



Recovery Spiritual Principles — Twelve Steps

Recovery spiritual principles are connected with working the Twelve Steps, rather than an unrelated list of positive values. This independent TEF supplement uses a common AA-oriented teaching map, informed by the AA Cleveland article, with differences explicitly noted for OA. It is not conference-approved AA, NA or OA literature, and it does not imply endorsement or replace fellowship literature, sponsorship, treatment or medication. Several principles can support the same step. Discuss the language and pace with your own fellowship or sponsor. You may pass, write privately or use the fictional examples. Do not put identifying recovery histories in this public workbook. These lessons describe step themes in original words; they do not reproduce the official steps.

How to use this workbook

Read a lesson and its two fictional scenarios. Answer the three questions separately and use the open journal as you wish. Sharing is voluntary. Save after writing and reopen the file to check your answers. Fields suit concise notes; print extra pages for longer writing. Use a private device. Website answers stay on your device only.



Map and sources

Step 1 — Honesty and acceptance

Step 2 — Hope

Step 3 — Faith and trust

Step 4 — Courage

Step 5 — Integrity

Step 6 — Willingness

Step 7 — Humility

Step 8 — Love and willingness to repair

Step 9 — Discipline and responsible amends

Step 10 — Perseverance and patience

Step 11 — Spiritual awareness

Step 12 — Service

Mapping differences: OA places self-discipline at Step 8 and love at Step 9. The AA Cleveland article uses love and discipline respectively. This supplement does not claim a universal mapping or institutional endorsement.

AA Cleveland: Twelve Spiritual Principles (author interpretation, not AA policy)
<https://www.aacle.org/twelve-spiritual-principles/>

OA: The Spiritual Principles of the OA Program
<https://oa.org/documents/the-spiritual-principles-of-the-oa-program/>

NA World Services: An Introductory Guide to NA
<https://na.org/e-lit/an-introductory-guide-to-na/>



Step 1 — Honesty and acceptance

Recognize loss of control and the need for help.

Learn

Honesty means describing the pattern accurately. Acceptance means responding to that reality rather than minimizing it. Neither means that you are worthless or have no choices. Identify consequences and limits, then choose a supported action. A person can acknowledge an addiction while retaining dignity, strengths and responsibility for the next decision.

Go deeper

An honest account can include both the seriousness of a pattern and the abilities you still have. Write observations rather than a verdict about your identity. Asking for help is itself a choice you can make. Compare the promise to manage alone with what actually happened, then identify a person or service that can help you plan. Keep the account private and use a fictional example if personal reflection feels too exposing.

Fictional example

Alex repeatedly promises to stop alone, but the same harmful pattern returns. Alex writes down the observable consequences and asks a trusted recovery contact for help instead of making another unsupported promise.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 1 | Scenarios and practice

Another promise

Situation

Alex has tried the same unsupported plan several times and wants to promise that this time will be different.

A possible response

Alex records what happened on the previous attempts and asks a recovery contact to help plan the next day.

Why it helps

Specific observations make the need for support clearer than a larger promise.

Your turn

What would make the next plan different in practice?

Pressure to share

Situation

A group member says honesty requires reading a private history aloud.

A possible response

I can be honest and keep details private. I will choose an appropriate setting and person for this discussion.

Why it helps

A voluntary boundary protects dignity without requiring a false account.

Your turn

What information is useful here, and what can remain private?

How can you practice this principle without pressuring yourself or another person?



Step 1 | Questions and journal

What facts show the pattern?

What have attempts to control it achieved?

What supported action is possible today?

Open journal: what do you want to explore or remember?



Step 2 — Hope

Consider that help and change may be possible.

Learn

Hope is openness to a possibility, not a guarantee of an outcome. Step Two invites a person to consider help beyond isolated effort. Listen to experience without demanding identical beliefs or circumstances. Look for evidence of support and a next action. Hope can be small: attending once, asking a question, or accepting an offer of practical help.

Go deeper

Hope can begin before confidence arrives. Look for a small possibility you can test, such as attending a meeting or asking how another person found support. Someone else's experience is evidence that change can happen, not a prediction of your timeline. Notice practical access barriers and ask about alternatives. Doubt can accompany a useful action; you do not need to claim certainty to accept help.

Fictional example

Sam feels change is impossible. At a meeting, Sam hears someone describe a similar difficulty and a manageable first action. Sam decides to attend again and ask how to find support.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 2 | Scenarios and practice

Trying one meeting

Situation

Sam hears a recovery story but doubts that the same path will work for them.

A possible response

I do not know what will help yet. I can attend once more and ask about available support.

Why it helps

The action tests a possibility without promising an outcome.

