



-  **WORLD WEEK**
-  **2026**
-  -March 23 to March 27-
-  Year 2

Notes

My program

Monday, March 23

Author's visit
Workshop mathematical art
Support hour

Tuesday, March 24

Excursion to Amsterdam

Wednesday, March 25

Workshop LEF
International skills

Thursday, March 26

Travel through Africa

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 (think 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; attending a workshop on international skills; experiencing the fascinating history of the surrounding area; or learning how to apply for a job.

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 for this day:

- Communication
- Self-analytical

Author visits

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. Elvin Post and Elin Meijnen are the authors leading the workshops for Year 2 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've written. A PO (primary education program) 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.



Elin Meijnen



Elvin Post

Mathematical art workshop

You may have already put together a cube, but probably not a cube with a dent.

During the math art workshop you will make a cube with a dent.

We'll fold the first cube step by step. If you fold more cubes, you can build a tower. If you make five dented cubes, you can make a wreath with them. Perhaps you can even think of some beautiful shapes to make with dented cubes. It's important that you don't use glue or tape.



Packing list

- Laptop
- Lunch
- Pencil case
- Math tools



Dutch language support hour

During this activity, you'll spend an hour in a real escape room! You'll crack a safe, but you'll only succeed if you use your reading skills intelligently and sharply. By reading texts carefully, making connections, and understanding exactly what's written, you'll gather clues and codes. You'll collaborate, think critically, and improve your language skills!

Timetable

Times	H2a	H2b	TH2c	V2d	V2e	TV2f	TV2g	O2a
08.30-09:30		Tutor				Tutor		
09:30-10:30	Tutor	Author visit	Tutor	Tutor	Tutor	Author visit	Tutor	Tutor
10:30 – 10:55	Break							
10:55-11:55	Support hour	Math workshop	Author visit	Author visit	Support hour	Math workshop	Math workshop	Math workshop
11:55-12:55	Author visit	Math workshop	Support hour	Support hour	Author visit	Math workshop	Math workshop	Math workshop
12:55 – 13:25	Break							
13:25-14:25	Math workshop	Support hour	Math workshop	Math workshop	Math workshop	Support hour	Author visit	Author visit
14:25-15:25	Math workshop		Math workshop	Math workshop	Math workshop		Support hour	Support hour

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

On Tuesday, March 24, we're going to Amsterdam. We'll meet at the school at **7:30 am** and head to Amsterdam city center. We'll take a boat (yes, we'll be taking a canal tour) and a walking tour through part of the old city center, showing you how Amsterdam has been built over the centuries.

You'll also have an hour of "free time" to explore the city center on your own. We'll, of course, provide guidelines on what is and what isn't allowed.

After exploring the city center, we'll take the ferry to Amsterdam Noord to see the NDSM site. Here, we'll use a photo assignment to see how the old site will be repurposed.

The entire excursion focuses on 'the changing city'.

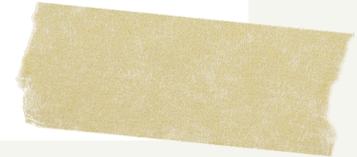
We're looking forward to it, we hope you are too!

Geography section



Packing list

- Valid ID/passport
- Lunch + food for the whole day
- Pencil case
- Clothing adapted to the weather conditions
- Good running shoes
- Telephone
- Possibly a power bank in case your phone's battery runs out
- Pocket money for free time



Timetable

Times	H3a	H3b	Th3c	V3d	V3e	Tv3f	Tv3g	O3a
07:30	Departure from school							
18:00	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, and learning how to apply for a job. Furthermore, the first-year students will explore the environmental history of our school, the second-year students will participate in a theater workshop with a special focus, and the third-year students will have an elective program related to their chosen profile.

International skills for this day:

• Inquiring • Courage • Collaboration • Autonomous



LEF (GUTS)

On Wednesday, March 25, all 2nd year classes will receive a Drama/Accent workshop.

During the workshop we will challenge you to go just one step further.

Do you have GUTS? Show me!

