



Your Very Own Utopia

Kommunikative Kompetenzziele

- Konzepte aus literarischen Texten und anderen Quellen miteinander vergleichen
- Erfahrungen und Ideen austauschen
- Gemeinsam ein eigenes Konzept entwickeln und verständlich vermitteln

Ziele der Mediationsaktivitäten (GeR-Begleitband, 2020, S.112)

- Texte verarbeiten
- Notizen anfertigen
- Spezifische Informationen weitergeben
- Gespräche über Konzepte und Ideen fördern
- Gemeinsam Bedeutung konstruieren
- Persönliche Reaktion auf kreative Texte
- Analyse und Kritik kreativer Texte

Mediationsstrategien

- Umformulieren / Synonyme finden
- Etwas mit Vorwissen verbinden
- Informationen ergänzen, zusammenfassen und strukturieren
- Sprache anpassen

Hinweise zur Durchführung

Ziel der Unterrichtssequenz ist es, ein Konzept einer utopischen Gesellschaft zu entwickeln, das bei einem fiktiven Wettbewerb eingereicht werden soll. Als Inspiration dafür dienen utopische Ideen aus literarischen Werken und der echten Welt. Neben der Hauptsequenz gibt es auch alternative Aufgaben, die statt Phase 2 der Hauptsequenz durchgeführt werden können. Als Hilfsmittel benötigen die Lernenden Laptop, Tablet oder Smartphone mit Internetzugang. Die Unterrichtssequenz umfasst vier Phasen:

What is a utopia? (p. 2)

1. Paraphrasieren, Notizen anfertigen, Vorwissen aktivieren, Gespräche über Konzepte und Ideen fördern – Mediation von Texten und von Konzepten (Englisch)

Zur Hinführung an das Thema „Utopien“ schauen die Lernenden zunächst ein kurzes Erklärvideo. Zur Vorentlastung machen sie in **Aktivität A** zuerst eine Übung zum Umformulieren von im Video enthaltenen Vokabeln. Dann reflektieren sie in einer Notizenaufgabe in **Aktivität B** den Inhalt des Videos anhand vorgegebener inhaltlicher Punkte.

In **Aktivität C** stellen die Lernenden den Bezug zur eigenen Lebenswelt her. Mithilfe vorgegebener Fragen tauschen sie sich in Paararbeit über das Konzept von Utopien und über persönliche Erfahrungen mit alltäglichen Utopien im Kleinen aus.

Utopian ideas in literature (p. 4)

2. Notizen anfertigen, spezifische Informationen weitergeben, persönliche Reaktion auf kreative Texte, Analyse und Kritik kreativer Texte – Mediation von Texten (Englisch)

In dieser Phase steht die Auseinandersetzung mit literarischen Werken im Vordergrund. Die Lernenden wählen einen von zwei vorgegebenen utopischen Romanen und lesen die in **Aktivität A** festgelegten Kapitel. Zur Auswahl stehen **„Herland“ von Charlotte Perkins Gilman** und **„Men Like Gods“ von H.G. Wells**.

Die beiden Werke werden vorgeschlagen, da sie urheberrechtsfrei und online verfügbar sind. Sie können natürlich durch andere utopische oder dystopische Werke ersetzt werden. In den alternativen Aufgaben werden zwei jüngere Werke behandelt, die jedoch nicht frei verfügbar sind.



Anhand der gelesenen Kapitel erstellen die Lernenden in **Aktivität B.1** im ersten Schritt Notizen zu vorgegebenen Fragen in einer Tabelle. Diese betreffen sowohl den Inhalt des Buches als auch ihre persönliche Reaktion auf das darin dargestellte utopische Konzept. Im zweiten Schritt tauschen sie sich mit einem Partner/einer Partnerin aus, der/die das andere Buch gelesen hat. Gemeinsam vervollständigen sie die Tabelle mit den Informationen zum jeweils anderen Buch. In **Aktivität B.2** diskutieren sie ihre persönliche Reaktion auf die Texte und notieren die wichtigsten Punkte: Welche Aspekte fanden sie positiv und welche Ideen möchten sie für ihre eigene Utopie verwenden.