Your turn

What small invitation could you try without committing to everything?

An access barrier

Situation

The only meeting Avery knows is across town and transport is unavailable.

A possible response

Avery asks about an accessible local or online option and chooses one that fits.

Why it helps

Hope becomes practical when the plan accounts for real resources.

Your turn

Which barrier needs a practical adjustment or another option?

How can you practice this principle without pressuring yourself or another person?



Step 2 | Questions and journal

What suggests that support might help?

What doubt can you acknowledge without treating it as certainty?

What small experiment in accepting help could you try?

Open journal: what do you want to explore or remember?



Step 3 — Faith and trust

Choose to accept guidance and put trust into action.

Learn

In Step Three, faith is expressed through a decision and follow-through, rather than perfect certainty. A Higher Power is understood personally within the fellowship; this resource does not prescribe a belief. Trust also requires discernment: ask questions and preserve consent, boundaries and independent judgment. Taking guidance does not mean obeying unsafe instructions or abandoning medical care.

Go deeper

Trust grows through decisions you can examine and revise. Ask what a suggestion involves, why it might help, and whether it respects your values and safety. Spiritual commitment does not require handing another person control of your finances, relationships or health care. Choose one agreed action and review its effect with support. Your understanding of a Higher Power can develop over time; uncertainty is a suitable topic for discussion.

Fictional example

Jo is uncertain about spiritual language but chooses to discuss it openly with a sponsor. Jo agrees on one realistic action and keeps the appointment, while continuing prescribed care.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 3 | Scenarios and practice

Putting trust into practice

Situation

Jo agrees to ask for support before withdrawing from the group but feels unsure when the moment arrives.

A possible response

Jo sends the agreed message and arranges a short conversation.

Why it helps

A specific action gives the decision a practical form.

Your turn

What small action would show that you accepted appropriate support?

Unsafe guidance

Situation

Someone claims that faith requires stopping prescribed care.

A possible response

I will discuss treatment decisions with my qualified clinician and seek recovery support that respects that care.

Why it helps

A spiritual decision does not give a peer authority over medical treatment.

Your turn

How can you check guidance while preserving your independent judgment?

How can you practice this principle without pressuring yourself or another person?



Step 3 | Questions and journal

What does trustworthy guidance look like to you?

What question or boundary needs attention?

What action would demonstrate your decision?

Open journal: what do you want to explore or remember?



Step 4 — Courage

Examine patterns honestly through a supported personal inventory.

Learn

Courage means approaching something difficult with appropriate support. Step Four concerns an inventory of patterns, responsibilities and strengths. Work with facts and avoid global labels. Distinguish harm you caused from harm done to you; being harmed is not your fault. An inventory is not an instruction to relive traumatic events or disclose everything in a group.

Go deeper

An inventory is a structured examination of your conduct, not an exercise in finding a fault in every experience. Choose a manageable situation and separate what happened, what you did, its effect and what you can learn. Include strengths that can support change. Harm done to you belongs to the person responsible for it. Agree on a stopping point and support before approaching material that feels overwhelming.

Fictional example

Lee notices avoidance after disagreements. Lee records one specific situation, the response, its impact and a strength that could support a different response. Lee discusses a safe pace with a sponsor.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 4 | Scenarios and practice

A manageable inventory

Situation

Lee wants to understand why disagreements often end in avoidance.

A possible response

Lee selects one recent, low-risk example and records the action, effect and a possible alternative.

Why it helps

A bounded example makes the pattern easier to examine without global self-judgment.

Your turn

Which small situation is suitable to examine with support?

Taking blame for harm

Situation

Morgan starts treating another person's abusive behavior as a personal failing.

A possible response

Morgan pauses and asks qualified support to help distinguish personal conduct from harm inflicted by someone else.

Why it helps

An inventory must not transfer responsibility from the person who caused harm.

Your turn

What distinction would protect an accurate account?

How can you practice this principle without pressuring yourself or another person?



Step 4 | Questions and journal

What specific pattern can you examine safely?

What responsibility and what strength can you identify?

What support or stopping point will help?

Open journal: what do you want to explore or remember?



Step 5 — Integrity

Acknowledge your own actions accurately in an appropriate trusted setting.

Learn

Integrity connects what you acknowledge with how you live. Step Five involves honest acknowledgment with appropriate support. Prepare what you want to discuss and ask about confidentiality and its limits. Responsibility can be precise without becoming self-condemnation. A sponsor is a peer, not automatically a therapist, attorney or confidential clinical service.

