

A SECULAR K-12 SEL ECOSYSTEM



THE ARCHITECTURE OF  
**GRACE**

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*Preview the Architecture*

A guided sample of one idea — the Inner Critic and the Inner Coach — 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 SAMPLE LESSON, ACROSS THE GRADE BANDS

# One Idea, Five Rungs

*“Is this attacking who I am — or what I did?”*

↑ THE SAME QUESTION, TAUGHT FIVE WAYS ↑

**11–12**

BOOK 5 · CAPSTONE

## Forgiving the Younger Self

BOOK 5 · UNIT 2 · THE ADULT REPAIR MANUAL

The Compassionate Witness turned inward — extending honest, fair, kind self-compassion to who you used to be.

SAMPLE INCLUDED

**9–10**

BOOK 4 · FAÇADE

## Silencing the Noise

BOOK 4 · UNIT 1 · LESSON 6

The Internal Coach against the noise of comparison and pressure; deepened in the Self-Kindness unit's Compassionate Witness.

SAMPLE INCLUDED

**6–8**

BOOK 3 · INTERIOR

## The Internal Critic

BOOK 3 · UNIT 2 · LESSON 1

Its three tactics — catastrophising, globalising, personalising — met by the Compassionate Witness.

SAMPLE INCLUDED

**3–5**

BOOK 2 · FRAMEWORK

## My Inner Critic vs. My Inner Coach

BOOK 2 · UNIT 1 · LESSON 4

The red/green two-column chart. The Coach is honest *and* kind — never a cheerleader.

SAMPLE INCLUDED

**K–2**

BOOK 1 · FOUNDATION

## My Inside Voice — Kind or Unkind?

BOOK 1 · UNIT 1 · LESSON 4

Sammy's two voices: the Kind Coach and Grumpy Gus. Where the lifelong tool begins.

SAMPLE INCLUDED

Each rung is a fully built, classroom-ready sample — one idea, kindergarten through twelfth grade

WHAT'S INSIDE

# A Working Sample

This preview opens on **identity** — who a child is — then follows a single idea, the **Inner Critic and Inner Coach**, up through the grade bands. Every page here is the real, classroom-ready material from the full curriculum. Secular core only.

## I Where It Begins — Identity

BOOK 1 · K-2

|  |    |
|--|----|
| Identity Web — anchor chart <i>"Who Am I?" · U1 · L1 · display model</i> ..... | 04 |
| Identity Web — drawing activity <i>build one branch at a time</i> .....        | 05 |

