



-  **WORLD WEEK**
-  **2026**
-  -March 23 to March 27-
-  Year 3

Notes

My program

Monday, March 23

Spoken word:
Movie afternoon:
Presentation skills support hour:

Tuesday, March 24

Excursion The Hague:

Wednesday, March 25

Applications:
Elective:

Thursday, March 26

Travel through North and South America:

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 24

Cultural Day

The first day of this World Week focuses on culture. It's about discovering different forms of culture (think books, performances, films, and creating your own art) and connecting 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

Spoken word

The third-year students will be visited by a spoken-word artist. Gerswin Bonevacía and Onias Landveld will lead the workshops. They will share their experiences as spoken-word artists and will work with you in a practical setting. Before Elten and Onias's visit, there will be a series of lessons in the classroom. The visit will be followed by a practical assignment that will be graded (weighting 1).



Gerswin Bonevacía



Onias Landveld

Presentation techniques workshop (support program)

Do you ever find yourself presenting in front of a class and unsure how to present yourself? In this active workshop, you'll discover how to present yourself confidently and confidently in front of a group.

Together, we'll explore what makes a presentation powerful: your posture, your voice, and your connection with your audience. With short, interactive exercises and a generous dose of humor, you'll experience firsthand what works—and what doesn't.

By the end, you will know how to stand **calmly in front of a group, speak clearly and make more impact** when you present. Short, practical and active.

For anyone who wants to present more effectively.

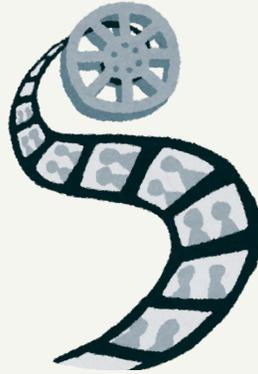
Packing list

- Laptop
- Lunch
- Case
- Math tools
- Bicycle or public transport card



Film afternoon class 3 in Focus cinema

This afternoon, you'll watch a citizenship film at the Focus cinema in Arnhem. We ask that you cycle independently or use public transport to get to the Focus cinema.



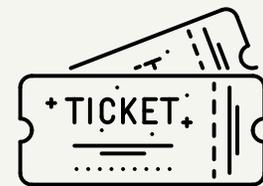
SCRAPPER

A quirky British father-daughter story starring Harris Dickinson (Triangle of Sadness) as an estranged father. Twelve-year-old Georgie (Lola Campbell) lives alone in a London flat after her mother's death and wouldn't have it any other way. She lies to social workers that she lives with her uncle and steals bicycles to survive. Her independent life is shattered when a young man named Jason (Harris Dickinson), who identifies himself as her father, suddenly shows up. Slowly but surely, the two grow closer.

TRAILER: <https://www.youtube.com/watch?v=R-2fRr-U9EA&t=2s>

THE PEANUT BUTTER FALCON

Young Zak (Zack Gottsagen), who has Down syndrome, has only one dream: to become a professional wrestler! When he runs away from the nursing home one day, he wants nothing more than to make that dream come true. He soon meets Tyler (Shia LaBeouf), who is also on the run. As two unlikely allies, they manage to escape and embark on the wildest adventures. They even convince the kind Eleanor (Dakota Johnson), a nursing home worker, to join them on their journey. The Peanut Butter Falcon is a comedy-adventure film starring Shia LaBeouf, Dakota Johnson, Zack Gottsagen, Thomas Haden Church, and Bruce Dern. It had its world premiere at the South by Southwest festival and won the Audience Award in the "Narrative Spotlight" section.



