

## Exploration of Egalitarianism Education Kit Instructions

The Exploration of Egalitarianism Kit explores the UNESCO Stone Age site of Çatalhöyük and its egalitarian society. This kit is the result of the research completed by the EU funded EMOTIVE Project. EMOTIVE believes cultural sites are highly emotional places. Regardless of age, location or state of preservation, they are seedbeds not just of knowledge, but of emotional resonance and human connection.

With this experience, we aim to provide an opportunity for young people to engage with heritage and foster a sense of historical empathy in a manner that is compelling, impactful and relevant to their lives. Over the course of this experience we hope that participants will learn about the site through historical contextualisation, partake in perspective taking (for both historical figures and for their peers today), and develop an affective connection with the past.

The Exploration of Egalitarianism experience takes place over three stages.

1. [Welcome to Çatalhöyük](#): A personality test to determine your role in Çatalhöyük.
2. [An Egalitarian Trading Experience](#): An interactive exploration of reconstructed houses from Çatalhöyük, in which participants asked to make some tough decisions about their possessions!
3. [Bo the ChatBot](#): A group discussion led by a ChatBot that reveals more about the site and prompts participants to think about what it might mean to live in an egalitarian society.

**You will need:**

- 8 computers
- Printed Object Cards and Egalitarian Experience Printouts (available at <http://athena.emotiveproject.eu/schoolkit/>)
- Markers, stickers, and/or other decorative items.

### Set up:

While the room set up will depend on your individual space, we recommend the 5 following stations:

**Object Decoration Station:** Contains markers, stickers, "Personalise your Object" page from the Egalitarian Experience Printouts.

**Station One:** Contains 2 computers, House One page from the Egalitarian Experience Printouts

**Stations Two, Three, and Four :** Contains 2 computers, a selection of Object Cards, and appropriate house printout in each

## Step 1.

### All Available Stations (~15 min)

Open **The Personality Quiz** on all of the computers and have each participant take the quiz individually. When the students have finished the quiz and selected their item, hand them the appropriate printed object card. Link:

<http://athena.emotiveproject.eu/schoolkit/Stage1.htm>

## Step 2.

### Object Decoration Station (~15 min)

Place participants in groups of three and provide the object decoration page as instructions. At this time the participants decorate and personalise their objects.

As this is happening, have one individual set up the stations for the second phase of the experience, **The Trading Experience**. At each station open the appropriate virtual house (i.e. House One at Station One) on the computers and ensure that the appropriate printout is also provided. Links to the virtual houses can be found here:

<http://athena.emotiveproject.eu/schoolkit/Stage2.html>

## Step 3.

### Stations One, Two, Three, Four (~30-45 min)

Participants travel in their groups of three through the stations (starting at One and finishing with Four) exploring the virtual houses. As they do so, instruct them to follow the directions on the house printouts. During this experience they are asked to trade and leave behind their personalised objects.

## Step 4.

### Any Station with Computers (~30-45 min)

When the students have completed the second phase, combine their groups of three into larger groups of 6 to 8. They should then complete the final stage of the experience, **Bo the ChatBot**. For this activity, each larger group will need access to one computer opened to the chatbot. If possible, choose computers that are slightly separated to give the groups space. Instruct the groups to sit around a computer and have one of the group members select the image of a plaster face on the bottom right hand corner of the webpage to begin the conversation.

While the discussion is led by the bot, having an adult or leader available to provide additional support and facilitation during the dialogue is important.

Link: <http://athena.emotiveproject.eu/schoolkit/Stage3.html>

## Common Discussion Topics

During our trials and applications of the Kit, certain lines of discussion tend to emerge. Below we suggest comments or additional questions for leaders to use to prompt evaluation of these presumptions.

### **1. Lazy people will take advantage of the system.**

- Why do you think that?
- Should a few people taking advantage mean that no one should receive support?
- Because someone from an egalitarian system knew they would have access to the resources they needed, what do you think their concerns would be about others taking advantage? Would they have any? In that situation, would you still be concerned?

### **2. In an egalitarian system no one could be famous or the best at anything.**

- Why makes you think that?
- Just because people are egalitarian doesn't mean that some people won't be better at certain things than others. How do you think people would define success in a society where everything is shared?

### **3. No one gets to be rich!**

- You're right! The idea of a rich person wouldn't exist in the same way in this society. Everyone would have similar amounts of resources.
- If a society didn't use money as a way to show success, what do you think they could use? What would they value?

### **4. So this is communism....**

- Good point! There are a lot of similarities. However, one thing to keep in mind is that recent communist societies have had extremely unequal access to power. In an egalitarian society like Çatalhöyük there isn't any evidence for a dictator type of leader.