
Life-Coherent Repair Worksheet Pack

A printable workbench for diagnosis, repair, learning, minimum harm, and non-forcing action

Purpose

This pack gathers eight practical worksheets from the Life-Knowledge Commons. They are not meant to force certainty. They are meant to help life become visible, repairable, and more coherently served.

Suggested use: Begin with the worksheet that matches the situation. There is no required order. For most situations, start with the Life-Coherence Test Worksheet, then move to the tool that best fits what becomes visible.

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Life-Coherence Test Worksheet

A Practical Tool for Asking What Serves Life

The Life-Coherence Test is a simple diagnostic tool. It helps a person, community, institution, or policymaker ask whether a situation, policy, habit, project, institution, technology, economy, treatment, or way of living is serving life or disabling it.

Central question

Does this preserve, restore, or expand life-capacity - or does it disable the conditions through which life remains livable?

When to Use This Worksheet

Use this worksheet when examining a health problem, public policy, community issue, economic decision, conflict, school, clinic or hospital, development project, climate or water issue, cultural practice, institutional failure, personal life decision, or any situation that feels confusing, harmful, captured, or falsely inevitable.

Step 1: Name the Situation

What are you examining? Examples: a health system under stress, development project, family conflict, water-quality problem, school rule, technology, financial decision, or peace process.

Situation:

Step 2: Ask What Is Being Conserved

Every system conserves something: a habit, institution, rule, identity, profit stream, fear, belief, hierarchy, practice, or way of life. What is this situation trying to keep going? Who benefits? Who is burdened? Is what is being conserved life-enabling or life-disabling?

What is being conserved?

Step 3: Ask What Life-Capacities Are Affected

Life-capacity means the ability of living beings to live, heal, learn, relate, participate, create, adapt, and flourish. Whose life-capacity is affected? What capacities are strengthened or weakened?

Life-capacities expanded:

Life-capacities contracted:

Step 4: Ask What Happens to the Life-Ground

The life-ground includes water, food, shelter, care, health, ecological integrity, safety, learning, culture, participation, and social trust. Does this strengthen or weaken the life-ground?

Life-ground protected:

Life-ground weakened:

Step 5: Ask Whether an Instrument Has Become an End

Has money become more important than provisioning, growth than flourishing, security than peace, medicine than healing, schooling than learning, law than justice, technology than wisdom, or metrics than what they were meant to measure?

What instrument may have become an end in itself?

Step 6: Ask What Is Being Made Invisible

What is being counted? What is not being counted? Whose suffering is visible or hidden? What unpaid care, ecological damage, trauma, exhaustion, loneliness, or loss is being ignored?

What is being made invisible?

Step 7: Ask About the Civil Commons

Civil commons are shared life-supporting systems: public health, education, clean water, food systems, care networks, ecological protections, democratic institutions, public knowledge, emergency response, and community trust.

Civil commons strengthened:

Civil commons weakened:

Step 8: Ask About Harm and Repair

What harm is occurring? Is the harm direct, structural, cultural, ecological, emotional, or spiritual? What can be repaired now? What must be protected first? Who must participate?

Main harms:

Possible repair:

Step 9: Ask the Minimum Harm Question

Some situations offer no perfect option. What action protects the most life-capacity now, avoids irreversible damage, preserves future repair, reduces suffering without deepening domination, and restores margin?

Minimum life-protecting action available now:

Step 10: Make a Life-Coherence Judgment

After working through the questions, choose one:

- Life-coherent - this pattern mostly protects, restores, or expands life-capacity.
- Mixed / uncertain - this pattern has both life-enabling and life-disabling effects and needs deeper inquiry.
- Life-incoherent - this pattern mostly disables life-capacity or weakens the life-ground.

Judgment:

Step 11: Name the Next Right Step

Do not try to solve everything at once. What is the next life-serving step? Who needs to be involved? What must be protected first? What small repair is possible now?

