

THE ARCHITECTURE OF GRACE FOUNDATION

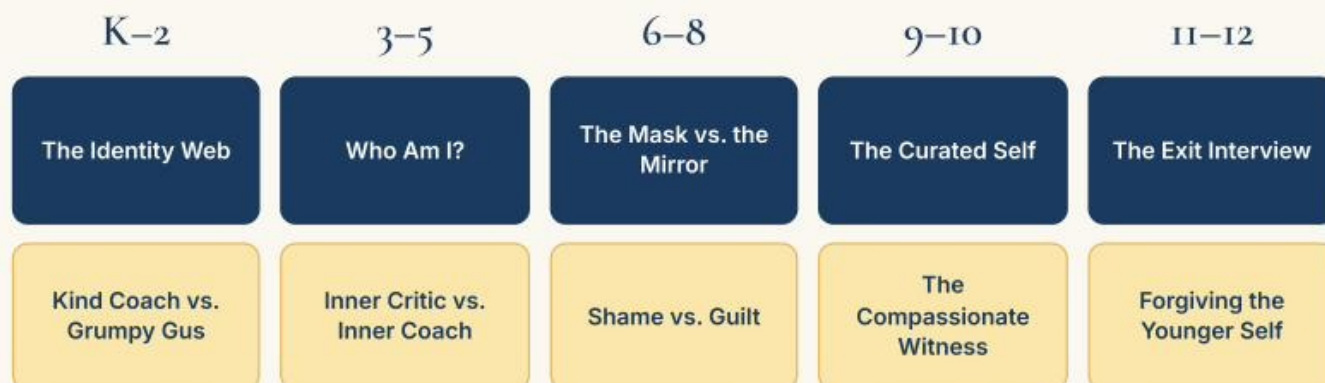
The Architecture of *Grace*

Scenario Cards — A K-12 Sampler

A preview of the discussion cards that run through every grade band. Read down a single column and watch one idea grow up, from kindergarten to graduation. The full decks live in the distribution packets.

One Idea, Twelve Years

Two questions run the length of the curriculum: **“Who am I beneath the performance?”** and **“Whose voice is in my head?”** Every band returns to both at a deeper developmental register — the same spine, a new register. The cards on the following pages are two samples from each band, one per thread.



■ The Identity Thread

The Identity Web (K–2) becomes the Mask & Mirror, the Curated Self, and finally the Exit Interview — the question of who you are beneath what you perform.

■ The Inner Critic Thread

Grumpy Gus and the Kind Coach grow into the Inner Coach, the Compassionate Witness, and the work of forgiving the younger self.

The throughline made visible. The class clown introduced as **Jordan** in Book 3 (Grades 6–8) reappears as **Darius** in Book 5’s Exit Interview — “I don’t know who I am without it.” And the self-critical voice first met as **Priya’s** in Book 1 carries the Inner Critic thread across four bands, all the way to forgiving the very self that grew. The cast grows up with the reader.

IDENTITY

Card 1-B

Unit 1 • Lesson 1 — Who Am I?

Jaylen — *The Empty Web*

Jaylen couldn't think of anything to write on his Identity Web. He kept thinking, "I'm not good at anything."

- ▶ Do you think Jaylen really isn't good at anything?
- ▶ What might Jaylen's friends say he is good at?
- ▶ Name ONE thing you noticed about Jaylen this week.

The Identity Web — where it begins

THE INNER CRITIC

Card 1-G

Unit 1 • Lesson 4 — My Inside Voice: Kind or Unkind?

Priya — *The Spelling Test*

Priya just got a spelling test back and missed 3 words. Her inside voice said, "See? You're terrible at spelling. You'll never get it right."

- ▶ Is that the Kind Coach or Grumpy Gus talking?
- ▶ Is "you'll NEVER get it right" true?
- ▶ What would the Kind Coach say instead?

Kind Coach vs. Grumpy Gus — the seed

IDENTITY

Card 1-B

Unit 1 · Lesson 1 — Who Am I?

Amara — *Nothing to Write*

Amara is filling out her strengths inventory and cannot think of a single thing to write. She keeps crossing things out. “I’m not really good at anything,” she tells her partner. Her partner looks surprised.

- ▶ Why might Amara struggle to name her own strengths, even though others can see them?
- ▶ What is the difference between a strength you were born with and one you developed through effort?
- ▶ If you were Amara’s partner, what specific strength might you have already noticed about her in just this one class?

Identity — the same question, one band on

THE INNER CRITIC

Card 1-E

Unit 1 · Lesson 3 — Everyone Makes Mistakes

Priya — *“I Always Ruin Everything”*

Priya forgot her part of a group project. The group had to present without it and got a lower grade. That night, Priya kept repeating: “I always ruin everything. I am so irresponsible. I am a bad friend.”

- ▶ Which of Priya’s self-statements are about the MISTAKE, and which are about her IDENTITY?
- ▶ What is the difference between “I made an irresponsible choice” and “I am irresponsible”?

