

A SECULAR K-12 SEL ECOSYSTEM



THE ARCHITECTURE OF
GRACE

Preview the Architecture

A guided sample of one idea — the question “Who Am I?” — shown as it grows with the child from kindergarten through twelfth grade. One construct. Five developmental rungs. The whole method in miniature.

IDENTITY · SELF-COMPASSION · FORGIVENESS · GRACE

School of Life Foundation

THE IDENTITY THREAD, ACROSS THE GRADE BANDS

One Question, Five Rungs

“Who am I — and can I hold that honestly?”

↑ THE SAME QUESTION, ASKED FIVE WAYS ↑

11–12

BOOK 5 · CAPSTONE

The Threshold

SAMPLE INCLUDED

BOOK 5 · UNIT 1 · LESSON 1

Leaving and arriving — what you carry across the threshold into adulthood, and what you choose to leave behind.

9–10

BOOK 4 · FAÇADE

The Curated Self

SAMPLE INCLUDED

BOOK 4 · UNIT 1 · LESSON 1

The gap between the curated self and the authentic self — and the Performance Tax of holding it.

6–8

BOOK 3 · INTERIOR

The Mask vs. the Mirror

SAMPLE INCLUDED

BOOK 3 · UNIT 1 · LESSON 1

The persona we perform, and the self underneath — the cost lives in the gap between them.

3–5

BOOK 2 · FRAMEWORK

The Identity Web

SAMPLE INCLUDED

BOOK 2 · UNIT 1 · LESSON 1

The web returns, now with language for strengths, values, and the parts others don't see.

K–2

BOOK 1 · FOUNDATION

The Identity Web

SAMPLE INCLUDED

BOOK 1 · UNIT 1 · LESSON 1

Children map the pieces of who they are — every web valid, every answer right.

The Identity Web

Who I Am — All the Pieces of Me · grades K–2

THE QUESTION

“Who am I?”

The year opens here. Children map the pieces of who they are onto a web — and learn, before anything harder, that every web is valid and every answer is right.

THE ANCHOR CHART

MY IDENTITY WEB · THE BRANCHES

- Things I LOVE — my favorite people and things to do
- Things I’m GOOD AT — what I can do
- Things I CARE ABOUT — people, animals, or ideas that matter to me
- My SPECIAL Thing — something just about me
- Things I’m STILL LEARNING — what I want to get better at

Teacher note: post the web before distributing it; build one branch at a time. Keep it posted all year — the relational anchor the whole year returns to.

The Identity Web, Deepened

Strengths, values, and the parts unseen · grades 3–5

THE QUESTION

“Who am I — and can I hold that honestly, without shame and without pretending?”

The same web returns, now with language for strengths and values — and the first honest look at the parts of ourselves other people don’t see.

THE ANCHOR CHART

IDENTITY WEB · FIVE BRANCHES (DISPLAY MODEL)

- Things I Love
- Things I’m Good At
- Things that Matter to Me
- Things People Don’t Know
- Things I’m Still Figuring Out

Scenario Card 1-A · Who Am I? Marcus shared that he loves drawing comics. A classmate said, “That’s babyish.” Is Marcus’s love of comics part of who he truly is — and what would help him hold it with confidence?

The Mask vs. the Mirror

The performance, and what is real underneath · grades 6–8

THE QUESTION

“What do I show others — and what is actually there when the performance stops?”

Adolescence makes identity a performance. This lesson names the gap between the Mask we project and the Mirror underneath — not to shame the Mask, but to see what it costs.

THE ANCHOR CHART

THE MASK — WHAT I SHOW

- What I perform for others
- What I hide
- What I emphasize
- The version I want seen

THE MIRROR — WHAT IS REAL

- My real opinions
- My actual struggles
- What I value
- What’s there when performance stops

“The gap between these two is where the cost lives.” Students complete an Identity Audit — naming, privately, two places their Mask and Mirror have drifted apart.

The Curated Self

The curated self, and the Performance Tax · grades 9–10

THE QUESTION

“The question is not whether you have a gap between your curated and authentic self — it is what it is costing you.”

The Mask grows up and goes online. Here the gap gets a name and a price — the Performance Tax — and students begin, privately, to measure their own.

THE ANCHOR CHART

THE CURATED SELF

- Filtered · selected
- Performed for an audience
- What you show
- Costly to maintain

THE AUTHENTIC SELF

- Unfiltered · private
- Costly to reveal
- What is actually true
- The self underneath the feed

On the board: PERFORMANCE TAX = GAP × TIME. The wider the gap and the longer it is held, the more it consumes — the same working memory needed for everything else that matters.

The Threshold

Leaving and arriving · grades 11–12

THE QUESTION

“Of everything you have been and built — what do you carry through the threshold, and what do you leave behind?”

The final year. Students conduct an exit interview with themselves — honest, not the college-essay version — and decide who arrives on the other side of the threshold.

THE ANCHOR CHART

WHAT YOU ARE LEAVING

- The context that built you
- The people who know your history
- The roles that defined you
- The version made for this place

WHAT YOU ARE ARRIVING INTO

- A place that doesn't know your past
- People with no prior story of you
- A self you choose from scratch
- Who shows up — by choice

The continuity question: what travels through the threshold with you — and what holds it in place when the context that kept it visible is gone?

THE THREAD CONTINUES

Five years, one question

This is the identity thread alone — one of several that run the length of the program, beside self-compassion, forgiveness, and grace. Each lives in full lessons with anchor charts, worksheets, scenario cards, and a companion novel for every band.

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ARCHITECTURE OF GRACE

A check-up, not an exam.