Next right step:

Summary

The situation is:

What is being conserved is:

The main life-capacity affected is:

The main life-ground issue is:

The main civil commons issue is:

The main harm is:

The possible repair is:

The next right step is:

Great Inversion Detector Worksheet

A Practical Tool for Seeing When Instruments Become Masters

The Great Inversion Detector helps identify when something created to serve life has become an end in itself.

Central question

Is life being served by this system, or is life being reorganized to serve the system?

When to Use This Worksheet

Use this worksheet when a situation appears normal, efficient, profitable, lawful, successful, necessary, or inevitable - but something about it feels life-disabling.

Step 1: Name the System or Pattern

What are you examining? Examples: a hospital protocol, school grading system, national budget, tourism development project, debt arrangement, security policy, technology platform, workplace culture, family rule, or development indicator.

System or pattern:

Step 2: Identify the Original Life-Serving Purpose

What was this system originally meant to serve? What life-need was it supposed to protect? What human or ecological capacity was it meant to support?

Original life-serving purpose:

Step 3: Identify What It Now Serves

What does the system now protect most strongly? What does it reward, prioritize, or defend even when life is harmed?

What it now serves:

Step 4: Detect the Inversion

- Money has become more important than provisioning.
- Growth has become more important than flourishing.
- Security has become more important than peace.
- Medicine has become more important than healing.
- Schooling has become more important than learning.
- Law has become more important than justice.

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- Technology has become more important than wisdom.
 - Metrics have become more important than what they measure.
 - Institutional survival has become more important than public purpose.
 - Efficiency has become more important than care.
 - Expertise has become more important than lived reality.
 - Reputation has become more important than truth.
 - Control has become more important than trust.
 - Profit has become more important than life-capacity.
 - Procedure has become more important than repair.

Other inversion:

Step 5: Ask Who Benefits and Who Bears the Cost

Inversions often transfer benefit upward and burden downward. Who gains money, status, power, security, convenience, or control? Who becomes more exhausted, indebted, excluded, sick, silenced, unsafe, or invisible?

Who benefits?

Who bears the cost?

Step 6: Ask What Becomes Invisible

What is no longer seen, counted, or treated as relevant? What care, repair, ecological damage, trauma, exhaustion, grief, or relational harm is being ignored?

What becomes invisible?

Step 7: Ask What Life-Capacity Is Being Sacrificed

What capacities are being reduced: health, trust, learning, care, ecological resilience, democratic participation, meaning, belonging, time, rest, or future possibility?

Life-capacity being sacrificed:

Step 8: Ask What Would Return the Instrument to Life

The aim is not always to destroy the instrument. Often the task is to return it to proper service. What would proper life-serving use look like?

What would proper life-serving use look like?

Step 9: Identify the Smallest Reversal

What is one small change that would begin reversing the inversion? What question, measure, rule, voice, harm, hidden cost, or life-need could be addressed first?

Smallest life-serving reversal:

Step 10: Make the Inversion Diagnosis

No major inversion detected - the system still mostly serves its life-serving purpose.

Partial inversion detected - the system still serves life in some ways, but has begun serving its own logic.

Major inversion detected - life is being reorganized to serve the system.

Severe inversion detected - the system is actively sacrificing life-capacity while appearing necessary, successful, lawful, profitable, efficient, or inevitable.

Diagnosis:

Summary

The system or pattern is:

It was meant to serve:

It now appears to serve:

The main inversion is:

The life-capacity being sacrificed is:

The smallest reversal is:

Viability Grammar Worksheet

A Practical Tool for Diagnosing a Living Field Under Constraint

The Viability Grammar Worksheet helps examine a living situation as a field of relations. It can be used in medicine, public health, governance, economics, peacebuilding, ecology, education, institutional repair, personal life, or community decision-making.

Central question

What is happening in this living field, and what life-serving action remains possible?

When to Use This Worksheet

Use this worksheet when a situation feels stuck, confusing, fragile, polarized, exhausted, captured, over-controlled, under-supported, resistant to change, full of symptoms but unclear causes, harmful but difficult to interrupt, or in need of repair without forcing.