Inner Critic vs. Inner Coach — now named

IDENTITY

Card 1·B

Unit 1 · Lesson 1 — The Mask vs. The Mirror

Jordan — *The Class Clown*

Jordan is the funniest person in every room. Teachers describe him as “a handful.” His closest friend knows Jordan reads philosophy books in private and cries at wildlife documentaries. Jordan has never told anyone what he actually wants to do with his life.

- ▶ What does the Mask give Jordan? What does it cost him?
- ▶ Is Jordan’s humour a Mask, a real part of his identity, or both?
- ▶ What would “identity foreclosure” look like for Jordan in five years?
- ▶ What’s the smallest step toward letting someone see the Mirror version?

The Mask vs. the Mirror — the question deepens

THE INNER CRITIC

Card 1·D

Unit 1 · Lesson 2 — The Anatomy of a Mistake

Darius — *Keeps Paying for It*

Darius said something genuinely cruel to a classmate six months ago. He apologized. The classmate forgave him. But Darius still refuses to join group projects, avoids social events, and tells himself he “doesn’t deserve” good friendships.

- ▶ Darius already did the guilt work (he apologized). What is he doing now?
- ▶ What is he protecting himself from by continuing to self-punish?
- ▶ If accountability is complete, what does continuing to pay the price achieve?
- ▶ What would “self-forgiveness” look like as a practical next step for Darius?

Shame vs. guilt — the critic turns into self-punishment

IDENTITY

Card B4-1A

Unit 1 • Lesson 1 — Beyond the Brand (The Curated Self)

Kameron — *Beyond the Brand*

Kameron runs a school Instagram account with 2,300 followers. His posts are perfectly lit, captioned often anxious, sometimes lonely, and spends hours crafting posts that look spontaneous. His best friend — someone who has known him since fifth grade — says: “I barely recognize you on there. It’s weird because it’s all technically true, but it doesn’t feel like you.”

- ▶ What is the gap between Kameron’s curated self and his authentic self — and what is it costing him?
- ▶ The best friend says “it’s all technically true.” Can something be factually accurate and still misrepresent you? How?
- ▶ Kameron’s posts show the highlights. What is systematically absent?
- ▶ Is there a version of showing up online that is both genuine and selective? Where is the line?

The Curated Self — the Mask goes digital

THE INNER CRITIC

Unit 2 • Lesson 6 — The Compassionate Witness

Priya — *The Friend Test*

Priya spent three months preparing for a regional science competition. She didn’t place. On the way home, she reviewed every mistake she made in the presentation — the fumbled transition, the nervous moment, the answer she partially blanked on. She listed them in her journal. When she imagined her best friend telling her the same story, she would have said: “You prepared for three months. You made it to regionals. You learned what the next level takes.” She did not say that to herself.

- ▶ What is the gap between how Priya treats her own performance and how she would treat her best friend’s?
- ▶ Priya’s list is accurate — she did fumble those moments. Does accuracy make her self-assessment fair?
- ▶ The Compassionate Witness is honest AND kind. What would it say to Priya that her current self-assessment does not?
- ▶ Why do we so reliably apply different standards to ourselves than to the people we love?

The Compassionate Witness — the corrective matures

IDENTITY

Card B5-1B

Unit 1 · Lesson 1 — The Exit Interview

Darius — *Who Am I Without It*

When Darius fills out his Exit Interview, the hardest section is “what I am releasing.” He has been the class clown since sixth grade. It protected him from taking things seriously enough to be disappointed by them. He has used it to manage anxiety, deflect from vulnerability, and stay likable across social groups. “I don’t think that’s who I want to be anymore,” he writes. “But I don’t know who I am without it.”

- ▶ What function has the “class clown” identity served for Darius — and what has it cost him?
- ▶ Darius says “I don’t know who I am without it.” What does that feel like — and what does it make possible?
- ▶ Releasing an identity is not the same as erasing it. What would it mean for Darius to carry the humor forward without being defined by it?
- ▶ What identity have you been performing in high school that you want to release or revise as you move forward?

The same class clown from Book 3 — twelve years on

THE INNER CRITIC

Card B5-9A

Unit 2 · Lesson 2 — Forgiving the Younger Self

Priya — *Her Sophomore Self*

When Priya thinks about her sophomore self — the anxiety, the obsessive grade-tracking, the sleeplessness, the inability to enjoy anything — she feels a mix of compassion and frustration. “I want to tell her it’s going to be okay,” she says. “And I’m also a little angry at her for not knowing that when I needed her to.” She realizes, as she says it, that being angry at her fifteen-year-old self for not having the perspective of her seventeen-year-old self is not entirely fair.

- ▶ What is Priya being unfair about — and why does she already know it?
- ▶ Priya feels both compassion and frustration toward her younger self. Are both feelings valid?
- ▶ The Compassionate Witness offers something specific: what would it say to the fifteen-year-old who didn’t have the perspective she needed?
- ▶ Write a letter to the version of yourself that most needs to be forgiven right now.

The Compassionate Witness, turned toward the self that grew