

Equity Monopoly

Notes and Procedures

I. Monopoly Equity Overview and Preparation

- a. Objectives
 - i. Explore social determinants of equity in a safe and supportive learning environment
 - ii. Provide staff an opportunity to discuss equity topics that may be difficult and sensitive to discuss using the monopoly game as a metaphor
 - iii. Apply lessons from the activity and readings to our work in public health
- b. Preparation
 - i. Two experienced facilitators to lead and debrief the group
 - ii. Beg, borrow, or steal complete monopoly games for use in the activity
 1. One monopoly game for every group of staff members
 - iii. Each group should have between 4 and 6 staff by the end of the game
 - iv. Supplies
 1. Large Post-It easel pad
 2. Permanent markers
 - v. Invite to group should be sent at least three weeks in advance
 1. Plan for a two hour activity
 2. Sample invite language

To advance our collective understanding of health equity, the PPHD Health Equity Committee will host Equity Monopoly, a development program for staff interested in exploring topics related to health equity in a safe and supportive learning environment. Staff are encouraged to read “When the Rules Are Fair, But the Game Isn’t” (Multicultural Education, v13 n1 p14 Fall 2005) prior to arriving. While completing the reading in advance of the meeting would be ideal, it is not required. Get ready to stock up on your favorite properties!

Get supervisor approval to attend to ensure there is sufficient coverage for programs. All staff who participate in the meetings will receive an extra point toward their Super Health Emergency Response Operatives (HERO) training score; you will not receive a stamp for this activity. RSVP by accepting this invite. I hope you will join us!

3. Design and share activity flyer
4. Attach assigned reading “When the Rules are Fair but the Game is Not”
- vi. Schedule professional support for staff triggered by the activity themes or discussion
 1. Develop a procedure for providing assistance to anyone who exhibits distress or gets emotional during the activity or debrief

II. Procedure

- a. Setup monopoly games at tables capable of fitting up to six people so the game is ready to be played
 - i. Count out the player money allocations according to the game rules

- ii. Make sure player money stacks are counted for up to six people per table before play begins
- b. There are two groups that will play
 - i. The first group will be asked to arrive at 1:30pm
 - ii. The second group will be told to arrive at 2:00pm
 - iii. When they arrive, ask that everyone sign-in
- c. Procedure for the first group
 - i. Welcome and Instructions
 - 1. Thank them for playing and ask them to sit wherever they want
 - 2. Allow max of two staff members to sit at each table
 - 3. Provide an overview of monopoly rules so everyone understands the set of rules to be played
 - a. The goal is to own the most properties and end the game with the most money
 - b. Taxes, penalties, payments go to the bank
 - c. Landing on free parking does not provide any payout to the player
 - d. Clarify any other rules that players have
 - i. Goal is that every table is consistent
 - e. Do not share that a second group will join them later
 - 4. Ask if they have any quick questions
 - ii. Allow them to play for exactly 30 minutes
 - iii. During game play, note comments made by players and energy in the room
 - 1. Facilitators should be walking around to answer questions
- d. Procedure for the second group
 - i. The first group should still be playing
 - ii. Directions
 - 1. As the new players arrive, tell the players to sign in and have them stand against a wall and watch
 - 2. Do not allow them to sit at the tables with games
 - a. Ask them to stand with the other second group players until ready
 - b. After all the second group players arrive and they all have a few minutes to watch the first group playing, ask the first group to pause for a quick announcement
 - i. Thank them for playing again
 - ii. Share that a second group of players will join their tables
 - iii. The second group will be allowed to play for an additional 30 minutes
 - iv. After 30 minutes of play, the entire group will debrief to talk about the experience
 - c. Assign second group players to the game tables
 - i. Second group

1. Do not provide instructions on the rules
 - a. Simply tell the players it is time for them to join
2. Do not allow them to select their seats
3. Do not answer questions
 - a. Simply reiterate they only have 30 minutes to play
- ii. Make sure the groups have at least 4 players but do not exceed 6 players per table
 1. 5 players per table is the ideal
- iii. During game play, note comments and body language of all players and note any changes in the energy in the room
 1. Facilitators should walk the room to answer questions using the rules given to the first group
- e. Debrief
 - i. In preparation, place a few large post-it notes on a wall and label one Group 1 and the other Group 2 (be prepared to use additional post-it notes if needed)
 - ii. After the second 30 minute session, ask the entire group to stop playing
 - iii. Before doing anything else, thank everyone for their participation
 - iv. Selection of potential questions
 1. For the players who started the game at 1:30pm, how did it feel to play the game (one word or brief phrase)? Record on the post-it for Group 1.
 2. For the players who started the game at 2pm, how did it feel to play the game (one word or brief phrase)? Record on the post-it for Group 2.
 3. For the early players, what did you think when the new players arrived?
 4. For the players that started later, how did it feel to buy your first property?
 5. Review the emotions expressed by players on the post-its
 - a. Ask a few players to share more about their reported feelings
 6. Does playing Monopoly this way raise any thoughts about the community we serve?
 7. In what way does Equity Monopoly serve as a metaphor for equity of opportunity in the community we serve?
 - a. Prepare for a possible Have v. have nots discussion
 8. In what way does Equity Monopoly serve as a metaphor for equity in the history of our nation?
 - a. Prepare for a discussion on the institution of slavery denying participation in economic opportunities
 9. How would Equity Monopoly need to be changed to make it more equitable for all players regardless of when they started playing?
 10. How do the potential changes to Equity Monopoly translate into potential changes needed to address inequities in our community and nation?

11. Return to post it notes and ask the group if they see any trends in the Group emotions?
 12. What are some examples of emotions or sentiments shared by those we serve in our public health roles when delivering services?
 13. Is there any alignment with those sentiments and the emotions expressed by the groups?
 14. If there are any parallels, what can we do in our public health roles to acknowledge those sentiments?
 15. What else we can do in our public health roles to resolve the inequities facing individuals in our community?
- v. In closing
1. Restate the metaphor as a tool to reflect on impact of systemic failures to provide equitable access to opportunity
 2. Reiterate the impact that being denied full participation in our economy has on individuals, their prosperity, outlook, and health
 3. After the training, ask everyone to reflect on how public health programs can work to facilitate systemic change in their program area that will provide everyone a fair chance to thrive
 4. End with the thought that our current work is important and impactful and that we need to continue offering services with the highest quality with the lessons of Equity Monopoly in mind (i.e. don't let everyone leave on a negative note!)
 5. Thank everyone again for the participation
- f. Evaluation
- i. Provide everyone an activity evaluation form when they arrive and ask they complete by the end of the day (best if they do it before leaving)

Equity Monopoly Feedback Form					
	Disagree				Agree
1. My understanding of health equity improved as a result of this activity:	1	2	3	4	5
2. This activity was meaningful to me:	1	2	3	4	5
3. I am likely to participate in other Health Equity Committee trainings and events	1	2	3	4	5
Please include any feedback you have for future events or initiatives for the Health Equity committee					

- ii. Provide an anonymous dropbox for individuals who need more time to process the experience