Step 1: Name the Living Field

What situation are you examining? Examples: a patient who cannot recover, a household under stress, clinic under pressure, community conflict, school system, public policy, water crisis, debt-dependent economy, peace process, climate adaptation plan, or institution that has lost trust.

Living field:

Step 2: What Is Being Conserved?

Every living system conserves something: a pattern, habit, identity, institution, belief, fear, role, incentive, relationship, metric, trauma, or way of life. Is the conserved pattern life-enabling or life-disabling?

What is being conserved?

Is this conservation life-enabling, life-disabling, or mixed?

Step 3: What Constraints Are Shaping the Field?

Constraints may be biological, ecological, emotional, economic, historical, institutional, legal, technological, cultural, spiritual, or political. Which constraints protect life, and which suffocate life?

Main constraints:

Protective constraints:

Life-disabling constraints:

Step 4: What Margin Remains?

Margin is the space available for rest, repair, learning, adaptation, choice, and recovery. Where is there still room to move? Where has margin disappeared?

Where margin remains:

Where margin has collapsed:

What could restore margin?

Step 5: What Disturbances Are Active?

Disturbances are shocks, symptoms, pressures, conflicts, signals, crises, losses, or disruptions that reveal the state of the field.

Active disturbances:

What the disturbance reveals:

Step 6: What Present Structure Is Responding?

A system responds according to its present structure. What history, incentives, emotion, institutional design, physiology, or memory is shaping the response?

Present structure responding:

What this structure makes possible:

What this structure prevents:

Step 7: What Is Being Perceived, and What Is Being Missed?

Some things become visible. Others disappear. What is being noticed, counted, felt, ignored, normalized, included, or excluded?

What is being perceived:

What is being missed or made invisible:

Step 8: What Regulates the Field?

Regulation may include physiology, care, trust, law, public health, ecological feedback, democratic accountability, ritual, dialogue, education, or institutional learning.

Current forms of regulation:

Where regulation is failing:

What could restore regulation:

Step 9: What Options or Possible Doings Remain?

Diagnosis must return to possible action. What can still be done, by whom, under these constraints, with the margin available?

Possible actions now:

Actions that should not be forced now:

Smallest life-serving action:

Step 10: Name the Field Pattern

- Coherent and adaptive
- Stressed but repairable
- Brittle and losing margin
- Captured by an inverted instrument
- Overwhelmed by disturbance
- Under-regulated
- Over-controlled
- Life-disabling but normalized
- Mixed / uncertain

Field pattern diagnosis:

Step 11: Name the Next Life-Serving Move

Do not try to solve the whole field at once. What must be protected first? What margin must be restored? What disturbance must be listened to? What structure must be changed? Who must be included?

Next life-serving move:

Summary

The living field is:

What is being conserved is:

The main constraints are:

The remaining margin is:

The active disturbance is:

The present structure responding is:

What is being missed is:

The regulation issue is:

The possible doing is:

The next life-serving move is:

Civil Commons Checklist Worksheet

A Practical Tool for Assessing Shared Life-Support Systems

The Civil Commons Checklist helps identify whether the shared systems that protect and develop life-capacity are being strengthened or weakened.

Central question

Are the shared conditions of life being protected, or are they being consumed?

When to Use This Worksheet

Use this worksheet when examining a community, school, clinic or hospital, public policy, national budget, development project, water or food system, health system, climate adaptation plan, economic reform, peace process, island or regional resilience plan, or situation where public goods are being neglected, privatized, captured, or degraded.

Step 1: Name the Community or System

What are you assessing? Examples: a village, country, hospital, school system, water system, public health system, coastal community, small island state, regional programme, or development project.