Folgende Deskriptoren für Mediation in Bezug auf kreative Texte sind bei dieser Aktivität relevant:

B2 – Persönliche Reaktion auf kreative Texte (einschließlich Literatur) (GeR, 2020, S.127)

Kann die eigene Interpretation eines Werkes klar präsentieren, eigene Ideen entwickeln und sie mit Beispielen und Argumenten unterstützen.

Kann die eigene emotionale Reaktion auf ein Werk beschreiben und darauf eingehen, wie es diese Reaktion ausgelöst hat.

B2 – Analyse und Kritik kreativer Texte (einschließlich Literatur) (GeR, 2020, S.129)

Kann beschreiben, wie in verschiedenen Werken die gleichen Themen unterschiedlich behandelt werden.

Alternative tasks: Dystopian ideas in films and literature (separate Datei)

Anstelle von Phase 2 der Hauptsequenz können alternative Aufgaben bearbeitet werden. Sie sind als [separate Datei](#) verfügbar und umfassen Aktivitäten zu Filmtrailern und jüngeren dystopischen Romanen.

2. Persönliche Reaktion auf kreative Texte ausdrücken, Analyse und Kritik kreativer Texte, gemeinsam Bedeutung konstruieren, Notizen anfertigen, spezifische Informationen weitergeben – Mediation von Texten und von Konzepten (Englisch)

In **Aktivität A.1** schauen die Lernenden einen von zwei vorgegebenen Filmtrailern und notieren ihre erste persönliche Reaktion darauf. Sie besprechen diese Reaktion in **Aktivität A.2** mit einer Person, die den anderen Trailer geschaut hat, und tauschen sich über Gemeinsamkeiten und Unterschiede aus. Danach schauen sie ihren Trailer ein zweites Mal und notieren in **Aktivität A.3** ihre Interpretation des Trailers und ihre Erwartungen an den weiteren Verlauf der Handlung. Schließlich besprechen sie ihre Notizen in **Aktivität A.4** mit einer Person, die denselben Trailer geschaut hat.

Im nächsten Abschnitt wählen die Lernenden einen von zwei vorgegebenen dystopischen Romanen und lesen die festgelegten Kapitel. Zur Auswahl stehen **„The Giver“ von Lois Lowry** und **„Uglies“ von Scott Westerfeld**.



Die beiden Werke werden vorgeschlagen, da es sich um Jugendliteratur handelt, die auch verfilmt wurde. Sie können natürlich durch andere utopische oder dystopische Werke ersetzt werden.

Anhand der gelesenen Kapitel erstellen die Lernenden in **Aktivität B.1** im ersten Schritt Notizen zu vorgegebenen Fragen in einer Tabelle. Diese betreffen sowohl den Inhalt des Buches als auch ihre persönliche Reaktion auf das darin dargestellte dystopische Konzept. Im zweiten Schritt tauschen sie sich mit einem Partner/einer Partnerin aus, der/die das andere Buch gelesen hat. Gemeinsam vervollständigen sie die Tabelle mit den Informationen zum jeweils anderen Buch. In **Aktivität B.2** diskutieren sie ihre persönliche Reaktion auf den Text und notieren die wichtigsten Punkte: Welche Aspekte fanden sie positiv, welche Ideen möchten sie für ihre eigene Utopie verwenden und wie sorgen sie dafür, dass keine Dystopie entsteht.

Folgende Deskriptoren für Mediation in Bezug auf kreative Texte sind bei dieser Aktivität relevant:

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B2 – Analyse und Kritik kreativer Texte (einschließlich Literatur) (GeR, 2020, S.129)

Kann beschreiben, wie in verschiedenen Werken die gleichen Themen unterschiedlich behandelt werden.

