

Living Nonkilling

A School Guide and Curricula on
Peace, Nonviolence and Nonkilling

Curriculum Units

Introduction
Unit 1 Peace, Nonviolence and Nonkilling Goal The main goal of this Unit is to uncover and understand the concepts of peace, nonviolence and nonkilling, seeking the similarities and differences, and their applicability in everyday life. Strategies As this is the Guide's main theme, this Unit's proposed strategies (that vary in relation to student age group) include structural aspects (the classroom environment, the construction of permanent physical elements, etc.), texts, group dynamics and role games that tackle and question the three positions.
Unit 2 Understanding Nonkilling Goal The main goal of this Unit is to deepen the comprehension of the nonkilling idea, as conceptualized by Glenn D. Paige in his book <i>Nonkilling Global Political Science</i> (2002). Working and complementing some of the concepts already approached (peace and nonviolence), nonkilling offers a different approach which is characterized by the measurable nature of its goal and the open-ended possibilities for realization. Strategies Activities and texts in this Unit seek to draw attention on the possibility (and urgency) of building a society where killing, threats to kill and conditions conducting to killing are absent. To that purpose, the Unit presents experiences and proposes debates and research activities that foster interdisciplinary and ludic exchange, promoting new critical thinking that overcomes killing-accepting pessimism.
Unit 3 Nonkilling Lives Goal The dedication of so many to building a society where people do not kill can not be dismissed, and their stories are powerful source for guidance and example. This Unit seeks to study some of these lives, including figures as Gandhi, Martin Luther King, Jr., Petra Kelly, Abdul Ghaffar Khan or Guillermo Gavia, identifying their life-sustaining principles and biographical paths. Strategies The strategy of this Unit is based mainly in comparative biographical study of nonkilling leaders. For that reason a selection of accessible multimedia materials and readings is suggested, also encouraging research activities to identify local nonkilling figures (historical or contemporary). Group dynamics and role games also seek to establish an empathic relation and emulation possibilities between the life experiences of leaders and students.
Unit 4 The Nonkilling Spirit Goal In one way or another, all world spiritual traditions preach against killing. Recognizing these principles from a comparative and nonkilling lens is the main task of this Unit. Through better understanding students will be able to react to discourses that transform religion and spirituality in a subterfuge to support and justify violence and killing. This Unit seeks to overcome existing preconceptions and recognise all forms of understanding spirituality as supportive for nonkilling human existence. Strategies This Unit's strategies are aimed at breaking stereotypes. For that reason, it is necessary to identify religious and spiritual specificities in relation to nonkilling. Research activities are ideal to reach this goal. Taking knowledge beyond schools is another strategic basis for this Unit, transforming students into transformational agents within their societies.

Unit 5

Why Don't We Kill?

Goal

One of the main justifications for killing-accepting pessimism is the belief that lethality is part of our instinctive human nature. Nevertheless, there is a large body of scientific evidence that points on a very different direction highlighting the biased character of long-held violence-prone assumptions. Recognizing the peaceful, cooperative and nonkilling nature of humans through science is the main task of this Unit.

Strategies

Specially designed to be used in the framework of science oriented subjects (nature, geography, mathematics, etc.) the main strategy of this Unit is to introduce nonkilling scientific knowledge from fields as Biology, Anthropology or Psychology in a friendly and accessible format, linking them to practices and life-stories from previous Units. Research activities and group discussions will be instrumental.

Unit 6

Why Do We Kill?

Goal

The main goal of this Unit is to raise awareness and stimulate the identification of how killing is banalized, and even idolized in our world. To recognize violence as a devastating phenomena is a first step to rethink attitudes and responsibilities in our families, communities and world.

Strategies

To better understand the levels of lethality present in our lives, this Unit's activities are focused on the identification of killing and violence, in its many forms, in everyday life. These initial activities are followed by group dynamics and re-education strategies aimed at fostering change at personal, family and community levels.

Unit 7

Nonkilling In Action

Goal

This Unit is focused in two levels: firstly, to identify efforts conducted in various places in the world linked with the development of nonkilling societies. Civilian peace corps, nonviolent political and social movements, death penalty abolition, disarmament programs, countries without armies, ... are some issues that show how nonkilling can be taken into practice. The second levels seeks to identify possible initiatives that students can develop to reduce killing in their school, family or community.

Strategies

Multimedia tools are specially valuable to show how some of these initiatives have mobilized people around the world. Practical action strategies are based on knowledge of previous cases and require the in-depth understanding of the problems and context (family, school, community) to carefully design and implement nonkilling problem-solving alternatives. Suggested activities include the organizing of a School based Nonkilling Peace Service.

Unit 8

Sketching a Nonkilling World

Goal

Art is one of the most unique forms of human expression. Through the arts, Humanity evolves aesthetically, stimulating and bringing about sensations and perceptions. This Unit serves firstly as a small portfolio of nonkilling arts (music, painting, sculpture, literature, film, etc.). Secondly, it encourages new artistic manifestations among the students, fostering creativity as a tool to imagine a killing-free world.

Strategies

Some of the activities in this Unit is focused on the critical analysis of existing nonkilling art creations, in the field of visual, literary and other arts. After this initial approach, strategies move toward a practical perspective, exploring the creative potential of students to envision a nonkilling society through the arts.