## II The Idea, Five Rungs — Inner Critic & Inner Coach

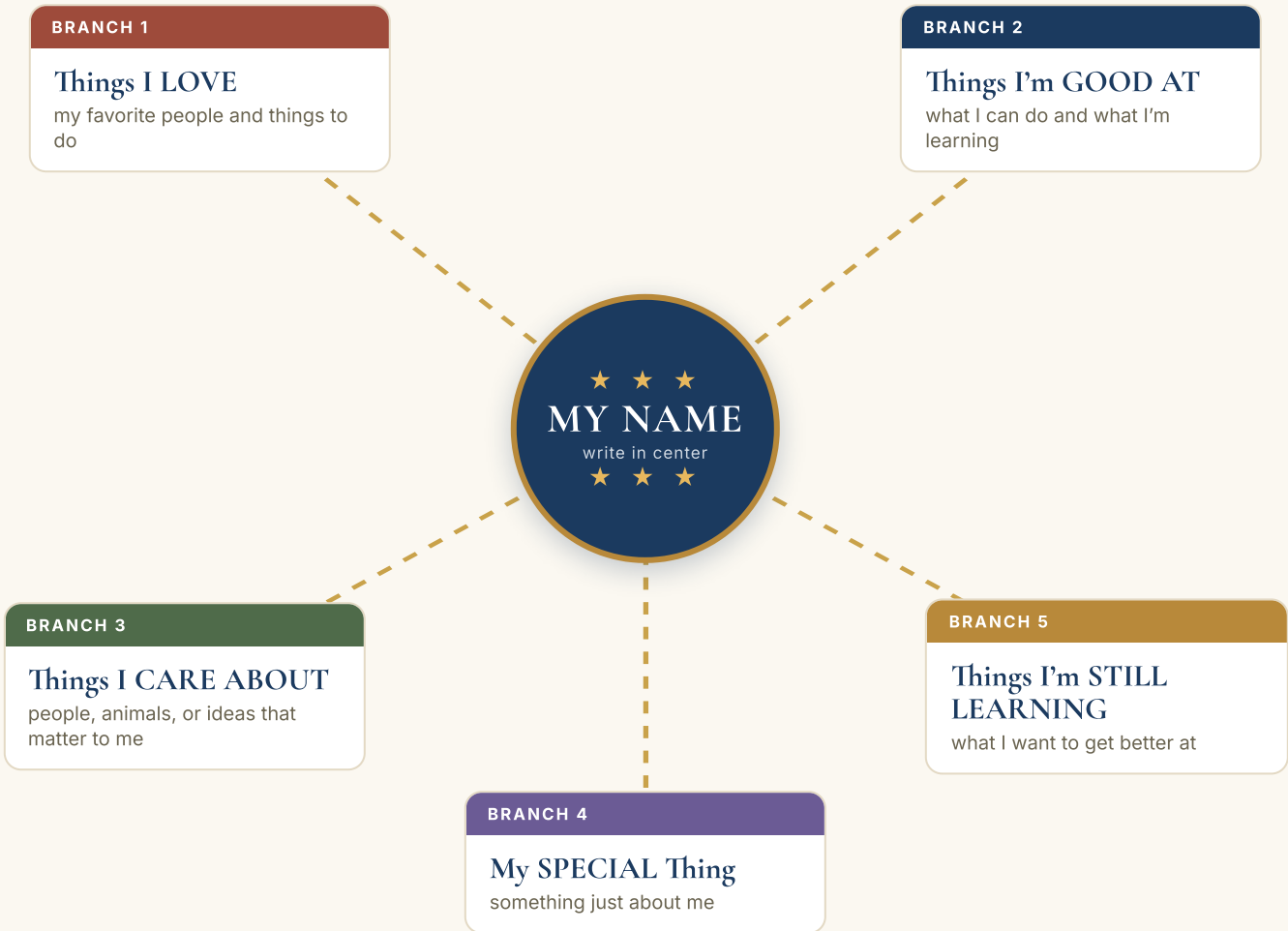
K-12 SPINE

|   |    |
|---|----|
| K-2 · "My Inside Voice — Kind or Unkind?" <i>Kind Coach / Grumpy Gus chart + drawing</i> .....      | 06 |
| 3-5 · "My Inner Critic vs. My Inner Coach" <i>chart + WS3 Two Voices + Scenario Card 1-G</i> .....  | 08 |
| 6-8 · "The Internal Critic" <i>Compassionate Witness chart + profile worksheet</i> .....            | 11 |
| 9-10 · "Silencing the Noise" <i>Internal Coach chart + Scenario Card B4-6A</i> .....                | 13 |
| 11-12 · "Forgiving the Younger Self" <i>Compassionate Witness chart + Scenario Card B5-9A</i> ..... | 15 |

**About this preview.** The Architecture of Grace is a complete K-12 program — five grade-band volumes, a companion novel series, anchor charts, worksheets, scenario decks, and a private SEL screener. What follows is one thread pulled through it, kindergarten to twelfth grade, so you can see the method work before you adopt it. Every page is drawn from the curriculum itself.

# My Identity Web

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



**TEACHER NOTE**

Build one branch at a time. Post BEFORE distributing the worksheet. Keep posted all year. Every web is valid — every answer is right.

# Build Your Identity Web

*Each branch is a different part of who you are · grades K–2*

*No two webs look the same — that is the point.*

1

## START

Draw your name in the centre circle.

2

## MOVE

Five branches radiate out — one per prompt. Each branch can be a drawing, a few words, or both.

3

## CLOSE

Branch 5 is optional — you don't have to share it. Every web is valid.

### IN THE CENTRE

**My Name**

### ON EACH BRANCH

*Love · Good At · Care About · Special · Still Learning*

### TEACHER NOTE

Model your own web first on the anchor chart before distributing. Students do not need to share Branch 5. Every web is valid — every answer is right.

# Kind Coach vs. Grumpy Gus

*Two voices inside — which one are you listening to? · grades K–2*

## Grumpy Gus

**ATTACKS WHO YOU ARE**

*"You ARE bad."*

**BIG & CATASTROPHIC**

*"You ALWAYS mess up." · "You'll NEVER get it right."*

**POINTS TOWARD**

Hiding & shame

## Kind Coach

**TALKS ABOUT YOUR BEHAVIOR**

*"Oops — try again."*

**SPECIFIC · HONEST · KIND**

*"What can I learn?" · "What is one next step?"*

**POINTS TOWARD**

Repair & growth

**THE KIND COACH  
ASKS THREE  
QUESTIONS**

1 What happened? 2 What can I learn? 3 What is one next step?

**POST:** Permanently.     **KEEP:** Reference every lesson, all year.

**TEACHER NOTE**

Color-code red / green when building with students. Post permanently. Reference every lesson for the rest of the year.

# Kind Message to Myself

*A self-compassion letter — in K–2 form · grades K–2*

**OUTSIDE**

**To: Me.  
From: Me.**

**INSIDE**

*“Dear me, you made a mistake. That is okay. You are still good.”*

— the Kind Coach

1

**FOLD**

Fold paper in half to make a card.