International skills workshop

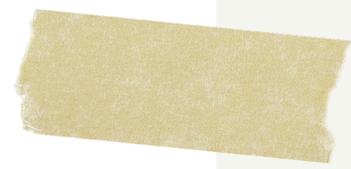
In this two-hour workshop, you'll learn about the seven international skills, such as communication, courage, and collaboration, and how to develop them. These skills are a key part of our curriculum and are central to our school. You might already recognize them from the posters displayed around the school.

During the lesson you will get answers to surprising questions, such as whether you can see through a tree with a machine gun, why snow can be difficult but also fun, and why curiosity is important.

Using videos and practical examples, you will discover how these skills not only contribute to personal growth and success, but also how you can apply them during three-way conversations.

Packing list

- Laptop
- Lunch
- Pencil case and paper



Fragment 1

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 3

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 2

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 4

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 5

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 7

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 6

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 8

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 9

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 11

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 10

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 12

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 13

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Fragment 14

Important international skill:

Aspect of the international skills section:

Concrete example from the video:

Tijdschema

Tijden	H2a	H2b	TH2c	V2d	V2e	TV2f	TV2g	O2a
08:30-09:30	International skills	International skills	International skills					
09:30-10:30	International skills	International skills	International skills					
10:30-10:55	Break							
10:55-11:55	Lef	Lef	Lef	International skills	International skills			
11:55-12:55				International skills	International skills	Lef	Lef	Lef
12:55-13:25	Break							
13:25-14:25				Lef	Lef	International skills	International skills	International skills
14:25-15:25						International skills	International skills	International skills

Thursday, March 26

Across the world day

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

International skills for this day:
•Open minded

During this day, we'll embark on an inspiring journey through Africa, 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 preview of what you can expect:

Djembe Course

In Africa, we'll delve into the rhythmic world of traditional percussion instruments. It's an energetic and joyful experience where you'll make music together and feel the rhythm of Africa!

Morocco

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

South Africa

Baklei, Skree, and... the (South) Afrikaans language! In South Africa, you'll get acquainted with the language and discover how similar it is to our own. Who knows, you might even be able to speak a few sentences of (South) Afrikaans by the end of the day!

Tanzania

In Tanzania, you'll be transformed into true biologists. You'll either work with the famous Big Five and learn more about these impressive animals and their role in nature. Or you'll gain insight into human evolution, as much of it has been discovered in Tanzania. Finally, you might learn more about how Africa, including Tanzania, is slowly splitting in two.

Egypt

Grab your magnetometer or aerial photographs, because in Egypt, you'll be transformed into archaeologists! Here, we'll tackle a surprising mathematical challenge. Which group can figure out how the Pyramid of Giza was constructed?

We hope you're as excited as we are and look forward to making this World Week unforgettable together. Put on your adventure shoes, because this trip will be one you'll never forget!

Packing list

- Laptop
- Pen and paper
- Lunch
- Gym shoes
- Math tools

Specifics

- *An outfit for the end the day*



PASSEPORT

Paspoort



Voornaam:

Achternaam

Klas:

Stempelkaart Afrika

<p>Openminded</p> 	<p>Lef</p> 	<p>Openminded</p> 
<p>Communicatie</p> 	<p>Samenwerken</p> 	<p>Extra lef</p> 



Timetable

Times	H2a	H2b	TH2c	V2d	V2e	TV2f	TV2g	O2a
09:00-09:30	Djembé	Djembé	Marokko		Tanzania	Egypt	South Africa	
09:30-10:00	Djembé	Djembé	Tanzania	Egypt			Morocco	South Africa
10:00-10:30		Morocco	Djembé	Djembé	South Africa	Tanzania		Egypt
10:30-11:00	Morocco		Djembé	Djembé		South Africa	Egypt	Tanzania
11:00-11:30	Break							
11:30-12:00	South Africa	Egypt		Morocco	Djembé	Djembé	Tanzania	
12:00-12:30	Tanzania	South Africa	Egypt		Djembé	Djembé		Morocco
12:30-13:00	Egypt		South Africa	Tanzania	Morocco		Djembé	Djembé
13:00-13:30		Tanzania		South Africa	Egypt	Morocco	Djembé	Djembé

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 (08:30-1:00 PM)

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

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>