Community or system:

Step 2: Identify the Civil Commons Present

- Clean water
- Sanitation
- Food security
- Public health
- Healthcare
- Education
- Housing
- Ecological protection
- Coastal and marine protection
- Emergency response
- Social protection
- Care for children
- Care for elders
- Care for vulnerable persons
- Public knowledge
- Libraries and learning spaces

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- Democratic participation
 - Fair law and accountability
 - Community trust
 - Cultural memory
 - Local agriculture
 - Fisheries
 - Energy security
 - Disaster preparedness
 - Public transportation
 - Safe public spaces

Other:

Step 3: Assess What Is Strong

Which civil commons are currently working well? What can people rely on? What protects life quietly? What institutions still carry trust?

Civil commons that are strong:

Step 4: Assess What Is Weakening

Which civil commons are fragile, neglected, underfunded, captured, privatized, corrupted, or overloaded? Where is access harder or trust declining?

Civil commons that are weakening:

Step 5: Identify Capture or Privatization

Is a public good being turned into a profit stream? Is access dependent on ability to pay? Is decision-making captured by narrow interests?

Signs of capture or privatization:

Step 6: Identify Exclusion

Civil commons are life-serving only if people can actually access them. Who is excluded, underserved, not heard, or treated as invisible?

Groups or beings excluded or underserved:

Step 7: Identify Ecological Dependence

Every civil commons depends on ecological life-support. What systems support this commons: water, soil, forests, reefs, beaches, biodiversity, climate stability?

Ecological supports required:

Ecological supports under stress:

Step 8: Identify the Most Urgent Commons to Protect

Which civil commons must be protected first? Which failure would create the greatest harm? Which is close to collapse?

Most urgent commons to protect:

Step 9: Identify the Most Powerful Commons to Restore

Which commons, if strengthened, would expand life-capacity most broadly?

Commons whose restoration would create broad benefit:

Step 10: Ask Who Must Participate

Who uses this commons? Who depends on it most? Who has lived knowledge of its failure? Who has authority? Who has been excluded?

People or groups who must participate:

Step 11: Name the Next Life-Serving Repair

What can be done now? What must be protected immediately? What small repair is possible?

Next life-serving repair:

Summary

The civil commons being assessed are:

The strongest commons are:

The weakest commons are:

The main sign of capture or exclusion is:

The ecological support under stress is:

The most urgent commons to protect is:

The most powerful commons to restore is:

The people who must participate are:

The next repair is:

Field Cycle of Repair Worksheet

A Practical Tool for Moving from Diagnosis to Repair

The Field Cycle of Repair helps move from seeing life-disablement to participating in life-coherent repair. It is not a rigid formula. It is a cycle of attention and action.

Central question

How do we move from noticing harm to protecting, restoring, and redesigning the conditions of life?

The seven movements are: See. Name. Protect. Restore. Redesign. Participate. Learn.

When to Use This Worksheet

Use this worksheet when a situation needs repair but the next step is unclear: health issues, family or community conflict, public policy, school or clinic problems, damaged civil commons, water/food/climate issues, institutional failure, peace processes, development projects, workplace culture, personal life, or fields where harm is visible but repair feels difficult.

Step 1: See

Begin by noticing what is happening to life. Do not rush to explanation. What is being harmed? Who or what is suffering? What life-capacity is contracting?

What do you see happening?

Whose life-capacity is affected?

Step 2: Name

Give accurate language to the pattern. Naming is not blaming. Naming makes the field visible enough for repair.

What is the most accurate name for the pattern?

What words should be avoided because they hide or distort the harm?

Step 3: Protect

Before redesigning anything, protect what is vulnerable and life-enabling. Who or what is most at risk? What must not be lost?

What must be protected first?

What immediate protective action is possible?

Step 4: Restore

Repair what has already been damaged. What capacity has been reduced? What trust has been broken? What body, community, institution, ecosystem, memory, or relationship needs repair?

What has been damaged?

What restoration is needed?

Step 5: Redesign

Change the conditions that keep reproducing harm. What structure, rule, incentive, habit, metric, institution, budget, narrative, or power relation needs to change?

What condition is reproducing the harm?

What redesign would reduce recurrence?

Step 6: Participate

Repair must include those whose lives are affected. Who has been spoken about but not heard? Who carries lived knowledge? Who must help define repair?