2

**OUTSIDE**

Write “To: Me. From: Me.”  
— decorate it.

3

**INSIDE**

Write or draw a kind message to yourself about a mistake.

4

**VOICE**

Use the Kind Coach voice — not Grumpy Gus.

**PRIVACY PROTOCOL**

Students fold and keep — or take home. Never displayed. Never collected without student invitation.

**TEACHER NOTE**

The act of writing to yourself as a friend is the key insight. Pair with the Three Parts of Being Kind to Yourself anchor chart. Prompt if needed: “What would the Kind Coach say to you right now?”

# Inner Critic vs. Inner Coach

*The voice that attacks you — and the one that helps you grow · grades 3–5*

## Inner Critic

**ATTACKS YOUR IDENTITY**

*"You ARE bad."*

**GLOBAL · CATASTROPHIC**

*"You ALWAYS mess up." · "You'll NEVER get it right."*

**POINTS TOWARD**

Hiding & shame

## Inner Coach

**ADDRESSES YOUR BEHAVIOR**

*"That didn't go well."*

**SPECIFIC · HONEST · KIND**

*"What can I learn here?" · "What is one next step?"*

**POINTS TOWARD**

Repair & growth

**THE INNER COACH  
ASKS THREE  
QUESTIONS**

1 What happened? 2 What can I learn? 3 What is one next step?

**POST:** Permanently.      **KEEP:** Reference every lesson, all year.

**TEACHER NOTE**

Color-code red / green when building with students. Post permanently. Reference every lesson for the rest of the year.

# Two Voices — One Choice

*Catch the Critic. Choose the Coach.*

## ANCHOR TABLE · REFERENCE THIS ALL YEAR

| INNER CRITIC SAYS...                   | INNER COACH SAYS...                            |
|--|--|
| "You always mess up."                  | "That didn't go well. What can I learn?"       |
| "You're not as good as everyone else." | "I can try again. I am more than this moment." |
| "Why even try? You'll fail anyway."    | "This is hard. Hard things are worth doing."   |

## PART 1 · SCENARIO PRACTICE

**A · You fail a test you studied hard for.**

INNER CRITIC SAYS

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INNER COACH SAYS

---

**B · You get cut from the school play.**

INNER CRITIC SAYS

---

INNER COACH SAYS

---

**C · You say something that accidentally hurts a friend's feelings.**

INNER CRITIC SAYS

---

INNER COACH SAYS

---

## PART 2 · YOUR PERSONAL REFRAME

PRIVATE · NOT COLLECTED

My Inner Critic recently said:

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My Inner Coach says instead:

---

## REFLECTION

*"Which voice would you say to your best friend? What does that tell you?"*

# Sofia's Test

*Inner Critic vs. Inner Coach · whole-class model*

## THE SITUATION

Sofia just got her science test back — she failed. Her immediate thought: *“See? I knew it. I’m just not smart. There’s no point trying harder because I’m always going to fail.”*

## DISCUSSION QUESTIONS

- 1 Which voice is speaking — the Inner Critic or the Inner Coach?
- 2 Rewrite Sofia’s inner monologue as if the Inner Coach were speaking.
- 3 How is the Inner Critic’s advice making Sofia’s next test *more* likely to go badly?

## ONE WAY THE INNER COACH MIGHT ANSWER

*“That didn’t go the way I wanted. What did I not understand? I can figure out how to study differently.” — honest about the result, kind about the person.*

# The Internal Critic

Three tactics — plus the Compassionate Witness · grades 6–8

**THE INTERNAL CRITIC**

**THE COMPASSIONATE WITNESS**

|   |   |
|---|---|
| <p><b>CATASTROPHISING</b><br/> <i>"Everything is ruined."</i></p>                 | <p>→ <b>HONEST + SPECIFIC</b><br/> <i>"This moment was hard. It will pass."</i></p>       |
| <p><b>GLOBALISING</b><br/> <i>"I ALWAYS fail. I NEVER get it right."</i></p>      | <p>→ <b>FAIR + KIND</b><br/> <i>"Sometimes I struggle with this. And I also ___."</i></p> |
| <p><b>PERSONALISING</b><br/> <i>"Everything that went wrong is my fault."</i></p> | <p>→ <b>NOT A CHEERLEADER</b><br/> <i>"What is my actual part — and what isn't?"</i></p>  |

*"The Compassionate Witness is honest, fair, and kind — without punishment."*

**POST:** Before class. Add the Witness column in Step 3.

**KEEP:** All of Unit 2 and beyond.

★ **PPRA · COUNSELOR AWARENESS**

PPRA-designated lesson; standard opt-out protocols apply. Never ask students to share their critic's specific words with the whole class. Journal first — always.

# Internal Critic Profile

*Getting to know the voice — so it stops running the show.*

**PRIVATE WORK**

Never collected · Never shared · Belongs entirely to the student.