Timetable

Times	H3a	H3b	Th3c	V3d	V3e	Tv3f	Tv3g	O3a
09:00 – 10:00	Support hour		Tutor	Tutor	Support hour		Writers visit	Writers visit
10:00 – 11:00	Tutor	Support hour	Writers visit	Writers-visit	Tutor	Support hour		
11:00 – 11:30	Break							
11:30 – 12:30	Writers visit	Tutor	Support hour	Support hour	Writers visit	Tutor	Tutor	Tutor
12:30 - 13:30		Writers visit				Writers-visit	Support hour	Support hour
13:30 – 14:30	Travel time to Focus							
14:30 – 15:30	Film							
15:30 – 16:30	Film							

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

Excursion The Hague

On Tuesday, March 24th, our third-year class will go on a field trip to The Hague. During this day, we will visit the States General in The Hague. Led by ProDemos, we will learn about the workings and history of Dutch politics. We will (if possible) visit the House of Representatives, the Senate and the Binnenhof.

To ensure the day runs smoothly, please gather at school at **7:15 AM**. After an inspiring day in The Hague, we expect to return to Arnhem around 7:30 PM.

For this day, you are required to bring your ID card or passport. Since 2020, a registration requirement has been in place for visits to the House of Representatives, and for participants aged 14 and older, identification is required. This gives the House a better idea of who is in the building at any given time. So don't forget it!

Finally, it's important to bring a good dose of motivation. Then we'll make it a fun day together.

See you then!

Packing list

- Valid ID/passport
- Lunch + food for the entire 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



Timetable

Times	H3a	H3b	Th3c	V3d	V3e	Tv3f	Tv3g	O3a
07:15	Departure from school							
19:30	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

Packing list

- Laptop
- Lunch
- Pencil case and paper

Specifics

- *Fieldwork Meinerswijk – clothes and shoes that can get dirty, bicycle and clothes that are adapted to the weather*

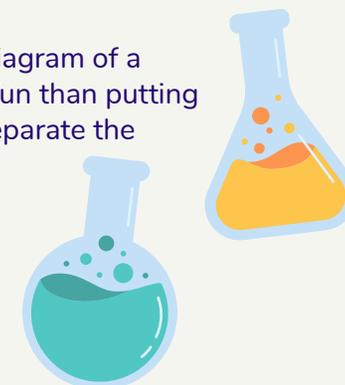


Morning program TTO classes

Workshop writing a job application letter and doing a job interview for your profile choice – year 3 In this workshop you will learn how to write a proper application letter for your profile choice. What are the conventions? What is the right tone? But that's not all! In the second part of the workshop you will get to experience what it's like to have a job interview. There will be time to prepare for this. What are questions that you might get? Do you have any questions yourself that you want to ask? This is a great opportunity to prepare for your professional future!

Separation methods

In period 3, you started creating a block diagram of a separation process. What could be more fun than putting this into practice? Challenge yourself to separate the mixture and obtain the pure substances.



Philosophy workshop

Are you curious and do you enjoy reflecting on the things around you? Do you ever ask yourself questions like: Does money buy happiness? Do you always have to be honest as a friend? Can an AI really think like us humans? How free am I to make my own choices? Is it wrong to cheat? Then philosophy might be for you. In this two-hour philosophy workshop, we'll ask questions, reflect together, question and discuss, or simply be curious about an everyday topic.

Get acquainted with the field of philosophy. You don't need any prior knowledge, just an open mind and a willingness to participate!

Energy transition

This workshop focuses on the energy transition. We will compare sustainable energy sources, such as wind turbines and solar panels, with fossil fuels and nuclear energy based on cost and efficiency. Practical experiments with various technologies will be conducted. The goal is to gain insight into the performance of these diverse energy sources and make informed decisions to promote the energy transition.

Field work Meinerswijk

Meinerswijk is a nature reserve and floodplain near the school, and the ideal place for outdoor learning! During our fieldwork, we'll discover how geography, history, and science intertwine. We'll explore all sorts of interesting facts in this captivating landscape. This excursion reveals how nature, history, and daily life are interwoven in our environment.

Workshop game making

In this workshop, you'll work in small groups to unleash your creativity and develop your own game. This will help you learn more about German culture, society, and the country's history. Our professional playmaker from the play club and German teachers will guide you, offer tips, and answer questions.