Go deeper

Prepare for a trusted conversation by identifying your own conduct and asking about the setting's privacy limits. The goal is accurate acknowledgment and a useful change in behavior. Avoid public confession, unnecessary names, or statements about another person's motives. A peer can listen and share experience within their role. If a topic needs legal, clinical or safeguarding expertise, seek the appropriate professional rather than assuming peer support covers it.

Fictional example

Morgan prepares a factual account of a broken commitment, discusses it privately with a trusted sponsor and identifies a change in behavior. Morgan does not name other participants in public.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 5 | Scenarios and practice

Acknowledging a commitment

Situation

Morgan has repeatedly failed to complete an agreed task.

A possible response

I agreed to finish it and did not. I want to discuss the pattern and make a realistic plan.

Why it helps

The acknowledgment names an action and opens a conversation about change.

Your turn

What specific conduct are you ready to acknowledge?

Choosing the setting

Situation

A private discussion is about to begin in a busy public room.

A possible response

Could we choose a more private setting and discuss confidentiality and its limits first?

Why it helps

The setting matters as well as the willingness to speak honestly.

Your turn

What privacy question needs an answer before you continue?

How can you practice this principle without pressuring yourself or another person?



Step 5 | Questions and journal

What action are you prepared to acknowledge?

Who is an appropriate person and what privacy limits apply?

What behavior would make your acknowledgment meaningful?

Open journal: what do you want to explore or remember?



Step 6 — Willingness

Become ready to change a harmful pattern.

Learn

Willingness is readiness to consider and practice change. Step Six invites you to notice the costs of a pattern and your ambivalence about letting it go. You do not have to pretend that change is easy. Name both what the pattern seems to offer and what it costs, then identify an alternative and the help needed to try it.

Go deeper

A familiar pattern may provide short-term relief while creating longer-term problems. Name both sides without defending or condemning yourself. Readiness can begin with trying a different response once, asking for help or noticing the urge before acting. You may still feel reluctant. Choose an alternative that serves the underlying need more safely, then review what helped and what made the attempt difficult.

Fictional example

Pat uses sarcasm to avoid vulnerability. Pat recognizes that it offers momentary protection but damages trust. Pat becomes willing to pause and name a need directly in one low-risk conversation.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 6 | Scenarios and practice

A different response

Situation

Pat uses sarcasm when embarrassed and notices that conversations become tense.

A possible response

Pat pauses and says, I am embarrassed and need a moment to answer clearly.

Why it helps

The response expresses a need instead of repeating the familiar attack.

Your turn

What alternative could serve the need behind the pattern?

Waiting for certainty

Situation

Riley postpones every change until they feel completely ready.

A possible response

I can acknowledge reluctance and try one small supported action today.

Why it helps

Willingness can be practiced before enthusiasm or certainty arrives.

Your turn

What is the smallest change you are willing to test?

How can you practice this principle without pressuring yourself or another person?



Step 6 | Questions and journal

What pattern are you considering changing?

What makes you reluctant and what does the pattern cost?

What alternative are you willing to try with support?

Open journal: what do you want to explore or remember?



Step 7 — Humility

Ask for help changing patterns while recognizing strengths and limits.

Learn

Humility is an accurate view of yourself, not humiliation. Step Seven connects asking for help with continuing to act responsibly. You can recognize a limitation and a strength at the same time. A request can be specific, and another person can decline it. Asking for spiritual support does not replace learning skills, accepting feedback or using professional help when needed.

Go deeper

Humility allows a balanced account: a strength you can use, a limitation you need help with and a responsibility you still hold. Make requests specific enough for another person to accept or decline. Feedback may contain something useful even when it feels uncomfortable; consider it without treating it as a definition of your worth. Asking for help and practicing new skills can belong to the same plan.

Fictional example

Drew can organize tasks but struggles to ask for support. Drew asks a trusted person to practice a difficult conversation and listens to feedback without treating it as a verdict on personal worth.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 7 | Scenarios and practice

A specific request

Situation

Drew is organized but struggles to speak calmly during conflict.

A possible response

Would you practice a two-minute conversation with me and tell me whether my request is clear?

Why it helps

A bounded request makes the needed help understandable.

Your turn

What exactly would you like help practicing?

Confusing humility with shame

Situation

A peer says being humble means accepting insults without objecting.

A possible response

I can recognize my limits and still ask to be spoken to respectfully.

Why it helps

Humility does not require humiliation or abandoning a boundary.

Your turn

What strength and limit can you name without putting yourself down?

How can you practice this principle without pressuring yourself or another person?



Step 7 | Questions and journal

What strength and limitation can you acknowledge together?

What specific help would be useful?

How can you remain responsible while accepting help?

Open journal: what do you want to explore or remember?



