# USE OF A DISCUSSION PROVOKING BOARD GAME FOR REVEALING PRIVILEGE

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## INTRODUCTION

Privilege is an unearned advantage that a dominant group has over marginalized groups. We as physicians, faculty, and developing medical professionals must realize that we have been given advantages due to our privilege.

#### HYPOTHESIS

We hypothesize that game-based simulations can be used to drive sensitive social discussions and create experiences for players to view how social injustices give some people privilege over others.

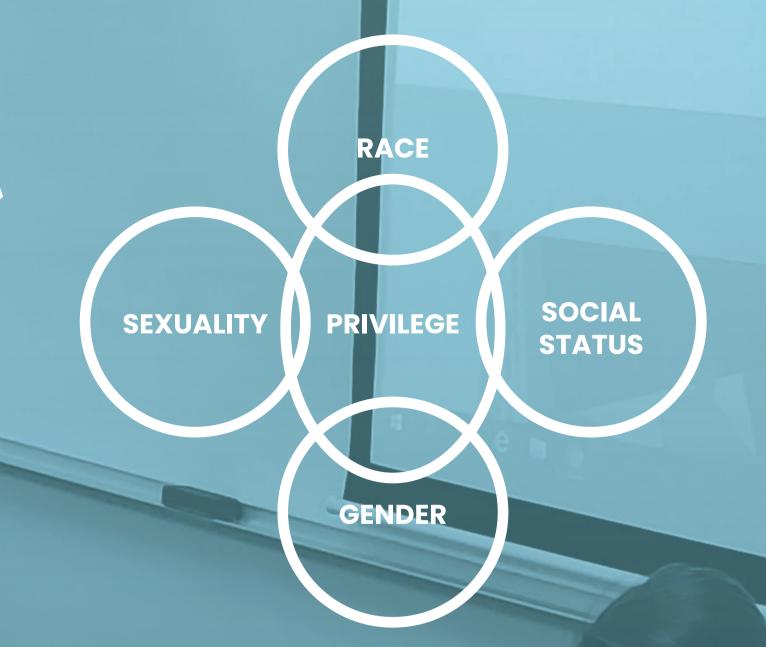
# BACKGROUND

When considering another's plight, one must acknowledge one's own inherent privileges and put them aside to gain a better understanding of the other person, especially in the field of medicine. During the wake of the racially charged social unrest experienced in recent years, we sought to find a platform for openly discussing privilege with students, faculty and staff in our medical school.