**My internal critic's name** (optional)

*The Judge. The Voice. Or leave it unnamed.*

**Which tactic does it use most often?** Circle one.

**CATASTROPHISING**

*"This is going to ruin everything."*

**GLOBALISING**

*"I always mess this up."*

**PERSONALISING**

*"It's my fault they're upset."*

**Two specific sentences my internal critic says to me**

*Write exactly how it sounds in your head — not cleaned up.*

**What situation tends to trigger the critic most?**

**What my Compassionate Witness says in response**

*Imagine the kindest, wisest person you know hearing what the critic just said. What do they say back?*

# Silencing the Noise

*Signal vs. the Noise · grades 9–10 · finding the Internal Coach*

## THE SIGNAL

- Real emotional information
- Points to something true
- Requires your attention
- Responds to honest inquiry

## THE NOISE

- Anxiety, social comparison, catastrophising
- Responds to: pause + breathe
- Does not require immediate action

## THE SIGNAL-VS-NOISE PAUSE

1

### STOP

Physically pause. Both feet on the floor. One breath slower than usual.

2

### ASK

"Is this thought coming from my signal — or from the noise?" Hold the question five seconds.

3

### LOCATE

"What would the version of me I'm proud of think about this?" That answer — however faint — is the signal.

## THE INTERNAL COACH

*The voice that asks: **what would the version of you that you're proud of do here?** Not the voice that caves to every outside opinion, nor the one that dismisses all input as noise — the one that can hold other perspectives with genuine curiosity and still return to what is actually true for you.*

**POST:** Before class.      **KEEP:** Permanent — the Internal Coach chart stays up all year.

### ★ + REGULATION & REPAIR STRAND

Brief the counselor on the R&R Strand content before delivery; on standby the same day. Moderate disclosure risk. Frame the Pause as a decision-making tool, not a coping skill — and keep each student's signal private.

# Layla

*Silencing the Noise · whole-class model*

## THE SITUATION

Layla has always wanted to study architecture. In tenth grade she started saying it less — partly because her parents were skeptical (“*That’s not a stable field*”), partly because her friends thought it was random (“*Why not something more practical?*”), partly because her algorithm kept surfacing content about other careers. By eleventh grade she had nearly forgotten why she wanted it. In a quiet moment in the school library, she picked up a book about buildings and felt **something click back into place.**

## DISCUSSION QUESTIONS

- 1 What are the noise sources in Layla’s life — and how has each one shaped the signal she can hear?
- 2 Layla’s parents and friends are not trying to harm her. Does that make their input signal or noise?
- 3 What does the library moment tell Layla about the difference between the noise and her actual voice?
- 4 Design a version of Layla’s next conversation with herself — one that sifts the legitimate input from the noise.

## THE INTERNAL COACH

*The Internal Coach is the voice that asks: what would the version of you that you’re proud of do here? It is not the voice that caves to every outside opinion, nor the one that dismisses all input as noise. It is the voice that can hold external perspectives with genuine curiosity — and still return to what is actually true for you. Identifying your signal requires practice, especially in an environment designed to drown it out.*

# Forgiving the Younger Self

*The Temporal Dimension · grades 11–12 · The Adult Repair Manual*

## THE YOUNGER SELF

The version of you who was younger, less developed, less equipped — operating with less information, fewer resources, and more fear. **Not a different person — a prior version of the same person.**

## SELF-RESENTMENT

The resentment directed toward your younger self. The contempt for who you were. The wish that you had known better, sooner.

## SELF-DIRECTED FORGIVENESS

Releasing the self-resentment — not pretending the past was acceptable. Putting down the weight of contempt for a self who was doing what they could with what they had.

## THE GRIEF DISTINCTION

**Grief** says: *I wish things had been different* — a response to loss. **Resentment** says: *I blame that version of me* — a response to perceived culpability. Forgiveness releases resentment. **It does not dissolve grief.** They require different tools.

*“Can you extend to the version of yourself you have already been **the same compassion you would extend to a friend?**”*

**POST:** Before class.      **KEEP:** Unit 2.

### ★ PPRA · COUNSELOR AWARENESS

PPRA-designated lesson. Standard opt-out protocols apply; counselor on standby the same day. All journal work is private — never ask students to share their specific past situation with the class. This builds directly on the Compassionate Witness from Book 4.

# Priya's Past Self

*Forgiving the Younger Self · whole-class model*

## THE SITUATION

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**.

## DISCUSSION QUESTIONS

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

## FORGIVING THE YOUNGER SELF

*The younger self operated with the information, resources, and developmental capacity available to them at the time. Judging them by what you know now is not honest — it is anachronistic. This does not mean excusing harm the younger self caused. It means extending the same honest, fair perspective you would extend to any person who was doing their best with what they had.*