



-  **WORLD WEEK**
-  **2026**
-  -March 23 to March 27-
-  Year 1

Notes

My program

Monday, March 23

Author's visit:
Selected workshop:
Math support hour:

Tuesday, March 24

Ouwehands Zoo:

Wednesday, March 25

Photography:
Trip:

Thursday, March 26

Travel through Europe

Friday, March 27

MarchMUN

What's going to happen?

This week will be all about learning, without students receiving a grade. By offering a varied program, we hope to inspire students to broaden their horizons beyond their daily lessons. The section on international skills will be the focus of this week. The schedule alongside shows the focus for each day.

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The program

MONDAY: CULTURE DAY

The first day of this international week is dedicated to culture. Discovering different forms of culture (books, performances, films, and creating your own art) and connecting with other cultures around the world.

TUESDAY: WE'RE GOING OUT INTO THE WORLD DAY!

The second day of the world week will be dedicated to gaining experiences and impressions outside the walls of the Lorentz Lyceum.

WEDNESDAY: WONDER AND SKILLS DAY

The third day of this international week will focus on learning unique skills, such as building your own camera and experiencing the fascinating history of the surrounding area.

THURSDAY: LORENTZ COUNTRY DAY

This day is dedicated to celebrating differences between people, cultures and places in the world.

FRIDAY: MARCHMUN

During MarchMun, we'll reenact a United Nations conference. You'll learn to debate international topics that are also regularly on the UN agenda!

Monday March 23 Culture Day

The first day of this World Week focuses on culture. We'll explore different forms of culture (think books, performances, films, and creating our own art) and connect with other cultures from around the world. Each class will open the week on Monday with their mentor to set (learning) goals for World Week together.

International skills that are central to this day:

- Communication**
- Self-analytical**

Writer visits year 1

For several years now, students in Years 1 and 2 have been receiving a visit from a youth author. This school year, the visit will take place on March 23rd during Project Week. Maren Stoffels and Carly van Tongeren are the authors leading the workshops in Year 1 this year. Each class will have a one-hour workshop. During the workshop, the author will talk about being a writer and the books they have written. A PO (Project Leader) is linked to the author's visit. Prior to the author's visit, there will be a series of lessons in the classroom about the author.



Maren Stoffels



Carlie van Tongeren

Elective classes

1. Drama/Accent improv class

On Monday, March 23rd, the Drama/Accent section is holding an improvisation workshop. You can register for this workshop. There is a maximum of 20 spots.

What to expect? We'll be doing some improvisational games. Bring your energy and a desire to have fun!

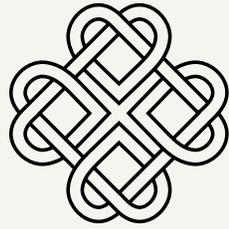
2. Sportmania

During the sports moment of World Week, you'll get to work on Sportmania! You'll play lots of short games in pairs, challenging each other to climb the pyramid as high as possible. Who will win Sportmania 2026?

3. Celtic knot art

This workshop is about Celtic knots. They are best known for their decoration on Christian monuments and manuscripts. Celtic knots have no beginning or end point. In Celtic mythology, the knot was therefore a symbol of infinity and eternal life.

Weather permitting, we'll draw Celtic knots outdoors with sidewalk chalk. In inclement weather, we'll do so indoors on paper. We'll start with a basic shape. Later, we can try more challenging designs.



4. Studio hour

Atelier stands for "workshop." During this hour, students can create their own work within an assignment. Materials that can be used include paint, pencil, pastels, printing techniques, collage techniques, and digital design. Imagine you're sending a package to someone on the other side of the world. What would you like to send? Who would you send it to, and in which country? What is your message? For this hour, we'll be reusing parcel boxes. We'd like to recycle materials to interact more sustainably with the world. Do you have any parcel boxes at home? Then bring them to the workshop hour.