Nach Abschluss der alternativen Aufgaben geht die Unterrichtssequenz im Hauptteil mit Phase 3 weiter.

Utopian ideas around the world (p. 7)

3. Texte verarbeiten, spezifische Informationen weitergeben, Gespräche über Konzepte und Ideen fördern – Mediation von Texten und von Konzepten (Englisch, andere Sprachen)

In dieser Phase geht es um das Recherchieren und Vermitteln von Informationen und Ideen. Die Lernenden arbeiten in Dreiergruppen. In **Aktivität A.1** wählen sie aus vorgegebenen utopischen Ideen anderer Kulturkreise zwei Favoriten aus und recherchieren mithilfe eines Fragenkatalogs weitere Informationen dazu. Die Recherche kann in jeder beliebigen Sprache erfolgen. Anschließend tauschen sie sich in einem Rollenspiel in **Aktivität A.2** über die Utopien aus. Dabei vertreten zwei Personen jeweils eine der Utopien und versuchen, die dritte Person von dieser Utopie zu überzeugen. In **Aktivität A.3** wird der Ausgang des Rollenspiels im Klassenverband besprochen: Aus welchen Gründen konnte die dritte Person überzeugt bzw. nicht überzeugt werden?

Your design of a utopia (p. 10)

4. Gemeinsam Bedeutung konstruieren, Gespräche über Konzepte und Ideen fördern, spezifische Informationen weitergeben, Sprache anpassen – Mediation von Texten und von Konzepten (Englisch)

In dieser Phase stehen die Interaktion in der Gruppe und die gemeinsame Entwicklung einer utopischen Idee im Vordergrund. Aufbauend auf den gesammelten Informationen aus den vorherigen Phasen entwerfen die Lernenden in Vierergruppen ihre eigene Utopie. In **Aktivität A** einigen sie sich auf die Bestandteile ihrer Utopie und erstellen anhand vorgegebener Fragen eine Mind-Map.

In **Aktivität B** stellen die Gruppen ihre Utopie auf möglichst überzeugende Weise dar, entweder in einem einseitigen Manifest oder in einem einminütigen Video Pitch. Als Hilfsmittel werden Phrasen für Manifeste und Pitches sowie ein Erklärvideo zum Thema Video Pitching bereitgestellt.

In **Aktivität C** präsentieren die Gruppen ihr Manifest/ihrer Video-Pitch im Klassenverband. Die Lernenden tauschen sich zunächst über alle Utopien aus: Sie benennen die besten Aspekte jeder Utopie und versuchen, sich unter Zeitdruck auf gemeinsame utopische Ideen für die gesamte Klasse zu einigen. Danach analysieren sie ihren Entscheidungsprozess und besprechen, ob und weshalb die Einigung erfolgreich war bzw. gescheitert ist. Abschließend tauschen sie sich darüber aus, ob Utopien ihrer Meinung nach tatsächlich umsetzbar sind.



Mehrsprachigkeitsmodul

Die **Aktivität A.1 in Phase 3** (S. 7) ist so konzipiert, dass auch das gesamtsprachliche Repertoire der Lernenden berücksichtigt werden kann. Sie können die Informationen in jeder beliebigen Sprache recherchieren und sich auf Englisch darüber austauschen.



Nützliche Hilfsmittel für Lernende

- Nützliche Formulierungen (auf Englisch) für Manifeste und Video-Pitches

Your Very Own Utopia

Situation

A **European youth organisation** has invited young people from all European countries to send in manifestos or video pitches for a utopian society. An international jury will select the most inspiring contributions to be displayed in the organisation's headquarters in Strasbourg.

You have decided to participate. In small groups, you want to create your own **written manifesto OR video pitch for a perfect society**. To this end, you will explore utopian ideas from literature and real life and find inspiration for **your very own utopia**.



