



# StreetWorks Toolkit

## Resources: *Barriers*

In Classroom 101, we discussed some of the barriers that prevent youth from meeting their needs. Use this activity to identify barriers specific to your community and the youth that you serve at your agency.

### How to use this activity:

The activities in the StreetWorks Toolkit are meant to support you to apply what you have learned in the Classroom 101 in context at your agency. There are many ways that this activity may be helpful. Choose the option that makes the most sense for you in your context.

#### Option 1 Individual Reflection:

How many of these questions can you answer on your own?

#### Option 2 Paired Reflection:

Bring these questions to a peer or your supervisor. Reflect together and see how many answers you can provide.

#### Option 3 Team Discussion:

Use these questions as a part of a team or community meeting to discuss as a group.

#### Option 4 Client Discussion:

Use these questions to spark conversation in a meeting with a client. *If you are going to use this tool with clients, make sure their participation is an option and not an expectation. Make sure that any notes you take respect the client's confidentiality and do not mention the client's name or identifying information.*

To the extent you feel comfortable, we invite you to share feedback or questions on these activities so that we can better fit these tools to your role and your community.

Feel free to reach out to [streetworkstraining@lssmn.org](mailto:streetworkstraining@lssmn.org) or [james.scott@lssmn.org](mailto:james.scott@lssmn.org) for questions or to reflect on this activity, and we encourage you to share any or all of your results with StreetWorks.

1. Identify five resources that a youth experiencing homelessness needs that they can only access if they identify as "homeless."

OR

Identify five resources that a youth experiencing exploitation needs that they can only access if they identify as "having experienced exploitation or trafficking."

2. Identify five resources that youth ask for and that your agency provides that youth have been turned down for because your agency lacks the funding, time, or support to provide it.
3. Identify five ways that youth are hurt by systems (for example: service providers, schools, law enforcement, child welfare) when they attempt to ask for help meeting their needs.
4. Identify an example where a worker or system has claimed to be able to help but failed to help in the way they have promised.
5. Give an example of a system or resource that a youth needs or wants but is confusing or complicated for a youth person to use without help. Why do you think this system is set up this way?
6. Give an example of a system or resource that a youth needs or wants but does not fit them (for example: staff do not reflect client's identity, services are not provided in a language the client speaks, services do not reflect how a client expresses their culture, etc.)

## Now what?

- The information you gather in this activity will form the basis of your discussion in Classroom 201, so be prepared to have your notes available during that phase of the training.
- When, where and how have the barriers discussed in this activity appeared in conversations or interactions with your peers, partners or clients?
- Can you identify one (or more) barrier that you or your agency can minimize? Reflect on one or more actions you can take to minimize that barrier.