



## ***Sociopoly as a tool***

1. Title / name of the activity/project: Sociopoly as a tool
2. Context: Sociopoly is a board game designed by László Bass, sociologist and professor of Eötvös Loránd University, on the model of the well known game monopoly. Players (virtual families of players) go through days of an average month – accelerating time with the dice – and they try to survive the month under the financial circumstances of a long-term unemployed person. Playing this game, anyone can try out what social allowances, family allowances, maternity leave and income from casual work is enough for. A group of actors (Szputnyik Hajózási Társaság) used the concept to create an interactive forum theater piece in order to give first-hand experience for high-school students.

Sociopoly is not about making a game from poverty. The emotional energy of the game is used to get the participants to go through the state of being without job, money, and resources.

In the reality created by the game everybody will become poor for an hour.

Everybody can make their own decisions: if they want to work illegally, if they pay their electricity bill, if they ask for a usurious loan. If a player experiences that he/she can only choose between bad alternatives, if he/she gets a deeper understanding of how hard it is to live only on family allowance and benefits, then there is a chance that they will choose solidarity instead of intolerance.

3. Objectives:
  - sensitizing participants towards hardships experienced by members of marginalized social groups
  - provide information and develop positive shifts in attitude
  - engage in active discussion with the target audience
4. Target group:
  - High school students
  - Wider community and general public
5. Activities:
  - Engaging with high schools to secure audience
  - realization of the theater piece and conducting moderated discussions
  - Reaching the wider public
6. Results:
  - Successful series of interventions
  - according to testimonies and impact assessment, participating students had considerable shift in attitudes towards members of marginalized groups
  - community building effect in involved communities
  - board games developed and being used by social and educational professionals
7. Changes generated in the local community:



**NCPRI Project**

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- More sensitive high school students towards disadvantaged social groups, especially towards the Roma
  - Increased sense of initiative and probability of collaboration of the involved target group
  - lower levels of xenophobia and racism amongst those participated
8. Innovation in social inclusion
- Using interactive ways (well known board game format and forum theatre) instead of frontal lectures.