Image: geralt on Pixabay

1 What is a utopia?



To get an initial idea of what a utopia is, watch a short video explaining the concept of **“utopianism”**. Match the words and phrases in the table with their meaning in the box. If you cannot guess the meaning from the context in the video, look up the words and phrases.

<https://www.youtube.com/watch?v=1BcqE-Ez1Lg>



the word was <i>coined</i>	the word was <i>used for the first time</i>
to take something at face value	
opponent	
satire	
paradoxically	
flaw	
to be eradicated	
sinister	
to be confined	
dystopian fiction	
to strive	

- *used for the first time*
- to be removed
- the use of humour to show that something is foolish, wrong or deserves criticism
- dark or disturbing
- to believe it immediately, without checking if it is true or complete
- to be restricted, kept within limits
- in a way that seems strange or contradictory at first, but is actually true
- books that tell stories set in societies that are the opposite of utopian
- someone who is on the other side and has a different opinion or goal
- to make a considerable effort to reach a goal
- weakness, mistake



Rewatch the video on utopianism and take notes on:



- the meaning of utopianism:

- the origin of the word *utopia*:

- examples of utopias (at least two):

- what it means to be a utopianist:

- the main flaw of utopianism:

- utopianism's dark side:



In pairs, discuss the following points and take notes.

1.

In your opinion, why do people design utopias?

2.

Do you have a mini utopia in your life (a place, an activity, a group of people, a club)? What makes it perfect for you?

3.

Have you ever had any utopian ideas, however small? What were they?

② Utopian ideas in literature



Image: ChatGPT

To prepare for designing your own utopia, you are going to read extracts from utopian literary works. Get into pairs and pick one book each.

Person A

Herland by Charlotte Perkins Gilman was first published in 1915, during World War I, and emphasises peace, cooperation and humanity.

The story is written from the perspective of Van, a US explorer who discovers a mysterious land called Herland that is inhabited by women only. Along with his two expedition partners, Van is soon captured and imprisoned by the Herlandian women. However, to the men's great surprise, the women are peaceful and treat them like guests, even after a failed attempt to escape. The women want to know more about the outside world and, in exchange, teach the men about Herland. Guided by three tutors, Van and his companions set out to learn the Herlandian language and exchange information about history, religion and culture with the women of Herland.

Main characters

Van Jennings, Terry Nicholson and Jeff Margrave: the expedition team

Ellador, Alima and Celis: the Herlandian women who capture the men

Somel, Moadine and Zava: the Herlandian tutors

- Now read chapters 5–7 from *Herland*. You will need this information for exercise B.1 and for comparing the book with your partner's text.

<https://www.gutenberg.org/files/32/32-h/32-h.htm>



Person B

Men Like Gods by H. G. Wells was published in 1923 and describes a utopian parallel universe that has many similarities to Earth, but whose society is around 3,000 years ahead of the twentieth century.

The story starts with British journalist Mr. Barnstaple taking a much-needed vacation. While driving his car along the road, he and several other people in passing cars are accidentally transferred into a mysterious, paradise-like parallel universe, which they call "Utopia". The group of Earthlings is soon discovered by people from Utopia, who appear to be strong, healthy and beautiful human beings and who communicate via telepathy rather than a spoken language. The Utopians invite the Earthlings to meet their most knowledgeable men and share information about their worlds.

Main characters

Mr. Barnstaple: journalist and main protagonist

Father Amerton: priest

Cecil Burleigh and Rupert Catskill: politicians

Urthred: ethnologist and historian from Utopia

Lady Stella: society beauty

Lion: educator from Utopia

- Now read chapter 5 (§3, §4 and §6) and chapter 6 (§1 and §2) from *Men Like Gods*. You will need this information for exercise B.1 and for comparing the book with your partner's text.

<https://gutenberg.net.au/ebooks02/0200221h.html>



B.1

Compare the utopian societies described in the two books. Work individually first and then with a partner.