Step 8 — Love and willingness to repair

Recognize people affected and prepare to make appropriate amends.

Learn

For Step Eight, this TEF map uses love: concern for the people affected, including respect for their boundaries. Prepare a private list of your own actions and their effects, and develop willingness to repair. This is preparation, not permission to contact someone. OA names self-discipline for Step Eight; its placement differs from this common AA-oriented teaching map.

Go deeper

Preparing for amends requires attention to the people affected and the harm associated with your own actions. Keep this preparation private and consult experienced support. Becoming willing to repair does not mean that contact is appropriate now. Consider consent, safety and the possibility of further harm. A wish to relieve your guilt must not override someone else's boundary. The principle labels used by fellowships differ; let the step's purpose guide the discussion.

Fictional example

Taylor recognizes that missed commitments affected a friend. Taylor identifies the specific harm and possible repair, then consults a sponsor before deciding whether contact would be appropriate.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.

OA: Step 8 = self-discipline; Step 9 = love. Consult your fellowship literature.



Step 8 | Scenarios and practice

Preparing a repair

Situation

Taylor notices that repeatedly missing a shared task left a friend with extra work.

A possible response

Taylor identifies the specific effect and discusses possible repair with a sponsor before making contact.

Why it helps

Preparation keeps attention on the affected person rather than an immediate need for reassurance.

Your turn

What harm and boundary need careful consideration?

A no-contact boundary

Situation

Casey wants to send an apology to someone who has requested no contact.

A possible response

Casey respects the request and discusses appropriate indirect or living amends with experienced support.

Why it helps

Willingness to repair does not create permission to cross a boundary.

Your turn

What preparation can continue without contacting the person?

How can you practice this principle without pressuring yourself or another person?



Step 8 | Questions and journal

What action and effect belong on a private preparation list?

What boundary or risk needs respect?

What guidance is needed before considering contact?

Open journal: what do you want to explore or remember?



Step 9 — Discipline and responsible amends

Carry out appropriate repair without causing further harm.

Learn

For Step Nine, discipline means following through on a considered repair. An apology does not create a right to forgiveness or renewed contact. Consult experienced support about timing, safety and consequences. Do not violate a no-contact boundary, protective order or another person's wishes. Indirect or living amends may be appropriate. OA uses love for Step Nine; follow your fellowship's guidance.

Go deeper

Responsible follow-through means completing an appropriate repair while leaving the other person free to respond as they choose. Discuss safety, timing and consequences before acting. Do not breach a protective order or no-contact request. If direct contact would cause harm, explore other forms of repair with suitable guidance. An apology is not a transaction that buys forgiveness. Review whether your ongoing behavior supports the change you described.

Fictional example

Casey owes a small amount and can repay it through an agreed safe channel. Casey makes a realistic plan and follows through without demanding a reply or reconciliation.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.

OA: Step 8 = self-discipline; Step 9 = love. Consult your fellowship literature.



Step 9 | Scenarios and practice

Following through

Situation

Casey agrees on a safe way to repay a small debt.

A possible response

Casey follows the realistic schedule and communicates any difficulty through the agreed channel.

Why it helps

The action makes the repair concrete without demanding reconciliation.

Your turn

What commitment can you realistically keep?

Expecting forgiveness

Situation

After an apology, Jo feels angry that the other person wants distance.

A possible response

I can respect that distance and continue the behavior change without asking for a particular response.

Why it helps

The recipient retains control of their boundaries and choices.

Your turn

How can you measure your conduct without measuring their forgiveness?

How can you practice this principle without pressuring yourself or another person?



Step 9 | Questions and journal

What repair is specific, realistic and within your control?

What safety, consent or contact restriction applies?

How will you follow through without demanding an outcome?

Open journal: what do you want to explore or remember?



Step 10 — Perseverance and patience

Review daily conduct and correct mistakes promptly.

Learn

Perseverance is returning to the practice after an imperfect day. Step Ten brings the inventory into daily life: notice an action, its effect and a needed correction. Include helpful actions as well as difficulties. Patience means allowing learning to take time, not postponing a necessary repair. A brief regular review is more useful than an exhaustive judgment of your character.

Go deeper

A daily inventory can be brief: notice what helped, what needs correction and what support would improve tomorrow's plan. Prompt acknowledgment prevents a small mistake from becoming a prolonged defense. Keep the repair proportionate and useful. If you miss a day, resume the practice rather than turning the gap into a judgment. Repeated difficulties may call for a change in conditions or more support, not simply greater effort.

Fictional example

Riley interrupts a colleague, notices it and makes a brief correction. That evening Riley records the trigger, one helpful action and a plan to pause in the next conversation.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 10 | Scenarios and practice

A prompt correction

Situation

Riley interrupts a colleague and notices the effect.

