PROVIDERS

WORKSHEET 1
Relational check-in and reflection

PURPOSE:

This worksheet supports reflective practice by helping providers notice how they show up in relationships with Indigenous youth, without judgment or self-assessment.

PART 1 PAUSING BEFORE THE WORK

Before engaging with youth today, take a moment to reflect. Recognize your current feelings to help you connect authentically. Right now, I am bringing:

- ☐ ENERGY
- ☐ FATIGUE
- ☐ CURIOSITY
- ☐ DISTRACTION
- ☐ DISTRACTION
- ☐ CARE
- ☐ UNCERTAINTY

WHAT IS ONE WORD THAT DESCRIBES HOW I'M FEELING IN MY ROLE TODAY?

Asking yourself this can build confidence in your self-awareness. **You might ask:** Is anything outside of work affecting how I'm showing up today? What do I need to stay present? (Example: "Grounded," "Overextended," "Open," "Preoccupied," "Hopeful.")

PART 2 NOTICING THE RELATIONSHIP

Think about a recent interaction with an Indigenous youth. What subtle cues or unspoken messages stood out to you? (Example: A moment of laughter, silence, hesitation, trust-building, or resistance. Did something shift in the room?)

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PART 2 NOTICING THE RELATIONSHIP

What felt supportive or connecting? (Example: Offering choice, listening without interrupting, validating their experience, sharing a small part of yourself, allowing silence.)

Was there anything I wish I had approached differently? Reflecting on this can help you feel more empowered. You might ask yourself: What was happening beneath the surface? How did I respond to what wasn't said? (Example: I may have spoken too quickly. I may have focused on solving instead of listening. I may not have fully acknowledged something they shared.)

PART 3 POWER AND POSITION

My role gives me certain forms of power. How might my understanding of my authority influence my interactions? Reflect on: How might youth perceive my authority? What biases may be in the interaction? (Example: As a gatekeeper to resources, as an evaluator, as someone representing an institution, as a trusted adult.

What steps do I take to share power, invite choice, or centre youth voice? Where can I step back? Where can I make space? (Example: Offering options instead of directives, asking what they want from the conversation, co-creating goals, and being transparent about processes.)