PROVIDERS



WORKSHEET 2

Creating culturally safe support plans

PURPOSE:

This worksheet helps providers think through support planning, with a focus on cultural safety and youth strengths, and centers on youth choices.

PART 1

WHAT I KNOW ABOUT THIS YOUTH (STRENGTHS-BASED)

What are some strengths, supports, or protective factors I've noticed? You might also consider: Where do they demonstrate agency? Who or what seems to anchor them? (Example: Strong connection to siblings or family; creative expression through art or music; leadership among peers; consistent attendance; cultural pride; sense of humour; resilience in navigating systems.)

What are some things that seem important to this youth? You might reflect on: What lights them up? What do they protect or prioritize? (Example: Staying connected to community; maintaining privacy; independence; cultural identity; finishing school; supporting family; avoiding certain spaces or people.)

PART 2

WHAT THE YOUTH HAS SHARED

Without interpretation or labels, what has the youth expressed about what they're carrying or what they need? Reminder: Avoid translating their words into diagnoses or assumptions. Stay close to their language and meaning. (Example: "I'm tired of repeating my story." "I don't feel safe there." "I just need someone to listen." "I want to handle this myself.")

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PART 3

SUPPORT OPTIONS

Possible supports I could offer (not require):

- ☐ One-to-one check-ins
- ☐ Peer or group support
- ☐ Cultural or community-based supports
- ☐ External services or referrals
- ☐ Other *
- ☐ Practical or system navigation support

*(Examples: Offering to connect with an Elder or Knowledge Keeper; walking alongside them to access housing services; helping draft an email; identifying a culturally grounded youth group.)

How can I present these options with youth choice in mind?

Consider: Am I offering, or am I directing? Is my tone collaborative?
(Example: "Would you like to explore any of these options?" "You're in control of what feels right." "We can try something and adjust if it doesn't feel helpful.")

PART 4

YOUTH AUTONOMY AND CONSENT

How will I ensure the youth:

Understand their options? (Example: Explaining clearly what each support involves; checking for understanding; avoiding jargon; asking them to reflect on what they heard.)

Feel no pressure to choose? (Example: Stating explicitly that saying "no" is okay; offering time to think; avoiding urgency unless safety requires it.)

Know they can change their mind? (Example: Letting them know supports are flexible; reminding them they can revisit decisions; normalizing shifts in needs.)