A possible response

I interrupted you. Please finish your point; I will listen.

Why it helps

The repair is immediate, specific and proportionate.

Your turn

What correction is appropriate now?

Missing the routine

Situation

Alex misses several evening reviews and wants to abandon the practice.

A possible response

Alex chooses a shorter review after breakfast and includes one helpful action as well as one difficulty.

Why it helps

A practical adjustment supports perseverance without punishment.

Your turn

What time and length would make the practice sustainable?

How can you practice this principle without pressuring yourself or another person?



Step 10 | Questions and journal

What helped and what needs correction today?

What prompt repair is appropriate?

When and how will you repeat the daily review?

Open journal: what do you want to explore or remember?



Step 11 — Spiritual awareness

Develop a regular reflective practice consistent with your understanding.

Learn

Step Eleven invites a continuing reflective relationship with a personally understood Higher Power through prayer and meditation. This resource does not assess or rank beliefs. Make time to notice what guides your choices and translate reflection into a considerate action. You may explore uncertainty with a sponsor. A short voluntary practice can be adapted for attention, mobility or sensory needs.

Go deeper

A reflective practice can include prayer, meditation and discussion consistent with your own understanding and fellowship guidance. Choose a duration and setting that fit your access needs. Notice what arises without treating every thought or feeling as an instruction. Translate reflection into a considerate action, then review its effect. If silence, breath focus or closed eyes is uncomfortable, adapt the practice and ask for support instead of forcing it.

Fictional example

Avery sets aside two quiet minutes, notices a tendency to rush and chooses to listen before replying. Avery reviews whether the practice helped and adjusts its length rather than forcing discomfort.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 11 | Scenarios and practice

Reflection into action

Situation

Avery notices during a quiet pause that they have been rushing conversations.

A possible response

Avery decides to let the next speaker finish before preparing a reply.

Why it helps

Awareness connects the reflective practice with observable conduct.

Your turn

What considerate action could follow what you noticed?

Adapting meditation

Situation

Sam feels uncomfortable when told to close their eyes and focus on breathing.

A possible response

Sam keeps their eyes open, notices neutral objects and discusses another reflective option.

Why it helps

Choice and adaptation support participation without forcing distress.

Your turn

What adjustment would make the practice more accessible?

How can you practice this principle without pressuring yourself or another person?



Step 11 | Questions and journal

What reflective practice fits your beliefs and access needs?

What did you notice without judging it?

What action would carry that reflection into the day?

Open journal: what do you want to explore or remember?



Step 12 — Service

Share recovery experience and practice principles in daily life.

Learn

Service in Step Twelve includes carrying the recovery message and living the principles beyond meetings. Share your own experience without promising another person's outcome. Ask what help is wanted and respect a refusal. Service does not require overextending yourself, providing clinical advice outside your role or becoming another person's only support. Protect anonymity and use the fellowship's guidance.

Go deeper

Service combines usefulness, consent and a realistic commitment. Share your own experience when invited, protect anonymity and avoid promising that another person will recover in a particular way. A welcome, a practical task or accurate meeting information may be enough. Do not become someone's only support or offer expertise you do not have. Practice the same principles in ordinary commitments outside meetings, and review whether your contribution remains sustainable.

Fictional example

Chris welcomes a newcomer, explains where to find meeting information and shares a personal experience when asked. Chris avoids collecting private details and keeps the commitment within available time.

Practice

Work with the fictional example. Answer one question at a time, identify a manageable action and decide when to review it. You may pause or ask for support.

Care and choice

Writing and sharing are voluntary. Respect consent, privacy and boundaries. Agree on a suitable pace with your support person; seek professional help for needs beyond a peer's role.



Step 12 | Scenarios and practice

A useful welcome

Situation

Chris meets a newcomer who asks where to find meeting information.

A possible response

Chris shares the available information, offers a brief explanation and lets the newcomer decide what to do.

Why it helps

The help answers a request without collecting private details or taking over.

Your turn

What help has actually been requested?

Beyond capacity

Situation

Drew agrees to every request and becomes exhausted and unreliable.

A possible response

I can take one task this week. I cannot offer daily availability; let us identify other support.

Why it helps

A sustainable limit helps protect both the person offering service and the person receiving it.

Your turn

What commitment can you keep without becoming the only support?

How can you practice this principle without pressuring yourself or another person?



Step 12 | Questions and journal

What useful service has been requested or welcomed?

What boundary protects both people?

How will you practice a principle outside the meeting?

Open journal: what do you want to explore or remember?