Math support hour

Sometimes you'll find that math doesn't quite come naturally. During our math refresher lessons, you'll work on the basics step by step and have the opportunity to ask questions and practice at your own pace. We'll also focus on practical math. You'll learn clever ways to solve problems more clearly, quickly, and confidently. With clear explanations, targeted practice, and personalized guidance, you'll work on building confidence in your math skills, so you'll be stronger on tests and in other subjects where math is essential.

signs of the island being brought back

Packing list

- Laptop
- Lunch
- Case

Particulars

- *Gym gear when choosing a sport*

Phileas Fogg

Little Victorians with Phileas Fogg Theatre Company. Before the audience's eyes (parents and other family members), students are briefed by the entertaining actors from the Phileas Fogg Theatre Company. PFTC is a theatre company specialised in bringing theatre in education in English for non-native speakers. Students will be transformed into actors and will be performing a play, depicting the life and times of poor Victorian children. Scenes will be acted out from the literary works of Charles Dickens, Charles Kingsley and other Victorian writers, and actual accounts are also included from real Victorian children.

For the students: invite your parents and wear all over black or dark clothes.

The planning

Be present at: 18.50 o'clock Start: 19.00 o'clock End: ultimately 22.00 o'clock

March 23: Th1b with miss Widdershoven

Schedule

Tijden	H1a	TH1b	V1c	V1d	V1e	TV1f	TV1g	O1a
08.30-09:30	Tutor	Tutor	Tutor	Tutor				
09:30-10:30	Writers' visit	Elective program	Writers' visit	Elective program				
10:30-11:55	Pauze	Break	Break	Break	Break	Break	Break	Break
10:55-11:55	Math	Writers' visit	Math	Writers' visit	Mentorship	Mentorship	Elective program	Elective program
11:55-12:55	Elective programme	Math	Elective program	Math	Writers' visit	Writers' visit	Tutor	Tutor
12:55-13:25	Pauze	Break	Break	Break	Break	Break	Break	Break
13:25-14:25					Math	Math	Writers' visit	Writers' visit
14:25-15:25					Elective program	Elective program	Math	Math
19:00-21:20		Phileas Fogg						

Tuesday, March 24

We're going out into the world day!

The second day of World Week will be dedicated to gaining experiences and impressions outside the walls of the Lorentz Lyceum. Various departments will organize excursions for the year groups and take the students outside!

International skills for this day:

•Inquiring

In Science, period 3 focuses on the theme of speed. Speed will be a recurring theme in various subjects in the coming years, and it's important that you master the relevant knowledge and skills by the end of this period. For example, you'll learn what speed and motion mean, how to use formulas to calculate speed, distance, and time, and how to read and create graphs.

At the end of the period, we'll be visiting **Ouwehands Zoo** for World Week. You won't just be looking at animals there; you'll be measuring the movement of various animals. By measuring distance and time, you can determine the speeds of different animals. You'll then create a vlog about this, describing what would happen if the selected animals were to race each other, including the corresponding graphs (which you'll also create yourself). Besides taking these measurements and creating the vlog, there will also be plenty of time to enjoy the zoo itself!

Packing list

- Laptop
- Drinks, lunch + possibly a snack
- Pencil case with protractor/ruler
- Clothing according to the weather conditions
- Good running shoes
- Calculator
- Telephone
- Possibly a power bank in case your phone's battery runs out



7
**OUWEHANDS
DIERENPARK**

Schedule

Times	H1a	TH1b	V1c	V1d	V1e	TV1f	TV1g	O1a
09:00	Departure from school							
16:00	Arrival at school							

Wednesday, March 25

Wonder and Skills Day

The third day of this international week will focus on learning unique skills, such as building your own camera; attending a workshop on international skills; experiencing the fascinating history of the surrounding area; or learning how to apply for a job.

International skills that are central to this day:

• Investigative • Collaboration • Courage • Self-responsibility

Packing list

- Laptop
- Lunch
- Pencil case and paper
- Clothing adapted to the weather conditions
- Bicycle



Environmental history excursion

On March 25th, all students in class will have a super interesting day at school and outside. At school, they'll work on an interactive photography project, and they'll also go on a mini-excursion to the Tempelkerk in Elst.

Lieux de memoire can be found throughout our country. These are places where something special happened in the past. Think, for example, of the prehistoric burial mounds north of Arnhem, but also of various places in Zeeland that were affected by the 1953 flood disaster.

The church in Elst is a very interesting place of remembrance, because during their visit to this church, students come into contact with stories from antiquity, the Middle Ages, and even the Second World War.