Note! Your self-developed game will be used during German lessons. This way, you can learn from each other's ideas and enjoy them for years to come.

Calligraphy workshop

The Chinese name for calligraphy is shūfǎ (traditional Chinese: 書法), which literally means "the method of writing." Unlike Western calligraphy, calligraphy in China is traditionally done with a brush. Calligraphy is especially highly regarded in China.



Circular Economy Workshop

This sneaker is made from chewing gum and is environmentally friendly. If you wanted to buy one, how much would you pay? Or would you rather buy Gucci leather shoes?

In our current society we are focused on economic growth, but is this still socially responsible?

We will approach the topic of the circular economy from the school subjects of economics and social studies.



Timetables

Times	H3a	H3b	TH3c	V3d	V3e	TV3f	TV3g	O3a
08:30-09:30	Job interview							
09:30-10:30	Job interview							
10:30-10:55	Break							
10:55-11:55	Job interview							
11:55-12:55	Elective							
12:55-13:25	Break							
13:25-14:25	Elective							
14:25-15:25	Elective							

Elective	Elective
Calligraphy	Energy transition
Field work Meinerswijk	Circular economy
Philosophy	Seperation methods
Game making	

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 week, we'll embark on an inspiring journey through North and South America, exploring diverse countries and cultures. On this trip, you'll not only learn new things about these continents but also immerse yourself in unique cultures, sports, and flavors. Here's a sneak peek at what you can expect:



United States

Welcome to the United States of America, the land of limitless possibilities! With its enormous diversity of landscapes, cultures, and people, America is one of the most fascinating countries in the world. From the bustling streets of New York City, with the Statue of Liberty and Times Square, to the vast expanses of national parks like the Grand Canyon and Yellowstone – America has something for everyone. Through short assignments, you will learn more about the American presidential election by focusing on knowledge, but also on memory, opinion formation, spatial awareness, and creativity.



Canada

In Canada, the focus is on beautiful nature. Did you know this country has more lakes than the rest of the world combined? You'll explore Canada's geography and discover what makes this vast and diverse country so special. From mountains and lakes to cities and forests, there's so much to learn here!



World Cuisine

During this workshop, you'll cook together in the schoolyard. You'll be supported as you cook by the "Goeditje" organization. Will you be surprised by these unique dishes?



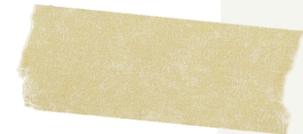
Curaçao

Ajo, Kon tabai, and... the language of Curaçao! In Curaçao, you'll get to know the language and discover how many similarities it has with our own. Who knows, by the end of the day, you might even be speaking a few sentences in Papiamentu!

Make sure you bring your enthusiasm and curiosity to World Week, because it promises to be a fantastic experience. We look forward to embarking on this journey of discovery with you!

Packing list

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





PASSEPORT

Paspoort



Voornaam:

Achternaam

Klas:

Stempelkaart Noord- en Zuid-Amerika

<p>Communicatie</p> 	<p>Onderzoekend</p> 	<p>Lef</p> 	<p>Zelf-verantwoordelijk</p> 
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Timetable

Times	H3a	H3b	TH3c	V3d	V3e	TV3f	TV3g	O3a
09:45-10:30	USA	World cuisine	Canada	Curaçao	USA	World cuisine	Canada	Curaçao
10:30-11:15	World cuisine	USA	Curaçao	Canada	World cuisine	USA	Curacao	Canada
11:15-11:45	Break							
11:145-12:30	Canada	Curaçao	USA	World cuisine	Canada	Curaçao	USA	World cuisine
12:30-13:15	Curaçao	Canada	World cuisine	USA	Curaçao	Canada	World cuisine	USA
13:15-14:00	Break							
14:00-14:30	Closing Session							

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.



Plan

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>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 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>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 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>