- Individually: Based on the chapters you have read, fill in the table with information and your thoughts about the utopian society in your book.
- With a partner: Find someone who has read the other book. Ask questions and take notes while your partner explains their text, then complete the table with information about the other society.

Questions	Person A: <i>Herland</i> (chapters 5–7)	Person B: <i>Men Like Gods</i> chapter 5 (§3, §4, §6) & chapter 6 (§1, §2)
How was the society established and how would you describe its people?		
What are their most important values?		
How are rules and rights for individuals established? Is there a government, a police force?		
What is mentioned about: • family/marriage • education • religion • nature and science • individual property?		
Do the members of this society mention any problems?		
Which aspect(s) of this society do you find positive?		
Which aspect(s) of this society do you find negative?		
In your opinion, is this society really a utopia? Would you want to live in it? Why? Why not?		

B.2



Now discuss the two societies and reflect on the following questions:

- Which aspects of the two utopian societies do you find most positive or convincing? Why?
- Are there ideas from either society that you would include in your own utopia? Explain your choice.

[illegible]

3 Utopian ideas around the world

To gather more inspiration for your own utopia, you are going to do some research on utopian ideas of non-Western origin.



A.1

Get into groups of three.

- Read the chart on **page 8** about different utopian ideas of non-Western origin.
- Choose two utopian ideas that you want to learn more about.
- Take notes on as many questions as possible (you will need these notes for a role play – A.2).

Government

- Who decides on rules and rights?
- Are there punishments?

Belief system

- Which values are important?
- Is there a religion?

Education

- What is the value of education?
- What is taught?

Family life and gender roles

- Does marriage exist?
- How are children raised?
- Do women and men have equal roles?

Big issues

- How is poverty/crime/illness addressed?

Nature vs science

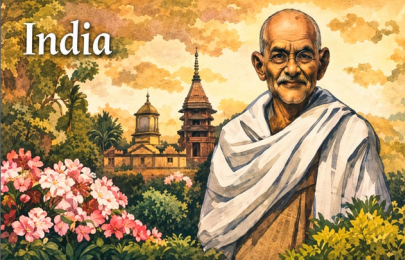
- What value does nature have?
- What value does science have?



OPTIONAL:

Do you speak another language? You may do your research in any language, but make sure you speak English when discussing your findings with your partners.



Culture	Concept	Description
 China	Datong	A central, ancient ideal from the <i>Book of Rites</i> describing a society where the world is shared by all, not just a specific family or group.
	Peach Blossom Spring (Taohua Yuan)	A fifth-century tale by Tao Yuanming depicting an isolated, idyllic, and peaceful community hidden from the turmoil of the outside world.
	K'ang Yu-wei (1858–1927)	A modern thinker who proposed a world state based on radical equality, abolition of private property, and the abolition of marriage.
 India	Gandhian utopia	Based on principles of <i>Swaraj</i> (self-rule/discipline), <i>Ahimsa</i> (non-violence), and trusteeship socialism, focusing on self-sufficient, harmonious communities.
	Feminist utopias	Rokeya Sakhawat Hossain's "Sultana's Dream" (1905) imagined "Ladyland", a place where women run society and men are secluded, with an emphasis on education and peaceful technology.
	Auroville	A modern, international intentional community in Tamil Nadu focusing on human unity and sustainable living.
 Japan	Tokoyo no Kuni	An ancient Shinto-derived concept of an eternal, paradise-like world located across the sea, which entered a "Golden Age" in the past.
	Ittō-En (Garden of Light)	Founded in 1911, this community seeks a spiritual, simple life and is one of the oldest, still-operating Japanese communes.
	Aesthetic utopias	Often linked to the "floating world" (<i>ukiyo</i>), portraying ephemeral beauty and fleeting pleasure.
 Tibet / Himalayan Region	Beyul	Known as "hidden lands" in Tibetan Buddhism, these are sacred, isolated environments (often high-altitude valleys) that represent spiritual paradises, often accessible only during times of crisis.
 Islamic Traditions	The Fifth Dimension (Al-bu'd al-khāmas)	A twentieth-century play (often attributed to Sayyid Qutb's influence) that presents an ideal Islamic society based on theological principles.
	Persian literature	<i>The Rubaiyat</i> by Omar Khayyam is sometimes interpreted as a pleasure-oriented utopia.