Who must participate?

How can participation be made safe and meaningful?

Step 7: Learn

Let feedback from life correct the process. What changed? What improved life-capacity? What created unintended harm? What should be revised?

What feedback will show whether repair is working?

How will the action be revised if life-capacity does not improve?

Step 8: Identify the Repair Cycle Stage

- We are still learning to see the harm.
- We need better language to name the pattern.
- Immediate protection is needed.
- Restoration is needed.
- Redesign is needed to prevent recurrence.
- Participation is missing or unsafe.
- Feedback and learning are weak.
- The cycle is already moving, but needs strengthening.

Current stage of the field:

Step 9: Name the Next Repair Move

Next repair move:

Step 10: Minimum Sufficient Repair

Sometimes the whole field cannot yet be transformed. What is the smallest repair that would reduce harm, restore margin, prevent irreversible damage, and keep future repair possible?

Minimum sufficient repair now:

Summary

What we see is:

The pattern can be named as:

What must be protected first is:

What needs restoration is:

What needs redesign is:

Who must participate is:

What feedback matters is:

The next repair move is:

Life-Coherent Dashboard Worksheet

A Practical Tool for Tracking Whether Life-Capacity Is Expanding or Contracting

The Life-Coherent Dashboard Worksheet helps identify what should be observed, measured, listened to, and learned from if we want to know whether life is becoming more livable. A dashboard should not replace lived experience, reduce life to numbers, or become another instrument of control.

Central question

What signs would tell us whether life-capacity is expanding or contracting?

When to Use This Worksheet

Use this worksheet when designing or evaluating public policy, a health programme, community repair effort, climate adaptation plan, water or food security project, hospital or clinic initiative, school, peacebuilding process, economic development strategy, civil commons initiative, Caribbean / SIDS resilience plan, household repair process, or long-term transformation effort.

Step 1: Name the Field Being Tracked

What field, project, system, or situation needs a dashboard?

Field being tracked:

Step 2: Name the Life-Capacity Question

What capacities should be expanding? What forms of suffering should decrease? What forms of participation should increase?

Main life-capacity question:

Step 3: Basic Life-Necessities

Consider food, water, shelter, sanitation, energy, healthcare, safety, and basic material sufficiency.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 4: Health and Healing

Consider physical health, mental health, public health, prevention, care access, health system resilience, healing conditions, health worker wellbeing, and climate-sensitive risks.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 5: Learning and Development

Consider child development, education, cultural learning, skills, wisdom, meaningful knowledge, creative capacity, youth futures, and lifelong learning.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 6: Civil Commons Strength

Consider public health, education, water systems, care systems, ecological protections, emergency response, democratic institutions, public knowledge, social protection, and trust.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 7: Ecological Life-Ground

Consider air, water, soil, climate, biodiversity, coastal systems, waste cycles, pollution, watersheds, reefs, and regenerative capacity.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 8: Relational and Cultural Life

Consider family, community, trust, belonging, cultural memory, spirituality, language, legitimate coexistence, social cohesion, trauma repair, and shared meaning.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 9: Economic Life-Capacity

Consider livelihood, debt burden, food security, housing security, dignified work, care work, local provisioning, time poverty, income sufficiency, economic dependency, and access to life-means.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 10: Democratic Participation and Trust

Consider voice, transparency, accountability, public trust, inclusion, fair process, participatory decision-making, access to information, responsiveness, and protection from domination.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 11: Future Viability

Consider resilience, preparedness, repair investment, intergenerational justice, disaster readiness, ecological restoration, maintenance, long-term care, future generations, and preservation of margin.

What should be tracked?

Possible indicators:

What lived experience should be listened to?

Step 12: Identify Leading and Lagging Signals

Some indicators tell us what has already happened. Others warn us early. What signs appear before breakdown? What signs show repair beginning?