Temple Church Address:
Grote Molenstraat 2,
6661 DJ Elst

Pinhole photography

During World Week, Year 1 returns to analog photography. These days, we take as many photos as we want with our smartphones. We don't even think about it. There's always a photo that turns out well. How different it is with analog photography! In the Pinhole Photography workshop, students return to the basics and the magic of photography. Students take black-and-white photos with a pinhole camera. They brainstorm about creating a striking image, learn about the effects of light, and develop the photos themselves in a darkroom. This way, they discover, through hands-on experience, everything that goes into creating an analog pinhole photo! Technique, craft, and art converge here.

A daily schedule has been created for each class by March 25th. Some groups will begin the photography project at school, while others will start at the church in Elst. The start times for both parts of the day will also vary by group. There will be ample time between the two activities to cycle between them.

Phileas Fogg

Little Victorians with Phileas Fogg Theatre Company. Before the audience's eyes (parents and other family members), students are briefed by the entertaining actors from the Phileas Fogg Theatre Company. PFTC is a theatre company specialised in bringing theatre in education in English for non-native speakers. Students will be transformed into actors and will be performing a play, depicting the life and times of poor Victorian children. Scenes will be acted out from the literary works of Charles Dickens, Charles Kingsley and other Victorian writers, and actual accounts are also included from real Victorian children.

For the students: invite your parents and wear all over black or dark clothes.

The planning

Be present at: 18.50 o'clock Start: 19.00 o'clock End: ultimately 22.00 o'clock

March 25: Tv1g with miss Hulsebosch



Schedule Temple Church Elst

Time	Class
09:00-10:00	H1a TV1g (8 students)
10:15-11:15	O1a TV1g (18 students)
11:30-12:30	TH1b TV1f (7 students)
13:00-14:00	V1c TV1f (7 students)
14:15-15:15	V1d TV1f (7 students)
15:30-16:30	V1e TV1f (7 students)

19:00-21:20: Phileas Fogg, Tv1g

Pinhole workshop schedule

Time	Class
08:30-10:30	TH1b TV1f V1c
10:55-12:55	H1a V1d V1e
13:25-15:25	O1a TV1g

Thursday, March 26

Across the world day

On this day, we'll embark on an inspiring journey through Europe, exploring different countries and cultures. Each country offers a unique experience, where you'll not only learn a lot but also engage in creative ways. Here's a sneak peek at what you can expect:

International skills that are central to this day:
•Open minded



France: Get ready to challenge your taste buds! In France, we'll delve into the rich culinary traditions. You might even discover a new favorite flavor or learn more about how food can be an important part of culture.



Portugal: In Portugal, we delve into the economy and history of this beautiful country. Did you know that Portugal was once one of the world's largest maritime nations? Together, we'll discover more about the stories and facts behind this unique country.

Packing list

- Laptop
- Pen and paper
- Lunch

Specifics

An outfit to end the day.



Italy: Put on your aprons, because in Italy, you'll be turning into pizza makers! Here, we'll be working with a surprising mathematical twist. Who can figure out the perfect formula for the ultimate pizza?



In Greece, we step back in time and explore its rich history. From mythology to ancient temples, there's so much to learn about how this country has influenced our world.



Denmark: Hygge, Smørrebrød, and... the Danish language! In Denmark, you'll get to know the language and discover how similar it is to our own. Who knows, you might even be speaking a few sentences of Danish by the end of the day!



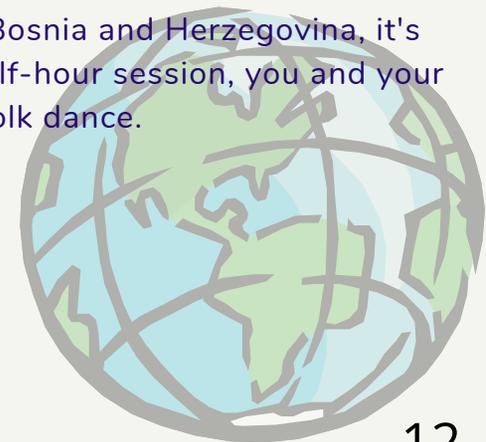
Germany: Our eastern neighbors are all about typical German culture. Think traditions, holidays, and perhaps even a bit of German folk music. You'll explore Germany in a creative way.



