space, support each other, and present a unified front even when things go sideways.

Here's how today works. Each pair has 45 minutes to deliver a session to this group. You choose the topic — it should be a Phase 1 topic that this group has already covered. After each pair, we'll do 10 minutes of feedback: from the group, from me, and from your partner.

We'll get through 2 pairs today — approximately 55 minutes each including feedback. If we have additional pairs, they'll present at the beginning of Session 69 before the remaining simulations."

Note to facilitator: With 12-15 participants, you'll have 6-7 pairs. Getting through all of them in one session isn't realistic. Plan for 2 pairs in Session 68 and schedule remaining pairs across available time. The requirement is that each participant completes one co-facilitation — it doesn't have to happen in a single session. Identify pairs whose demonstration is most critical (e.g., participants who are borderline on other assessments) and schedule them first.

Co-Facilitation Observation Criteria

Share with the group before the first pair presents:

Facilitator:

"When you're watching, here's what to observe."

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

Co-Facilitation Pair 1 (55 minutes)

Pair delivers their 45-minute session.

During the session, the facilitator and Senior Mentor: - Complete the Co-Facilitation Observation Form - Note specific moments to reference in feedback (strengths and areas for growth) - Do not intervene unless there's a safety issue or the session goes significantly off track

Feedback (10 min after the session):

Facilitator:

"Thank you, [names]. Let's hear from the group first."

Group feedback (5 min): - "What did they do well as a team?" - "What was the strongest moment in the session?" - "What's one thing they could improve as a co-facilitation pair?"

Facilitator feedback (3 min): Give 2 specific strengths and 1 specific area for growth. Focus on the partnership dynamic, not just individual performance.

Partner-to-partner feedback (2 min):

"Now I want each of you to tell your partner one thing they did that made your job easier, and one thing you'd want to do differently next time."

Co-Facilitation Pair 2 (55 minutes)

Same format. Different pair, different topic. Encourage variety — if Pair 1 taught conflict resolution, Pair 2 should choose a different Phase 1 topic.

Closing (5 minutes)

Facilitator:

"Co-facilitation is harder than it looks. You have to manage the group, the content, your own performance, AND your partner's experience — all at the same time. The pairs who did well today did one thing in common: they communicated. Before the session and during it. That's the skill.

Tomorrow is the final assessment session. You've got 2 more graded simulations and your 20-minute teaching demonstration. Here's what I want from you tonight:

- 1. Finalize your teaching demo. You know your topic. You know the rubric. Prepare your hook, your content, your activity. Time yourself — 20 minutes goes faster than you think.*
- 2. Get some rest. You've been under pressure all week. Take care of yourself tonight so you can bring your best tomorrow.*

You're almost there. One more day. See you Thursday."

Session 68 Checklist

- Room set up for facilitation (circle formation or as co-facilitators request)
- Co-facilitation observation criteria shared with group
- Co-Facilitation Pair 1 delivered 45-minute session
- Feedback provided: group, facilitator, and partner-to-partner for Pair 1
- Co-Facilitation Pair 2 delivered 45-minute session
- Feedback provided: group, facilitator, and partner-to-partner for Pair 2
- Observation forms completed and filed

- Remaining co-facilitation pairs scheduled (if applicable)
- Closing delivered
- Homework assigned (finalize teaching demo; rest and prepare)

SESSION 69: Simulation Assessment 2 + Teaching Demonstration

Day: Thursday **Duration:** 2 hours **Facilitator(s):** Program Lead + Senior Mentor (required for scoring)

Learning Objectives

By the end of this session, participants will have: 1. Completed their final 2 graded simulations (bringing the total to 5) 2. Delivered a 20-minute teaching demonstration scored on the facilitation rubric 3. Received initial feedback on simulation and teaching performance 4. A clear picture of where they stand on Phase 2 gate requirements

Session Plan

Opening (5 minutes)

Facilitator:

"Last assessment session. Two more simulations and your teaching demo. Same standards. Same rubric. Same expectation: be effective, not perfect.

Quick reminder on the teaching demo: you have exactly 20 minutes. Your lesson should be on a Phase 1 topic. It needs a hook, clear content, an activity or engagement piece, and a closing. You're being scored on 5 criteria: preparation, engagement, clarity, adaptability, and debrief quality. Minimum 12 out of 20. You've done this before — in Week 15 and in your mini-lessons this week. This is the same skill. Trust it.

Let's go."

Simulation Round 4 (20 minutes per participant)

Same format as Session 67. Select the next participant(s). Use scenarios from categories not yet used for that individual.

Run simulations. Score on the 6-criteria rubric. Brief feedback after each.

Simulation Round 5 (20 minutes per participant)

Same format. Final graded simulation for each participant.

After the last simulation:

Facilitator:

"That's 5 simulations complete. You've been tested on de-escalation, communication, boundaries, resolution, composure, and referral judgment — in scenarios you didn't see coming. That's the reality of mentoring. You don't get to prepare for the exact situation. You prepare by building the skills. And you've done that."

Teaching Demonstration (20 minutes per participant)

Note: With a full cohort of 12-15, not every participant can deliver a 20-minute demo in the remaining time. The facilitator should schedule teaching demos across Sessions 69 and the beginning of Session 70, or use parallel breakout groups scored by the Senior Mentor. Every participant must complete the teaching demo before portfolio assembly.