Images: ChatGPT

A.2

In your group of three, you are now going to do a role play.

Person A and B each want to convince person C to join their society. Explain your utopian ideas and react to comments/criticism by the others.

Person A: You are a member of a non-Western utopian society (one of the two you have researched, different from Person B)

Person B: You are a member of a non-Western utopian society (one of the two you have researched, different from Person A)

Person C: You are a modern-day Western teenager

In your conversation, focus on the following aspects:

- the importance of the individual vs the community
- freedom vs security
- relationship with nature vs relationship with science
- Social rules / decision-making

A.3

Once you have finished, share your conclusions in class. Has person C been convinced to join a society? Which one?



4 Your design of a utopia

Based on your research of utopian ideas from literature and real life, you are now going to design your very own utopia for the European youth organisation's competition.



Get into groups of four

- Use the information you have researched and notes you have written about different utopian ideas.
- Decide on the following features for your utopia and create a mind map.

 Education	What is the value of education? What is taught?
 Government	Who decides on rules and rights? Are there punishments?
 Family life	Does marriage exist? How are children raised?
 Belief system	Which values are important? Is there a religion?
 Gender roles	Do women and men have equal roles?
 Big issues	How does society address poverty, crime and illness?

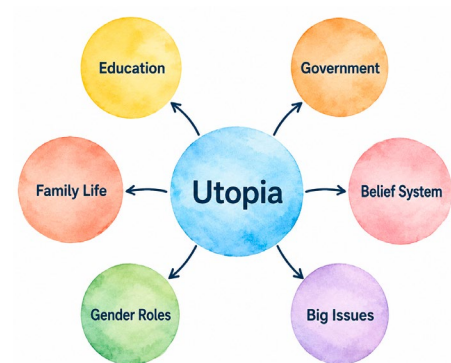


Image: ChatGPT



Based on your mind map for your utopia, you are now going to present your perfect society to the European youth organisation.

You have two options:

- Write a **one-page manifesto** or
- Record a **one-minute video pitch**.

A **manifesto** is a public text that clearly states ideas, aims and values.

It is usually written to:

- explain what people believe
- show what they want to change
- persuade others to support their ideas

A **pitch** is a short spoken presentation that tries to convince people to support an idea.

It is usually used to:

- explain an idea clearly and quickly
- show why the idea is exciting or valuable
- persuade others to join or support it

Phrases for your manifesto



Present your vision

- In our utopia, ...
- We believe that ...
- Our society is based on ...

Explain the problems in today's world

- One major problem today is ...
- Too often, people ...
- This leads to ...

Describe how your utopia is different

- In our society, everyone ...
- Instead of ..., we ...
- Unlike today's world, ...

State your demands and goals

- We demand ...
- There must be ...
- It is time to ...

Create urgency and inspire action

- Now is the time to ...
- If we do not act, ...
- Only by ... can we build a better future.

Possible opening lines

Clear and direct: We believe a better society is possible.

Problem-focused: Too often, our world ignores the needs of individuals. This must change.

Call to action: This manifesto calls for a society that

Phrases for your pitch



Start your pitch

- Imagine a world where...
- Have you ever wished that...?
- What if there was a society where...?

Present your idea

- In our society, everyone...
- One of the best things about our community is...
- Our society focuses on...

Persuade your audience

- This is the perfect place for...
- You would have the opportunity to...
- Our society offers...

Explain the benefits

- This allows people to...
- As a result, everyone can...
- This makes life better because...

