

BEFORE YOU TEACH

How to Use the Closed-Loop Routing Tables

A one-page “Score → Intervention Crosswalk” opens every unit of Book 3 · 6–8.

1 • Screen. Run the Grace Compass check-in. It scores three domains — A (Regulation & Well-Being), B (Self-Compassion & Growth), C (Social Competency & Repair).

2 • Route to the lowest domain. A student’s lowest-scoring domain is where support is needed most. Find that domain on the unit’s crosswalk; the rows beneath it are this unit’s targeted lessons, novel scenes, and anchor charts.

3 • Run the Teacher Move. The last column gives a one-line, low-prep way to deliver the row — usually a scaffold so students fill content, not structure.

4 • Mind the red flag. A red ★ (elevated) or ★★ (highest-sensitivity) badge means safety steps apply: counselor co-facilitation, posted crisis resources, and — for ★★ — pre/post consultation. Never route a flagged row without them.

Doing well? If all three domains score 75+, use the ♦ enrichment row — an integration capstone — instead of a support row.

Important: deliver lessons in order. The crosswalk tells you where a student’s need is met within the unit — it is not a license to reorder the curriculum. The same routing logic runs the Grace Compass digital screener, so print and screen always agree.

CLOSED-LOOP ROUTING

Score → Intervention Crosswalk

Unit 1 · Identity · Book 3 · 6–8

Run the Grace Compass check-in. The student's **lowest-scoring domain routes first**. Use the **Teacher Move** to run the row with minimal prep, and watch the **red safety flag** when routing. (All domains 75+ → ♦ enrichment row.)

Emotional Regulation & Well-Being

Self-Compassion & Growth

Social Competency & Repair

DOMAIN	LESSON / ACTIVITY	NOVEL SCENE	ANCHOR CHART	TEACHER MOVE
B	U1-L1 (expansion) Identity Audit	Ch. 2 · The Funny Mask, Now in Middle School Jordan, the funny kid in Room 12 and Room 18, finds the funny Mask harder to take of...	IDENTITY AUDIT	Pre-build the “IDENTITY AUDIT” skeleton on the board; students add their own content only.
B	U1-L1 Mask vs. Mirror	Ch. 1 · The Mask & the Mirror Amara writes “adjacent” in her summer journal — the word for the modified version of herself she ha...	MASK vs. MIRROR	Add the For-Autistic-Students panel: “This room is a place where you can be how you ARE
B	U1-L3 The Digital Backpack	Ch. 3 · The Digital Backpack Kezia’s Instagram has 312 posts in a curated beige-and-cream feed.	THE DIGITAL BACKPACK	Pre-build the “THE DIGITAL BACKPACK” skeleton on the board; students add their own content only.

Domain A (regulation) is light here — it is carried by the recurring Regulation Toolkit; pair any row with the Right-Now tools.

★ counselor co-facilitation + posted crisis resources · ★★ pre/post counselor consultation · ♦ enrichment (all 75+). *Mirrors the Grace* Compass digital screener.

UNIT 1 · LESSON 1

The Mask vs. The Mirror

35–40 min · September Week 1

OBJECTIVE Students distinguish between the persona they project socially (Mask) and their authentic self (Mirror), and identify at least two gaps using the Identity Audit.

CASEL FOCUS Self-Awareness · accurate self-perception and identity formation

SCENARIO CARDS Card 1·A (Amara — New School, New Mask) · Card 1·B (Jordan — The Class Clown)

QUICK REVIEW None — this is Lesson 1. Begin with the opening ritual.

ILLINOIS SEL ALIGNMENT GRADES 6–8 · MIDDLE / JUNIOR HIGH**Goal 1 — Self-Awareness & Self-Management**

1B.3a Analyze how personal qualities influence choices and successes.

1A.3a Analyze factors that create stress or that motivate successful performance.

Aligned to the Illinois Social/Emotional Learning Standards (ISBE).

SAFETY CHECK

Before class: Confirm crisis resource numbers (988 Lifeline · Crisis Text Line: HOME to 741741) are posted visibly. Know your school counselor's name and same-day contact method. You will use these throughout the year.

This lesson is not high-disclosure-risk — but the Identity Audit occasionally surfaces something significant for students carrying heavy self-perception burdens.

ANCHOR CHART · MASK VS. MIRROR — TWO-COLUMN DISPLAY

Post this **before class**. Keep visible **all year**.

LEFT COLUMN — THE MASK: What I show others. What I perform. What I hide. What I emphasise.

RIGHT COLUMN — THE MIRROR: What is actually there when the performance stops. My real opinions. My actual struggles. What I value.

Grade 6: Label each column with a simple icon — a theatrical mask and a reflective surface. *Grades*

7–8: Add below the columns: "The gap between these two is where the cost lives."

OPENING · 3 – 4 MINUTES

"Think about the last time you walked into a social situation and consciously thought about how you were coming across. What were you managing? What were you hiding? That process of management is what we are going to examine today."

Pause 10 seconds. Let the question land. Students write in journals for 60 seconds before any class discussion.

► DIRECT INSTRUCTION

Scripted teaching sequence · Steps 1 — 4 · read aloud or in your own words

01 Introduce the Mask

5 MIN

"Everyone wears a Mask — a social performance. The Mask is not always dishonest. Often it is sensible. The problem is not the Mask. The problem is when the Mask becomes so habitual that we lose contact with what is underneath."

Point to the Mask column. Ask: "What kinds of things go in this column?" Take 2–3 answers.

02 Introduce the Mirror

5 MIN

"The Mirror is what is actually there when the performance stops — your real opinions, your actual struggles, the things you find funny when you are not worried about whether it is the right thing to find funny. The Mirror is not more virtuous than the Mask. It is just more real."