Sweden: We'll take a look at the world of ideas in Sweden. Ikea plays a major role here, and you'll discover how this country and its innovations influence our daily lives. What does it actually mean to be a global citizen?



Bosnia and Herzegovina: In Bosnia and Herzegovina, it's time to dance. During this half-hour session, you and your classmates will learn a real folk dance.





PASSEPORT

Paspoort

Blank white rectangular area for a passport photo.

Voornaam:

Achternaam

Klas:

Stempelkaart Europa

Lef 	Open minded 	Onderzoeken 	Zelf-verantwoordelijk
Samenwerken 		Onderzoeken 	Extra lef



Friday, March 27

MarchMUN

MarchModelUnitedNations (MarchMUN) will be entirely dedicated to debating. You'll practice the noble art of debating in various ways, with the ultimate goal of representing your assigned country in a debate according to the rules of the real United Nations.

That day, you won't be in your own class, but in a mixed group of approximately 25 students. Years 1 and 2 will be mixed, and Years 3, 4, and 5 will be mixed. There will also be students from Rivers in your group. You'll be given the choice in advance whether you want to debate solo or in a pair, and whether you want to debate in English or Dutch. Students in the TTO program are required to debate in English.



Programme

A precise programme will follow later, but a general breakdown of the day is as follows:

Morning (08:30-13:00)

After the opening, you'll participate in some fun debate exercises to warm up. After a break, you'll learn the rules of debating at the United Nations, but with a fun topic (a mock debate). Then you'll read up on your assigned country and the topic you'll be seriously discussing.

Dinner (1:30 PM-3:30 PM)

After the second break, there's likely still some time to do some additional research, after which the main goal of the day arrives: the MUN debate. You'll now apply the knowledge you've acquired by debating a specific global issue. Afterward, there's a central closing ceremony in the auditorium for classes 1 and 2, and the day, and with it, World Week, is over.

To enrol

You indicate your choice via the website:

[Register MarchMUN](#)

[Please do this no later than March 6th.](#)

Packing list

- World Week Booklet
- Charged laptop
- Lunch

RUBRIC INTERNATIONAL SKILLS – LORENTZ LYCEUM

Reading guide for the rubric

This rubric supports the development of international skills at Lorentz Lyceum.

With ‘international skills’ we mean the skills that help students to:

1. *Get to know themselves (self-analytical, courage, autonomous);*
2. *Connect differences (communication, collaboration, courage, open-minded, self-analytical);*
3. *Discover the world (courage, inquiring, collaboration).*

These seven international skills form the foundation of **citizenship** as we offer it at school.

Students encounter these skills in various subjects, projects, tutor lessons, and work weeks. During each school year, students can achieve the M-level (Master) if it's appropriate to the level and context of that grade.

The rubric has six levels:

B₀ — The starting point: students have not demonstrated the ability to achieve the B₁ level yet.

B₁ — Beginner: students have achieved the basic level of what is expected of them at school.

D₁ — In-between step: the basic level has been achieved, but the next level has not yet been fully achieved.

D₂ — Developing: the student demonstrates the skill independently. However, the context in which this occurs is still limited.

D₃ — In-between step: the D₂-level has been achieved, but the student has not yet mastered the skills sufficiently.

M — Master: the student has achieved the highest level possible at that moment. Not all students will achieve the M level for all skills every school year. Mastery often involves acting independently and consciously in new or unfamiliar situations.

A student only achieves a level when the criteria for that column have been met. For example, in an assignment, presentation, conversation, or situation in which the skill becomes apparent.

D₁ and D₃ function as transitional levels: they indicate that a student has fully mastered the prior level, but only partially mastered the next.

