

**World Café Notes: International-mindedness**  
**Denver, CO Level 3 Continuum**  
**Nov. 3-5, 2006**

**Internationalism**

- Part of the curriculum
- Learner profile and action (what were the motives?)
- Learner profile is like a “sub-set” and not all inclusive
- Humanitarians
- Philanthropic—what does this look like in a student?
- Notion of “Pay it forward”—make action grow
- Motivation through inquiry and knowledge of another culture without imposing their own culture on others/imposing their views/judgments
- Belief systems—how do we/do not impose our beliefs?
- Relativism—what do you really believe (ie, third culture kids) how do you know who you are?
- Fear: teachers can impose their own belief system without students realizing it vs. sharing perspective/ethical obligation depends on the developmental level.
- Building an international schema so students have a foundation from which to draw
- Acknowledgement of others’ differences
- Concept of a journey—taking steps and making progress NOT arriving at a destination
- The last part of the IB Mission Statement, people are right even if different?
- Five F’s are an okay place to start—so we can move forward
- Community and service
- Don’t really see as a “point”—it’s across the board—inter-related
- Peace Corps website w/ international resources illuminates American Values
- Can I be internationally minded, if I still hold my own belief system that grounds my life?
- I live in a family of 2 races. I’m not uncomfortable. Is someone else uncomfortable?
- What are our ethical obligations? What about when a kid asks what our beliefs are?
- “Uncomfortable” can come from belief systems—when do we have a right to reject others’ beliefs? DO we have a right to reject others’ beliefs?
- What does teaching kids to judge have to do with teaching international-mindedness?
- Should we have criteria for judgment? Basic civil and human right?