Lagging indicators:

Early warning signals:

Signs of repair:

Step 13: Avoid Dashboard Capture

Could these indicators become targets that distort behavior? What might be gamed? Whose experience is missing? What qualitative listening must accompany the numbers?

Risks of dashboard capture:

Safeguards against capture:

Step 14: Choose a Minimum Viable Dashboard

Do not track everything. Choose a small set of five to ten signals that best show whether life-capacity is expanding or contracting.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Step 15: Decide How Learning Will Happen

Who will review the dashboard? How often? With whom? What will happen when indicators worsen or when lived experience contradicts the numbers?

Who participates in review?

How often will the dashboard be reviewed?

How will learning lead to repair?

Summary

The field being tracked is:

The main life-capacity question is:

The most important dashboard domains are:

The strongest indicators are:

The early warning signals are:

The signs of repair are:

The risk of dashboard capture is:

The minimum viable dashboard includes:

The next learning step is:

Minimum Harm Question Worksheet

A Practical Tool for Acting Under Tragic Constraint

The Minimum Harm Question helps when no available option is pure. It is not meant to justify harm. It is meant to prevent greater harm when the field is already constrained.

Central question

What action protects the most life-capacity now while preserving future possibilities for repair?

When to Use This Worksheet

Use this worksheet when every option has costs, delay may cause harm, action or inaction may cause harm, vulnerable people are at risk, emergency decisions are required, a policy tradeoff is unavoidable, resources are limited, or no option satisfies all legitimate claims.

Step 1: Name the Decision

What decision must be made?

Decision:

Step 2: Name the Constraint

What makes the decision difficult? What is limited - time, money, trust, knowledge, safety, capacity, political space, authority, consent, ecological margin, or medical options?

Main constraint:

Step 3: Name the Available Options

List the real options available now. Do not list ideal options unless they are actually possible.

Option 1:

Option 2:

Option 3:

Other options:

Step 4: Identify Who or What Is Affected

Who is most vulnerable? Who bears the greatest risk? What communities, ecosystems, institutions, or future generations are affected?

Affected persons, groups, or living systems:

Step 5: Identify the Harms of Each Option

For each option, ask what harm it might cause, who bears it, whether it is reversible or long-lasting, and whether it falls on the already vulnerable.

Harms of Option 1:

Harms of Option 2:

Harms of Option 3:

Step 6: Identify the Life-Capacity Protected by Each Option

What life-capacity does each option protect: health, safety, dignity, trust, learning, care, ecology, participation, future possibility, or civil commons?

Life-capacity protected by Option 1:

Life-capacity protected by Option 2:

Life-capacity protected by Option 3:

Step 7: Identify Irreversible Damage

Could any option cause death, permanent injury, ecological loss, cultural erasure, institutional collapse, loss of trust, displacement, trauma, or destruction of future options?

Possible irreversible harms:

Step 8: Identify the Vulnerable

Which option best protects those with least power, least margin, or greatest exposure?

Most vulnerable affected:

Option that best protects them:

Step 9: Preserve Future Repair

Which option keeps future repair possible? Which option closes the field, destroys trust, or makes later reconciliation, healing, restoration, or redesign harder?

Option that preserves future repair:

Option that endangers future repair:

Step 10: Avoid Emergency Becoming Permanent

Could this action normalize domination, exclusion, surveillance, deprivation, emergency rule, or suspension of participation? What safeguards are needed?

Risk of emergency becoming permanent:

Safeguards needed:

Step 11: Ask the Minimum Harm Question

Which option protects the most life-capacity, avoids irreversible harm, protects the vulnerable, preserves future repair, causes the least domination, and can be revised as new information appears?

Minimum harm option:

Step 12: Name the Conditions for Ethical Action

If this option is chosen, what must accompany it: transparency, participation, time limits, monitoring, accountability, compensation, repair plan, appeal, reassessment, protection, public explanation, feedback?

Conditions required:

Step 13: Decide What Must Be Monitored

How will we know if this action is causing more harm than expected? What early warning signs should be watched? Who will report harm? When will the decision be revisited?