Point to the Mirror column. Ask: "What kinds of things live in the Mirror column?" Take 2–3 answers.

IN-LESSON SCAN

OBSERVE Students who go very still during the Mirror introduction, or who look away from the anchor chart.

MAY SIGNAL A student who cannot tolerate even hearing the Mirror column described may have very high identity fusion with a curated self — or significant fear of what they would find underneath.

ACTION Note privately. Do not address publicly. Monitor through Unit 2.

WORKSHEET

Identity Audit WS1 · U1·L1 · Primary Activity — Private

Two-column private reflection. Left: Who I am when performing. Right: Who I am when not performing. Students work independently and silently. **Never collected. Never shared** unless student chooses.

03 Identity Audit · Private

10 MIN

"Left column: who I am when I am performing — what I show, what I hide, what I emphasise. Right column: who I am when I am not performing — what I actually think, feel, value, and struggle with. Work in complete silence. This is private."

Set a visible 10-minute timer. Circulate — do not read over shoulders.

IN-LESSON SCAN

OBSERVE A student who stares at the blank worksheet for more than 2 minutes, or who writes a single word and stops.

MAY SIGNAL May indicate significant difficulty accessing the Mirror column — either because it feels unsafe or because the gap has been suppressed for a long time.

ACTION Move quietly toward them after 2–3 minutes. Say low: "You can label the columns with one word each if that helps." Do not linger. Note for Unit 2 watch list.

04 Discussion — The Gap

8 MIN

"Without revealing the contents of your columns — where is the gap between your two sides biggest?" Take 3–4 responses. Redirect to the anchor chart as each lands.

"What does maintaining that gap cost you — in energy, in authenticity, in connection?" Take 2–3 responses.

"What would it take to reduce the gap by even 10%? Not radical transparency — just one small step toward being slightly more real in a safe context." Let this sit without requiring answers aloud.

SCENARIO CARDS

CARD 1 · A Amara — New School, New Mask

Transfers schools, constructs a careful Mask. "I don't know which one is me anymore." Use if time

allows — pairs only. Four discussion questions.

CARD 1 · B Jordan — The Class Clown

Funniest person in every room, reads philosophy books in private. For Grades 7–8 or faster classes. Introduces identity-foreclosure concept. Use optional — do not cut Step 3 or Step 4 to accommodate.

TEACHING TIP

Grade 6: Scaffold the Identity Audit with concrete examples before students begin — sports tryouts, lunch table choices, what you post vs. what you feel.

Grades 7–8: Introduce "**identity foreclosure**" — committing to a persona so early that you stop questioning it. Ask: "When did you decide who you were going to be, and was that decision really yours?"

EXIT TICKET

"The version of me that almost no one sees is _____. Why does that version stay hidden?"

Journal entry — student writes privately. Never collected. Never graded.

TEACHER REFLECTION

Which students seemed most activated — with relief (as if they have been waiting for permission to name the gap) or with resistance (dismissing the concept)? Students who heavily resist may have very high identity fusion with their curated self. Note for Unit 2.

Which students completed both columns quickly and easily? Those students may have unusually high self-awareness — or may have been performing the reflection rather than doing it.

FAMILY CONNECTION*A Note Home*

Today we began our identity unit by examining the gap between the persona students perform socially and who they actually are. You can open this at home by modelling vulnerability — share a moment when you felt like you were "performing" rather than being real.

ANCHOR CHART · MASK VS. MIRROR — TWO-COLUMN DISPLAY

Build Specification

THE MASK

What I show others

What I perform

What I hide

What I emphasise

THE MIRROR

What is actually there

My real opinions

My actual struggles

What I value

Draw two columns separated by a bold vertical line. Title across the top in large text.

Grades 7–8 add-on: "The gap between these two is where the cost lives."

P O S T : Before class. Day 1 of the year. · **K E E P :** All year.

ANCHOR CHART · CLASSROOM DISPLAY — PRINT ON CARDSTOCK OR 11×17, POST AS THE LESSON INDICATES

ARCHITECTURE OF GRACE · BOOK 3 · THE INTERIOR (6-8)

Mask vs. Mirror

Unit 1 · Lesson 1

IDENTITY

THE MASK

- What I show others
- What I perform
- What I hide
- What I emphasise

THE MIRROR

- What is actually there when the performance stops
- My real opinions
- My actual struggles
- What I value

The gap between these two is where the cost lives.

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UNIT 1 · LESSON 1 · WORKSHEET

Identity Audit

Who am I when I'm performing — and who am I when I'm not?

PRIVATE WORK

Never collected · Never shared · Belongs entirely to the student

WHEN I AM PERFORMING

What do I show? What do I hide? What do I emphasise?

WHEN I AM NOT PERFORMING

What do I actually think, feel, value, and struggle with?

NOTICING THE GAP

Without judging yourself — where is the gap between these two columns biggest?

FOR THE FAMILY

Today we began our identity unit by examining the gap between the persona students perform socially and who they actually are. You can open this at home by modelling vulnerability — share a moment when you felt like you were “performing” rather than being real.

REGULATION & REPAIR STRAND *Calming · Physiological Awareness + 3-Breath
Reset*

ARCHITECTURE OF GRACE

This is a free preview.

Sample Lesson · Book 3 · The Interior (6–8)

The complete, classroom-ready curriculum — with anchor charts, worksheets, Illinois SEL alignment, closed-loop routing, and scripted Direct Instruction — is part of the Architecture of Grace district library. Educators can license the full set; families can find materials in the family store.

architectureofgrace.org