End your pitch

- Join us and experience...
- Become part of a better future.
- Why not join us today?

How to record a video pitch

Watch this video on the secret to successfully pitching an idea.

Use the tips to create your own video pitch:

<https://www.youtube.com/watch?v=I0hVIH3EnIQ>





Share your manifesto or video pitch with the entire class. Read or watch the other groups' contributions. Discuss the following questions in class:

- What are the strongest features of your utopias? For each utopia, pick the best idea.
- You have ten minutes to agree on common utopian ideas for the entire class.
 - How many agreements can you reach?
 - Do you think the negotiations were successful? Why? Why not?
- Do you believe it is possible to turn utopian ideas into reality? If yes, how? If not, why?



Answer Key

1 A

the word was <i>coined</i>	the word was <i>used for the first time</i>
to take something at face value	to believe it immediately, without checking if it is true or complete
opponent	someone who is on the other side and has a different opinion or goal
satire	the use of humour to show that something is foolish, wrong or deserves criticism
paradoxically	in a way that seems strange or contradictory at first, but is actually true
flaw	weakness, mistake
to be eradicated	to be removed
sinister	dark or disturbing
to be confined	to be restricted, kept within limits
dystopian fiction	books that tell stories set in societies that are the opposite of utopian
to strive	to make a considerable effort to reach a goal

1 B

Model answers

- the meaning of utopianism: a belief or interest in a perfect world – or at least a world designed to be perfect
- the origin of the word utopia: coined in 1516 by Sir Thomas More in his book of the same name
- examples of utopias (at least two): economic utopias with no poverty; ecological utopias where humans live in harmony with nature; myths of a perfect society in the past, like the Garden of Eden
- what it means to be a utopianist: to be a dreamer
- the main flaw of utopianism: its obsession with perfection
- utopianism's dark side: dystopianism, a way of describing real or imagined worlds in entirely negative terms

2 B

Model answers

Questions	Person A: <i>Herland</i>	Person B: <i>Men Like Gods</i>
How was the society established and how would you describe its people?	- A volcanic outburst separated the land from the rest of the world; male slaves started to revolt but were all killed by young women - One woman miraculously became pregnant, giving birth to five girls → start of the new race - Women are strong, healthy, intelligent, kind	- Established through centuries of fighting with millions of losses, through scientific control over nature (human births, animals, plants) - People (men and women) are strong, healthy, beautiful, intelligent
What are their most important values?	- Motherhood and sisterhood - Education (only the best become teachers) - No competition but united action	- Science (control over nature) - Education - Abolition of individual property
How are rules and rights for individuals established? Is there a government, a police force?	- No government - Few laws, not older than one hundred years - No police → Crimes have been eliminated (girls showing bad qualities are asked to not become a mother)	- No government, no police, nor prisons needed → education as government - To secure general freedom, decisions on a specific matter are taken by experts in that field who don't rank higher than other people
What is mentioned about: - family/marriage - education - religion - nature and science - individual property?	- Virgin birth capacity, controlled to prevent overpopulation - The community works in the interest of the children; women love and care for all children as if they were their own - Motherhood as religion - Population quality is improved by selecting the most suitable women for motherhood and for teaching - A race of cats has been bred that neither meows nor kills birds - High-standard system of intensive agriculture; grazing cattle have been eliminated (lack of space) - All plans are made with future generations in mind	- No marriage, people are free to choose a partner - Education is a core value, and every child is directed to work according to their desires and capacities - Science has interfered in births for centuries to create perfect people (mention of eugenic beginnings) - Health threats and unwanted creatures have been eliminated or put under strict control (often using force) - Big animals have been tamed and befriended - No private property, no individual wealth
Do the members of this society mention any problems?	Population cannot grow beyond a certain point, as there is not enough space nor food	Problems caused by overpopulation and irresponsible rich people have been overcome through centuries of wars