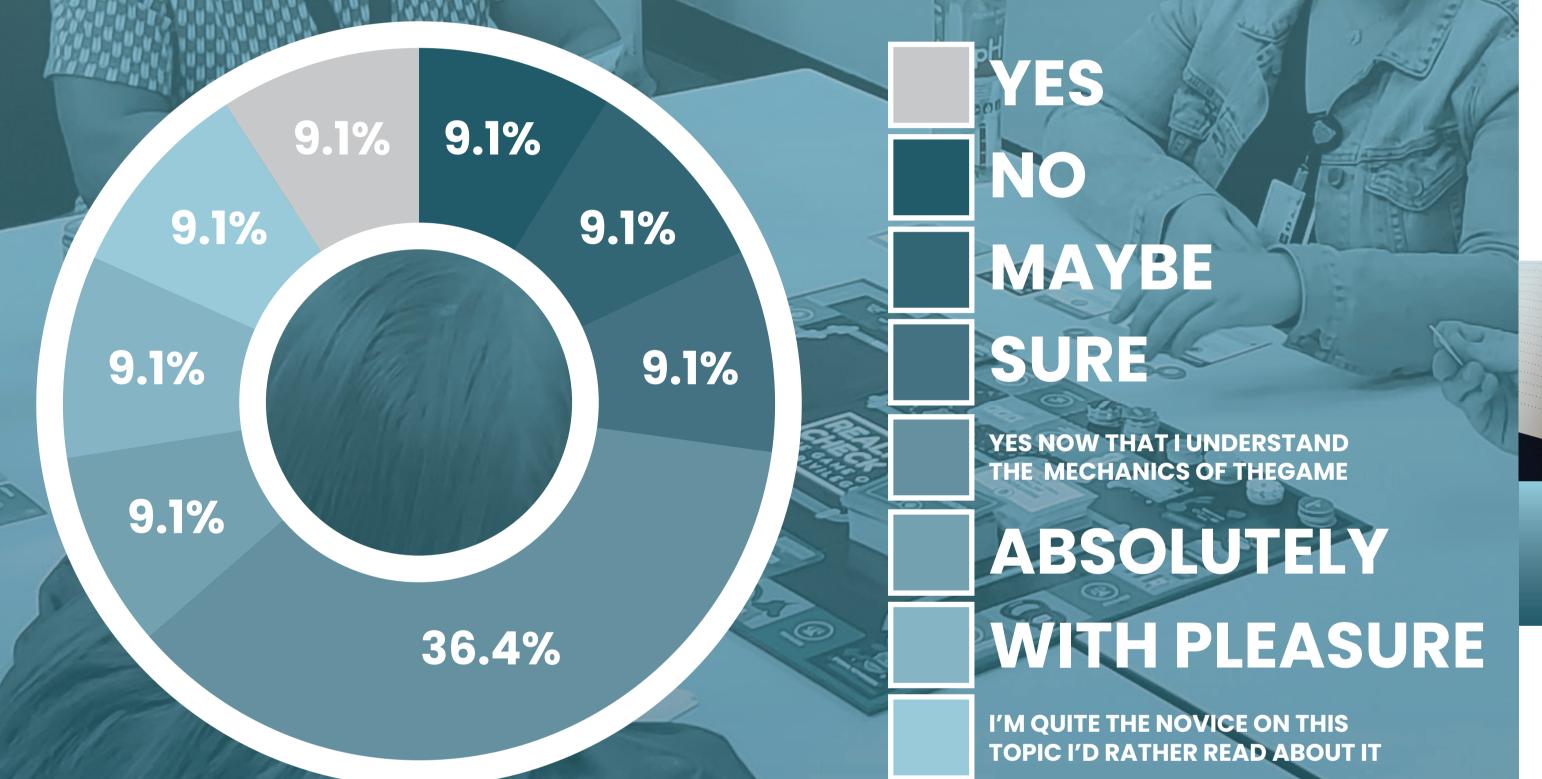
# METHODS

The *Reality Check: The Game of Privilege* board game was found to be a viable solution to this identified need. Each player was given a set of circumstance cards that included a particular socioeconomic status, sexual orientation, race and gender identity. Players assumed the role of these circumstances as they played. Special care was taken to create a safe space for mistakes, such as an inappropriate use of a term.

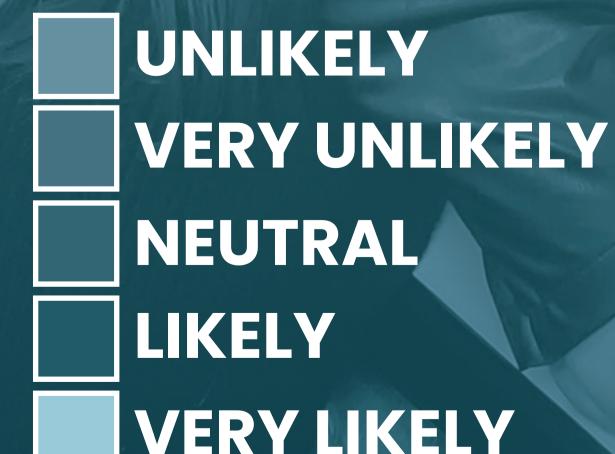


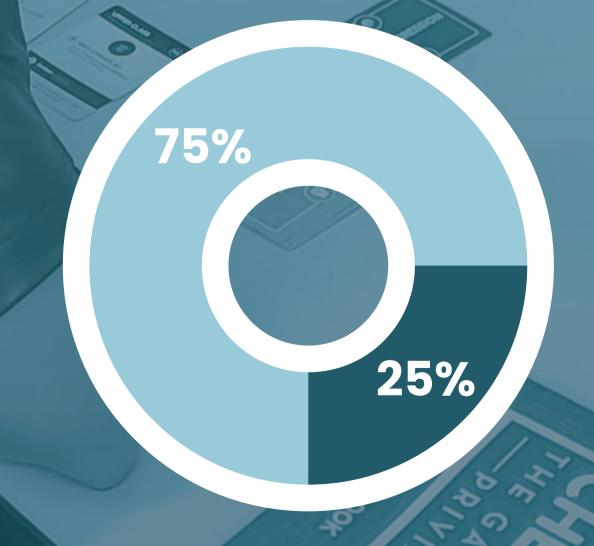


RECOGNIZING THAT EXPERIENCED PLAYERS MAY MAKE THE SESSION FOR NEW PLAYERS EASIER TO PROCESS, WOULD YOU BE WILLING TO PLAY AGAIN IN A FUTURE SESSION?

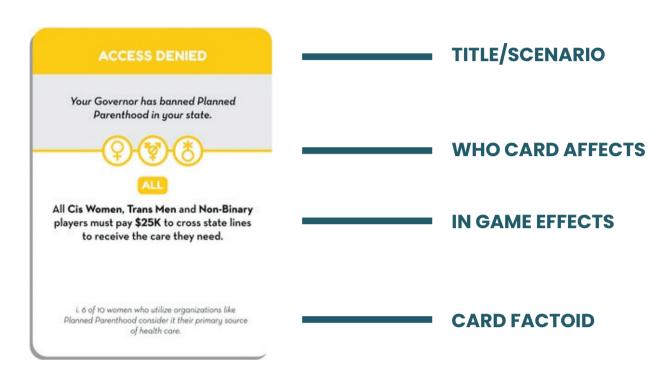


HOW LIKELY ARE YOU TO RECOMMEND THIS GAME TO SOMEONE ELSE?





# **CARDS IN THE GAME**



In America, it's a difficult time to have heart-to-heart conversations about the unique challenges our fellow citizens are facing every day. This game uses the lens of privilege to demonstrate the complexities of American life in a thought-provoking way.



#### **ANALYSIS**

Feedback and facilitator notes were reviewed for themes and ideas for refining future play sessions.

## **RESULTS**

General feedback from participants was positive, with most openly agreeing the game should be played more often and incorporated into the formal curriculum. Participants commented on the complexity of privilege and circumstance, and how the game allowed them to explore the impact they can have on individuals and communities.

## DISCUSSION

Using a tabletop game, facilitators were able to create a safe setting for learners of all types to gain an appreciation for another's lived experiences so they feel free to ask questions and share ideas.