Signals to monitor:

When to revisit the decision:

Step 14: Name the Repair Obligation

Even minimum harm may still cause harm. What repair will be owed? Who will need support? What damage must be acknowledged? How will trust be rebuilt?

Repair obligation:

Summary

The decision is:

The main constraint is:

The most vulnerable are:

The main irreversible harm to avoid is:

The option that preserves future repair is:

The minimum harm option is:

The safeguards required are:

The repair obligation is:

Non-Forcing Action Check Worksheet

A Practical Tool for Acting Without Forcing the Field

The Non-Forcing Action Check helps distinguish repair from control. Non-forcing action does not mean doing nothing. It means acting with the living structure of the field rather than against it.

Central question

What action supports repair without forcing the field beyond its capacity?

When to Use This Worksheet

Use this worksheet when action is needed but forcing may create harm: when trust is low, resistance is high, people feel humiliated or unheard, institutions want quick compliance, repair is fragile, patients/families/communities are not ready, policies may be correct but socially rejected, or interventions risk being imposed from outside.

Step 1: Name the Action Being Considered

What action are you considering?

Proposed action:

Step 2: Name the Field

What living field will this action enter - body, person, family, community, institution, ecosystem, culture, economy, or conflict?

Living field affected:

Step 3: Ask Whether the Field Has Enough Margin

Does the field have enough capacity to receive this action? Is there time, trust, energy, attention, safety, or support?

Available margin:

Where margin is missing:

Step 4: Ask Whether Trust Is Present

Who trusts whom? What history affects trust? Has harm been acknowledged? What would make the action safer to receive?

Trust present:

Trust missing or damaged:

Step 5: Ask Whether the Action Is With or Upon

Acting with supports participation. Acting upon imposes control. Who helped define the problem and design the action? Who carries the consequences?

How this action is with the field:

How this action may be upon the field:

Step 6: Ask What the Action Is Trying to Conserve

Does this action conserve life-capacity, trust, institutional control, reputation, speed, a metric, comfort for power, or a life-disabling pattern?

What the action is trying to conserve:

Step 7: Ask Whether Timing Is Right

Is the field ready? Is more listening needed? Is protection or restoration needed first? Would waiting increase harm? Would acting now increase resistance or collapse?

Why the timing may be right:

Why the timing may be premature:

Step 8: Ask What Resistance Is Saying

Resistance is not always refusal. What is it protecting - dignity, identity, safety, memory, livelihood, trust, or autonomy? What should be learned from it?

What resistance may be saying:

Step 9: Ask What Harm Forcing Could Create

Could this action create humiliation, reduce trust, silence affected people, increase dependency, provoke backlash, collapse margin, or make future repair harder?

Possible harms of forcing:

Step 10: Identify the Non-Forcing Alternative

What smaller action would support repair? What protective action, conversation, listening, support, invitation, or condition is needed now?

Non-forcing alternative:

Step 11: Name the Smallest Supportive Action

What is the smallest action that would help life move toward coherence?

Smallest supportive action:

Step 12: Decide Whether to Act, Wait, Protect, or Listen

- Act now. The field has enough margin and the action is life-supporting.
- Protect first. Something vulnerable must be safeguarded before further action.
- Listen first. The field has not been understood well enough.
- Restore margin first. The field is too exhausted or brittle.
- Redesign the action. The proposed action risks forcing or harm.
- Do not proceed. The action would deepen life-disablement.

Chosen posture:

Step 13: Build in Feedback

Non-forcing action remains responsive. How will we know whether the action is helping? Who will give feedback? What signs would show harm or repair?

Feedback signals:

How the action will be revised:

Summary

The proposed action is:

The field affected is:

The available margin is:

The trust issue is:

The risk of forcing is:

Resistance may be saying:

The non-forcing alternative is:

The smallest supportive action is:

The chosen posture is:

Closing Note

This worksheet pack is a practical companion to the Life-Knowledge Commons. Its guiding question remains: What must be protected, restored, or redesigned so that life can remain livable?