Important terms:

‘I am aware’: *I realize that something exists or is happening.*

‘I understand’: *I understand how something works and can explain it.*

‘I consciously’: *I actively notice what is happening, think about it, and take it into account in my behavior.*

Step →	B ₀	B ₁	D ₁	D ₂	D ₃	M
Skill ↓						
Communication		<p>I. I listen to others.</p> <p>II. I try to express my opinion to others.</p> <p>III. I am aware that body language is part of communication.</p> <p>IV. I can prepare and give presentations together with others.</p>	<p><i>A combination of B1 and D2 in which you have obtained at least three skills from B1 and two skills from D2.</i></p>	<p>I. I listen to others, even if I disagree with them.</p> <p>II. I can appropriately express my opinion while considering others.</p> <p>III. I understand that there are differences in body language and language use between groups (age, culture, background, etc.).</p> <p>IV. I can independently prepare and give presentations in front of my class.</p>	<p><i>A combination of D2 and M in which you have obtained at least three skills from D2 and two skills from M.</i></p>	<p>I. I listen to others, and I can respond respectfully, even if I disagree with them.</p> <p>II. I can explain my point of view in a respectful and thoughtful manner, while consciously considering the feelings and thoughts of others.</p> <p>III. In my communication, I consciously consider that there are differences in body language and language use between groups (age, culture, background, etc.).</p> <p>IV. I can independently prepare and give presentations in front of people I don't know very well (yet).</p>

Step →	B ₀	B ₁	D ₁	D ₂	D ₃	M
Skill ↓						
Courage		<p>I. I am aware that making mistakes is necessary if you want to learn something new.</p> <p>II. I dare to ask questions to friends and acquaintances.</p> <p>III. I dare to stand up for myself in a group of people that I know and trust.</p> <p>IV. I dare to take (short) excursions when I am with people I know well.</p>	<p>A combination of B₁ and D₂ in which you have obtained at least three skills from B₁ and two skills from D₂.</p>	<p>I. I dare to make mistakes and learn from them.</p> <p>II. I dare to ask questions to peers and/or classmates, both online and offline.</p> <p>III. I dare to stand up for myself and others in a group of people that I know and trust.</p> <p>IV. I dare to try new things, even when I am with people I am not (yet) familiar with.</p>	<p>A combination of D₂ and M in which you have obtained at least three skills from D₂ and two skills from M.</p>	<p>I. I can recognize and acknowledge my mistakes and learn from them.</p> <p>II. I dare to ask questions in groups or situations that I am not (yet) familiar with, both online and offline. Even when it is not in my native language. In doing so, I consciously step out of my comfort zone.</p> <p>III. I dare to stand up for myself and others in groups or situations that I am not (yet) familiar with, both online and offline. Even when it is not in my native language. In doing so, I consciously step out of my comfort zone.</p> <p>IV. I dare to actively seek out new things, both online and offline. Even in groups or situations that I am not (yet) familiar with, and when it is not in my native language. In doing so, I consciously step out of my comfort zone.</p>
Inquiring		<p>I. I am curious about my surroundings (school, neighborhood, city, etc.).</p> <p>II. I am aware that there are different ways to obtain information.</p> <p>III. I am aware that questions can lead to answers and insights into topics I want to explore.</p>	<p>A combination of B₁ and D₂ in which you have obtained at least two skills from B₁ and one skill from D₂.</p>	<p>I. I am interested in the world around me, which gives me new knowledge and information.</p> <p>II. I understand how I can use different ways to obtain information.</p> <p>III. I can ask specific questions to obtain information about a subject or topic.</p>	<p>A combination of D₂ and M in which you have obtained at least two skills from D₂ and one skill from M.</p>	<p>I. I actively keep up with what is happening in the world, which gives me new knowledge, information, and insights.</p> <p>II. I consciously consider the methods I can use to obtain appropriate and reliable information, both online and offline.</p> <p>III. I can formulate specific main and sub-questions that are appropriate for a study and/or report.</p>