Format for each teaching demo: - Participant delivers a 20-minute lesson on an assigned Phase 1 topic - Facilitator and Senior Mentor score independently using the Teaching Demonstration Rubric - 5 minutes of feedback after each demo

Teaching Demonstration Scoring Rubric

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

Criteria	1 — Needs Work	2 — Developing	3 — Competent	4 — Exemplary
Debrief Quality	No debrief or closing	Surface-level debrief; didn't draw out learning	Drew out key learning; connected to real application	Deep, lasting insight; group left with a clear takeaway

Minimum passing score: 12/20

Run teaching demos. Strict time management — call time at 20 minutes.

After each demo, brief feedback:

Facilitator:

"[Name], what went well in that lesson? [Let them self-assess first.] Here's what I saw: [one strength, one growth area]. Your score will be in your portfolio review materials."

Assessment Summary and Closing (15 minutes)

Facilitator:

"Take a breath. This week — simulations, co-facilitation, teaching demo — you've been tested on every major skill in Phase 2. And you've done it under pressure, in front of your peers, with real stakes.

I'm going to compile all your scores tonight. Next Tuesday — Session 70 — you'll get your complete assessment results: all 5 simulation scores, your teaching demo score, and your co-facilitation feedback. You'll know exactly where you stand.

But here's what I can tell you right now."

Pause. Look at the group.

"I watched every one of you this week. And what I saw was men who have genuinely developed the skills to help other people. Not perfectly — nobody's perfect at Week 23. But effectively. Authentically. With heart.

That's not something I'm grading on a rubric. That's something I'm telling you as a human being who's watched you grow."

Closing round:

*"One sentence: **What did you prove to yourself this week?**"*

Send the talking piece.

Facilitator (closing):

"Next week is the final week of Phase 2. Tuesday you'll assemble your portfolio. Wednesday you'll present to a panel. Thursday we celebrate and preview Phase 3.

Homework: 1. Begin gathering your portfolio materials — you'll need your 3 lesson plans, simulation reflections, co-facilitation notes, MI practice logs, self-reflection, and peer evaluations. We'll compile everything Tuesday, but start pulling it together now. 2. Journal: 'What kind of mentor am I becoming? What's my greatest strength?

What's the area I still need to develop most?'

I'm proud of this group. See you Tuesday."

Session 69 Checklist

- Opening delivered
- Simulation Round 4 completed and scored for all scheduled participants
- Simulation Round 5 completed and scored for all scheduled participants
- All participants have now completed 5 total graded simulations
- Teaching demonstrations delivered and scored for all scheduled participants
- Teaching Demonstration Rubric sheets completed
- Brief feedback delivered after each assessment
- Scores recorded on master tracking sheet
- Assessment summary delivered to group
- Closing round completed
- Homework assigned (gather portfolio materials; journal on mentor identity)
- Remaining teaching demos scheduled (if any couldn't be completed today)

FACILITATOR NOTES FOR WEEK 23

What to Watch For

Assessment anxiety: Some participants will be visibly nervous. This is normal and healthy. Name it, normalize it, and remind them that nervousness means they care. Do not lower the bar — but do create a supportive atmosphere. The goal is accurate assessment, not intimidation.

Freezing under pressure: Some participants who performed well in practice may freeze during graded simulations. If someone freezes completely (more than 30 seconds of silence), give one gentle prompt: "What are you thinking right now? What's your next move?" This mirrors the coaching they received in training. Do not take over the simulation.

Scoring disagreements: If the facilitator and Senior Mentor scores differ by more than 4 points on a simulation, discuss before finalizing. The averaged score is the official score.

Borderline scores: If a participant scores 13 or 14 on a simulation (just below the 15 minimum), note the specific areas that kept them below threshold. This information is critical for their development in Phase 3 — and for determining whether they pass the "3 of 5" requirement.

Assessment Tracking

Create a master tracking sheet with the following columns:

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

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

If Someone Doesn't Pass

If a participant fails to meet the 3-of-5 simulation requirement or doesn't pass the teaching demo, handle it with dignity:

"You're not being cut from the program. What this means is that there are specific skills that need more development before you're ready to mentor independently. We're going to build a development plan together — targeted practice on the areas where you scored lowest. This might mean additional simulation practice, additional teaching reps, or additional coaching sessions. The goal is the same: getting you ready. The timeline is what adjusts."

Options for remediation: - Additional simulation attempts during Week 24 (before panel review) - One additional teaching demo attempt - Extended Phase 2 practice (participant joins next cohort's Week 23 assessments)

Do not allow someone to advance to Phase 3 without meeting the gate requirements. This protects the participant, their future mentees, and the integrity of the program.

Co-Facilitation Pair Selection Guidance

When assigning co-facilitation pairs: - Pair complementary strengths (e.g., a strong content person with a strong process person) - Avoid pairing the two strongest or two weakest participants together - Consider interpersonal dynamics — pairs should be able to work together professionally - If possible, pair people who haven't worked closely together — this builds the cohort's capacity to collaborate broadly

Preparation for Week 24

- Compile all assessment scores into individual participant summaries
- Prepare portfolio assembly checklist (printed, one per participant)
- Identify panel members for Session 71: Phase 3 mentors (graduates), Senior Mentors, staff observer if available
- Prepare panel review format and questions
- Confirm any remediation needs and schedule additional attempts if needed
- Prepare Phase 2 completion certificates
- Plan the Session 72 celebration — this is a milestone moment; treat it with gravity and warmth
- Compile the master reentry checklist template from Session 65 (if not yet done) for inclusion in portfolios