Collaboration		<p>I can solve a simple problem together with a group of people that I know and trust.</p> <p>II. I actively participate in group assignments.</p> <p>III. I am aware that different roles are needed in group work.</p> <p>IV. I am aware that collaboration has advantages.</p>	<p>A combination of B1 and D2 in which you have obtained at least three skills from B1 and two skills from D2.</p>	<p>I can solve a general problem together with peers and/or classmates.</p> <p>II. I actively contribute to group assignments and adhere to the agreements made.</p> <p>III. I can fulfill various roles within a group that <u>suit</u> the situation.</p> <p>IV. I understand that collaboration has advantages and disadvantages, and I can take this into account.</p>	<p>A combination of D2 and M in which you have obtained at least three skills from D2 and two skills from M.</p>	<p>I can solve a complex problem together with a group of people that I am not (yet) familiar with (<i>Model United Nations, international internship, etc.</i>).</p> <p>II. When working on a group assignment, I take responsibility for the output of the group and adhere to the agreements made.</p> <p>III. I am conscious about which role within a <u>group suits</u> both me and the situation best, and I can take on a different role if necessary.</p> <p>IV. I am conscious <u>about</u> the fact that collaboration has advantages and disadvantages, and I can identify these <u>in order to</u> promote collaboration.</p>
Autonomous		<p>I am aware of my own actions and behavior.</p> <p>II. I am aware that I have to spend time on schoolwork, and I know that this affects the amount of free time I have.</p> <p>III. I try to finish my schoolwork on time.</p>	<p>A combination of B1 and D2 in which you have obtained at least two skills from B1 and one skill from D2.</p>	<p>I feel responsible for my own actions and behavior.</p> <p>II. I try to strike a good balance between school and free time (<i>phone, work, hobbies, friends, etc.</i>), but sometimes I still need help with this.</p> <p>III. I can make a schedule for my schoolwork and stick to it.</p>	<p>A combination of D2 and M in which you have obtained at least two skills from D2 and one skill from M.</p>	<p>I take responsibility for my own actions and behavior.</p> <p>II. I am capable of independently maintaining a good balance between school and free time (<i>phone, work, hobbies, friends, etc.</i>).</p> <p>III. I take control of my own learning process by planning realistically and being conscious about what is needed to achieve a result that aligns with my goals.</p>
Step →	B ₀	B ₁	D ₁	D ₂	D ₃	M

Skill ↓						
Open-minded		<p>I. I am aware that there are differences in the world.</p> <p>II. I am aware that other people may think about things differently than I do.</p> <p>III. I keep an open mind regarding unfamiliar ideas and/or points of view.</p>	<p>A combination of B1 and D2 in which you have obtained at least two skills from B1 and one skill from D2.</p>	<p>I. I understand that there are differences and similarities between myself and others, and I can explain these.</p> <p>II. I understand that my personal circle (media, school, friends, family, etc.) directly influences my opinion(s) regarding certain matters.</p> <p>III. I ask questions and engage in conversation to better understand unfamiliar ideas and/or points of view (about age, culture, region, etc.).</p>	<p>A combination of D2 and M in which you have obtained at least two skills from D2 and one skill from M.</p>	<p>I. I am conscious of the fact that there are differences and similarities between myself and others, and I can explain and respect these.</p> <p>II. I am conscious about the fact that I am influenced by my personal circle (media, school, friends, family, etc.), but I remain critical and true to who I am.</p> <p>III. I can have an open conversation regarding the differences and similarities between my own ideas and/or points of view, and those of others.</p>
Self-analytical		<p>I. I can identify what I am good at and what I (still) find difficult.</p> <p>II. I think about how I can do something better next time.</p> <p>III. I (sometimes) find receiving feedback difficult, but I am aware that feedback is important.</p> <p>IV. I (sometimes) find giving feedback difficult, but I am aware that feedback is important.</p>	<p>A combination of B1 and D2 in which you have obtained at least three skills from B1 and two skills from D2.</p>	<p>I. I can set goals to improve myself, but sometimes I still need help with this.</p> <p>II. I can describe why certain things went well or not so well.</p> <p>III. I can ask for substantive feedback, and I try to apply this in my learning process.</p> <p>IV. I can provide substantive feedback, and I try to communicate this respectfully to others.</p>	<p>A combination of D2 and M in which you have obtained at least three skills from D2 and two skills from M.</p>	<p>I. I can independently take initiative to improve myself, and I can set realistic long-term goals.</p> <p>II. I can independently reflect on my actions and ask for appropriate help when necessary.</p> <p>III. I can independently request specific feedback and successfully apply that feedback to my learning process.</p> <p>IV. I can independently provide specific feedback and communicate this to others carefully and respectfully.</p>